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H. FRANK HEATH

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THE ELIZABETHAN AGE.

It has been pretty frequently observed that the phrase 'Elizabethan literature' does not by any means connote literature produced in Queen Elizabeth's reign and in that reign only. Indeed it means nothing of the kind. A great deal of the most characteristic Elizabethan literature was written in the reign of James I. Every one of Shakespeare's great tragedies was written after the queen's death, and *all* his delightful romances. Ben Jonson was essentially a Stuart writer. So were Fletcher, Beaumont, Webster, Cyril Tourneur, Massinger, and half-a-dozen other playwrights. The *Advancement of Learning* (1605) was post-Elizabethan in publication. The second edition of the immortal *Essays*, which contained thirty-eight instead of ten, was Stuart, and the translation of Homer by George Chapman, perhaps the most Elizabethan production of Elizabethan literature, was almost wholly written after 1603. (The first seven books of the *Iliad* were published in 1598.)

But this is not all. We not only think of much as Elizabethan which was produced beyond the limits of her reign, we even refuse to think of a great deal as Elizabethan which certainly is so in the strictly chronological sense. Not to mention Sackville, whom all have heard of, and most have read, though they probably scarcely think of him as Elizabethan; not to mention Gascoigne, whom we all talk about, though only some of us read him, and Thomas Churchyard, whom some of us talk about, but none of us read—who has often heard of Turberville and Edwards, and Roydon and Hunnis, and many others? Yet they all lived while England was battling rudely (and boisterously) for liberty and for the markets of the world against Rome and Spain; they had all seen, and they had all probably actually been in the presence of, the painfully plain red-haired woman who knew how to stand as the representative of all England cared most for; who, because she was a woman, could crystallise the floating imagination of a restless people into song, which surrounded her very being like an aureole—praise which has helped to make her immortal, none the less because it was often fulsome and extravagant.

It has been well said that, so far as literature is concerned, the first half of Elizabeth's reign was all promise, and the second half all performance. One might go further, and say that the really effectual and characteristic manifestations of the

Elizabethan age of our literature belong to the last quarter of the great queen's reign. She had been on the throne for more than twenty years, when the earliest work of Lyly and Spenser and Sidney first gave the foretaste of the future glories of her time, and if we are to think of dramatic literature we must postpone the first promise still later, for who but a writer of history 'wise after the event' could see, what Sidney failed to see in 'the over-faint quietness of that time,' any hope of Rosalind, any forerunner of Viola or Beatrice in *Gammer Gurton's Needle* or *Ralph Roister Doister*. Who could think of *Gorboduc*, which was so 'defectious in the circumstances,' as the prophet of *Hamlet*?

No, the literature of the first half of Elizabeth's reign is chiefly interesting because it is supposed to give a promise of things unseen at the time—a promise which it sometimes takes the very best will in the world and not a little imagination to hear at all.

I have taken some time to explain what is no doubt very evident, but it is the evident things which are forgotten. I intend to devote myself here to the evident, and shall proceed with a hardened heart to say a number of other things which Macaulay's 'schoolboy' knew quite well, but which even he was apt to forget when the great historian's back was turned.

It is a commonplace to say, for example, that the Elizabethan age was extremely complex; further, that its literature is the greatest our country has produced. Both phrases are quite true. But if we go on to think of the time of Shakespeare as a 'golden age'—of the atmosphere of life as possessing at that time some peculiar rarity which gave a touch of genius, a breath of the divine, to all men, intoxicating them with some demoniac enthusiasm such as that which seizes us upon the slopes of a great mountain — we shall then be dangerously near to a fallacy—to an intellectual precipice. It is one of the drawbacks of genius, one of the compensations which the world offers the dull man, that the eloquence with which it restates an old truth actually leads the public astray. It all appears so simple and so evident: it seems a unicorn, and it is a hydra. We should never be more upon our guard than when a Ruskin or a Swinburne has told us something by way of criticism upon an artist, a writer, or a period, which seems to sweep away the mists of thought, the dust of contradictory opinions, like the morning sun. And so it will be well for us to receive the hyperbolic praise of this Elizabethan age.

It *was* a great age—a time of grand enthusiasms, of noble hope, of brave excursion, a time, if we will, of inspiration, of new life—we mean all that when we say it was the Renaissance in England; but if we are tempted to believe that the principles which conditioned the behaviour of men were radically different from those which we recognise in ourselves—still more, if we are seduced into the thought that there was any essential difference in the national character in those days and the national character as we know it (or do not know it) to-day—then we shall never reach a firm plateau from which we may scan calmly and therefore critically the many factors which go to make up Elizabethan England.

This reign of Elizabeth was the time of Sir Francis Drake and Sir Walter Raleigh—of expeditions to unknown lands; a time when almost every month brought back some traveller who told of experiences undreamt of, some ship with the wealth of half an empire in her hold. We are quite aware, no doubt, that Drake and Frobisher and Gilbert were very much like freebooters and pirates when they had once left the court of Gloriana. We do not forget, perhaps, that the gentle Spenser gave advice for the coercion of Ireland which would have ranked him with 'Buck-shot Forster' in our own day—that he was certainly present at, if he did not actually take part in, the massacre of the Spanish garrison at Smerwick, one of the bloodiest atrocities of modern times; but we are apt not to remember it when we form our estimate of the man and the time in which he lived. It is a disturbing factor which we like to make believe is a negligible quantity. It is not. But even though we grant the piracy of Drake and his friends and the insensibility of Spenser, it is apt to give us pause when we come upon a passage like the following. When Hakluyt is telling us in this third book 'Of Voyages to the Western Parts of the World' of the search for the North-East passage in the year 1553, he remarks: 'At what time our merchants perceived the commodities and goods of England to be in small request with the countries and people about us and near to us, and that those merchandises which strangers did earnestly desire were now neglected and *the price thereof abated*, though by us carried to their own ports, *and all foreign merchandises in great account*, certain grave citizens of London began to think

how this mischief might be remedied. Neither was a remedy wanting, for, as the wealth of the Spaniards and Portuguese, by the discovery and search of new trades and countries, was marvellously increased—supposing the same to be a means for them to obtain the like, they thereupon resolved upon a new and strange navigation.' One need not say much to emphasise the significance of this passage or to draw parallels between commercial conditions then and now. It throws light of a sobering kind upon the exploring 'heroism' or 'filibustering' of the day, whichever term we may prefer to use. And many similar parallelisms with the prosaic nineteenth century could be drawn. The break-up of the old feudal system in the Wars of the Roses and the dissolution of the monasteries under Henry VIII. had led, during the reigns of Edward VI. and Mary, to great misery among the people. The dissolution of the monasteries alone led to a transfer of something like one-third of the national wealth. The character of the demand for labour changed and reduced to the ranks of the unskilled those whose skill was no longer demanded. It thus drove numbers into the ranks of the unemployed. The enclosure of large areas of the common lands greatly aggravated this evil condition. Plough-land was turned into pasturage, and only a few shepherds were needed to take the place of the great army of cultivators. This led in turn to large immigrations of the unemployed into the cities and particularly into London, which, in spite of constant ordinances intended to check its extension, grew from about 60,000 at the Reformation to some 123,000 in 1580—an increase of *cent pro cent* in fifty years! These movements were all fostered and indeed largely caused by the growth of the same new spirit of commercialism noted by Hakluyt—a spirit which has dominated English life ever since. The parallelism with the social and commercial changes that commenced at the close of the eighteenth century is evident enough. But it must not be driven too far; the details of the change in the later period were very different. It is enough for us to remember that the middle of the sixteenth century saw the birth of the modern system of landownership, and with it a changed manner of life and a new kind of domestic architecture and furniture. To think of Kenilworth or Warwick Castle and Hatfield House side by side will show clearly enough much of what is meant by this. Meantime the agricultural labourer suffered. Agricultural produce rose in value, but his wages were arbitrarily fixed by statute to suit medieval conditions. The only source of organised charity to which he could look had disappeared with the dissolution of the monasteries, and necessitated at the close of Elizabeth's reign the passing of the first Poor Law. All this does not sound very much like the age of Saturn. And yet if it is not remembered we shall not understand why the Corporation did all in its power to crush down the drama within the limits of the city, for it drew people to the town. When once there they remained as a burden on the City Fathers and as food for the plague, which was a chronic foe to be battled with. Nor shall we see the full force of Shakespeare's almost passionate praise of the simple country life in *As You Like It* and *Cymbeline*.

If we add to these factors the rapid spread of knowledge due to the printing-press, which had an effect on sixteenth-century society analogous to the introduction of steam communication in the last century; the great advance in domestic refinement; the development given by these things and others to the secular side of the profession of the law; if we remember the immense stimulus given by the discovery of America and a sea-route to the East; the new energy infused into trade by the growing religious and patriotic enmity between England and the great powers of the Continent (especially Spain)—we shall better be able to appreciate that indefinable spirit of innovation and change which distinguished the practical and public life of the sixteenth century, and ultimately found its intellectual expression in that great body of literature which we call 'Elizabethan.' But one aspect of this time, and that a very important one, must not be forgotten, although it is less tangible than those I have been speaking of. Nothing is more characteristic of the Renaissance, not only in England but throughout the Continent, than the intense interest in education to which it gave rise. The newly discovered treasures of Greece and Rome led men to try and imitate their perfections, and urged them, if possibly with rather a shamefaced and apologetic mien, to cultivate their own tongues. The foundation of numberless Latin grammar schools throughout the country by Elizabeth's young brother was undoubtedly due to this movement of thought, and indirectly gave not merely a new stimulus to University life, but left

manifold and far-reaching traces upon the literature of the time. A demand grew up for Latin texts suitable for school and college use, and the *Heroides* and *Metamorphoses* of Ovid, the *Georgics* of Vergil, and especially the eclogues of the Latin poet Mantuan, were favourite reading. More studied than anything, because of their value from a rhetorical and declamatory point of view, were the tragedies of Seneca —to a somewhat less extent the comedies of Plautus and Terence. Had it not been for the schools Golding would scarcely have come to write his wholly delightful translation of the *Metamorphoses* (published 1565), and Spenser would hardly have written his *Shepheard's Calendar*, at least in the form we have it, with its constant learned references in the 'Glosse' to Vergil and Mantuan. We should probably have missed three at least of the greatest romantic epics in our language, we should certainly have lost most of what makes them characteristic of the time—Marlowe's *Hero and Leander* (with Chapman's continuation), and Shakespeare's *Venus and Adonis*, and his *Lucrece*. The mention of Shakespeare reminds us that his first original play, *The Comedy of Errors*, was an adaptation of the *Menœchmi* of Plautus which Warner had translated. To the present day the scholars of Westminster School, which is one of Elizabeth's foundations, act a comedy of Plautus or Terence every Christmas. The influence of Seneca upon the drama was very wide indeed. The first English imitation was the tragedy of *Gorboduc* or *Ferrex and Porrex* (1561), by Sackville and Norton, to which I have already referred, and the Roman's influence is plainly seen in a number of later plays, such as *Damon and Pythias*, which were written by the young University wits. It may even be that the love of Seneca for grisly incidents and ghostly personages, for language inflated and bombastic and gloomy, influenced the Elizabethan playwrights not a little. Certain it is that Shakespeare laughed this kind of stuff out of existence with the 'tragical mirth' of Peter Quince and his company of 'mechanicals.'

Although there was no general system of education, almost any clever and promising boy, no matter what his birth, was sure to be sent by some patron to one of the numerous free schools, and it was his own fault if he did not proceed to Oxford or Cambridge, or perhaps both, as was then common. So Kit Marlowe, the son of a cobbler at Canterbury, was educated. The connection of Oxford and Cambridge with the capital was pretty close, and towards the end of their University course of seven years it was a natural thing for the students to come into contact with one section or other of London society.

But the new education was not merely experimental and empirical. It gave birth to a body of theory—to a philosophy of education. Two books in particular I want to mention in this connection, one of them a book that no one who wishes to understand the Elizabethan age can afford to neglect. I refer to Ascham's *Scholemaster* (1570), and John Lyly's *Euphues* (1579 and 1580). Ascham, who was private tutor to both Queen Mary and Queen Elizabeth, had also written a treatise on the gentle art of shooting with the bow, which he called *Toxophilus*, in which he limited himself to a defence of the rights of bodily education — but in the *Scholemaster* he dealt with the whole domain of pedagogy as it was then understood. Education as it was conceived by Ascham, and the group of greater men than himself to whose ideas he gave voice, was a real παιδεία— an attempt to adapt the Greek ideal of a complete culture of body and mind in philosophy, in religion, and in statecraft to modern conditions. Erasmus and Sir Thomas More, and Cheke and Colet, all had this ideal of education, and it may be said to dominate Elizabethan thought upon the subject. For Ascham and the generation of young Englishmen who were then growing up at the Universities and schools, the college life was but the threshold of education—it was continued in the court and in the field—and it was only limited by the bounds of life itself. The conception may be cumbrous and unpractical, but it has its advantages over those theories which allow one to speak of 'finishing schools,' and to describe the Bachelor's degree as 'Finals.' Such at any rate was the ideal which floated before Lyly when he was writing his popular didactic romance, *Euphues, or the Anatomie of Wit*, and its sequel, *Euphues and his England*.

Euphues—the well-bred—is the ideally educated young man. With all his perfect and all-round training he is a terrible prig; but in spite of the somewhat threadbare love-story, and the extremely artificial style which was much affected by some of Lyly's contemporaries for a time—men such as Greene and Lodge, the kind of stuff laughed at by Shakespeare in the character of Osric, and to a less extent in that of Don Armado—

in spite of all this, the most interesting parts of the book to the student of the period are the description of Oxford under the lightly veiled name of Athens, and the long essays on education (largely based upon Plutarch), which are addressed by way of letter from Euphues to his Euphœbus. There is nothing quite the same in literature, certainly nothing in modern literature, with which to compare this remarkable book, except perhaps the *Wilhelm Meister* of Goethe, which like Lyly's book deals with a theory of cosmopolitan education. Indeed Goethe was probably the last man who seriously attempted to work out such a system. Lyly's advice is certainly very comprehensive. It ranges from minute particulars of advice to mothers on the nursing and rearing of their infants, to a full and detailed account of the principles which should guide the rhetorician in addressing an audience. The father is admonished equally with the mother and son, and the measures recommended for troublesome sons are sometimes drastic, and likely to make the daughters of England thoughtful. 'If thy son be so stubborn,' says Lyly, 'obstinately to rebel against thee, or so wilful to persevere in his wickedness, that neither for fear of punishment, neither for hope of reward, he is in any way to be reclaimed—then seek out some marriage fit for his degree.'

Here we are on the ideal side of Elizabethan life. It is in curious contradiction to the practical spirit of the age. Sir Philip Sidney dying of a wound which he would never have received had it not been that he threw away his greaves because he saw his senior officer riding into battle without them, is a quaint contrast to the spirit which made Raleigh take part in the massacre of Smerwick. The heroes of the Arcadia seem curiously inconsistent with the admiration and recognition given to Drake. The squalid life of Robert Greene gave birth to that exquisite spring flower, Margaret, the Keeper's daughter, in *Friar Bacon and Friar Bungay*. The author of *Hero and Leander* died in a drunken brawl. The most scholarly of all the dramatists was imprisoned for slaying a fellow-actor. These are a few of the contradictions with which one is brought face to face in this wonderful time, and nothing is gained ultimately by a fictitious simplicity of statement which neglects them. Spenser, the most removed, the least realistic of poetical constructors, was yet a bitter controversialist in religious matters, and a sharp satirist. Sidney and he wrote some of the sweetest verse that ear ever heard, but they both had hopelessly wrong-headed theories about the possibility of introducing classical measures into English, and made excruciating attempts to realise their hopes. They were both of them bitten with the pedant's frost, and seemed at one time dangerously near a lasting blight. What they did well they seem almost to have produced in spite of themselves. It will not therefore surprise us to find that the age which produced the *Faery Queene*, or the *Astrophel and Stella*, allowed such thistles and plantains as Gosson's *School of Abuse* and Webbe's *Discourse of the Art of Poetry* to flourish in their midst. The time of greatest achievement was also the time of a most narrow and pedantic criticism, which is only worth attention because it proves that the poets obeyed some dominant censor of which they themselves were but half conscious, and the existence of which was quite unknown to the crowd of smaller theorisers. So far as these last are concerned, it is a condition in which they seem doomed to be irrespective of time or season, but in the case of the great ones it is certainly surprising, though not irreconcilable with the facts as I have tried to sketch them. One might, indeed, sum up the whole problem in that phrase I have just used—half conscious. England was awakening at the opening of Elizabeth's reign; and it was only after she had won her place among the nations with the victory over Spain—only at the end of the sixteenth century, that she became sure of herself and her power. Spenser stood on the threshold of a new world, stretching one hand lovingly to grasp and make his own the ideals of the old order which was fading so quickly out of sight, but with his eyes roving in a fine frenzy over the whole new universe which was coming into view, and reaching passionately and at first tremblingly towards the realities which he could only shadow forth in allegory, but which the clear and sane mind of Shakespeare was to grasp.

H. F. H.

A FIFTEENTH CENTURY CHARM.

THE following charm (which is in private hands) is written upon a strip of vellum about two and a half inches wide and about two feet ten inches long. The handwriting is of the former half of the fifteenth century; the dialect being East Midland. The first long paragraph is in red letters.

Here begynnyth the copy of the wryth that the Angel brought from Heuene on-to seint Leo the Pope of Rome, he to deliuer it to kynge Charlys, that tyme he went to the bataly (*sic*) ayens goddys enmijs. Ande he seyd that it wolde saue hym that beryth thys lettere vp-on hym from alle hys enmijs, bothe bodili & gostly & from fijr & water & from thunder & leuenyng & from alle wykkyd spiritys & from false fyndys & from drechyng & dremynge in a bodijs slepyng & from alle maner of perelles bothe on londe & on water. Ande also he xalle not deye with-owtyn schryft & hosyl, nor he xalle neuer haue the syknes of the feuer nor of the meselry nor of the fallyng euyle. Nor he xalle neuere be falsly dampnyde before no Iuge. Ande thow he were put in fijr to be brend or on a galow-tre to be hangyd he xalle not deye that day if he haue thys lettere vp-on hym; nor he xalle neuer haue wrath of lorde nor of lady with-outyn gylt gret, nor he xalle neuer mysfare in no nede. Ande also if a woman trauayl of chylde, do thys lettere on hyr & sche xalle be delyuerid, & the chylde xalle haue ryth schape name ande Cristendam, & the mothyr gudde Puryficacium throw the vertu of these holy & blysful namys of owre lorde Ihesu Crist that folwyn.

