A Study on Cohesive Devices in Stylistics from an Extract of a French Novel "Voyages d'un Sédantaire" by Francis de Miomandre

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Abstract

This study is mainly focused on cohesive devices in Stylistics from an extract "Un Ami des Oiseaux" from the book "Voyages d'un Sédantaire" (1981) by French Author, Francis de Miomandre, (1880-1959). This extract is constructed with the cohesive relations between its linguistic features and beautiful stylistics devices. Stylistics is one of the modules for Second Year Master French Specialization students at YUFL. The purpose of this study is to help the students who have some difficulties when they analyze the texts, to realize the vital role of cohesive devices, to criticize the texts easily, to encourage the students to be interested in reading and writing, and to get better ideas both in written and spoken form. In this study, the importance of cohesive devices and discourse markers is highlighted. In addition, the system of discourse ie. grammatical cohesion such as reference, substitution, ellipsis, conjunction, and lexical cohesion such as repetition, synonym, superordinate, general words, collocation and sentence connectors, is analyzed. After reading the text, the students realize how the author uses them effectively in the text to attract the readers, which discourses markers are essential in communicating ideas, what a text is about, and which messages the author gives the readers. In this study, the works in the class of Second Year Master French Specialization students are analyzed. According to the findings of research, most of the students could analyze cohesive devices without difficulty and they improve their Writing Skills after learning the discourse. As a result, the cohesive devices and discourse markers are needed for language learners and readers to understand the text and criticize well. As the role of the cohesive devices and discourse markers is important in comprehending and analyzing a text, descriptive method is used to analyze the specific data of Second Year Master Students, attending in French as a foreign language FFL. It is expected that this study can give a lot of advantages for readers or students who want to criticize the text well and for language teachers who want to help the learners to have great interest in reading a variety of authentic texts.
Key words: grammatical cohesion, lexical cohesions, discourse markers.

I. Introduction

This study investigates the role of the discourse markers in French Language. It is mainly focused on the study of cohesive devices and discourse markers in an extract "Un Ami Des Oiseaux". This extract is about a man and the birds in the Tuileries garden. It is a beautiful short story, having a beautiful style. The author writes it by using the complex sentences and expressions. So, the sentences are not easy to understand because they are long sentences with connectors. In extract, the writer uses a lot of grammatical and lexical cohesion.

If the students do not study the role of cohesive devices and discourse markers well, they won't be able to analyze and criticize the text. In addition, sometime they cannot understand very well the text, written in French. Consequently, they are afraid of reading and analyzing the texts. The more they understand cohesive devices, the more they are interested in reading and criticizing the texts. French Specialization students have to learn discourse analysis in the Second Year Master class. They are altogether eight, they studied Linguistics as a compulsory course in First Year MA. So, they have some knowledge in Linguistics and they already know the concept of linguistic features. Before studying this module, they have some difficulties in

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analyzing the texts. But it can help a lot in teaching, learning languages, translation and interpretation and so on. After studying the discourse in Stylistics and Linguistics, they improved in their field and became confident in their work. According to the data collection, it collection, it is confirmed that the students could analyze and criticize the text very well.

II. Aims and objectives

In Yangon University of Foreign Languages, Stylistics is one of the module for second year Master course. In this module, students study and analyze the texts, the poems, and the novels. They want to know how to analyze and criticize the texts and poems, what a text or a poem is about, what messages the writers convey to the readers or students, and so on. Their problem is that French texts are very complex and difficult to understand and criticize. Students' feedback for this subject is not satisfied. They find it is difficult to analyze. The aims and objectives of the present study are:

(1) To help the students who have some difficulties when they analyze the text,

(2) To realize the importance of cohesive devices and discourse markers,

(3) To analyze and criticize different texts well,

(4) To encourage their interests in reading and writing,

(5) To improve ideas both in written and spoken form.

III. Data and Method

In this paper, descriptive method is used to analyze the specific data of Second Year Master French Specialization students who analyzed an extract "Un Ami Des Oiseaux" from French novel "Voyages d'un Sédentaire (1918) by French Author, Francis de Miomandre. This study is based on the theory of cohesive devices of Halliday and Hasan's (1976) work, and emphasized the data analysis of discourse on the works of the students.