Ihesu[1] · *christe* · Ihesus · *christus* · messias · sother · Emanuel · sabaoth · Adonay · vnitas · veritas · omnipotens · homo · vsyou · saluator · caritas · tria · creator · Redemptor · sine fine · vnigenitus · fons · spes · salus · Sacerdos . ymas · Otheos · origo · manus · splendor · lux · gratia · flos mundus · ymago · paraclitus · columba · athanatos · corona · propheta · Humilitas · fortissimus · paciencia · kyros . yskyros · mediator · A · G · I · Tetragramaton · caput · alpha · et oo · primogenitus · et nouissimus · panton · craton · ysus · esus · ego · sum · qui sum · agnus · ouis · vitulus · aries · serpens · leo · vermis · vnus pater · vnus filius · vnus spiritus sanctus · ely · eloy · lama zabatany · via · virtus · veritas · vita · ortus · inicium · misericors · humilitas · trinitas · potestas · maiestas · deitas · deus · dominus · Agyos · princeps · dux · elyas · symeon · eleyson · anamzapta · Iasper · fert · mirram · Thus · melchior · balthazar · auru · Hec tria que secum portauerit nomina regum Saluetur amor bo domini pietate caduco · Iesus nazarenus crucifixus rex iudeorum fili dei miserere mei amen · Iesu fili dauid miserere mei amen · Sana & salua me custodi me domine deus meus quia in te confido · Christus quia opus manuum tuarum sum ego · Michael · Gabriel · Raphael · Sariel · Zepiel · thobiel · raguel · brachiel · deus Abraham · deus ysaac · deus Iacob.

[1] In the MS., every name is followed by a *cross*, here represented by a dot.

The writing on the reverse side is at first illegible, having been much rubbed; the rest is as follows:—

'(*illegible*) . . . sanctus Iohannes me defendant · Ab omni malo & periculo ab tribulacione & ab omnibus hostibus visibilibus & in-visibilibus hic & in futuro seculorum. Amen · Anna peperit mariam · Elyzabeth peperit iohannem baptistam · Sint medicina mei · vulnera quinque dei · Sint medicina mei · pia crux & passio *christi* · In manus tuas domine comendo spiritum meum redemisti me domine deus veritatis Amen · Agnus dei qui tollis peccata mundi miserere nobis · In nomine patris & filii & spiritus sancti Amen. ·

Inicium sancti euangelii S. Ioh. In principio, &c. [verses 1-14].

NOTES.—The first paragraph (in red) forms, as it were, a preamble. The next, containing the charm, consists of a recital of about a hundred names. On the back is a second charm, which concludes with the first fourteen verses of St. John's gospel.

The Pope mentioned is Pope Leo IV., and 'King Charles' is, of course, Charlemagne.

The first paragraph presents but few difficulties. Among the harder words we may observe the following: *wryth*, a Norman spelling of *wryt*, a writing (this spelling suggests that it is a copy of an older charm) —from, where the italic *m* denotes a con-

traction, and so in other cases; *bataly*, error for *batayl*, a battle; *enmijs*, enemies, the *j* being an *i* with a slight tail to it; *leuenyng*, lightning; *fyndys*, fiends; *drechyng*, trouble or fright in one's sleep; *xalle*, shall; *hosyl*, houselling, reception of the eucharist; *meselry*, leprosy; *fallyng euyle*, epilepsy; *dampnyde*, condemned; *brend*, burnt; *withoutyn gylt gret*, unless he has committed great sin; *mysfare*, miscarry; *ryth*, Norman spelling of *ryght*, right; *gudde*, good (an unusual spelling); *folwyn*, follow.

Some of the names are incorrect or corrupt; a few may be explained, particularly—*Sother*, for *soter* (Greek), saviour; *vsyou* (?corrupt); *ymas* (?corrupt); *otheos*, for *o theos* (Greek), God; *paraclitus*, for *paracletos*, Comforter; *kyros*, for *kyrios*, lord; *yskyros*, for *ischyros*, strong; *tetragram[m]aton*, the word of four letters, the Hebrew *Y(a)h-v(e)h*, Jehovah; *panton craton*, ruler of all; *ysus*, *esus*, apparently variations of *Iesous*, Jesus; *ely*, *eloy*, &c., Eli Eli lama sabacthani; *Agyos* (Greek), holy; *eleyson*, have mercy; *anamzapta* (?corrupt); Jasper fert mirram, thus Melchior, Balthazar auru[m], Hec tria que (*sic*) secum portauerit nomina regum, Saluetur a morbo domini pietate caduco (three hexameter lines referring to the three kings of Cologne), *i.e.* Jasper brings myrrh, Melchior frankincense, Balthazar gold: whoever carries with him these three names of the kings, shall be saved from the falling sickness by the Lord's care. *Michael*, &c., names of archangels; *sint medicina*, &c., a pentameter followed by a hexameter.

If in any case the charm was unsuccessful, it might have been pleaded that it is not wholly correct. Thus *a morbo* is written as *amor bo*, with other peculiarities. *Saluetur* is not a model dactyl, and it would be curious to inquire how far the efficacy of a charm was impaired by the occurrence in it of a false quantity.

WALTER W. SKEAT.

REVIEWS

A History of Criticism and Literary Taste in Europe from the Earliest Texts to the Present Day. By GEORGE SAINTSBURY. In three volumes. Vol. I. Classical and Mediæval Criticism. William Blackwood & Sons. 1900. [16s. net.]

WE must confess to a keen sense of disappointment in reading Professor Saintsbury's *History of Criticism*. If, as the professor thinks—and there is certainly much to be said for the view—a comparative survey is the essential basis of sound criticism, his almost incredibly wide reading should qualify him in a peculiar degree for the task he has undertaken; but as we proceed with his work the reflection is forced upon us, that although no one doubtless was ever a worse literary critic for a wide knowledge of literature, yet the greatest critics, and those that have shown the keenest insight, have not possessed, and have never pretended to possess, literary omniscience. It may seem platitudinous to remark that the historian of criticism should himself be a thoroughly competent critic, which argues far more active qualities of mind than the mere power of absorbing whole literatures *en masse*. Of course Professor Saintsbury *has* these other qualities in no small measure, but he is too much given to blaspheming against them, with the result that the present work must be pronounced far from satisfactory. It is needless to say that it is not a book that the reviewer can treat lightly, for like all Professor Saintsbury's work it is the outcome of wide knowledge as well as of immense and conscientious labour, but it does not satisfy us as an adequate, or even as altogether a well-directed effort, and for this opinion it is our business to adduce reasons.

In the first place, the very wideness of the professor's reading is in a manner responsible for his partial failure, since it has led him into overloading his chapters with long accounts of where criticism is *not* to be found. A conscientious error, to be sure, but none the less regrettable. Thus, the first volume, dealing with Greek, Latin, and medieval criticism, which is all that has yet appeared, would have gained greatly by being almost entirely confined to rather fuller accounts of the leading writers, say Plato, Aristotle, Dionysius, and Longinus for the first, Horace and Quintilian for the second, and Dante for the

third; the general critical temper of the different periods might have been illustrated by the occasional utterances of other writers —utterances, the detection and isolation of which occupies such a large part of the present volume—while yet other writers the author might have at once dismissed as useless to his purpose, leaving any who mistrusted him to test the accuracy of his judgment by reference to the originals. Professor Saintsbury was, however, in a dilemma, having before him the *Essai* of M. Egger, who is perhaps of those who insist on gathering figs of thistles, for had he passed on in silence where his predecessor discovered evidences of criticism, he would no doubt have been accused of neglecting important writers. The work would, nevertheless, have gained considerably had the author assumed a bolder attitude in this respect, for as it stands, some two thirds of it seems written to prove that the writer is speaking from the book, which does not tend to the interest of the reader.

But the unsatisfactory character of the history has a cause far more deep-seated than this, namely, the fundamental attitude which the author assumes towards his subject. The first chapter is entirely devoted to defining this attitude and position, but it is perhaps in the note on p. 211 that the professor states his view most clearly. After referring to Mr. Nettleship's 'opening division of criticism into "criticism of philosophy which investigates the principles of beauty," and "isolated and spontaneous judgments, never rising beyond personal impression,"' he proceeds: 'It is one main purpose of this book to show that a third course is possible and desirable, by way of wide and systematic comparison of the manifestations of literary beauty in the accomplished work of letters.' Now, in so far as this 'one main purpose' is indeed the end of the book, in so far the book is a failure, for the author has nowhere succeeded in showing that the 'systematic comparison' of different types, though no doubt of prime importance in training the taste, can be made to offer a firmer or more authoritative basis of judgment than is to be found in personal taste. In starting on a history of criticism there were a variety of courses open to the writer. He might, in the first place, in spite of the doubts that yet exist as to the value of such speculations, and in spite of the absurdities into which the 'high *priori*' road has on occasions led, have written a history of the attempts to formulate, and of the gradual, and as yet only partial evolution of, that theory of literature—that sort of literary æsthetic—at which, throughout his volume, the professor loses no opportunity of sneering. Whatever the value of the actual theory, such a history could not but be of first-rate interest as the account of one, and that by no means an unimportant, branch of human speculation. Or else he might have accepted as criticism what each age in succession conceived to be such, and so have at least traced the growth of the idea of what criticism itself should aim at. As it is, in so far as he has himself followed the lines laid down in his introduction, and having failed to establish any basis of judgment beyond the authority of individual taste, Professor Saintsbury has written a history of critical opinions based sometimes on ethical considerations, at other times on *a priori* argument, now on taste cultivated by the best influences of its age, now again on mere personal predilection, opinions commingled with scattered utterances of a general nature, good, bad, or platitudinous, glimpses of critical canons, fragments of literary theories, without cohesion, without unity, without evolution. Such a history may have offered an admirable opportunity for displaying an unsurpassed knowledge of many literatures, it may form an invaluable storehouse of facts, but it is not a book that the lover of literature can read with patience, or even the student of art digest.

Even supposing it, however, to have been desirable that such a collection of critical opinion should be made—for where there is no evolution there can be nothing worthy the name of history—that the annals of literary preference should be written, we have no hesitation in saying that the field of observation selected is not nearly wide enough. Such a chronicle should have been based not merely upon the critical and judicial utterances of professional or amateur reviewers of contemporary or antecedent literature, but upon the *corpus* of literature as a whole. Original creation when properly read is a far surer, because unintentional, measure of the taste of the time than professedly critical utterances. The act of creation is in a way the criticism of the non-existent, and in this sense, at least, the 'generation of the critic' is one with that of the poet.

In criticising a history of criticism, it may not be idle to inquire what is actually the business of the literary critic. We

would agree with Professor Saintsbury in holding it to be neither the enunciation of a theory of literature nor the recording of irresponsible personal judgments; we hold that with regard to all art it is in the first place, and not merely incidentally as the professor would have it, interpretation, the honest endeavour to ascertain the effect that the artist intended to produce, and secondly, the investigation of the methods by which he has sought to produce that effect. In so doing, a judgment on the adequacy of the means may not be out of place, and in so far the business of the critic is judicial; but it is important to bear in mind that the judgment required merely regards what is good as means and not what is good as an end, and consequently, when Professor Saintsbury speaks of the distribution of work 'into good, not so good, and bad,' we should like to know whether he is speaking of what is in itself good, or merely applying the term to that which attains its own artistic end; while on the other hand we should be perfectly prepared to go with him when he says that 'the criticism of literature is first of all the criticism of expression as regards the writer, of impression as regards the reader.' Every use of the term 'good,' except in the sense of 'adequate,' involves some 'metacritical' proposition, and of such, it may be remarked, the professor makes free use in his constant reference to pleasure as being the end of art. Literary criticism is then, in our opinion, the investigation of the means used by writers to convey their ideas to the minds of their readers or hearers. What is beyond this, namely, the goodness of a writer's end as distinguished from the adequacy of his means, may offer not only an interesting but an important field of inquiry, but it does not lie within the cognisance of the literary critic. But skill in literary criticism, as thus defined, is only to be gained by careful study of the works of literary art, and it may be questioned whether it would be desirable, even were it possible, that a complete history of the process should be written. For literary criticism is merely a process, and the history of its application has no greater interest than that of the use of the spatula or the T-square.

We have ventured to disagree with Professor Saintsbury's treatment of his subject in so far as he has followed the lines laid down in his introduction, but we must hasten to add that these have not been rigidly followed. Practically everything to which the word criticism can be in any sense applied is treated of in his comprehensive pages; only that which does not conform to his particular conception is liable to meet with but scant courtesy at his hands. It naturally follows that while in the detail of the history there is much with which we do not agree, there is also much with which we have no desire to quarrel. Thus we see no reason to complain of the narrow room given to Plato, for although his attitude often implies critical possibilities, he has nowhere left anything that can be truly termed literary criticism, and Professor Saintsbury puts the matter very aptly in saying that 'in a History of Criticism the place allotted to him must be conspicuous, but the space small.' With Aristotle the case is different. Although the Stagirite is throughout referred to with respect, the actual treatment of the *Poetics* is decidedly unsatisfactory. This marvellous work he declares to be 'still, after more than two thousand years, hardly in the least obsolete,' and yet he immediately proceeds to point out that had Aristotle known of the later novel-writers, his views 'would have undergone such a modification that they might even have contradicted those now expressed,' and elsewhere speaks of a scurvy sort of vagabond players knocking the bottom out of his theory of tragedy. The truth is that as a complete theory of literature the *Poetics* is as obsolete as the Homeric war-chariot, but that as a criticism of Aristotle's particular models it is unsurpassed, while the remarks it contains of universal application, even when but imperfectly apprehended, form a fair body of critical theory which not only goes further and deeper than any subsequent attempt, but stands almost alone, without addition to its code, for the famous distinctions of the *Laocoon*, which more than anything else resemble a codicil to the *Poetics*, are in reality rather of the nature of a corollary to the passage, in which it is written that 'the pursuit of Hector would be ludicrous on the stage. . . . But in the epic poem the absurdity passes unnoticed.' Whatever respect and even reverence, however, Professor Saintsbury may feel towards the 'father of criticism,' it was indeed impossible, and happily impossible, and we are glad to see that he honestly recognises that it was impossible, for him to agree with every canon laid down in the *Poetics*. It is wholesome to hear the famous principles attacked, even in cases in which we ourselves would defend them. Thus it is refreshing to hear the professor pronounce

sentence on the ever-disputed definition of tragedy in these words: 'You might almost as well define fire in terms strictly appropriate to physics, and then add, "effecting the cooking of sirloins in a manner suitable to such objects."' If, as the professor holds, 'debatable as the famous "pity and terror" clause of the definition of tragedy may be, its ethical drift is unmistakable,' you might—*just* as well. Nevertheless, for an adequate account of the various interpretations of this 'debatable' clause, we would gladly have given the professor's account of Plutarch and many another who left *no* literary criticism. And yet the question which has exercised the ingenuity not only of generations of scholars, but of some of the greatest literary critics, and even literary artists themselves, is dismissed with the remark that, 'In such a treatise as this it is possible merely to allude to the famous clause "through pity and terror effecting the *katharsis* of such emotions."' But our quarrel with Professor Saintsbury goes even deeper than this, for his only excuse for so dismissing the clause is its alleged ethical significance, whereas it is quite possible that its significance is *not* ethical. If Professor Butcher's theory is correct, and his authority should at least carry weight, the significance is rather patho-psychological than ethical. It would indeed be just as appropriate to talk of the 'ethical drift' of an emetic. Moreover, Professor Butcher goes on to suggest—and it is here that we should feel inclined to look for Aristotle's real intention—that there may be also an æsthetic meaning underlying the expression. Thus the clause may not after all be so irrelevant, and Professor Saintsbury's remark about the sirloin illustrate the modern rather than the Elizabethan sense of 'wit.' And furthermore to censure in Aristotle an 'ethical twist' which rests, not in this instance only but in others, upon the professor's assumption alone, seems to us, to say the least, decidedly uncritical.

But Professor Saintsbury's chief quarrel with Aristotle is on the score of the famous passage in which the author of the *Poetics* subordinates character to plot. This slight cast on what may almost be said to be the fetish of modern literature rouses in the professor the bitterest indignation and scorn. But in his horror of this 'classical' abomination, this blasphemy against character, he is distinctly unfair to Aristotle, who considers character of very great, and if, as the professor rightly says, of facultative, yet also of factive importance, and censures the work of most of the tragedians of his day in that they 'fail in the rendering of character.' It is not, perhaps, of very great consequence whether character be regarded as factive to plot, or plot to character (so as plot be carefully distinguished from mere action); but there may be still a few who will agree with us in preferring Aristotle's arrangement, and these few will probably follow us when, in connection with the closely allied question of unity, we see no reason to demur at Aristotle's verdict that 'unity of plot does not, as some persons think, consist in the unity of the hero, or to regard his unity as 'artificial,' or when, in spite of the professor's sneers, we are content to abide by the definition of a whole as 'that which has a beginning, middle, and end.' While on the subject of 'plot,' we should like to point out one passage in Professor Saintsbury's treatment of the *Poetics*, which is calculated to puzzle the casual reader not a little. Summarising Aristotle he writes: 'Plots with episodes are bad,' and a few lines further on mentions the 'Episode,' *i.e.* the portion of the play between two choral odes, as a constituent part of tragedy. It is true that he warns the reader in a note that the word is here used in a 'new sense,' but he does not explain what a plot 'with episodes' is, and rather leaves the impression that Aristotle has contradicted himself. Of course this is not the professor's intention, but it is due to a want of care on his part, and would, we trust, have been remedied had the professor been subject to that 'superstition' of the rough copy on which he elsewhere pours out the vials of his scorn. If the reader will turn to the *Poetics* itself he will find that Aristotle is careful to define an episodic plot as one in which the action is inconsequent, for 'it makes all the difference whether any given event is a case of *propter hoc* or *post hoc*' (διὰ τάδε ἢ μετὰ τάδε).