First, before reading the text, students were asked to answer the questions in appendix A. Then, the teacher asked the students to read the extract three times to understand well. Next, they were asked to answer "what cohesive device and discourse markers are", "how useful these cohesive device and discourse markers are in extract", and "which cohesive device and discourse markers the author used are". And then, they were asked to find and analyze these cohesive devices and discourse markers according to the respective categories. Furthermore, the data collection of grammatical and lexical cohesions was arranged in the tables. After that they answered the questions in appendix B. Finally, the results of appendix A and appendix B were compared and analyzed.

IV. Scope of study

The research is mainly focused on cohesive devices and discourse markers from the prescribed text book "La stylistique by Joelle Gardes-Tamine". The extract is selected from the novel "Voyages d'un Sédentaire" (1981) by Francis de Miomandre.

V. Research Questions

These research questions can give a great help for the learners to criticize and analyze the text.

(1) How do these cohesive devices and discourse markers contribute to construct the text?

(2) Which and how cohesive devices and discourse markers are used in this extract?

VI. Literature Review

According to Halliday andHasa (1976), Cohesion is the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning. Grammatical cohesion is based on structural content and lexical cohesion is based on both lexical content and background knowledge. In Cohesion in English, Halliday and Hasan explain five general categories of cohesive devices that create coherence in texts: reference, ellipsis, substitution, conjunction and lexical cohesion. These different categories of cohesion are closely related in a meaning text. Halliday and Hassan (1976) state three kinds of reference: personal, demonstratives and comparative. The examples of Personal references are "I", "you", "they" (subject pronoun), "him", "her", "us" (object pronoun), "my", "your" (possessive pronoun), "ours", "theirs" (reflexive pronoun). Demonstrative references, such as: "here", "there", "this", "that" etc refers to the location of presupposed elements. Comparative references refer to the compared adjectives of one noun to another. According to Halliday and Hassan (1976), substitution is the replacement of one item by another. Three types of substitution; Nominal, Verbal and Clausal can be found reading texts. Halliday and Hassan (1976) assert that ellipsis is the process of cohesion which is omitted of an item and replacement by nothing. Three types of ellipsis, namely nominal, verbal and clausal can be found in written texts. Halliday and Hassan (1976) state that conjunction can be divided into four groups: additive, adversative, causal and temporal. According to Halliday and Hasan (1976), lexical cohesion concerns two distinct but related aspects: reiteration and collocation. Reiteration is two items that share the same reference and could both be repeated and have similar meanings in a text. The forms of reiteration are repetition, synonymy, antonymy, superordinate and general words.

VII. Findings and Discussion

Findings

Before reading an extract, the students were asked to answer the questions (set A) in appendix A. The results are described in Figure 1. For question No.1 "Do you enjoy reading?", three students answered they enjoy and are interested in reading but five are not. For question No.2 "Do you like this short story?", four out of eight answered "Yes" and but four said "No". In question No.3, "Have you studied Linguistics?", all students answered "yes". For question No.4, all students didn't know the difference between cohesive and not-cohesive text. For question No.5, ask for knowledge about the differences between grammatical cohesion and lexical cohesion, only two students knew these differences, but six said nothing. For question No. 6, three out of eight knew the characteristics of the cohesive devices and discourse markers that cohere the text but five said nothing. For question No.7, only two realized about the words and phrases that help to study the text well but six said these gave little

help to understand the text. All students answered they had difficulties to analyze the text, for question No.8. For question No.9, all students replied they realized the importance of cohesive devices and discourse markers in studying the text in Stylistics and without knowing these markers, they could not criticize and analyze it. For question No.10, asked for their emotion, five said nothing and three said it aroused them to read and study the different texts.

From this result, it can be assumed that some students are interested in reading but they don't know the discourse devices which allow them to criticize the texts, to have ability to express ideas and to get knowledge from texts. Some are not confident to read and analyze the texts because they even don't have the ideas and knowledge about language in Literature and Stylistics that help to understand the texts.

Figure 1. The result of Question Set A
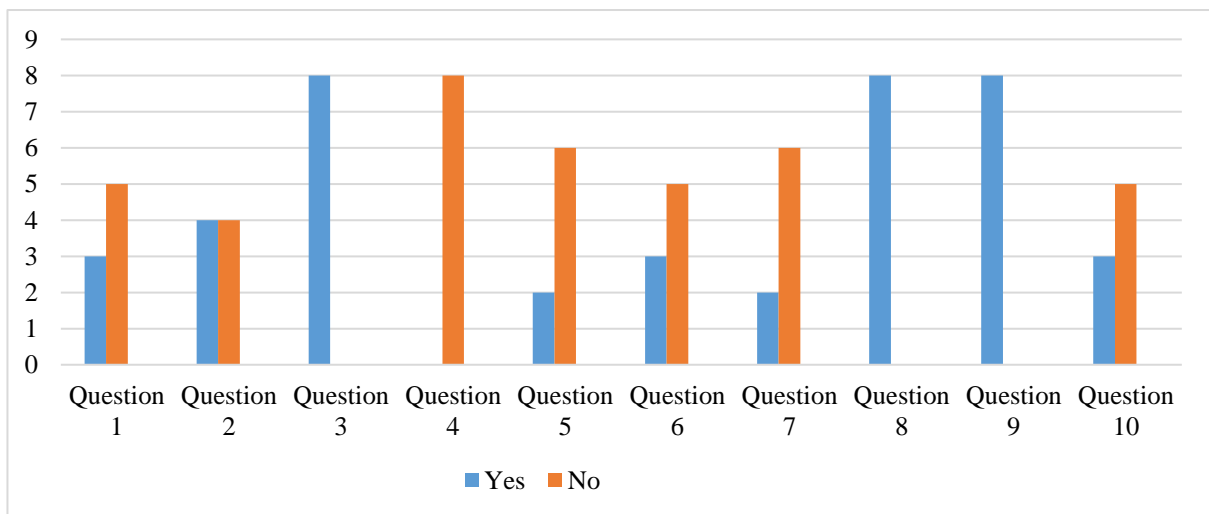
According to the theory of "Halliday & Hasan (1976), the students described and analyzed the cohesive devices: grammatical cohesion and lexical cohesion in the extract "Un Ami Des Oiseaux" as follows.

VII.1 Grammatical Cohesion
Second year Master, French specialization students at YUFL analyzed in detail the excerpt (appendix C) in this section.

1.1 Reference
The analysis shows that the author used a variety of references. In the study, three kinds of reference such as (a) personal (b) demonstrative and (c) comparative reference can be analyzed.

a. Personal references such as: the subject pronouns and object pronouns for "*Oiseaux*" (the birds) can be analyzed. For example, in the first, second and third paragraph, "*ils*" (they) are anaphoric of subject pronouns which refers to "*des moineaux*" (the sparrows). In the second and third paragraph, "*eux*" (them) and *"leur"* (them) are objects pronouns which refer to "les oiseaux" (the birds).

b. The subject pronouns, object pronouns and possessive pronouns for "*Père Pol*" can be analyzed. For examples, in the second and third paragraph, *"il"* (he) are anaphoric of the subject pronouns which refer to "Le Père Pol" (the father Pol) and "*l'=le*" (him) and "*lui*" (him) are anaphoric of the object pronouns which refer to "Le Père Pol". The possessive pronoun in the third and last paragraph "*son*" (his), "*sa"* (his) and "*ses"* (his) are used. It is

clear that the writer showed excessive use of the possessive pronouns to construct the beautiful writing.

c. The subject pronouns such as "*nous*" (we) in second paragraph, "*on*" (you/we) in the second and third paragraph which refer to the readers and author himself, are used. In the last paragraph, the object pronoun "*vous*" (you) refers to the readers and impersonal pronoun "il" (it) are found in the second paragraph.

d. Demonstrative references, such as: *"ce"* (this)**,** "*y*" (there/ over there),*"Nulle part"* (nowhere) **,** and "*là"* (there/ over there) are presupposed elements of location which refer to " *jardin des Tuileries"* (the Tuileries Garden).

e. Comparative references such as, "*plus"* (er / more)*,* **"*le plus"* (the most)*,* **"*les plus"* (the most) and "*comme"* (as/ like) are used effectively in the first and third paragraph.

Table 1 displays types of reference and total number of references used.