Other of Aristotle's utterances receive, however, their due, almost more than their due, recognition. An instance in point is the doctrine of ἁμαρτία. This far-reaching doctrine, which demands for the tragic fault infinite excuse short of justification, is really a special case of the law that requires the character of the hero to be such as to command the sympathy of the audience. In the form put forward by Aristotle and accepted by Professor Saintsbury, we may remark that it introduces an ethical judgment into a question of literary art, though it is, of course, a very different thing when the judgment is applied to the object of

artistic μίμησις, from where it is applied to the process. The professor's recognition is certainly generous; he is indeed a little carried away by his enthusiasm. He writes: 'Wherever the tragedian, of whatever style and time, has hit this ἁμαρτία, this human and not disgusting "fault," he has triumphed; wherever he has missed it, he has failed, in proportion to the breadth of his miss.' Elsewhere, however, we read: '"For beautiful words are in deed and in fact the very light of the spirit,"—the Declaration of Independence and the "Let there be light" at once of Literary Criticism.' We need hardly remark that it is impossible to make the merit of a tragedy at once depend entirely on hitting the ἁμαρτία and entirely on beautiful diction. With regard to diction, a subject on which Professor Saintsbury has many useful things to say, we note his approval of Aristotle's 'distinction of vocabulary into what is κύριον or current (which conduces to clearness), and what is ξένον or unfamiliar (which conduces to elevation).' Professor Saintsbury's style should be singularly elevated, for there is a great preponderance of the ξένον and a plentiful lack of clearness. Some of his unfamiliar terms, as, for instance, 'metaeritic,' are certainly *ben trovati*, but others seem to us alike unnecessary, harsh, and confusing.

No history of criticism, however, can, it seems to us, be held to be satisfactory which passes over in silence half of the most illuminating utterances of the greatest master of literary theory, and one who was also, as he could not help being, a singularly shrewd literary critic as we have sought to define the term. What could show a greater insight into the nature of artistic presentation, and what could be more applicable precisely to that romantic presentation, with regard to which Aristotle was so sorely handicapped, than the famous doctrine: 'With respect to the requirements of art, a probable impossibility is preferable to a thing improbable and yet possible'? Or, again, what could show a keener appreciation of the business of literary criticism—that is, the investigation of literary means—than the censure *à propos* of the *Iphigenia in Tauris*: 'She [Iphigenia], indeed, makes herself known by the letter; but he [Orestes], by speaking himself, and saying what the poet, not the plot requires.' Professor Saintsbury's failure to remark on this latter passage is only to be explained by reason of his singularly narrow conception of the scope of literary art, a striking example of which is to be found in his treatment of the scholia on Sophocles, from which he quotes several notes which may be somewhat foolish and futile, but which appear to us to be genuine attempts at literary criticism, and finally dismisses the whole with the astounding statement that they are 'comments on the *action*, on the dramatic structure, and not on the literary execution'! Since when, we wonder, has structure ceased to be a part of literary art, and consequently a proper subject for literary criticism? Reading Professor Saintsbury, one would at times think that the golden word was not merely the prime essential of all literature, but that nothing else was of any consequence at all.

In turning from the scholia, the author passes to the *Anthology*, remarking: 'A very thankless wretch would he be who was not grateful for any legitimate excuse to wander once more through the length and breadth of the enchanted garden of the *Anthology*.' This we have no wish to deny, but we doubt whether readers will be any readier to stomach the very dull pages in which Professor Saintsbury demonstrates that the collection is free from any imputation of literary criticism. We wonder whether, in his next volume, he intends to sift the whole mass of commendatory verses prefixed to sixteenth and seventeenth century publications—he would in any case reap a far richer harvest!

With the rather uninteresting exception of the writings of Dionysius of Haliearnassus, the next work of any importance that we meet with is the delightful Περὶ Ὕψους. Here we are far less moved to disagree with the professor's treatment, for he is singularly in sympathy with the author of this work, which, whether the *Poetics* be obsolete or not, is certainly modern of the moderns —we demur at the professor's magniloquent 'sempiternal'—indeed, far more modern than many things written yesterday. The character of the treatise is ably summed up by Professor Saintsbury in the question: 'How on earth did this book come to be quoted as an authority by a school like that of the "classical" critics of the seventeenth-eighteenth century, whose every principle almost, whose general opinions certainly, it seems to have been designedly written to crush, conclude, and quell?' Although the professor nowhere states his opinion in so many words, it is easy to see that the Περὶ Ὕψους is far more to his taste than the *Poetics*. To us it appears an exceedingly amiable and admirable tractate on literary style and taste, containing many shrewd observations and a few points which

argue real wisdom and breadth of thought, but with neither the wide-reaching significance nor the illuminating insight of Aristotle's work. The objects of the two books are different; the elder is a treatise of philosophical speculation, the younger a handbook intended to convey to its readers 'that practical help which it should be a writer's principal aim to give.' No wonder that Professor Saintsbury is enthusiastic, for the author no less than he is under the influence of *lexicomania*, the tyranny of the beautiful word, the refusal to look upon a work of art as a whole, as if the ψυχαγωγία, the soul-compelling power, of *The Maid's Tragedy* any more than of the *Antigone* lay, and lay solely, in the magic of a 'full and heightened style.' The length to which Longinus, if Longinus it be, is prepared to go and the professor to follow, may be measured by the passage in which, defining ὕψος as 'a certain distinction and excellence of expression,' the writer proceeds: 'It is from no other source than this that the greatest poets and writers have derived their excellence and gained an immortality of renown.' Undoubtedly Longinus had a very great insight into the function of literature as a power for 'moving souls,' as is abundantly clear from the magnificent passage wherein he writes: 'I would affirm with confidence that there is no tone so lofty as that of genuine passion, in its right place, when it bursts out in a wild gust of mad enthusiasm, and, as it were, fills the speaker's words with frenzy.' Among other utterances to the importance of which Professor Saintsbury calls attention is the opinion that 'the effect of elevated language upon an audience is not persuasion but transport.' In an age when criticism was yet under the yoke of forensic rhetoric, these words mark a very decided advance in critical theory, but we cannot, with Professor Saintsbury, accept them as final. The business of every artistic medium is to convey the impression intended by the artist, and in spite of the fact that transport is inseparable from true beauty for the same reason as that for which Professor Saintsbury admits that utility is, namely because true beauty, in merely being beautiful, *does* transport, and in spite of the fact that we, no less than Professor Saintsbury, should object to regard persuasion as the end of literature, persuasion is not therefore alien to the purposes of art, for it is often necessary, for instance, to convince the reader of the truth of an unusual character or of the probability of an impossible plot. Professor Saintsbury pours out his scorn on the theory of the end of art being its own perfection, and returns repeatedly to the charge, doing his utmost to discredit this doctrine, seldom understood either by its supporters or assailants; but for our own part we look with no greater dislike upon the ethical than upon the professor's hedonistic theory.

Passing to the third most famous critical treatise of antiquity, we find, in Horace's *Ars Poetica*, a work as different as can well be imagined, both from the *Poetics* and the Περὶ Ὕψους, placing it beside the latter of which, Professor Saintsbury cannot refrain from suggesting as an alternative title *De Mediocritate*, and closes a severe indictment with the remark, almost worthy of Dr. Johnson: 'All this, I say, is undeniable, or, if it be denied, the denial is of no consequence.' It *is* undeniable, and the 'compensations' of the work only serve to make its shortcomings more fatal. If the Περὶ Ὕψους seems designedly written to resolve, the *Ars Poetica* seems equally written to forge, the worst shackles of 'classical' criticism; its 'brilliance' only made its rule more adamantine, and occasional glimpses of a more reasonable spirit gave a specious and fallacious appearance of judgment and insight to the whole.

So much for the discussion of the criticism of classical times. There can, however, be little doubt that the most original and valuable part of the volume before us, the part, too, which Professor Saintsbury, if not more thoroughly, is at least more singularly competent to deal, is that which has for its subject medieval criticism. We do not wish by this to cast any aspersion on the thoroughness of Professor Saintsbury's acquaintance with classical literature, but whereas, in regard to the portion of his work we have been looking at so far, there are doubtless a considerable number of scholars whose knowledge must be as wide as the professor's, with regard to the literature of the middle ages, his knowledge is possibly unrivalled and almost certainly unsurpassed. And here, at least in so far as a general grasp of the times, an appreciation of the 'form and pressure' of the age, is concerned, Professor Saintsbury's treatment leaves nothing to be desired; and if the detailed treatment of the critical writings of the period fails, except in the brilliant case of its greatest author, to have any but the most shadowy interest, it cannot be justly charged to the account of the historian, who freely admits that the

middle age was not, and in the economy of evolution could not be, that it was essential to European letters that it should not be, an age of critical perception.

'*Hypotheses non fingo*,' writes the professor at the outset of his inquiry, but it may be doubted whether any writer could have accomplished the task which he set before him without making discovery of his own views, and it was ten times impossible in the case of any one with such Johnsonian sturdiness of opinion as Professor Saintsbury. The result is that, with the best intentions in the world, and possibly with implicit belief in the impartiality of his work, the professor has, in fact, criticised criticism from one point of view only. To those who cannot accommodate themselves to this point of view, the book necessarily loses much of its value. By far the most generally interesting, and in our opinion the most adequate portions of the work are the 'Interchapters,' the last of which especially is a masterly piece of criticism — but criticism not of criticism, but of literary temper.

We notice that yet once more Professor Saintsbury refers to his views on prosody, which some years ago now he half promised to divulge to the curious gaze of the public, views which, if substantiated, would go far to revolutionise the whole theory of English metric.

To pronounce final judgment on the work when the first volume alone has appeared would be as unfair as it is uncalled for and luckily impossible, and much of the criticism made above is necessarily subject to considerable reservations. The rest refers to points of detail, and must stand as regards the present portion of the work, whatever the sequel may be. We have more than once had occasion to use the word 'sneer.' It is not a pretty word, but it is unavoidable in view of Professor Saintsbury's habit of hardly writing a page without girding at something or somebody—often it would seem dragged in for that purpose and for that alone. We have no objection to make to the frank expression of a genuine opinion, or to hard hitting where hitting is called for, but the reading of too many of Professor Saintsbury's pages is like sucking a lemon cut with a steel knife. The style too is unnecessarily harsh; it often lacks perspicuity, and at times hardly escapes the charge of downright obscurity.

The difficulties with which Professor Saintsbury has had to contend in the present volume are undoubtedly great, and are, moreover, of a nature to render the perusal of the book dull; for the absence of literary criticism is no less markedly characteristic of literature in classical and medieval times than its superabundance is later. The professor's second volume, dealing with the immense critical literature of the renaissance, and still more his third, dealing with the yet vaster and by far more important *corpus* of modern times, should be perfectly invaluable, if only as a guide to and through what is now a tangled and almost pathless jungle.

W. W. Greg

The Old Dramatists, Conjectural Readings. By K. Deighton. Constable & Co. 1896. Second Series. Thacker, Spink, & Co., Calcutta, 1896.

The editions of Shakespeare's plays which have been brought out by Mr. Deighton have acquired great popularity among students of English literature and language in India and in the Far East. They show a wide literary acquaintance with the dramatic works of the period, and a good common-sense conception of the needs of students. They contain no excursions into abstruse questions of philology, and no discussions of the internal economy of Elizabethan printing-houses, nor is there any attempt in them to show the compiler's knowledge of strange byways of literature or social history. And it is just this which makes them so useful. But when it comes to emendation the case is very different. Besides humour, common sense, and literary taste, in none of which Mr. Deighton is wanting, a successful—a convincing emender requires considerable philological and bibliographical knowledge. It may well be that the author of the books is not without these qualifications also, perhaps he merely does not bring them forward ostentatiously enough; but however this may be, he by no means always succeeds in convincing us. The guesses or suggestions interest us—and we at once try to improve upon them. Mr. Deighton impresses us with no weight of authority; he is no guide, but a comrade. 'Very likely this may be right,' we say to ourselves, but at the same time we see no reason why it should not be quite otherwise.

Indeed, until some curious inquirer makes a thorough investigation into all the technical details of Elizabethan printing, and from this and a comparison of handwritings arrives at some definite statement

of the relative probability of various misreadings and misprintings, emendation must remain in much the same state as medicine was before dissection was practised. Something has been done by Collier and others, but much remains. How much or how little is possible, cannot be said until some earnest attempt has been made.

In the meantime, such reasons of error as have been worked out, seem often to be brought forward to explain mistakes and to support proposed emendations where this cannot fairly be done. May we not protest against the continual assumption that a word which seems not to make good sense in its place, has been 'caught from the line above,' or from some other neighbouring line? Compositors at present do not set up one word at a time and then refer back to the manuscript for the next. They read from it at once as many words as they think they can remember. We do not see why it should have been otherwise in Shakespeare's day. Half-a-dozen words might be caught together from another place, but hardly, except in peculiar cases, a single one.

Mr. Deighton makes this latter assumption in his emendation of 'She would *most* sure have yielded unto me'; for '*not* sure' (*Faithful Shepherdess*, III. i. page 40, first series). He seems convinced of the propriety of the change, but surely the passage makes perfect sense as it stands, if we consider that the Sullen Shepherd was deliberating with himself and weighing opposing probabilities. The line, if taken in this sense, requires of course a query-mark at the end.

We note that some twenty conjectures are withdrawn in the second series, in most cases wisely enough, but we cannot help regretting that the extraordinary 'Curtius-gulf' for 'furcug' in *Wit Without Money*, II. ii. (page 52, first series), is not among them.

It is of course impossible here to commence the discussion of individual emendations. We can only say that while the great majority of them are interesting and possible, and cannot be passed over in silence by any future editor, the fact that Mr. Deighton seems to have little acquaintance with the earlier editions of the plays which he emends, has the unfortunate result of making his two books appeal rather less to students who are interested in such matters than to the general reader who is not interested in them at all.

R. B. McKERROW.

Die Lieder Peires von Auvergne, kritisch herausgegeben von RUDOLF ZENKER. Erlangen, 1900.

PROFESSOR ZENKER, who has already published two other works dealing with ancient Provençal, *Die provenzaliche Tenzone* (Halle, 1888) and *Die Gedichte des Folquet* (Falquet) *von Romans* (Halle, 1896), has now issued a critical edition of *Peire d'Alvernhe*, characterised by that careful and even laborious attention to detail which is the mark of German scholarship, or perhaps we had better say, erudition. It would be interesting to learn why our author was moved to edit this troubadour rather than another; for Peire is not a poet of great interest. He is mentioned by Dante, it is true, with some mark of respect (*De Vulg. Eloq.*, i. 10), but he was not historically an important personage, and the literary influence which he exerted upon Provençal poetry, though appreciable, was small, when compared with the work done by such troubadours as Giraut de Bornelh or Arnaut Daniel in furthering the development of their literary art. Moreover, his poems, with but two or three exceptions, do not rise above the ordinary level of troubadour commonplace; they are also difficult, and in places entirely obscure. The chief interest attaching to this troubadour arises from the fact that he is one of the earliest in point of date of those that have come down to us; but it cannot be said that any illumination is to be shed upon the obscure origins of Provençal poetry by a study of his work, and the few hints that can be gained from his fashion of versification would hardly, of themselves, serve to justify the existence of a critical edition. Considering the large amount of work that yet remains to be done in the field of Provençal scholarship, we could almost wish that Professor Zenker had expended his time and his undoubted talents upon the elucidation of some better known troubadour; and there are many of whose poems a critical edition would fill an obvious void.

Moreover, the author readily admits in his preface that he has hardly done his best for us: 'Es wäre vielleicht möglich gewesen, in manchen Fällen Befriedigenderes zu liefern, hätte ich mich noch länger mit diesen Texten befassen, und mählig weiteren Stoff für ihre Interpretation herbeischaffen wollen.' One of the most pleasing features in the work is the frankness with which the author admits his own limitations: if he cannot translate a passage, or if his

translation is nonsense, he makes no difficulty about saying so. No one is more ready than ourselves to recognise the unusual difficulties which confront the student of ancient Provençal—the awful obscurities arising from the exigences of a complicated system of rimes, and from the straining to tell in new form an oft-told and well-worn tale, are common to Peire d'Alvernhe and to many other Provençal poets; Peire was an exponent of the *trobar clus*, or *oscur*, the dark and difficult style of diction, against which Giraut de Bornelh fought in his tenso with 'Linhaure' (Raimbaut d'Aurenga). A word should, perhaps, be said upon the 'trobar clus (car, ric, oscur, sotil, cobert),' the involved, precious, pregnant, dark, subtle, hidden style of poetical diction, as opposed to the 'trobar leu (leugier, plan),' the easy, simple style. It may seem to us a remarkable phenomenon that poets should have existed who actually desired not to be understanded of the people, who wrote, apparently, esoteric poems for an inner circle of admirers, and the more remarkable when we remember that the poems were intended to be sung, and that during the course of performance the majority of the audience must have found extreme difficulty in grasping the poet's meaning. Parallel cases are to be found among the Norwegian Skaldic poets, among the Irish, and, to a less degree, among the Welsh. But it is difficult to cite an instance which would enable the student of contemporary literature to realise the nature of the 'trobar clus'; such obscurity as that of Browning is not to the point, because it was not the result of deliberate intention and elaborate polishing. Giraut de Bornelh tells us his method:

> 'Mas per mielhs assire mon chan
> Vau cercan
> Bos motz en fre
> Que son tug cargat e ple
> D'us estrains sens naturals
> Mas non sabon tuich de cals.'
> (*Monaci, Testi ant. prov.*, p. 55.)

'But for the better foundation of my song, I am on the look-out for words good on the rein, that is, words tractable as horses, and, like horses, loaded high with a meaning which is unusual, though at the same time it is entirely theirs, but that meaning is not obvious to every one.' In other words, the 'trobar clus' had this much in common with the 'preciosity' of later times, that it was a mode of expression characterised by the cult of the unusual adjective, by straining words from their ordinary senses; and to this we have to add the difficulties arising from systems of rime extraordinarily complex.

Now it is only to be expected that commentators should be baffled by these difficulties: 'die Deutung ist mir sehr zweifelhaft,' 'diese Strophe ist mir unverständlich geblieben'—these and similar expressions occur continually, both in Zenker's work and in the commentaries of every labourer in this field. The classical scholar struggling with a corrupt chorus has a light and easy task before him compared with that of the student of Provençal, who has but inadequate dictionaries at his disposal, and is obliged to rely upon manuscripts often scanty in number, and, in cases, copied by a scribe who did not understand a word of what he wrote. But, at the same time, granted that the text is reasonably sound, a tone of utter despair is hardly justifiable. It is to us inconceivable that a troubadour, however 'sotil' or 'cobert' his poetry may have been, should have written down what he knew to be utter nonsense. Some meaning must have attached to the many untranslatable passages which might be quoted, and that meaning is to be extracted, if at all, only by employing the methods of the poets who wrote these enigmas. It is a task demanding extreme ingenuity and unwearying patience of the commentator, and Professor Zenker admits that he has not always been sufficient for these things. Peire d'Alvernhe was not as eminent an exponent of the 'trobar clus' as Giraut de Bornelh in his earlier manner, or Arnaut Daniel; but he is often quite as difficult to translate as either of these two poets, and himself tells us with a touch of pride that hardly any one could understand his poems. We need not, therefore, be surprised if Professor Zenker emits a grumble at the difficulties of reconstituting and explaining the text, at the 'mühsame und unendlich zeitraubende Arbeit'; but the reader may not unreasonably complain of the number of difficulties which the author declares insoluble on his part, and the reflection that a perusal of his work is likely to suggest is one by no means new—'This man began to build and was not able to finish.'