Table 1. Reference

Types of reference	Number of reference used					Total use of reference
	Reference		*Reference line*	*Number of devices*	*Total*	
					No.	*%*	
Personal reference (anaphora)	Subject pronouns	ils (they)	2/ 3/4/5/ 10/ 14/ 15	9	25	71 %	
		il (he)	8 / 9/ 11/ 12/13	10			
		nous (we)	5	1			
		on (you/we)	7/ 8 /13	4			
		il (it)	6	1			
	Object pronouns	eux (them)	5	1	7		
		leur (them)	12	1			
		l'=le (him)	6	1			
		Lui (him)	10 / 15	3			
		vous (you)	16	1			
	Possessive pronouns	son (his)	14 /16	4	10		59
		sa (his)	8/13/15	3			
		ses (his)	11 / 13	3			
Demonstrative Reference (anaphora)		ce (this)	1 /11	2	7	12%	
		y (there/ over there)	2	1			
		Nulle part (nowhere)	2	1			
		là (there/ over there)	3 / 9	3			
Comparative reference (anaphora)		plus (er / more)	2 / 3	4	10	17%	
		le plus (most)	3	2			
		les plus (most)	13	2			
		comme .. come (as)	5	2			

In Table 1, it is described that there are fifty-nine anaphoric references: forty-two personal references, seven demonstrative references, and ten comparative references, but zero cataphora.

1.2. Substitution

The replacement of one item by another is called substitution and there are three kinds of substitution. In Table 2, it is described that there are three types of substitution; Nominal Substitution, Verbal Substitution and Clausal Substitution and their kinds of substitution; one, ones, same, do, did, so and not. The numbers of substitution are shown in Table 2.

Table 2. Substitution

No.	Class	Types	Kinds of Substitution	Function	No. of markers
1.	Substitution	Nominal Substitution	one	replacing items (nouns)	0
			ones		2
			same		0
		Verbal Substitution	do	replacing items (verbs)	0
			did/done		0
		Clausal Substitution	so	replacing items (clauses)	0
			not		0

According to the data analysis, they found two nominal substitutions that "*en*" (one /ones) and "*ceux*" (ones) are the replacement of "des oiseaux" in the text.

1.3. Ellipsis

Ellipsis is the process of omitting an unnecessary item, which has been mentioned earlier in a text, and replacing it with nothing. In second paragraph, normal ellipsis appears: for example, "*C'est qu'il est là tous les jours, entre une heure et deux [0 : heures]*," , the nominal ellipsis "*heure*" and in the third paragraph "*peut-être presque tous* [*0 : les oiseaux*]*"* the nominal ellipsis "*les oiseaux*" are omitted. The numbers of ellipsis are shown in Table 3.

Table 3. Ellipsis

No.	Class	Types	Function	No. of markers
1.	Ellipsis	Nominal Ellipsis	omitting items (nouns)	2 (references)
		Verbal Ellipsis	omitting items (verbs)	0
		Clausal Ellipsis	omitting items (clauses)	0

According to their analyzed data, they found two nominal ellipses occurred in the text.

1.4. Conjunction

The writer used four types of conjunctions: additive, adversative, causal and temporal. The most additive conjunctions used are "*et* (and)", "*aussi* (also)". Moreover, the adversative such as "*ne ..... ni .....ni*" in second paragraph, "*pourtant*" (however) in third paragraph and "*non seulement ...mais encore* " (not only …. but also) in last paragraph are used to show contrasting ideas. The author also used causal conjunctions such as "*parce que* (because)" to link sentences together. Temporal conjunctions such as sequential "*toujours*" (always) and "*tous les jours*" (everyday) are found in the story.

The lists of conjunction are shown in Table 4.

Table 4. Conjunction

Types of Conjunction	Number of Conjunction used					Total use of Conjunction
	Conjunction	*Conjunction line*	*Number of devices*	*Total*		
				No.	*%*	
Additive Conjunction	et (and)	5/ 9/ 11 / 13	6	7	54%	
	aussi (also)	1	1			
Adversative Conjunction	pourtant (however)	12	1	3	23%	
	non seulement … mais encore (not only … but also)	16/17	1			
	ne … ni .. ni	8	1			
Causal Conjunction	parce que (because)	7	1	1	8%	13
Temporal Conjunction	toujours (always)	7	1	2	15%	
	tous les jours (every days)	9	1			

According to their analyzed data, they found thirteen conjunctions: seven additive conjunctions, three adversatives, one casual and two temporal conjunctions.

VII.2 Lexical Cohesion

Lexical Cohesion involves the choice of vocabulary. It is the relationship between lexical items in a text such as words and phrases. Two types of lexical cohesion are reiteration and collocation. The forms of reiteration such as repetition, synonymy, antonymy, superordinate and general words are found in the extract.

a. Repetition is the same lexical item repeated in the text. The words and phrases are used as repetition to be more effective and to be more interesting. There are several items that repeat in the text more than once to emphasize the writer's ideas. For examples, repetition words such as, "*plus*" (4 occurrences), "*le plus*" (2), "*c'est là*" (2), in the first paragraph, "*Le père Pol*" (3), "*les plus*" (2), "*comme*" (2), "*on ne sait*" (3), "*entre*" (2) in the second paragraph, "*sur*" (4), "*mille*" (2) in the third paragraph, "*auprès de*" (2) in the last paragraph, "*dire*" (2) in the third and last paragraph, "*Tuileries*" (2) in first and last paragraph and "*oiseaux*" (2) in title and in second paragraph are found.

b. Synonym such as, "*parler*" (speak) and "*dire*" (tell/say), "*intermédiaire*" (intermediary) and "*truchement*" (intermediary), "*gros*" (big) and "*grand*" (big/ tall), "*manger*" (eat) and "*becqueter*" (pick) are found.

c. Antonyms such as "*grand*" (tall) and "*petits*"(short) appear in the text to express opposite ideas.

d. Superordinate items such as, "*oiseaux*" (birds) is the co-hyponym of "*moineaux*" (sparrows). "*le cache-nez*" (the muffler), "*le pardessus*" (the overcoat), "*les poches*" (the bags), and "*le chapeau*" (the hat) are the co-hyponym of *les vêtements* (item of clothing). Meronymy is a whole-part relationship between items. In addition, a number of co-meronyms are used by the author. For example, "*le cou*" (the neck), "*la bouche*" (the mouth), "*l'épaule*" (the shoulder), and "*les bras*" (the arms) are the co-meronyms of the item *la partie du corps* (the part of body). In other words, item *la partie du corps* (the part of body) is the superordinate item of these words.

e. Metaphors such as "*petits protégés*", *"favoris"*, and "*public ailé*" which are compared with "*les oiseaux*" (the birds) in the text.

f. General words such as "*Choses", "Publics", " Jardin", "capitale" , "oiseaux", "quelques-uns*" are found in this excerpt.

According to the data, it can be seen that in reiteration, students found sixty-one lexical cohesions: thirty-two repetition words, eight synonyms, two antonyms, ten superordinate, three metaphors, and six general words but not found collocation. The number of lexical cohesion that the students found can be seen in Table 5.

Table 5. Lexical Cohesion

Class	Number of lexical Cohesion used					Total use of lexical
	Types	*Number of devices/ markers and percentage*		*Total*		
				No.	*%*	
Reiteration	Repetition	32	53 %	61	100%	61
	Synonym	8	13 %			
	Antonym	2	3 %			
	Superordinate	10	16 %			
	Metaphor	3	5 %			
	General words	6	10 %			
Collocation		0	0 %	0	0%	

Discussion

The findings of the paper followed by discussion are shown in this section. As a progress, after reading the text, the number and percentages of grammatical cohesion were found by the students, are shown in Table 6 and figure 2.

Table 6. Grammatical Cohesion

Total	Grammatical Cohesion	Total use	
		No.	*%*
76	Reference	59	78%
	Substitution	2	2%
	Ellipsis	2	3%
	Conjunction	13	17%

According to their analyzed data, they found seventy-six grammatical cohesions: fifty-nine references, two substitutions, two ellipsis and thirteen conjunctions.

Figure 2. Percentages of grammatical cohesion in an extract

Grammatical cohesive devices

Conjunction 17%
Ellipsis 3%
Substitution 2%
Reference 78%

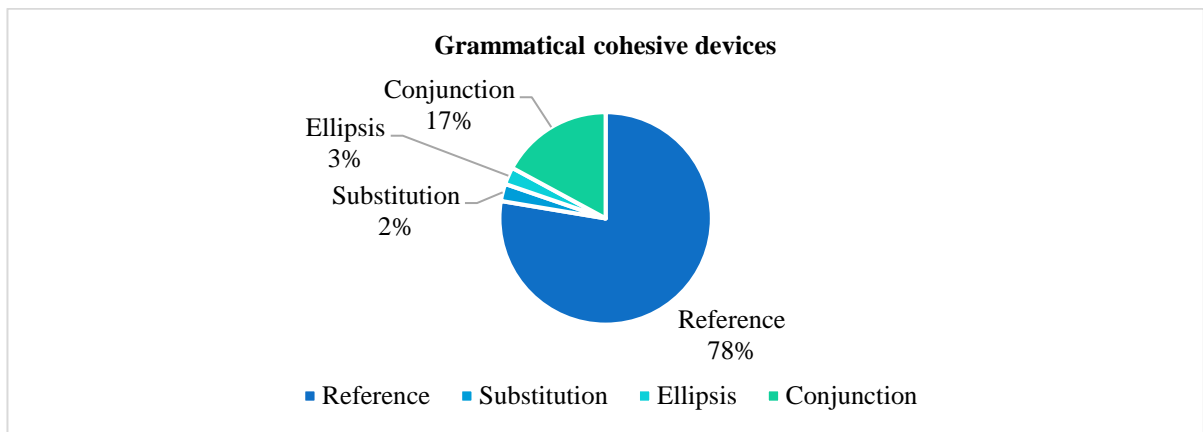■ Reference ■ Substitution ■ Ellipsis ■ Conjunction