None the less, Professor Zenker has built and built well. His careful collation and relation of the manuscripts is an admirable piece of work; the notes are always ingenious and often brilliant. We may note several points on which improvement might have been possible. The biography says of Peire: 'Canson non fetz neguna, que non

era adoncs negus chantars apellatz eansos, mas vers'; on this point, the author remarks (p. 77) that Peire ealls his own poems 'vers,' and that 'chans' and cognate words in No. v., 'nur auf die Melodie beziehen können.' What then is the explanation of 'sos e motz' in ii. 35, which must mean 'tune and words'? It is unlikely that Peire would have attached the same meaning to 'canso' and 'son,' so that the former word requires further explanation. In No. vi. 31-2, 'desque ma dompna-m tol poders De so de qu'ieu plus l'ai requis,' the note runs, 'der Sinn muss sein, Weil sie mir den Mut nimmt sie anzureden; wie sich derselbe aber mit v. 32 verbinden lässt, sehe ich nicht.' The eonnection, however, is as plain as it generally is in Peire's poetry: 'since my lady takes from the power of that (*i.e.* the opportunity of doing that) which I have most desired of her,' namely, takes from the poet the opportunity of urging his suit by chilling him into silenee. In vi. 50, 'ja no t'en desrazics,' the verb 'se desrazigar' must be taken literally, 'do not root thyself up from her,' carrying on the metaphor of the overshadowing branches of the poet's love in the previous stanza. The translation of xii. 72 seems to miss the true sense, namely, that the only blow that was occasioned by the presence of Gonzalgo Roitz at a battle was one struck at him as he was running away. 'Ab motz amaribotz e bastartz,' in xii. 77, is a puzzle, which the author ingeniously solves by correcting 'marabotz' and referring the word to the term 'marabout' of Arab origin, which came to be a word of reproach applied to converted Jews or Mohammedans who were suspected of leanings to their former faith, the phrase thus meaning words which are neither Christian, Jewish, nor Mohammedan, *i.e.* neither fish, flesh, nor fowl. 'Marabotz' is no doubt correct or nearly so; we should prefer to read 'ab motz marabotis bastartz' ('maraboti' meaning 'maravedi,' a coin of not infrequent mention among the troubadours), and to translate, 'twopenny-halfpenny words and bad coinage at that.' The constant use of eoins of small value to point a comparison is well known to every student of troubadour poetry. In xiv. 43-48, the author admits himself unable to follow the thought: the clue seems to lie in the fact that retirement to a convent meant death to the earthly life, the 'segle,' and that 'mort' in this passage does not necessarily imply physical death.

Comment on many other points might be possible, had we space for it. Professor Zenker's book cannot stand in the same class with Stimming's *Bertran de Born* or Canello's *Arnaut Daniel*, but it is a useful edition, and a valuable addition to the special editions of troubadours now published; it will be indispensable to every student of Peire d'Alvernhe for many years to come. H. J. CHAYTOR.

The Oxford Book of English Verse, 1250-1900. Chosen & edited by A. T. QUILLER-COUCH. Clarendon Press, 1900. [7s. 6d. and 10s. 6d.]

THOSE who have feasted on Mr. Quiller-Couch's *Golden Pomp* will turn expectantly to his new anthology of English verse, gathered from the lyrieal remains of seven centuries, and they will not be disappointed. It is true that collections of the kind have multiplied of late years with alarming rapidity; but were our shelves yet fuller we would gladly bid

> 'Renowned *Palgrave* lie a thought more nigh
> To learned *Bullen*, and rare *Henley* lie
> A little nearer *Palgrave*,'

to make room for the latest of their clan—at least in his dainty India-paper garb. One peculiarity of the present eollection is that the editor has 'not hesitated to extract a few stanzas from a long poem when persuaded that they could stand alone as a lyric.' It is an interesting feature, and opens up many possibilities—we ean only wish that it had given us a specimen of the *Pearl*. Tastes will never agree in the seleetion of poems, but it is with surprise blent with delight that we turn over the pages of the present volume, and see how few are the friends who are not there to greet us. The earlier part especially is valuable as containing many poems not easily accessible. As we approaeh the poetry of our own day, the work of the anthologist necessarily becomes somewhat experimental, but the selection here given is certainly more satisfactory than that in the second series of the *Golden Treasury*. We should only like to express a hope that the inclusion of eleven poems of Christina Rossetti's, as against one solitary example of her brother Dante's work, is due to eonsiderations of copyright. The collection, which extends to 883 pieces, representing some 270 authors, and filling over a thousand pages, closes with an anonymous poem entitled *Dominus Illuminatio Mea*—a graeeful compliment to the University whose press has, in the present anthology, placed yet another delightful volume upon our shelves. W. W. G.

Modern Language Teaching

Edited by

E. L. MILNER-BARRY and WALTER RIPPMANN

LETS AND HINDRANCES OF MODERN LANGUAGE TEACHERS AT MERCHANT TAYLORS' SCHOOL.

THE editor of the *Modern Language Quarterly* has requested me to set down for the instruction of my brethren the particular difficulties and hindrances that I have experienced in the teaching of Modern Languages at Merchant Taylors' School. I obey his behest ἑκὼν ἀέκοντί γε θυμῷ (we modern masters feel bound like Shakespeare to air our small Latin and less Greek); willingly, because I wish to set a good example and to provoke similar confessions, by which I myself and the school world generally may benefit; unwillingly, because I remember the proverbs about an ill bird and a bad workman.

To make a clean breast of it I must begin by executing myself. In a recent cartoon of F. C. G., Mr. Chamberlain is represented as a Salvation Army Captain confessing from the platform what an awful sinner he (and his sleeping friend the Duke) were in their unregenerate days. The apologue hits both me and my old friend and master the Dean of Westminster, if the scene is shifted to Marlborough in the sixties. To a classical form master who demurred to teaching French on the score that he knew none, Mr. Bradley would reply, 'What does that matter? You can always be one lesson ahead of your form.' I forget at this distance of time whether I was put on or volunteered myself to take the extra German. Anyhow, when I began teaching, I knew nothing of the accidence and grammar (less, if possible, than when I was supposed to be learning them at Harrow), and of colloquial German not much more than is required to take a ticket and order a dinner. *Docendo discimus* was in my case a true proverb, but I still have qualms of conscience when I think of the 'saucerful of eyes' I must have sacrificed in learning my present profession.

But this is ancient history. We have changed all that, or at least are supposed to have changed it. *Passons au déluge.* Let me, however, premise that in dealing with Modern Language teaching at Merchant Taylors', I am not depicting the actual present, but using, if I may invent such a tense, the *paullo-ante praesens.* Merchant Taylors' has shared the fate of the nation. *Le roi est mort, vive le roi.*

When some five-and-twenty years ago Merchant Taylors' School moved from its ancient home in Suffolk Lane and took possession of the historic site vacated by Charterhouse School, the *cadre* of the new and enlarged foundation was designed in this wise: a Lower School of 300 boys intended to be neither classical nor modern, but a sort of neutral zone; after this a bifurcation, a Classical Side and a Modern Side, each of 100 boys. In its way the scheme was admirable, admitting, as it did, specialisation at about the age of fourteen; but its practical operation, as it was worked out, has not fulfilled the apparent intention of its authors. Assuredly it has not encouraged the study of Modern Languages. Till quite recently the time assigned to Latin and Greek in the Lower School was sixfold that assigned to Modern Languages. A boy who distinguished himself in classics was, as a matter of course, promoted to the Classical Side, and a boy who failed in classics was as naturally relegated to the Modern Side. We start with the *fruits secs*, and are expected to give a French polish to the chips from a classical workshop. Our only promising pupils are the exceptional late comers who are placed, at starting,

on the Modern Side. It is a case of making bricks without straw. The *Sprachgefühl* cannot be differentiated as Classical and Romantic. It is almost a certainty that the boy who in the Lower School has been gravelled by his Cæsar and Ovid will, when he passes to the Modern Side, flounder in his Thierry and Molière, that he who used to write 'Felix edidit juvenissimum mum' will go on to write 'Der Katze esste einen jüngsten Maus.' Fortunately the inevitable does not always happen, and I have in my mind not a few instances of boys who had been given up by their classical masters as hopeless dunderheads turning out quite respectable French and German scholars under the revivifying stimulus of a living language; but these are necessarily the exceptions. And this is only the beginning of my woes. 'I never nursed a dear gazelle,' a Theaetetus who gave promise of knowing 'the difference twixt I and me,' distinguishing *jeder* and *jener*, *l'école d'où il sort* and *l'école dont il sort*, 'but it was sure to die,' to be snatched from me to specialise in mathematics or science or history, some more paying branch of learning for which he had likewise been found to develop a latent capacity. My tallest poppies were always lopped; and the worst of it was, I had to acquiesce. I had no just cause of complaint. There are awarded annually at the two Universities some fifty scholarships in mathematics, and nearly as many again in science and history, against three scholarships given for Modern Languages. A boy who shows equal promise in mathematics or science and in Modern Languages has a vastly greater chance of winning a scholarship in the two former than in the latter subject, and as hardly any Merchant Taylor boys can afford to go to the University without the help of a scholarship, I felt bound to advise parents to choose for their sons the subject which offered the better chance of a scholarship. Again, at Merchant Taylors' we have no Army Class, and consequently no final examination to serve both as a goal and a test of achievements. The London Matriculation standard in Modern Languages is too low even for us.

I pass to the Classical Side. When I joined the staff of Merchant Taylors' *consule Planco*, I found the two head forms professedly learning six languages, English, Latin, Greek, French, German, and Hebrew. It is needless to say that the weakest went to the wall, and the weakest, as having none of the loaves and fishes, were English, French, and German. In time the scheme was amended, and now no boy learns more than four languages, including English, French is dropped in the three highest forms, and German and Hebrew are alternatives. For German there are three lessons a week in school, and one hour allotted for home preparation. This is perhaps as much time as can reasonably be expected under existing conditions, but it falls far short of the Modern Language master's ideal. When we come to reckon it out, it means that a boy who has completed his full school course will have devoted to German one-sixth of the time he has devoted to Greek, and to French and German combined one-fourth of the time he has devoted to Latin and Greek combined.

German ought no doubt to be, like virtue, its own exceeding great reward, and an inspired teacher would be able so to display to his class the native beauty of the language as to kindle that love at first sight whereof Plato speaks; but, alas, our modern school world is more like Byron's bundle of hay than a Platonic Republic, and the German master can offer to his *graue Zöglinge* only a Barmecide feast. More than once I have had to punish a studious boy for doing his Latin verse or Greek iambics when he was supposed to be engaged in German composition or unseen. I am sure that the headmaster has never had occasion to repress *trop de zèle* for German. Even in the fifth form of the Classical Side, where there is the incentive of marks as determining promotion, the marks assigned to Modern Languages are almost a negligeable quantity —about a tenth of those assigned to classics.

One more difficulty must be mentioned, though it is not peculiar to modern languages, but must be felt more or less in all subjects as a disadvantage under which public schools must labour when compared with crammers—the numbers of classes and the consequent inequality of attainments among the pupils. The average number in a modern language class at Merchant Taylors' is twenty-three, and our class-rooms are not constructed to hold more than twenty-five. Consequently boys are forced up into the first class by pressure from below, whether they are fit for it or not. A clever boy who has risen rapidly will have been under me in the first French or German class two or even three years. He is joined by boys who do not know the declension of German adjectives, who cannot conjugate a personal verb in French, who write *Das Mond warden in sex Tage geschaffen* (the world was

created in six days), and *quelques fieres qu'ils sont*, and cannot see what is wrong. I am giving the bitter experience of the last few weeks. The class, in short, is a tandem, with a hunter for leader and a mule in the shafts, and it is little wonder that at the first awkward corner (the Joint-Board Examination) we come to grief.

The difficulties I have so far pointed out affect in a greater or less degree all public schools. I will only glance at others which are (or, I hope I may say, were) peculiar to ourselves. In the lowest form of all, children of 9 or 10, till quite recently, one period a week was assigned to French. A lesson lasts on an average an hour and a quarter, and it is physically impossible for a small boy to keep his attention fixed on a single subject for much more than half that time.

Again, I have found it very difficult to secure throughout the school uniformity of method and of class-books. In saying this, I am in no way reflecting on my colleagues. The fault, I doubt not, lies mainly with my own defective powers of organisation. I can only plead extenuating circumstances: 1. It is only recently that the teaching has been in the hands of specialists. For most of my time masters taught French who would themselves have been the first to disclaim any colloquial or phonetic knowledge of the language.[1] 2. It is with me an open question how far the rigid insistence on any one method is advisable. If a teacher is compelled to follow a system in which he does not believe, or to use textbooks that he dislikes, the loss by friction is probably greater than the gain by uniformity. 3. In English schools there must be some sort of compromise—a free give or take. If a scheme is to work, it must have been agreed upon in open parliament, not be imposed by authority. Hitherto masters' meetings have been unknown at Merchant Taylors', and a 'round table,' when attendance is voluntary, is but a poor substitute.

To bring these wild and whirling words to a conclusion, and, so far as it is possible, to a head, and so show that I am not merely beating the air, I would venture to formulate the reforms I should try to introduce, suppose I were given *carte blanche*. 1. Every boy who is learning French should have for at least the first two years a lesson a day of three-quarters of an hour. 2. Greek should be postponed till the age of 13; it is now begun about the age of 11. 3. French should count as much as Latin in Lower School promotions. 4. No one should teach French or German who has not a colloquial as well as a literary knowledge of the language.

I have confined myself strictly to my brief, but I am fully aware that such internal reforms as I have suggested will not carry us very far. Only a recognition by the Universities that Modern Languages are an integral part of a liberal education will give us Modern Language masters the fulcrum we require, and redress the balance between the Classical and the Modern Side.

F. STORR.

[1] My friend M. Bué's name, as pronounced by a former colleague (R.I.P.), was a perfect rhyme to 'Hughie.'

RECENT CHANGES IN FRENCH GRAMMAR.

THE Report of the Committee of the Académie Française on the July Decree of the Minister of Public Instruction.

The Committee of the Académie Française chosen to examine the decree of the Minister of Public Instruction, issued on the 31st of July last, consisted of MM. Henry Houssaye, Gaston Boissier, Hervieu, Gaston Paris, Mézières, Gréard, Brunetière, François Coppée, de Vogüé, Jules Lemaître, de Heredia and Gabriel Hanotaux. This Committee appointed M. Boissier chairman, and M. Hanotaux secretary, and after considering the decree, presented the following report to the Académie Française.

GENERAL OBSERVATIONS.

The object of the *Conseil Supérieur de l'Instruction Publique* is clearly expressed in one passage of its report: 'A broad, intelligent tolerance in examinations.' There is a prevalent wish for the removal of certain difficulties, and the abolition of certain orthographical traps which grammatical zeal has introduced into the entrance examinations for the professions. But the *Conseil Supérieur* disclaims any wish to attack the purity of the French language, or even the work of grammarians. It is careful not to lay down any new rule, and says 'that it would be a mistake to allow the written language to return to the con-

fusion from which it has emerged with such advantage.'

The Committee of the Académie Française recognises that there is overmuch subtlety in certain modern grammars, and that it would be better for examiners not to pay too much attention to certain rare and complicated expressions. But it has thought well to point out those parts of the Minister's decree which do appear to attack the purity of the language, in spite of his protest.

And firstly: the committee considered whether it was not inconvenient to extend unduly the system of tolerance as is recommended in the decree. Writers, printers, proof-readers, and men of business require to know the spelling and agreement of words. They are the first to cry out for rules, in order to avoid uncertainty, discussion, and disorder. The *Conseil Supérieur* has itself pointed out in its report how examinations need not be a series of pitfalls, and, agreeing with that, your committee especially expresses the desire that dictations in examinations should henceforth be chosen so as to need but a general and practical knowledge of the language.

Your committee consider it an advantage to distinguish between examination and instruction: there are certain grammatical difficulties which cannot be avoided, because they depend on very delicate but necessary shades of meaning in language and style. The *Conseil Supérieur* recognises that these should be explained in teaching, although a knowledge of them should not be required in examinations.

Observations on the List annexed to the Minister's Decree.

The Committee of the Académie Française recognises that in the list which has been communicated to it, there are a great number of cases in which grammatical difficulties can be simplified. On certain points it would even be bolder than the *Conseil Supérieur*. For instance, it would prefer that the word *témoin* should be invariable in phrases such as: 'témoin les victoires que vous avez remportées' and 'je vous prends à temoin'; and it would allow the past participles: *approuvé, attendu, ci-inclus, ci-joint, accepté, non compris, y compris, ôté, passé, supposé, vu, étant donné,* to be always invariable. In fact, it may be taken for granted that this committee accepts all reforms which are not mentioned in the present report.

But it foresees inconveniences in accepting the following points in this list:

1. When an adjective qualifies two or more nouns, the decree allows the adjective to agree with the nearest noun, e.g. *un courage et une foi nouvelle.*

This committee upholds that this tolerance should not be permitted when the two nouns are of different sexes. For instance, one should not say: *un lion et une lionne furieuse.* Would it not be simpler to keep to the present rule, which avoids these expressions?

2. In the example quoted on page 12 of the decree: *le général avec quelques officiers sont sortis* (or *est sorti*) *du camp,* as the word *avec* is not an adverb of number but a preposition, the plural cannot be used.

3. With regard to the word *tout,* this committee is of opinion that shades of language, which are also shades of thought, should not be allowed to fall into disuse. The sentence, *ces femmes sont tout heureuses,* is certainly not the same as *ces femmes sont toutes heureuses,* and the present rule should be retained.

4. On the important question of singular and plural, this committee recommends that in cases where the idea of plurality is clearly marked, it should continue to be shown, *e.g.* the word *hêtre,* in the phrase, *des meubles de hêtre,* should not be written in the same way as in the phrase, *une forêt de hêtres.* The phrase, *j'ai mis des habits de femme,* contains a different idea, and requires a different spelling, from the phrase, *a-t-on inventorié les habits de femmes?* As to the famous example, *des confitures de groseilles* (or *de groseille*) *de Bar,* this committee does not wish to split hairs about it, but would leave the question to the good sense of masters and pupils.