Figure 2 shows the result of their findings while and after reading the text. As a result, the percentage of grammatical cohesion: 78% reference, 2 % substitution, 3 % ellipsis and 17 % conjunction were found in the text.

And then, the students found the number and percentages of lexical cohesion, are shown in Table 7 and figure 3.

Table7. Lexical Cohesion

Total	Lexical Cohesion	Total use	
		No.	*%*
61	Repetition	32	53 %
	Synonym	8	13 %
	Antonym	2	3 %
	Superordinate	10	16 %
	Metaphor	3	5 %
	General words	6	10 %

According to their analyzed data, they found sixty-one lexical cohesions: thirty-two repetition words, eight synonyms, two antonyms, ten superordinates, three metaphors and six general words but not found collocation.

Figure 3. Percentages of lexical cohesion in an extract

Lexical Cohesion Devices

Metaphor 5%
General words 10%
Superordinate 16%
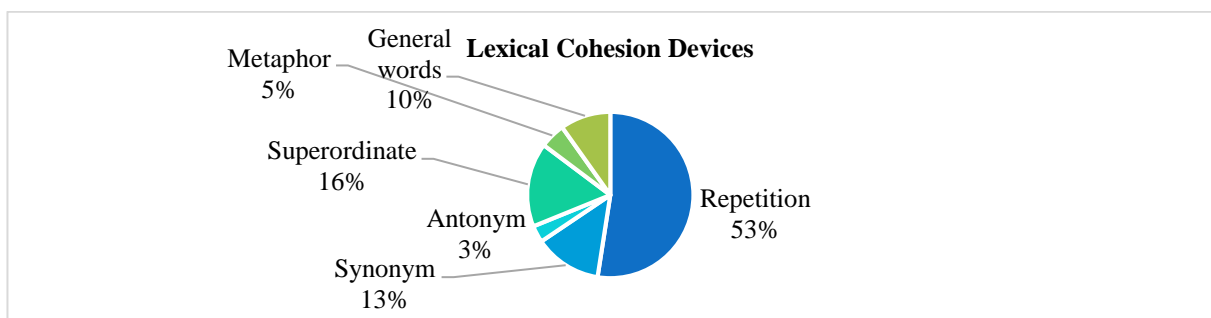Antonym 3%
Synonym 13%
Repetition 53%

Figure 3 shows the result of their findings while and after reading the text. As a result, the percentage of lexical cohesion: 53% Repetition, 13 % Synonym, 3 % Antonym and 16 % Superordinate, 5% Metaphor, 10% General words were found in the text.

And then, the final result was concluded and given in the table. The number and percentage of cohesive devices that they found can be seen in Table 8 and figure 4.

Table 8. Discourse cohesive devices

Total	Discourse Cohesive Device	Total use	
		No.	*%*
137	Grammatical Cohesion	76	55 %
	Lexical Cohesion	61	45 %

According to their analyzed data, they found seventy-six grammatical cohesions and sixty-one lexical cohesions.