5. As to the gender of the nouns: *aigle, amour, orgue, délices, automne, enfant, gens, orge, œuvre, hymne, Pâques, période,* this committee recognises that uncertainty exists, and it would prefer to conform to the customs of the spoken language.

6. With regard to the question of compound nouns, the proposed reforms lead to results as complicated as the present rules. Fresh confusion is added in a matter that is already confused enough. For instance, the decree requires that *un garde forestier, des gardes forestiers* should continue to be written in two words, whilst allowing *un gardepêche, des gardepêches* in one word. *Des chefs-d'œuvre* is required and *des cheflieux* is permitted, *des tête-à-tête* but *des pêlemêles,* while the plural *des priedieux* is apparently allowed. Ten

different cases of compound nouns are named, and in each case new rules are added, and exceptions to these rules are recognised. Would it not be simpler to retain the present system, which has, at any rate, the advantage of being known?

7. This committee makes no objection to the general principle of the suppression of the hyphen, and admits that certain compound words, originally written in two words, have now become one, such as *grandmère*, *grandmesse*, *grandroute*. Present custom should be followed when it is clear, or tends to become so, but no advantage can be gained by overloading the grammar with the subtleties and fresh distinctions named under this head.

8. With regard to the sequence of tenses, the decree permits the present subjunctive to be used instead of the imperfect subjunctive in subordinate sentences depending on principal sentences, in which the verb is in the conditional, e.g. *il faudrait qu'il vienne*, or *qu'il vînt*.

This committee is not prepared to oppose the present custom, but thinks it necessary to point out that this tolerance should only be permitted when the principal verb is in the present conditional, e.g. *il eût fallu qu'ils viennent* should not be allowed for *il eût fallu qu'ils vinssent*.

9. The observations at the end of the decree should be expressed differently, for the *Conseil Supérieur* cannot have meant to consider the word *manœuvre* (=workman) as the same word as *manœuvre* (=manœuvre). These are two different words, and consequently the distinction of gender should be preserved. And so with *aide*, *garde*, *foudre*. The word *foudre*, in the sense of thunder, is not the same word as in the phrase, *un foudre de guerre*. The same observation applies to the words *œil*, *ciel*, *travail*. One ought not to be allowed to say: *Madame, vous avez de beaux œils* for *de beaux yeux*, or *des yeux de bœuf* for *des œils de bœuf*, or *des cieux de lit* for *des ciels de lit*. Nor ought one to be allowed to say *aller au Portugal* for *aller en Portugal*, or *aller en Japon* for *aller au Japon*.

As for the present participle we are entirely of the opinion of the *Conseil Supérieur* in asserting 'that it is sufficient for pupils to exhibit common sense in doubtful cases.'

10. The question of the past participle has been examined with special attention by this committee, as being one of the most interesting questions that has come up during its deliberations. With regard to this question, an objection has been raised against it, which has, with less force, been raised against the whole decree. It has been said, rightly, that to change the rule of the agreement of the participles would be to injure in the most serious manner the whole of French literature, and relegate to archaism every poet who has written up to now. If the present rule were to disappear, and were to be no longer learnt and understood by the rising generation, many lines of poetry could no longer be scanned. On the other hand, such is the importance of the feminine rhyme in French poetry, that the suppression of the *e* mute at the end of a large number of lines would not only spoil their harmony, but even their rhythm. French poetry does not possess such great resources that such a blow can be dealt at it from sheer wantonness. The proposed reform would have analogous consequences for our classics, as Vaugelas' reform had for the poetry of the sixteenth century. In a short while specialists alone would be able to appreciate these lines of Corneille:

> 'Va, néglige mes pleurs, cours et te précipite
> Au-devant de la mort que les dieux m'ont prédite';

or the charm of Racine in

> 'Non, Arsace, jamais je ne l'ai moins haïe';

or again in

> 'Lieux charmants où mon cœur vous avait adorée.'

Your committee do not think such sacrifices should be made. The rule of the past participle with *avoir* appears so simple that there should be no difficulty in teaching it to children. In fact, in certain cases, it adds to the lucidity of the language, e.g. *la clause de l'armistice que vous avez acceptée*, or in the line of *Bérénice*, where Antiochus says in speaking of Bérénice:

> 'Titus l'aime, dit-elle, et moi je l'ai trahie.'

Therefore your committee asks you to insist on the maintenance of the rule of the past participle as it exists at present. But in cases where the past participle is followed either by an infinitive, as *la femme que j'ai entendu* (or *entendue*) *chanter*, or by a present participle, as *les sauvages qu'on a trouvé* (or *trouvés*) *errant* (or *errants*) *dans les forêts*, or again in cases where the past participle is preceded by a collective noun, as *la foule d'hommes que j'ai vue* (or *vus*), your committee is of opinion that full liberty should be granted to writers.

The Second Decree of the Minister of Public Instruction.

While the first part of this article was being written, M. Georges Leygues, the Minister of Public Instruction, issued a letter on the 28th of February last, to the Rectors of the different Universities throughout France, in which he informed them officially of a new decree which he had signed on the 26th of that month. In his letter he explains to them the character of the reform, which is in no way to destroy the fundamental rules of French syntax; but is to make the elementary teaching of the French language simpler and easier for children and foreigners, by clearing it of useless complications. He condemns the practice of making up artificial dictations full of orthographical oddities and traps, and recommends that all dictations should be taken from the best French authors, so that pupils may have a lesson in grammar and in good taste at the same time. The *Conseil Supérieur de l'Instruction Publique* has therefore drawn up a list of tolerances which are to be allowed in the future, and as to which the Académie Française and themselves are at one. The Minister does not intend that this reform should imply that fewer hours are to be given to the study of French. On the contrary, its elegance and lucidity are not to be found in orthographical singularities, but in the works of great orators and writers. The time gained by the simplification of the grammar will be usefully employed in reading French authors and in French composition.

The list annexed to the decree of the 26th of February is as follows:

I. Nouns.

(*a*) *Plural or singular.* In cases where the sense allows a noun to be understood in the singular or plural, both may be used, e.g. *des prêtres en bonnet carré*, or *en bonnets carrés.*

(*b*) *Gender.*

1. *Aigle.* At present this noun is always of the masculine gender except when it refers to ensigns, e.g. *les aigles romaines.*
2. *Amour, Orgue.* At present these words are masculine in the singular, and in the plural they may be either masculine or feminine, e.g. *les grandes orgues, un des plus beaux orgues.*
3. *Délice* and *Délices* are really two different words, with which elementary instruction should not be concerned.
4. *Automne, Enfant.* These two words are of common gender.
5. *Gens.* The adjective agreeing with *gens* may always be in the feminine: e.g. *instruits* (or *instruites*) *par l'expérience, les vieilles gens sont soupçonneux* (or *soupçonneuses*). The word *Orge* may always be feminine.
6. *Hymne.* This word may be either masculine or feminine, whether referring to warlike or religious songs.
7. *Pâques* may always be feminine.

(*c*) *Plural of Nouns.*
Proper nouns preceded by an article may always take the sign of the plural, e.g. *les Corneilles, des Virgiles.* Words borrowed from other languages may follow the general rule when they have become thoroughly acclimatised, e.g. *des exeats.*

(*d*) *Compound Nouns.*
These may always be used without a hyphen, e.g. *chef d'œuvre.*

II. Article.

(*a*) The article need not be used before certain proper nouns of Italian origin, e.g. *Danté, Tasse.*

(*b*) Where an article occurs as part of a proper noun in French, it may be written in one or two words, e.g. *la Fayette* or *Lafayette.*

(*c*) The article may be suppressed before the second of two adjectives referring to the same noun, although they really indicate two different things, e.g. *l'histoire ancienne et moderne.*

(*d*) *Du, de la, des,* may be used as the partitive article instead of *de* before a substantive preceded by an adjective, e.g. *de* (or *du*) *bon pain.*

III. Adjective.

(*a*) When an adjective refers to several substantives of different genders, the adjective may always be put in the masculine plural, e.g. *appartements et chambres meublés.*

(*b*) *Nu, demi, feu.* These words may always agree with the noun they qualify, whether they precede or follow it, e.g. *une demi* (or *demie*) *heure.*

(*c*) Compound adjectives may always be written in one word, and form their plural according to the general rule, e.g. *nouveauné*, *nouveaunée*, *nouveaunés*, *nouveaunées*. But compound adjectives referring to shades of colour must be considered invariable, as they are really nouns, e.g. *des robes bleu clair*.

(*d*) The past participles *approuvé*, *attendu*, *ci-inclus*, *ci-joint*, *excepté*, *non compris*, *y compris*, *ôté*, *passé*, *supposé*, *vu*, may agree or not with the noun to which they refer.

(*e*) *Avoir l'air*. The adjective following this phrase may be either masculine or femine.

(*f*) *Vingt* and *cent* may always take the sign of the plural when they are multiplied by another number, e.g. *quatre vingt* (or *quatre vingts*) *dix hommes*.

The hyphen is not necessary between numbers, e.g. *dix sept*.

In dates *mille* may be used instead of *mil*, e.g. *l'an mil huit cent quatre vingt dix* or *l'an mille huit cents quatre vingts dix*.

(*g*) *Même* may agree or not with the noun it follows, and it will not be necessary to put a hyphen between a pronoun and *même*, e.g. *les dieux mêmes*, *nous mêmes*.

(*h*) When *tout* is used in the sense of *chaque* it may be either singular or plural, e.g. *des marchandises de toute sorte* (or *de toutes sortes*).

IV. Verb.

(*a*) Compound verbs may be used without an apostrophe, e.g. *entrouvrir*.

(*b*) A hyphen is not necessary between the verb and the pronoun, e.g. *est il*.

(*c*) *C'est* may always be used for *ce sont*, e.g. *c'est* (or *ce sont*) *des montagnes et des précipices*.

(*d*) *Sequence of Tenses*. The present subjunctive may always be used instead of the imperfect subjunctive, in subordinate sentences, depending on the present conditional.

(*e*) In distinguishing the present participle from the verbal adjective, it will be sufficient for the pupil to give proof of common sense.

(*f*) The past participle used as an adjective or conjugated with *être* agrees with its subject as heretofore, e.g. *des fruits gâtés ; elles sont tombées*.

(*g*) The past participle conjugated with *avoir* (or with *être* in the case of refl. verbs) and followed either by an infinitive or another participle may be always invariable, e.g. *les fruits que je me suis laissé* (or *laissés*) *prendre*, *les sauvages que l'on a trouvé* (or *trouvés*) *errant dans les bois*.

V. Adverb.

The particle *ne* may always be omitted after verbs or expressions of fearing, preventing, doubting, denying, and *il ne tient pas à*. It may also be omitted after comparisons and the expressions *à moins que* and *avant que*.

de V. Payen-Payne.

EXAMINATIONS.

Under the above heading we propose in each number to publish criticisms of recent examination papers. We shall do so in no captious spirit, our object being rather to assist examining bodies by giving an unbiassed opinion on the papers set. We shall always be glad to consider confidential communications from teachers bearing on recent examinations in Modern Languages.

EXAMINATIONS FOR APPOINTMENTS IN THE HOME CIVIL SERVICE (FIRST CLASS CLERKSHIPS) AND THE INDIA CIVIL SERVICE (August 1900).

French (130 candidates). The tendency in recent years has been to make the paper in Unseen Translation and Composition too long. Hardly any one, however good a scholar, could write satisfactory renderings of the five pieces set at the last examination in the space of three hours. The French passages are 'vocabulary' pieces which test only one aspect of the candidate's knowledge. A passage containing no out-of-the way words, but presenting real difficulties of translation, due to the difference of idiom in the two languages, is a far more valuable test ; and such passages should occur in every higher paper. The passages for translation into French are better chosen. The questions on the language and literature are good, *e.g.*

Trace the history of the nasalisation of vowels

in French. Account for the spelling of *Montaigne* and *gangner* (16th century), and for the pronunciation of *signet*.

What traces are there in modern French of the Latin adjectivo of two terminations?

Trace the development of the use of the Alexandrine line in French poetry. Compare the treatment of it by Racine, André Chénier, and Victor Hugo, both generally, and particularly with regard to the caesura.

The inclusion in this part of the examination of a passage from an Old French author would encourage candidates to read some of the older texts; without this the study of the historical development of the language often becomes a mere matter of cramming.

From the questions on literature we pick out the following:

Trace the rise and decline of mediæval lyric poetry. Give a typical example of each of its successive stages. Describe the metre of a *ballade* and a *rondeau*.

Enunciate the principles of the Pléiade school as laid down in Ronsard's prefaces and Du Bellay's *Deffence et Illustration*. How far does the work of (*a*) Desportes, (*b*) Du Bartas, represent a special line of development?

Write a critical account of the work of Alfred de Musset. Point out in what respects it is opposed to the general principles of the romantic movement.

GERMAN (45 candidates). The first paper calls for no comment. It is carefully set, the passages being well chosen, and not longer than could be managed by a good candidate in the three hours. The questions on the language are straightforward, without being easy. Here, too, we regret that there is no passage from a Middle High German author. To judge from some of the questions asked, the examiner expects even a knowledge of Old High German. Unless some encouragement in the shape of unseen passages from the older language is given to candidates, they will not be likely to give much time to reading the older literature.

From the questions we select the following:

Trace the history of the long vowels and the diphthongs in Old High German, Middle High German, and New High German.

Give the history of the weak verb in Old High German, Middle High German, and New High German.

Account for the syntactical constructions of: ein *zu schreibender* Brief; sei *dem*, wie *ihm wolle*; das *warst* du nicht *vermuten* (Lessing); sich *Rats* erholen; du bist *des Todes*; *eine* Schüssel *voller* Suppe.

The first question on literature consists of a Middle High German passage to be translated into Modern German, and to be commented upon from a literary point of view. As the former is a matter of language, and the latter can be done in two lines, the question is not a very good one. The other questions are much better; *e.g.*:

Discuss the composition of the *Kûdrûn*, and describe the development of the *saga*.

Compare *Opitz* with *Gottsched* with reference to their good or bad influence on the German language and literature.

Draw a parallel between *Walther von der Vogelweide* and *Goethe* as lyrical poets.

The only question on metre is the following:

Give the principal metrical rules of Germanic alliterative poetry. Illustrate your answer by quotations.

This is obviously unfair to students who have devoted their attention mainly to the literature of the sixteenth and following centuries. Every candidate should give some attention to metric, and is justified in expecting a question on this branch of the subject; but it is unreasonable to assume a knowledge of more than the definition of alliteration.

MILITARY ENTRANCE EXAMINATIONS (*November and December* 1900).

Of the successful candidates, the following are the number of those who took

	Woolwich.	Sandhurst.
French only,	67	107
French and German,	11	45
German only,	2	2

In the Woolwich examination only one of the optional subjects in Class II. can be taken, but two in the Sandhurst examination; hence the greater number of candidates who take both French and German in the latter examination.

According to the syllabus, 'the passages for translation will be taken, mainly, from standard authors, and a few simple questions may be asked on the passages set, as to the structure and character of the language, and allusions of obvious and general interest.' This has proved a very awkward limitation for the examiner. Undoubtedly the best thing would be to drop these questions altogether. It is well known that they lead to cramming pure and simple. There is no fixed period of literature, and the consequence is that we find in the FRENCH paper set at the last examination the following questions, connected more or less closely with one of the passages set for translation into English:

State what you know of Marie Leczinska and Adrienne Lecouvreur.

Give a short account of the life and works of Voltaire; of his influence on his century.

Mention two of Voltaire's most famous literary contemporaries in France and the name of one work of each of them.

What is the subject of *La Henriade*?

Where is Fontainebleau situated? Mention any historical events connected with it.

How can a candidate prepare himself for such questions? Do they not put a premium on the learning up of lists and dates? And the two questions on grammar are not good either:

Form compound nouns with the help of the following words:—*arc, chou, bouchon, gorge, poids, saison, aïeul, gérant.*

Give the derivation of: *puissant, tête, malheur, sceau, oreille, chaperon, veiller, maudire, sourire, clouer, allumer, Fontainebleau.*

The passage for translation into French is a very hard piece of Dickens; probably there were not half-a-dozen candidates who sent up a respectable rendering. How could they be expected to translate, *e.g.*:

'And you want my advice in the matter, I suppose?' said Perker, looking from the musing face of Mr. Pickwick to the eager countenance of Wardle, and taking several consecutive pinches of his favourite stimulant.

In the GERMAN paper, we note as curious that the second German passage was not even printed in the revised orthography. For translation into German a straightforward narrative is to be preferred to a scene from a play.

The 'Grammatical Questions' are a little more satisfactory than in the French paper; but even so, they are of very doubtful use. The first question

Distinguish between: *bitten, bieten,* and *beten,* etc.

is defective in form, for it is not clear how the candidate is to 'distinguish.' Is a mere translation required? then why not say so? and if not, then what else is the candidate to put down? The second question

State the rule concerning the gender of compound nouns in German. Give a few examples.

pre-supposes a knowledge of bookwork only; it would be better to give compound words of various kinds, and then ask the candidate to give their gender, with the reason in each case.

The third question is one of the easiest to set—an 'idiom' question; *e.g.* Translate *er hat die Scharte ausgewetzt,* 'he was in a flurry.' These questions are rarely well answered; they assume an amount of reading which is beyond the power of most pupils; or the learning-off of strings of idioms.

The questions in literature we give in full, in order to add weight to our protest against the present syllabus:

Give a short account of the life of Heinrich Heine; mention his chief works, and describe his attitude towards *die Romantische Schule.*

Mention the chief writers of the so-called *Junge Deutschland*; describe briefly their objects and tendencies.

Describe briefly the reign of Frederick William, the Great Elector of Prussia.

Two questions on literature, one on history, and not from a set period! It is astonishing.

UNIVERSITY OF LONDON, MATRICULATION EXAMINATION (*January* 1901).

FRENCH (902 candidates). The passages from Rousseau and from Thiers are well chosen. The last sentence of the piece for translation into French runs as follows:

Rawal Pindi is one of the most important stations of troops we have in the world, and military works on a vast scale are now in progress there; but I can say nothing about these from personal observation, for my friend, into whose hands I had implicitly confided myself, would allow of no halt (say: *would not let us stop*), so we started on the road to Kashmir at once.

This is not easy, and was probably set in order to afford the better candidates an opportunity of distinguishing themselves.

The questions on grammar are distinctly good, and there is hardly anything to cavil at. We object to 'write the singular of *baux*,' for the simple reason that in an elementary examination of this kind, questions on grammar should deal only with such words, etc., as the candidate may be expected to have met in his reading. Now *baux* is not common; to ask for the singular of *ceux, yeux, messieurs,* is quite another matter. The question

How are ordinal numbers regularly formed in French?

would have been better if the word 'regularly' had been omitted.

A good question is the following:

Show by the aid of short French sentences (which must be translated) how the following adjectives may differ in meaning according to their position with regard to the noun to which they are in attribution: *certain, pauvre, propre, seul, vrai.*

GERMAN (36 candidates). We have no remark to make about the passages for translation, except that *B* is a good deal longer and harder than *C*, which could be taken as an alternative. The grammar questions are satisfactory: the candidate could be expected to have met with almost all the points raised in the course of his reading. We feel a little doubtful only in the case of the second singular imperative of *genesen*, which we have never seen; and *Forelle* and *Rhederei* are probably outside the vocabulary of most candidates.

UNIVERSITY OF CAMBRIDGE, HIGHER LOCAL EXAMINATIONS (*December* 1900).

FRENCH (117 candidates). Capital papers, set with great care and knowledge. The questions on the set books are particularly good; the following grammar question demands almost too much, considering the limited time:

Distinguish between the uses of *oui* and *si*; *c'est* and *il est*; *ne* and *ne pas*.

The following seems to ask for the same thing twice:

With what tenses may the conjunction *si* be used? Illustrate your answer by examples, and state any restrictions which exist as to the use of this conjunction with any particular tense or tenses.

The last question is:

Translate into English: (*a*) Il a fait ses affaires dans les vins. (*b*) Traiter quelqu'un de pair à compagnon. (*c*) Ils sont comme les deux doigts de la main.

Unless such idiomatic phrases are very easy, or are taken from a set book, it appears to us more fair to allow a choice, asking, for instance, for any three out of five or six, as is indeed done in the German paper.

Note from the examiner's report: 'The composition was, on the whole, decidedly better done than in June, though further improvement is desirable; mistakes in the gender of nouns and the moods of verbs occurred frequently, and work of sufficient merit to deserve the mark of distinction was rare.'

GERMAN (34 candidates). These two papers are also very satisfactory on the whole. We do not understand what is meant by the heading to the third German extract, 'The expulsive power of a new affection'; it would only confuse a candidate. In the first grammar question

Give the genitive singular and the nominative plural of *Kugel, Schmerz, etc.*

the definite article was probably expected, but this is not definitely stated. The following questions are good:

Show by examples the idiomatic uses of *erst, schon, noch*, where in English we use *even* or *only*.

Show by translated examples the construction (with cases or prepositions, or both) of *gehören, werden, bestehen, bewusst.*

Note from the examiner's report: 'In composition ten candidates were within the range of distinction, and several others did creditably. Ignorance of the gender and declension of ordinary nouns was shown in many papers. It would be a good thing if teachers made a point of constantly drilling their pupils in this important part of accidence.'

UNIVERSITY OF CAMBRIDGE: JUNIOR LOCAL EXAMINATION (*December* 1900).

These papers are in their way models of what such papers should be. An innovation which we highly commend is the omission of the idiomatic phrases in the section of the paper to be taken by those who prefer unseen translation to a set-book.

We pick the following questions:

Give the singular of *héros, aïeux, yeux*, and the plural of *cet animal-ci et celui-là.*

Illustrate the use of the relative pronouns by translating the following sentences:—The girl who is speaking is my cousin. The English soldiers whom you see there are brave. Tennyson is a poet whose works we admire.

Give the German for—two hours and a half, everybody, a few years, what kind of a table? it was he, a friend of mine.

The French set-books are by Malot and Mérimée, and are quite suitable for the purpose; but the choice of German set-books is again unfortunate. Something dealing with modern German life and ways in straightforward language is required, and not Klee's *Heldensagen* (the eighteen lines in the paper alone contain the rare words *Tand, feilschen, der Geächtete, hehr*) or Goethe's *Hermann und Dorothea.*

In both papers the passages for unseen translation are well chosen.

The SPANISH papers (both for the *Juniors* and *Seniors*) are carefully set. It might be advisable to eliminate every suggestion of philology, at any rate from the Junior papers; for it is surely far better not to expect the candidates to be able to 'explain the formation' of even the simplest words,

than to run the risk of their coming up for the examination with a smattering of etymology, hastily and unscientifically acquired.

It is a mistake to let the Juniors—probably even the Seniors—attempt a regular piece of Spanish composition.

UNIVERSITY OF CAMBRIDGE: PRELIMINARY LOCAL EXAMINATION (*December* 1900).

Both the French and the German papers were carefully set, and there is little to criticise. It is not fair to ask beginners for the plural of *corail* or of *Reichtum*; and questions of the form:

> Distinguish between the meanings of *le tour* and *la tour*, and *le livre* and *la livre*.

should be avoided. They encourage the learning of lists of exceptions, etc.

To render into German *we wished it, but it might not be*, is also beyond the power of the beginner.

To set passages for translation into the foreign language is a very difficult task. The following was set in the French paper:

> Many people returned to the town, which had just been taken by the English soldiers. The victorious general spoke to his men, and told them that they had fought bravely. Eighty soldiers were killed, and three hundred and seventy wounded in the battle.

Now the candidates had been reading *Remi en Angleterre*; surely it would have been better to give a passage in rendering which they could have utilised the vocabulary acquired in reading *Remi*.

The passage for translation into German was much better. It is in simple language:

> When the poor boy heard it, he was very glad, and began to laugh and sing for (*vor*) joy. Scarcely could he believe that the trouble (*Not*, f.) was over, and that a happier time was now come. He ran quickly to relate the good news (*Nachricht*, f.) to his parents and to his brothers, and they rejoiced with him.

EXAMINATIONS FOR ENTRANCE SCHOLARSHIPS IN MODERN LANGUAGES AT GONVILLE AND CAIUS COLLEGE, AND AT KING'S COLLEGE, CAMBRIDGE (*December* 1900).

Those modern language teachers who have promising pupils will be glad to have details of the last examination, as the one to be held in December will in all probability be on the same lines.

The following papers were set:

French Translation, Grammar and Criticism: Passages from Pascal's *Pensées*, Molière's *Le dépit amoureux*, and Fromentin's *Les Maîtres d'autrefois*, all of them well chosen, and not beyond the capacity of a good candidate. Two questions on literature, viz.:

> Arrange the following works in chronological order, with approximate dates and the names of the authors:
>
> *Les Châtiments, Les Provinciales, Le siècle de Louis XIV., Polyeucte, L'abbé Constantin, Eugénie Grandet, Les Caractères, Don Juan, Le Mariage de Figaro, Notes sur l'Angleterre, Britannicus, Gil Blas, Lettres Persanes, Cinq-Mars, Causeries du Lundi.*
>
> Discuss any two characters in French literature with which you are acquainted.

There was also the following question, which probably gave some amusing results:

> Give the names of the chief living French writers, of the President of the Republic, of the Prime Minister, and of the Minister for Foreign Affairs.

Then half-a-dozen sentences, the grammatical peculiarities of which were to be discussed, and some English sentences for translation. There are no questions on historical grammar, which is quite right; but we miss questions on metric and phonetics. An elementary knowledge of both is essential; and we trust that in the next examination this will not be overlooked. Far too little attention is given in our schools to these subsidiary subjects; boys are allowed to read Racine without ever being told how to scan an Alexandrine, and a slovenly pronunciation is tolerated even amongst the best pupils, when a little time devoted to the very elements of phonetics would lead to a scientific appreciation of the difference between English and French sounds.

French Composition: Passages from Hallam and Macaulay, good, but too much alike; in an examination of this kind one of the pieces should have been more conversational. Half an hour is set aside for the writing of a French essay on one of the following subjects:

> 1. Comparer la politique coloniale de la France et celle de l'Angleterre au XIX^e^ siècle.
> 2. Que pensez-vous de cette phrase de Malherbe: 'Un bon poète n'est pas plus utile à l'État qu'un joueur de quilles."
> 3. Expliquer et apprécier cette pensée de Chamfort: 'On peut définir ainsi la comédie: l'art de faire servir la malignité humaine à la correction des mœurs.'

German Translation, Grammar, and Criticism: A rather long and fairly hard passage of Ten Brink, a sonnet of Platen, and a passage from *Don Carlos* which offers no special difficulty. The grammar here is not quite the same as in the French paper; such a question as

> Give and account for the gender of *Genuss, Entschluss, Herzogtum, Schlacht, Rolle, Fabel, Siegel, Schildwache.*

requires some knowledge of historical grammar. We are glad to see a question on metric; but here also there is none on phonetics. The questions on literature are of such a kind as not to encourage cram.

> Sketch the plot of *one* of the following plays: Schiller's *Don Carlos*, Goethe's *Goetz von Berlichingen*, Kleist's *Prinz von Homburg*; or of one of the following novels: Freytag's *Soll und Haben*, Scheffel's *Ekkehard*, Hauff's *Lichtenstein.*
>
> State what you know about the position in German literature of *one* of the following authors: Hans Sachs, Herder, Heinrich von Kleist, Wieland, Sudermann.

In both the French and the German papers we feel inclined to ask—What is *Criticism*?

German Composition: Well-chosen passages from Carlyle and Raleigh; and an essay (to be written in half an hour) on one of the following subjects:

> 1. Geben Sie eine Charakteristik des Helden oder der Heldin eines Schillerschen Dramas.
> 2. In welchen Hinsichten lässt sich die Wirkung eines grossen Dichters auf seine Mit- und Nachwelt nachweisen?
> 3. Was verdanken die neuen Litteraturen denen der Griechen und Römer?

There was further an *English Essay* and a *Latin Translation* paper consisting of Vergil *Aen.* x. 479-500; Ovid *ex Ponto* I. i. 59-74; Juvenal, xiv. 256-275; Livy, xxv. 3. 8-13; and Seneca *Epist.* i. 4. 6-11,—not at all a contemptible paper.

On the whole a good examination; the only feature which is not yet quite satisfactory being the 'grammar and criticism.' A concise syllabus of what is meant would be a boon to candidates.

SOCIETY OF ARTS (1900).

FRENCH. Both the Elementary and the Advanced papers are well set. Some of the grammar questions are not quite satisfactory. Is it sufficient to ask for 'the five primitive tenses' of a verb? It would be better to specify them. In an elementary paper the candidates should not be asked for the difference between *un couple* and *une couple*, between *le mode* and *la mode.* Nor do we like the following:

> Name the one substantive in *ment* which is feminine, and the one substantive in *ence* which is masculine.

In both papers there are strings of idiomatic phrases; including, for instance:

> La maison ne paie pas de mine.
> Ce sont des gens de sac et de corde.
> Tout bien pesé, j'abonde dans votre sens.
> Ce plat n'est pas assez relevé.

From the examiner's report we gather that there were 403 candidates, of whom only 83 failed to pass, which seems to imply that the standard is too low; or is the teaching really so good?

GERMAN. The papers do not call for much comment, except as regards the grammar questions. The following is badly expressed:

> In how many ways may *der, die, das* be used? is it always declined alike? Illustrate your answer by examples, and state what notions can be expressed by the singular and plural of the possessive adjectives *mein, dein, sein.*

What the last part of this means we fail to understand. We also thought it had been recognised that it was not good to make up mistakes, and then ask the examinee to correct them. We therefore disapprove of the question:

> Correct those of the following phrases which require correction on account of the prepositions employed in them: anstatt meines Freundes—das ist für mir—wir gingen nach seinen Garten—er stand vor mir—seit eine Stunde—ohne ihm und ihr—ich ging über der Strasse—wegen dem schlechten Wetter.

From the examiner's report we gather that there were 493 candidates, that is to say, more than in the case of French—a noteworthy fact. It is pleasant to hear also, that the work done was of good quality, the average being high. No less than 289 took the advanced paper, and of these only 33 failed 'completely.'

THE SCOTTISH MODERN LANGUAGES ASSOCIATION.

A MEETING of the Scottish Modern Languages Association was held on Saturday, March 2, in the High School, Elmbank Street, Glasgow. Mr. A. O. Schlapp, Edinburgh, the President of the Association, occupied the chair.

Recent Discussions.

The Chairman, in opening the proceedings, reviewed the recent discussions on the subject of the teaching of modern languages, referring especially to the correspondence in the newspapers, and expressing satisfaction that there were indications that something was going to be done immediately by public bodies. He thought Mr. Thomson deserved great credit for the manner in which he had brought the subject before the public. He expressed satisfaction that there was a prospect in connection with the efforts being made to raise funds for Glasgow University, that if money were forthcoming the claims of modern languages would not be overlooked, and that Glasgow would be the first of the Scottish Universities to be provided with chairs of modern languages. While welcoming such assistance as they might get from the advocates of commercial education, he thought they should make it quite clear that their main contention was that, apart from the practical utility of modern languages, they were a very important item in a liberal education, that they deserved to be studied on account of the intrinsic value of the intellectual, linguistic, and literary training which they afforded. What they claimed was their equality with the ancient languages as a means of training the mind. To lay too much stress on the commercial aspect of the subject would damage their case with those who valued education. It was pleasing to remark that the representatives of classics frankly admitted that something must be done to remedy the injury and injustice inflicted on modern languages by the present system. It appeared that they did not want to keep to themselves any of the advantages their subjects possessed. They said—Somebody must help you or you will die. It was very good of them to speak in this manner; it showed a charitable spirit; but if they had no other hope they might die after all. But there were indications that in some form or other funds would be provided for the study of modern languages.

The Bursaries in Scottish Universities.

The Secretary read a letter explaining the conditions on which the bursaries in Edinburgh University are held, and how far they were affected by ordinance No. 57, which gives English, Latin, Greek, and mathematics double the marks assigned to any other subject in the bursary competition.

The Chairman said he had been supplied by a friend with a statement showing the number and amount of the bursaries in connection with Edinburgh University. From this statement it appeared that there were 83 Heriot bursaries of the value of £2400, divided into three groups, 25 being given annually. There were 68 free bursaries, with various patrons, of the value of £1775; 13 bursaries, also free given, the patrons being the Senatus, of a value of £311; 19 preferential bursaries, but with control of examination, patrons, the Senatus and others, of the value of £553. Only 60 bursaries were barred by ordinance 57, or by the founders. The patrons of these were the Senatus and others, and their value £1890. Of these 240 bursaries (Heriot, Senatus, and other patrons) 180 were free. The whole value of the bursaries was £6930, and of this sum £5039 was not under the ordinance. The bursaries were not restricted, and were available for a different system of marking than was prescribed under ordinance 57. The suggestion offered by his friend was that a memorial should be addressed by the association and other educational and public bodies interested in modern languages to the patrons of those 180 bursaries, asking them to place modern languages on the same level as the ancient languages. Even if the Senatus were unfavourable, they might hope for success with more than half the total number of patrons. These were the facts with regard to Edinburgh, and it was desirable to find out exactly the condition of affairs in regard to Glasgow—possibly it was similar.

Mr. Mackay said their first duty was to press as far as possible the advantage this

statement gave them. They ought in the first place to approach the university authorities, and ask them to alter their general action under the ordinance. In the course of the correspondence and in the action taken by the different universities several difficulties had emerged. There was difficulty in securing agreement between the universities to accept any one plan proposed. Many of the professors said they were quite willing to give them what they wanted provided certain things happened, such as that the standard for modern languages should be raised, or special bursaries should be founded by the liberality of merchants and others to supply the demand. For that, it was stated, time was required. But if as much time was taken to found these bursaries as was taken to found those in existence, several generations would elapse before it would be done, and the place of our country in the commonwealth of European and other nations would long before have been sealed. Another method that might be adopted was to ask the mercantile community who felt the burden of the present state of things, by direct Parliamentary action, to secure an alteration. That might be done, but if it were done it would have a much more drastic influence than what was now proposed. He would rather turn to a method which was not incompatible with either of the other methods, but which could be adopted simultaneously, namely, that they should endeavour to get the universities to avail themselves of the permission granted by the ordinance, and to open up a large proportion of the bursaries to the modern language candidates on equal terms with the classics. One point had been clearly brought out in the letter read by the secretary, namely, that Ordinance No. 57 applied only to bursaries that were founded prior to 1864, and only to such bursaries among those founded prior to 1864 as were either in the hands of the university authorities or founded with money in the hands of private patrons. They did not apply to bursaries prior to 1864 that were paid by annual contributions, or by incorporations, societies, clubs, etc. In the next place the ordinance applied in no way to bursaries founded since 1864; so that in reality such a large number of bursaries were free from the conditions of the ordinance, that they might avail themselves of the help of the patrons so far as they were willing to co-operate with them, and thus be able largely to remedy the injustice which at present existed. He believed that it was by pressing this by every legitimate means, not in a spirit of opposition to the universities, that they would find that the opposition to the alteration of the obnoxious ordinance would be most speedily removed. He concluded by moving:

That inasmuch as the University Ordinance No. 57 (General No. 19), XII. (1), which assigns to a classical language twice as many marks as to a modern language in the bursary examination applies only to bursaries founded prior to 1864, whether in the hands of the university authorities or of private persons, while Section XXI. excepts from the ordinance bursaries granted by any incorporation or society whose funds are contributed by entry moneys or other stated contributions, the committee be instructed to tabulate the bursaries that are affected by this ordinance in the four universities—(1) according as they were founded prior to 1864, and are subject to the conditions of the ordinance; (2) according as they were founded since 1864, whether they be in the hands of the university authorities or private patrons, such as counties, clubs, etc., and that the committee be further instructed to co-operate with other educational bodies and Chambers of Commerce in trying to induce the patrons of such bursaries to assign equal marks for modern and classical languages in the bursary competitions.

Mr. J. E. Mansion, Dollar, the secretary, seconded the motion, and it was adopted.

Mr. Wm. Thomson, Glasgow, next moved:

That, whilst approving of the general principle of grouping bursaries, this association deprecates any complication likely to obscure the long-standing claim of modern languages to equality in the bursary competition.

Mr. Campbell, Edinburgh, seconded, and the motion was carried.

The Awarding of Honours.

Mr. Thomson next proposed:

(1) That honours should be awarded on the higher grade papers, and that special honours papers should be discontinued; (2) but that in the event of the continuation of special honours papers in French and German, these should, as in the case of Latin and Greek, be entirely distinct from those set for the higher grade certificate.

Mr. Mansion seconded, and the motion was adopted after some discussion.

The Secretary afterwards submitted a report on census of text-books, and also a proposal to endeavour to found a central reference library for the use of members.

The meeting afterwards separated.