Figure 4. Percentages of cohesive devices in an extract
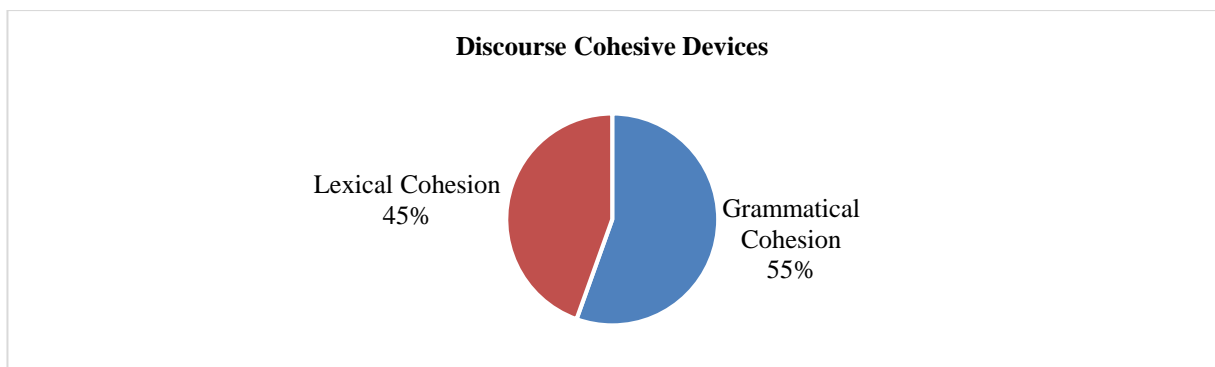
In Figure 4, discourse cohesive devices: 55 % of the grammatical cohesion and 45 % of lexical cohesion are found by students. The students confirmed that the most grammatical devices used are references and conjunctions and lexical devices used are repetition.

Then, the students were asked to answer the questions in Set B. Their progress can be seen in Figure 5.

Figure 5. The result of the Question Set B
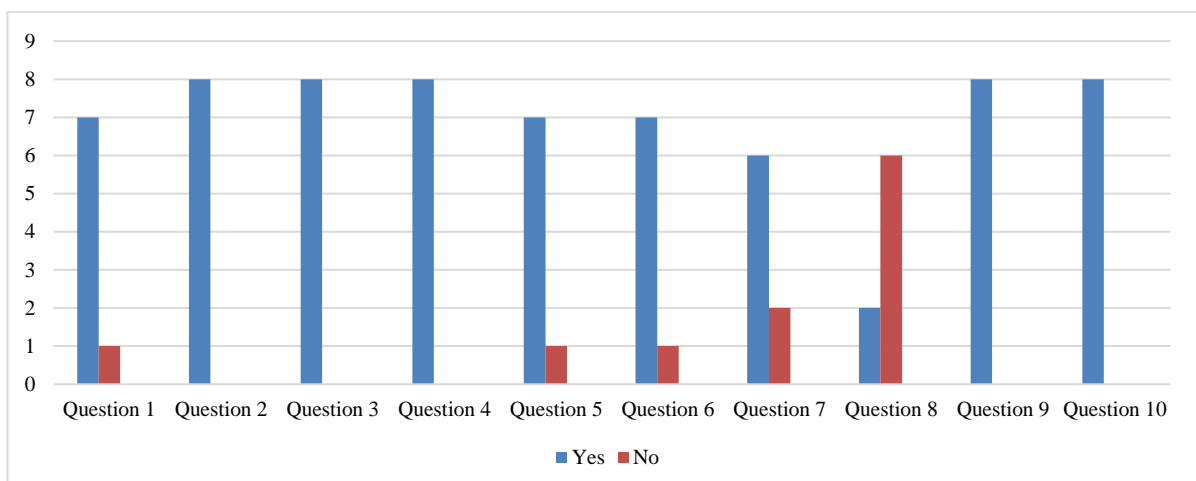
After reading and criticizing the extract, for question No.1, seven students said that they enjoy reading and it made them interesting but only one said that discourse analysis was still difficult for her. All students like this short story for question No.2. For question No.3, all students said "yes" and they have knowledge about Linguistics. For question No.4, all students answered, this time, they knew the difference between cohesive and not-cohesive text. For

question No.5, seven out of eight said that they knew the differences between grammatical cohesion and lexical cohesion, but one student said she had needed to understand some term. For question No.6, for the knowledge about the characteristics of the cohesive devices and discourse markers that cohere the text, seven students said "Yes" and only one did not know some characteristics cohere the text. For question No.7, six out of eight said the words and phrases help them to criticize but two said these gave little help to understand the text. Six students answered they had no difficulties and two had little difficulty to analyze for question No.8. For question No.9, all students answered they realized the importance of cohesive devices and discourse markers in studying a text in Stylistics and without knowing these discourse, they could not criticize and analyze the text. For question No.10, all students answered, this time, this story aroused their interests to read more other different Myanmar, English and French texts and stories.

VIII. Conclusion

In conclusion, the questionnaire data proved that if all students have the knowledge about cohesive devices and discourse in Stylistics, they can analyze the texts without difficulties. As reading encourages them to improve their ideas, they read the books of Linguistics in English and Myanmar especially, ရေးဟန်နည်းပညာနိဒါန်း by Sayar Maung Khin Min. In addition, seven students said they read Myanmar, English and French authentic texts after realizing the cohesive devices. Consequently, they were happy to learn Stylistics and they could criticize the diction of authors well. According to the data analysis, it is assumed that six students could analyze well without difficulties. But, two of them said they still needed analyzing and criticizing skills although they learnt discourse. As a result, most of the students improve their ideas, their thinking skills and have great interest in reading.

The finding of the research suggests that cohesive devices and discourse markers are needed for the language learners to understand and analyze the text. As the data analysis, one of the progress is they improve in their communicative performance and they become confident in their work i.e tern papers, research papers and assignments. Another progress is the students analyzed and criticized other authentic texts well and they enjoy reading and writing.

According to Halliday and Hasan (1976), the students recognized that the author used cohesion: grammatical and lexical cohesion systematically and clearly with ties i.e discourse markers to contribute and relate the whole text. Moreover, the text has texture and the writer accomplishes the use of cohesive devices, so cohesion occurs in the text. Therefore, the students must know the features of the stylistics and linguistics. Without knowing these features, students may have difficulties to express their ideas in writing, reading and speaking. The role of cohesive devices in Stylistics and in Linguistics can help the students to read both poems and texts, to get the knowledge, to improve thinking skills and to arouse their interests in reading. By learning Linguistics and Stylistics, the students can understand about the aim and the message of authors. Finally, I hope that this study will give a lot of advantages for language researchers, learners and students who want to criticize the text well and for language teachers who want to help learners or their students to have great interest in reading a variety of texts.

and kind help. I am also grateful to the 2nd year M.A French Specialization Students who willingly answered the survey questionnaire. Lastly, I owe my gratitude to the Ethical Research Committee of Yangon University of Foreign Languages for approval to conduct this study.

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Question Set A & B

Give a tick for each question.

Yes	No

1. Do you enjoy reading?

Yes	No

2. Do you like this short story?

Yes	No

3. Have you studied Linguistics?

Yes	No

4. Do you know the difference between cohesive and not-cohesive text?

Yes	No

5. Do you know the differences between grammatical cohesion and lexical cohesion?

Yes	No

6. Do you know the characteristics of the cohesive devices and discourse markers that cohere the text?

Yes	No

7. Do some words and phrase give help you to criticize the text in that short story?

Yes	No

8. Do you have the difficulties to analyze the text?

Yes	No

9. Do you think understanding the cohesive device and discourse marker is important of discourse analysis in Stylistics?

Yes	No

10. Does this text arouse your interest to read other different texts?

Yes	No

Appendix C

Un Ami Des Oiseaux

« Ce jardin des Tuileries n'est pas qu'un admirable paysage, c'est aussi la capitale des moineaux. Ils y sont choyés, nourris, admirés. Nulle part ils ne sont plus gros, plus vifs, plus impertinents, plus gais …. C'est là qu'ils sont le plus nombreux, le plus audacieux, c'est là qu'ils règnent ».

« Et, ils ont comme intermédiaire entre eux et nous, comme truchement, le célèbre père Pol, le charmeur. Le père Pol ! il faut l'avoir vu … imaginez blanche, un cache-nez autour du cou, un pardessus aux proches fatiguées parce que toujours remplies de bonnes choses. On ne sait d'où il vient, on ne sait ce qu'il fait, ni comment il gagne sa vie, ni où il mange. On ne sait qu'une chose : c'est qu'il est là tous les jours, entre une heure et deux, et qu'il nourrit les oiseaux.

« C'est par centaines qu'ils accourent vers lui, poussait des cris de joie. Lui, gentiment, avec un regard attendri sur ses petits protégés, il émiette le pain dont ses poches sont gonflées et, ce faisant, il leur parle. Il en connaît quelques-uns, qui sait ? peut-être presque tous…. Pourtant, il a ses favoris : les plus intelligents et les plus doux. Ceux-là forment, on pourrait dire, sa cour. Ils se perchent sur son épaule, sur son chapeau, sur son bras. Ils viennent becqueter jusque dans sa bouche. Ils lui font mille grâces, mille caresses… »

« Inutile de vous dire que le père Pol a un grand succès, non seulement auprès de son public ailé, mais encore auprès de tous les Parisiens qui passent par les Tuileries. »