—*From the 'Glasgow Herald.'*

[We hope in our next issue to publish a special article on Modern Languages in Scotland.—Ed.]

LONDON BRANCH OF THE GENERAL GERMAN LANGUAGE ASSOCIATION.[1]

THE *Zweigverein, London, des Allgemeinen Deutschen Sprachvereins* is indefatigable in its earnest endeavours. This Association was founded in January 1899. It already has 347 English and German members of both sexes, a great many of whom are well-known teachers of Modern Languages. So great a success in so short a time speaks for itself.

At the meetings of this Association, a lecture generally forms the main feature of the proceedings. In this respect, much good work has been accomplished in connection with *secondary education*, as the following titles will show:

Reden zur Eröffnung des Zweigvereins London (Herren Prof. Aloys Weiss, Ph.D., Hugo Bartels).
Friedrich der Grosse, Lessing und die deutsche Sprache (Herr Dr. H. Borns).
Eigentümlichkeiten der deutschen Sprache in England (Herr Dr. L. Hirsch).
Die deutsche Litteratur der Gegenwart (Herr Hermann Meyer).
Konrad Ferdinand Meyer, ein neuerer Meisterdichter der deutschen Schweiz (Herr Prof. H. G. Fiedler, Ph.D.).
Über Johann Peter Hebel (Herr Dr. Eug. Oswald, M.A.).

We also quote from the *University of Birmingham Magazine*, December 1900: 'On November 30th, the Deutscher Verein in der Universität Birmingham held the last meeting of the term. Herr Dr. Aloys Weiss, the Professor of German at the Royal Military Academy, Woolwich, gave a very interesting address entitled: "Allerlei über das Fremdwort im Deutschen." It was particularly noticeable that Dr. Weiss, who is the president of the London Branch of the Allgemeinen Deutschen Sprachverein carefully avoided all exaggeration of its work.'

It may be mentioned here that Prof. Weiss published a valuable essay: 'Das Fremdwort in der deutschen Heeressprache,' in the *R. M. A. Magazine*, August 1890.

Herr F. G. Zimmermann, M.A., still extended the aims of the Zweigverein London by his paper: 'Die Förderung der deutschen Sprache im Vereinigten Königreiche,' read to a meeting on March 2. A large audience followed the paper with the keenest interest, and unanimously approved a petition proposed by the Committee for enlisting the valuable support of the 'Association of Chambers of Commerce in the United Kingdom' to encourage the teaching of German in Great Britain and Ireland.

In some of these meetings, selections of classical music and excellent recitations form an attractive part of the programme.

We wish the Zweigverein London further success in its useful efforts to increase the popularity of the German language in this country.

[1] We hope to include in each number of the *M. L. Q.* a short report of the progress made by the above Association.—ED.

INTERNATIONAL CORRESPONDENCE FOR SCHOLARS.

THE question is asked—What progress has been made in England in this matter? I think, however, that it is of more importance to know what sort of ground is under our feet, and what are the prospects before us—for progress may be made over boggy ground and amidst stormy weather.

When in 1897 the idea of an organised plan of international correspondence was first mooted—it was a fact that, quite unknown to us, or to M. Mieille, others had proved its advantages—M. Sevrette of Chartres had arranged for some 300 boys, and *L'Étranger*, a French paper (now *Concordia*), had also put scholars in correspondence.

But the world in general knew as little of this as we did, and so the teaching world in England was very doubtful, even when not adverse. It was said that the correspondence would possibly have a bad effect on personal character, and that no

boys in England could be found willing to write letters even if they could find the time.

Four years have passed, and in more than 300 schools in Great Britain and Canada, international correspondence has become a part of the routine in certain classes. From many such schools fresh names are sent every term; and in some, as many as fifty boys are regularly writing twice a month. The numbers are not so large in girls' schools, because French girls do not respond as readily as French boys, and not many of our girls learn German. We have placed certainly 4500 British boys and girls in communication with those of other nations, but many more, probably, as from press of work it has not always been possible to register them. M. Mieille reckons the numbers to be much higher, whilst the Franco-German branch is as large. From personal experience and the reports of teachers the matter seems to stand thus:—

International correspondence has come to stay. It has been proved invaluable as a means of making the acquisition of modern languages more interesting, by arousing and quickening interest. Real people are more interesting than fictitions ones generally.

Grammatical difficulties have been solved by the boys themselves. The literature of the different countries has been freely discussed, and even the geography has become more familiar.

As regards the futurc, it seems that somewhat more care will have to be taken by the teachers; for, in every case, progress has becn made exactly in proportion to the interest the teacher has shown. It would also be wiser that half an hour a month of the *school* time should be devoted to the foreign letter, and that, if possible, teachers should endeavour to promote the interchange of visits as well as of letters.

E A. Lawrence.

[From thc above account we learn with great pleasure that this excellent movement has made a good start in England. An Annual has just been published, which contains further evidence of progress made, and which is sent free to any *bonâ fide* teacher on receipt of 2½d., the cost of production. It is published at the office of the *Review of Reviews*, Mowbray House, Norfolk Street, W.C., and we recommend teachers to look through it; many will be convinced, and will join.—Ed.].

REFORM OF SECONDARY SCHOOLS IN GERMANY.

We print in full the recent Decree of the Emperor on the subject of Prussian Secondary Education:—

'Auf den Bericht vom 20. November dieses Jahres erkläre Ich Mich damit einverstanden, dasz die von Mir im Jahre 1892 eingeleitete "Reform der höheren Schulen" nach folgenden Gesichtspunkten weitergeführt wird:

'(1) Bezüglich der Berechtigungen ist davon auszugehen, dasz das Gymnasium, das Realgymnasium und die Ober-Realschule in der Erziehung zur allgemeinen Geistesbildung als gleichwerthig anzusehen sind und nur insofern eine Ergänzung erforderlich bleibt, als es für manche Studien und Berufszweige noch besonderer Vorkenntnisse bedarf, deren Vermittelung nicht oder doch nicht in demselben Umfange zu den Aufgaben jeder Anstalt gehört. Dementsprechend ist auf die Ausdehnung der Berechtigungen der realistischen Anstalten Bedacht zu nehmen. Damit ist zugleich der beste Weg gewiesen, das Anschen und den Besuch dieser Anstalten zu fördern und so auf die gröszere Verallgemeinerung des realistischen Wissens hinzuwirken.

'(2) Durch die grundsätzliche Anerkennung der Gleichwerthigkeit der drei höheren Lehranstalten wird die Möglichkeit geboten, die Eigenart einer jeden kräftiger zu betonen. Mit Rücksicht hierauf will Ich nichts dagegen erinnern, dasz im Lehrplan der Gymnasien und Realgymnasien das Lateinische eine entsprechende Verstärkung erfährt. Besonderen Werth aber lege Ich darauf, dasz bei der groszen Bedeutung, welche die Kenntnisz des Englischen gewonnen hat, diese Sprache auf den Gymnasien eingehender berücksichtigt wird. Deshalb ist überall neben dem Griechischen englischer Ersatzunterricht bis Unter-Sekunda zu gestatten und auszerdem in den drei oberen Klassen der Gymnasien,

wo die örtlichen Verhältnisse dafür sprechen, das Englische an Stelle des Französischen unter Beibehaltung des letzteren als fakultativen Unterrichtsgegenstandes obligatorisch zu machen. Auch erscheint es Mir angezeigt, dasz im Lehrplan der Ober-Realschulen, welcher nach der Stundenzahl noch Raum dazu bietet, die Erdkunde eine ausgiebigere Fürsorge findet.

'(3) In dem Unterrichtsbetriebe sind seit 1892 auf verschiedenen Gebieten unverkennbare Fortschritte gemacht. Es musz aber noch mehr geschehen. Namentlich werden die Direktoren eingedenk der Mahnung: *Multum, non multa* in verstärktem Masze darauf zu achten haben, dasz nicht für alle Unterrichtsfächer gleich hohe Arbeitsforderungen gestellt, sondern die wichtigsten unter ihnen nach der Eigenart der verschiedenen Anstalten in dem Vordergrund gerückt und vertieft werden.

'Für den griechischen Unterricht ist entscheidendes Gewicht auf die Beseitigung unnützer Formalien zu legen und vornehmlich im Auge zu behalten, dasz neben der ästhetischen Auffassung auch die den Zusammenhang zwischen der antiken Welt und der modernen Kultur aufweisende Betrachtung zu ihrem Rechte kommt.

'Bei den neueren Sprachen ist mit besonderem Nachdruck Gewandtheit im Sprechen und sicheres Verständnisz der gangbaren Schriftsteller anzustreben.

'Im Geschichtsunterricht machen sich noch immer zwei Lücken fühlbar: die Vernachlässigung wichtiger Abschnitte der alten Geschichte und die zu wenig eingehende Behandlung der deutschen Geschichte des 19. Jahrhunderts mit ihren erhebenden Erinnerungen und groszen Errungenschaften für das Vaterland.

'Für die Erdkunde bleibt sowohl auf den Gymnasien wie auf den Realgymnasien zu wünschen, dasz der Unterricht in die Hand von Fachlehrern gelegt wird.

'Im naturwissenschaftlichen Unterricht haben die Anschauung und das Experiment einen gröszeren Raum einzunehmen und häufigere Exkursionen den Unterricht zu beleben; bei Physik und Chemie ist die angewandte und technische Seite nicht zu vernachlässigen.

'Für den Zeichenunterricht, bei dem übrigens auch die Befähigung, das Angeschaute in rascher Skizze darzustellen, Berücksichtigung verdient, ist bei den Gymnasien dahin zu wirken, dasz namentlich diejenigen Schüler, welche sich der Technik, den Naturwissenschaften, der Mathematik oder der Medizin zu widmen gedenken, vom fakultativen Zeichenunterricht fleiszig Gebrauch machen.

'Auszer den körperlichen Übungen, die in ausgiebigerer Weise zu betreiben sind, hat auch die Anordnung des Stundenplans mehr der Gesundheit Rechnung zu tragen, insbesondere durch angemessene Lage und wesentliche Verstärkung der bisher zu kurz bemessenen Pausen.

'(4) Da die Abschluszprüfung den bei ihrer Einführung gehegten Erwartungen nicht entsprochen und namentlich dem übermäszigen Andrange zum Universitätstudium eher Vorschub geleistet, als Einhalt gethan hat, so ist dieselbe baldigst zu beseitigen.

'(5) Die Einrichtung von Schulen nach den Altonaer und Frankfurter Lehrplänen hat sich für die Orte, wo sie besteht, nach den bisherigen Erfahrungen im Ganzen bewährt. Durch den die Realschulen mitumfassenden gemeinsamen Unterbau bietet sie zugleich einen nicht zu unterschätzenden sozialen Vortheil. Ich wünsche daher, dasz der Versuch nicht nur in zweckentsprechender Weise fortgeführt, sondern auch, wo die Voraussetzungen zutreffen, auf breiterer Grundlage erprobt wird.

'Ich gebe Mich der Hoffnung hin, dasz die hiernach zu treffenden Masznahmen, für deren Durchführung Ich auf die allzeit bewährte Pflichttreue und verständniszvolle Hingebung der Lehrerschaft rechne, unseren höheren Schulen zum Segen gereichen und an ihrem Theile dazu beitragen werden, die Gegensätze zwischen den Vertretern der humanistischen und realistischen Richtung zu mildern und einem versöhnenden Ausgleiche entgegen zu führen.

'Gegeben Kiel, den 26. November 1900
An Bord M. S. "Kaiser Wilhelm II."

'WILHELM, R.

'STUDT.

'An den Minister der geistlichen etc. Angelegenheiten.'

REVIEWS

School Grammar of Modern French. By G. H. Clarke and C. J. Murray. London. Dent & Co. 3s. 6d. net.

Numerous as are the French grammars in use in this country, many of them sound books which have stood the test of experience and competition, we yet believe that the work before us will make its way and take up an honoured position among the standard books on the subject. In the treatment of the material several novel features have been introduced, which to our mind add greatly to the value of the book; first and foremost the admirable arrangement by which seventeenth-century French is kept apart from modern French. From the teacher's point of view this is a great advance. The pupil who has not yet been allowed to touch the classics—and he ought in our opinion not be allowed to do so till he is sixteen or seventeen years of age—and is working through the grammar, will not from motives of idle curiosity confuse his mind by dipping into the sections labelled seventeenth century, while teachers who are compelled by the vagaries of examining bodies to read Molière and Racine with boys who should by virtue of their age and attainments be reading 'Waterloo,' or 'Le Roi des Montagnes,' will be helped in their endeavours to drive home the fact that classical French is not the modern idiom, by referring their pupils to the *separate* grammar on the subject. If we have one cause of complaint, it is that these seventeenth-century sections are too succinct. We have another novelty in the simultaneous treatment of accidence and syntax. These subjects are no longer divorced, and though we are not at present convinced that such a method could be generally adopted with advantage in the case of elementary books, in a volume such as the present, which is designed for higher forms, we believe that the principle introduced will prove itself a good one. We are not, however, satisfied with the somewhat scanty treatment which the phonology has received. Some five or six pages are obviously quite insufficient for the subject, and it would in our opinion have been far better to have given fuller consideration to this important part of the subject than to hint vaguely at some other introductory little volume on phonology which may appear later on. We would gladly see the present volume extended in order to remedy this defect.

We have tested the book as a working grammar, and are convinced of its value. It is thorough, systematic, and rich in illustrations. The *tolérances* find full place in the appendix, and numerous references are given to them in the text. We have noted one or two omissions; in the treatment of verbs—scholarly and satisfactory as it is in the main—we are old-fashioned enough to plead for a complete list of irregular verbs *with the parts which are irregular*; this is really useful to a pupil, and saves his time, and, what is more important, his master's temper. Again, § 84, 'on the accusative,' we have some lists of verbs where the constructions differ in French and English. The lists are far from complete. Where are verbs such as *présider* with accusative, *renoncer*, *hériter*, *échapper* with prepositions, etc.? Complete lists would add to the value of the volume. On page 69 we notice a misprint, *faire laisser é.*

Concise French Grammar. Arthur H. Wall, M.A. Oxford, Clarendon Press. 4s. 6d.

In the recent 'special report' on Preparatory Schools we are told that there are no less than forty-five distinct French grammars in use in these establishments. Naturally these books will be of an elementary nature. We shall probably not be wide of the mark in saying that there must be at least some twenty more grammars, which are not used in the Preparatory Schools. Whether it is wise to keep on swelling the number of such works seems to us doubtful.

The days of the old-fashioned grammar as a class-book are rapidly passing away. Personally we should limit the grammar in the hands of beginners to the barest outline, and let the details be filled in later on. Mr. Wall's volume is designed for use in middle and upper forms; we admit its claims as a book for upper forms, with the reservation

that in our opinion the treatment of the syntax is not nearly comprehensive enough.

For middle forms the work is too pretentious. We have some twenty-six pages on speech-sounds and their symbols — a good piece of work in itself — but too long for the middle form boy. Again, phonetic signs are introduced: why not have adopted the script of the *Association Phonétique*? Surely the chances are that if the boy knows anything about phonetics, he will be more likely to know this script than any other. Gender, too, occupies a very large space—some twenty-seven pages in all. Now, as syntax is only allowed some fifty pages, we maintain that the book is not properly proportioned. If the book is to become one of the standard school grammars, then this part of it must be rewritten. The syntax of case does not seem to have been attempted at all. In a well-known French grammar, under the heading 'Genitive,' we find in the index some twenty-three entries; Mr. Wall gives us one. Neither can we find any treatment of the dative. We seek in vain for any ruling on the use of *il est, c'est*. We are told on page 179 that 'if the antecedent in the principal sentence is accompanied by *le seul*, etc., the subjunctive is usual,' and examples are given. Surely a hint might have been conveyed as to when we ought to look for an indicative. We could give numerous other instances of what we consider to be omissions. Our view is that the book is far too much in the nature of a compromise. It is scholarly, perhaps in parts too learned, but unless the syntax is rewritten, we are not prepared to admit its claims unreservedly as a standard grammar.

French Life in Town and Country.

By HANNAH LYNCH. George Newnes, Limited. 1901. 3s. 6d. net.

IF universal amity is to be brought about by a mutual comprehension and appreciation of nations one for another, then Messrs. Newnes are materially helping in this direction by their excellent series of Handbooks on 'Our Neighbours.' The volume dealing with France has been intrusted to Miss Lynch, the Paris correspondent of the *Academy*, and her book is crammed with information from title-page to finis. We are given first a rapid survey of the provinces, from Picardy, with its industrial population, slow of speech and niggard of gesture, to the garrulous and exuberant native of Latin Provence. We are shown the countryman in his all-absorbing devotion to the soil and contempt for the lucrative and windy profession of the politician; he is the prototype of the elector in one of Labiche and Jolly's comedies, with respect to whom the candidate is advised to be solicitous not merely of his family but also of his *choux*. The authoress shows best, perhaps, in her chapter on 'Paris and Parisianism'; her appreciation of the working-classes is as deep as her contempt for the idle scions of a decadent aristocracy. 'What,' she asks, 'can the French idiot do when he has sent his shirts to London to be washed and invested in an automobile?' He is such a superlative dandy and humbug, that he cannot bring sincerity to bear upon his imaginary passion for sport, and looks ten times more absurd when he is playing the athlete than when he is contentedly playing the fool. He is the sedulous ape of the Anglo-Saxon.'

He does not know, of course, that the English nobleman is much more than a sportsman—he places gratuitously at the disposal of his country, as Taine has well remarked, his time and his talents; if the French aristocrat would do this, we should not have had that disgraceful attack, by a member of *la jeunesse dorée*, on an inoffensive president at a race meeting.

The British jingo who clamours for conscription might find food for thought in the chapter dealing with the army, in which it is shown that the habits acquired during the time spent at the barracks so often unfit the best-intentioned young man for steady labour. Much is heard in France, says Miss Lynch, about the soldier's abnegation, his lack of ambition and disinterestedness, and yet this vaunted school of republican virtues is full of intrigues, perfidies, injustices, petty persecutions, petty miseries; so much so, that an eminent French writer is stated to have said that, in spite of his military and catholic training, it was with difficulty he could help himself from looking away when he saw an officer or a priest. How effectively the latter have captured the youth of France and pushed them into high places, events of the last few years have shown; 'the product of the Jesuit seminaries is a model of erudition, but a consummate prig and humbug, a well-mannered young hypocrite, perfected in the art of duplicity—a rascal *in posse*, a sage *in esse*, when he ought to be a simple, high-

minded, or dreaming child.' We English are often told that there is no home-life in France, but here we find that the highest attributes of a wife and mother are to be found; the charming family group to be seen picnicking in one of the many beautiful parks, or the never-wearying wife at the *comptoir*, all show how true a helpmeet the French woman is. The estimate of the French peasant is admittedly a high one, and the comparison with the English rustic much to the disadvantage of the latter; the French peasant is doubtless more interesting to the outsider, while Hodge can only be understood by those who have some interests in common with him. The chapters dealing with the Press, the Salon, and organised philanthropy are all excellent reading. In the earlier part of the book, the style is too heavy to be attractive, and in some instances the sense is very obscure, one paragraph of some dozen lines having no principal verb. It is sometimes also a little trying to find that the printer has been allowed little inaccuracies in the spelling of French words. The book is to be warmly recommended to the teacher and student of French, and as an antidote to Mr. Bodley's special pleading.

A. T. B.

German Life in Town and Country.

By W. H. Dawson. London. George Newnes, 1901. 3s. 6d. net.

Mr. Dawson has produced a little work to which we would accord a hearty welcome. It tells the tale of Modern Germany in pleasing style. The author passes in review 'Social Divisions,' the *Arbeiter*, the *Berliner*, Public Education, Military Service, etc., and on every topic what he has to say is worth hearing, and suggestive. He places his finger on what must be to German thinkers a constant source of deep anxiety, the tremendous overcrowding of the professions. During a period of twelve years over 75 per cent. of the pupils of the Prussian *Gymnasien* and *Real-Gymnasien*, who had obtained the *Reifezeugnis*, proceeded to the Universities to force their way into professions already hopelessly overstocked. The result is that the state reaps the benefit of several years of a man's work without making him the slightest return. Long indeed are the *Lehrjahre*. 'A peculiarity of professional life generally in Germany is the comparatively late age, according to English ideas, at which men seriously enter on their careers. The reason is the long and severe course of training which the State requires as a condition of joining any department of the public service, or of following either the medical or the legal profession. At an age when with us many a man has already made a name, and won for himself a position which satisfies a fair human ambition, the German is still patiently and industriously overcoming the preliminary obstacles to his onward march.' Perhaps the solution of this question will be found in Colonial expansion; certainly the feverish haste in the development of German commerce owes something to these unsatisfactory economic conditions. Universal military service is a subject which may ere long have to be seriously discussed. Mr. Dawson's view of it as it affects Germany strikes us as being eminently fair: —'The fact is that the system of universal service has grown into the very life of the nation. . . . Hence industry has merely had to accommodate itself to a condition of things which existed long before it laid claim to the energies of the people. Were a country like England to go over to universal service, its social and industrial life would have to be remodelled in every direction, and the consequences would be disturbing beyond estimation. Germany has been spared any revolution of the kind, because it imposed upon itself this yoke at a time when it entailed no great hardship, and habit and time have now entirely accustomed the bearers to the burden. Moreover, compensating circumstances of very real value exist. The thousands of young Germans who are every year taken from industry and trade are sent back better, more efficient, more intelligent citizens in every way than they were before.'

We forbear from further quotation from this interesting work. It should find a place on the shelves of every modern language teacher, and in every school-library; even for those who know Germany well it cannot fail to have a certain freshness. One or two little points seem worth noting. 'As the guests take their seats a *wünsche wohl zu speisen* is exchanged.' Personal observation leads us to believe that this locution is the special property of the *Kellnerin*, in Bavaria, and further south. Again, 'Touring is exclusively a masculine enjoyment in Germany, and the gentler sex still regards with wonder, not unmixed with politely restrained ridicule and mild indignation, the masculine misses, hailing

from a certain island . . . who descend upon the favourite mountains and forest resorts of the Fatherland, attired in garments bewildering in taste, fit, and general originality, etc.' Now, to suggest that touring is essentially a masculine enjoyment among the Germans is grotesque. Let Mr. Dawson start at Munich, make his way on foot through the Bavarian Highlands to Innsbruck, turn his steps into some of the charming valleys of the Tyrol, climb the hills and enter the shelter-huts of the German-Austrian *Alpenverein*, and what shall he find there? German men and *women* from Berlin, Hamburg, Bremen, Hanover, all parts of the empire, the gentler sex wearing garments every bit as astounding as England can produce—the ordinary skirt, the looped-up skirt, the Bloomer, etc. No! the German women travel and tour, and their powers as pedestrians are entitled to all respect.

A grumble in conclusion: the volume is illustrated, but the illustrations are for the most part thrown in as a make-weight. Seven are reproductions of famous pictures, others views of old German towns which find no mention in the text. To our mind it seems a pity that more care was not taken to illustrate the text, and nothing but the text.

E. L. M.-B.

FROM HERE AND THERE.

THE close of last year was marked by an astonishing outburst of correspondence on the Modern Language Question. The letter which appeared in the *Times* (Dec. 26), over the signature SAPERE AUDE, aroused a great amount of interest, and was quoted and commented upon by many leading provincial papers. We give in the briefest outline the points raised: (i) That County Councils should institute travelling scholarships for modern language students of promise; (ii) that the Chambers of Commerce should give financial aid to any scheme by which a thorough training of young men and women in the ready use of modern languages would be secured; (iii) that the status of modern language teachers should be raised, and their teaching qualifications more closely examined; (iv) that in schools more time should be allotted to modern languages, especially to German; (v) that examining bodies should remodel their syllabuses and encourage candidates to take up modern languages by allotting as many marks to French and German as to Latin and Greek; (vi) that Universities should appoint professors in French and German, and in other modern languages as soon as possible.

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The Master of Haileybury lost no time in upholding the public schools against the criticisms of SAPERE AUDE, but his letter was by no means a striking contribution to the discussion, but rather, as a subsequent correspondent pointed out, an example of 'early Victorian pedagogy.'

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The discussion was continued by a number of correspondents, including 'Crusader,' who replied to Canon Lyttelton's letter; Mr. H. W. Eve, who pleaded for modern languages where time is limited: 'To have gained the power of reading French and German with ease and accuracy is surely better than to be able to stumble through *Cæsar* with a crib; too often, alas! the chief outcome of four or five years devoted to Latin'; the Headmaster of Loretto, who asked for more facts and deplored the intellectual inferiority of the modern side. The value of the writer's arguments was lessened by the fact that, as evidence of the inferiority of the modern side, he quoted German testimony of 1880 (*i.e.* prior to the introduction of the Reform method).

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Finally, SAPERE AUDE summed up the whole position in a letter to *The Times* (Jan. 29th), and advocated the appointment of a Royal Commission.

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Letters and leaders on some aspect or other of the Modern Language Question appeared also early in the year in the following papers:—The *Standard*, the *Morning Post*, the *Daily Chronicle*, the *Daily News*.

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In the provinces full accounts of the LIVERPOOL MEETING appeared, and special prominence was given to a discussion of the subject in the *Liverpool Post*, the *Liverpool Courier*, the *Liverpool Mercury*, the *Manchester Guardian*, the *Bradford Observer*, the *Yorkshire Post*, etc.

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The *Educational Times* of February, in addition to full accounts of the lectures on modern languages at the Winter Meeting at the College of Preceptors, contains an excellent leading article on the whole position. 'No study can permanently thrive, at any rate in England'—writes the author —'unless it is clear that it will lead up to some tangible result.' To this we would add, 'No study can permanently thrive in England unless it is properly ENDOWED.'

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We believe there is only one modern language professorship in this country which has been endowed by private munificence. Where are our University travelling scholarships? Where the University prizes in modern languages? What schools give their modern language masters a term of grace, so that they may keep up a thorough colloquial knowledge of the language they teach? How many modern language masters attain the dizzy heights of Headmasterships?

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Correspondence in the newspapers is excellent in its way. It helps to mould public opinion, and a healthy discussion of the subject is bound to profit us, but we must now come to definite issues. We must now consider what reforms we want. In the foreground we place the EXAMINATION SYSTEM. We hope from time to time to criticise the papers set in the various public examinations in this country, and make representations to Examining Bodies, where we think reform in the system is desirable.

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Such an opportunity seems likely to occur in the near future. The establishment of a TEACHING UNIVERSITY FOR LONDON—a happy augury for educational progress in the twentieth century—will entail a complete remodelling of the examination system in vogue. If, as we have every reason to believe, the newly constituted Senate contains a large proportion of men who do not hold that the flimsiest acquaintance with Greek paradigms is 'an initiation into a cult,' then let us bestir ourselves and fight the battle of modern languages in this our newest University.

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We believe that the MATRICULATION EXAMINATION is already under discussion, and that the inclusion of a modern language as a compulsory subject is being strongly advocated. Certain it is that the existing examination which weighs so hardly on German will be substantially modified. Members of the Association who are graduates of the University are earnestly requested to see that their views on this question are brought to the notice of the authorities.

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At the meeting of the *Assistant Masters' Association*, in January, there was a short discussion on the teaching of Modern Languages. We take the following account from the Circular to Members:—'Mr. E. C. W. Hewlett, Hulme Grammar School, Manchester, read a paper on "Modern Language Methods." He said that the traditional method of teaching French and German was characterised by excessive use of translation and by premature insistence upon grammar. Experience showed that it seldom led to results of practical value and to a ready use and understanding of the foreign language. The new method aimed at attaining its object by more direct and practical methods, avoiding the use in class-work of the English language, and providing for constant practice in the use of the foreign language. A thorough grounding in pronunciation should be based on a knowledge of phonetics on the part of the teacher. In the early stages the surroundings of the child formed a suitable starting-point, and the use of pictures was very effectual. Appreciation of the literature, as such, could only be attained by a sound knowledge of the language, and the grammar should be learned inductively. He was confident that, if fairly tried, the new method would disprove the common belief that Englishmen were inferior linguists to foreigners.

'Mr. J. Morris (Bedford) pointed out the sinister influence of examinations, on the success of which daily bread often depends, and the difficulty of dovetailing the old in with the new, when boys had been trained in the old way.

'Mr. G. E. S. Coxhead said that the difficulty among Modern Language teachers was not to find new methods, but to decide

among the many methods recently advocated. The Modern Language Association would do a good work if they made a decision in this difficult question, in order that teachers might have the opinion of a body of experts. What really prevented a sound teaching of French or German was the custom of handing junior forms over to men who avow that they know nothing about the subject. This was a difficulty of time-table, for where there are twelve French sets, and only two or three Modern Language men on the staff, the headmaster is bound to resort to some such artifice. To remedy this, practically all men who intend to teach will have to make up their minds to obtain a working knowledge of either French or German.

'Mr. H. W. Atkinson (Rossall) said that the Modern Language teaching in our schools would be improved if it were in the hands of specialists in the same way as classical and mathematical subjects are. The Modern Language Association had done something to draw up a scheme for French teaching, and to draw up a time-table of the amount of time that might, with due regard to other subjects, be given to Modern Languages to attain better results. It is necessary, whatever method be used, still to learn much grammar by heart. Even if taught inductively, it must be ground in by learning by heart. Phonetics might be introduced with advantage at any stage in French instruction. Translation must often be adopted to insure that the pupil has properly understood the meaning of the foreign word. This is especially the case with abstract words.'

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We call the attention of our readers to a clear and concise account of the Reform Method in the *Circular to Members* of the *Assistant Masters' Association* for March 1901.

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THE MARQUIS OF SALISBURY, speaking at the annual dinner of the Association of the Chambers of Commerce of Great Britain on March 13th, made the following valuable contribution to the modern language question:

'If there is a defect in our social training —in our commercial training—it is that we have left foreign languages too far behind. No doubt foreign languages are not very enthusiastically pursued in those exalted seats of learning, where traditionally the teaching of this country is found, and, though they may not be pursued in those seminaries of learning, we cannot doubt that they are looked forward to by very large classes of the community which do not enjoy the advantages of that education which is supposed not to be utilitarian. I do not attempt to estimate the value of the education which is given at what are supposed to be the best sources of education in this country, but in view of the objects which we have to pursue, of the race which we are running, and of the competition of foreign countries, we must not be afraid of the word "utilitarian" in respect of the education of those who are to follow commercial pursuits. For some classes it may be possible to spend the best years of their lives in studying that education which is only æsthetic, but for the commercial classes, if they are to struggle forward, they must not be afraid of the word "utilitarian." They must consider education with respect to the use which it may be, and the return which it may give, to those who follow it. I believe that our fault is that in commercial education at least—and I might be induced to extend it much further—we do not sufficiently cultivate the knowledge of foreign contemporaneous languages. If I were capable of prescribing the course that ought to be pursued, if I were not afraid of urging counsels of perfection, I should say that all who have to make their living by commerce in any of its stages, from the highest to the lowest, ought to know French, German, and possibly Spanish, before they think of Latin and Greek.'

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THE HOME SECRETARY on Commercial Education:

'The amount of money now being spent in commercial education was enormous. Many millions were expended in the cause of education by the country; he was not quite sure that it was quite wisely spent, and we were all looking forward to some better general scheme of education than we, unfortunately, had had in the past. Every one was now alive to the fact that great reform was required to be instituted, and that there must be special commercial education given in all commercial centres. Chambers of Commerce in various parts of the country were interesting themselves in this matter, and we could not doubt that in the course of time we should, with the energy of which we were capable, be able to make up the leeway which we had lost. He urged the importance not only of public bodies ren-

dering assistance, but of business men helping the movement forward by subscriptions, and by co-operating with these public bodies, in giving preference to young men who obtained certificates of excellence from any of the examining bodies. There was one thing more without which almost all the rest was useless—the young men must take advantage of the education which was placed before them. There was nothing in which we were more deficient than in foreign languages. It made one ashamed to think of young men coming over here and undergoing the greatest privations for the purpose of learning the language, and then going back to Germany and making use of it in their commercial life. He valued greatly the education which was given at school in foreign languages, but was sure that the institution of the travelling scholarship was the most excellent plan, for one could learn in a week abroad what it would take months or a year at home to learn.'

(From a speech delivered at the Mansion House on March 4th.)

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We are entirely in sympathy with Mr. Ritchie in his suggestion with regard to TRAVELLING SCHOLARSHIPS, and it may be well to point out that the executive committee of the Association is now engaged in drafting a circular letter on this subject. Evidence is being collected as to what is being done in this matter in foreign countries, and in the course of a few months the committee hopes to approach the County Councils and Chambers of Commerce with a view to taking action.

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We dissent, however, from the proposition that in a week abroad one can learn what it would take months or a year at home to learn, or, as a leader in the *Standard* has it, that: 'Three months in a German town is worth three years' practice with a tutor.' The *Journal of Education* (Feb. 1901), which always adopts a sympathetic attitude towards Modern Languages, makes the following admirable comment on this quotation:

'We have only to look a few lines on to find a complete refutation of what, to teachers, must seem a damnable heresy. "How many Englishmen," the writer asks, "know Russian? How many Russians are ignorant of English?" Exactly so. But how many of these polyglot Russians picked up their English by residence in London or Liverpool? Nine-tenths of them learnt it from English governesses and tutors. And, on the other hand, how many of the officers on half-pay and retired civil servants who form the English colony at Dinan or Dresden have learnt after years of residence to talk French or German correctly and fluently?'

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The writer of 'MUSINGS WITHOUT METHOD' in *Blackwood's Magazine* for February has somewhat to say about modern languages. It seems that the Liverpool resolution on the subject of optional Greek has lashed him into a fine frenzy. He sees in Greek the first line of defence of the old system. 'Give this up,' he says, 'and Latin will be next attacked.' Let him take heart of grace. As far as we are aware, no member of the Association has ever made an overt or covert attack upon Latin at the Universities; while in the recent controversy in the columns of the *Times* the claims of Latin were fully and frankly recognised by those who were pleading most earnestly for a reform of the present state of things.

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But we will allow the learned contributor to *Blackwood* to state his own case:

(*a*) 'Every encroachment of French and German is a direct attack upon scholarship.'

(*b*) 'One play of Sophocles gives an insight into literature which no modern language could give.'

(*c*) 'It is not the business of Universities to teach modern languages. . . . As for the commercial gents, they must be encouraged by the County Councils and sent to sojourn abroad.'

(*d*) 'Ollendorf never yet turned the current of the world's history.'

(*e*) 'The highest quality of our Universities should be their uselessness.'

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It is pleasant to turn from these maudlin philanderings to the words of a distinguished classical scholar. Writing to the *Scotsman*, January 24th, on the subject of 'Modern Languages in the Bursary Examinations,' PROFESSOR BUTCHER advocates the foundation of separate bursaries in modern languages as a solution of a question which is being discussed with considerable warmth in the Edinburgh and Glasgow papers, and proceeds:

'If I may put in one word of personal explanation, I would say that, for my own part, I have been always in favour of admitting French and German as graduation subjects in our Scottish Universities, even at the cost of making Greek optional.

I firmly believe in the value of the literary training they afford, apart from their practical and commercial value; and for classical scholars, I regard both languages as the indispensable instruments of their own study. No teachers have a stronger motive than classical teachers for desiring that modern languages should be efficiently taught. If, therefore, I dissent from the various schemes which have been publicly propounded, I cannot be accused of any imperfect sympathy with the end desired.'

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Meantime a step forward has been made at OXFORD, where a committee appointed by the Hebdomadal Council is considering the desirability of including a modern language paper in Responsions. A circular has been sent round to the Headmasters of the Public Schools asking for opinions on the question.

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The matter is still *sub judice*, and we do not wish to intrude on the deliberations of the committee. We will content ourselves by saying that if the examination is to be lightened in other ways to make room for modern languages, let a good test in one modern language be accepted as an alternative to a classical language, and we shall rest content.

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At the last Headmasters' Conference resolutions were passed that unseen passages should be substituted for set books in external examinations, and that *vivâ voce* practice in modern languages should be encouraged in examinations conducted by school authorities.

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The *School World* has recently inaugurated a fresh departure in educational journalism by publishing a Special Modern Languages Number as its issue for March. We congratulate our vigorous contemporary on its enterprise. We abstain from dealing at length with the many suggestive articles it contains, as we understand that the editors have been good enough to forward a copy of the number to every member of the Association.

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Hitherto only two Cambridge Colleges, Gonville and Caius and King's, have awarded ENTRANCE SCHOLARSHIPS IN MODERN LANGUAGES; next December the number will be increased to four, Christ's and St. John's having joined the group. We congratulate these Colleges on moving with the times. How long will Trinity College hold aloof?

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It may be well once more to draw attention to the fact that these scholarships are awarded for *Modern* Languages. Medieval tongues have no part nor lot in the examination. Taste in translation, reasonable accuracy in composition, a sound knowledge of grammar, and general intelligence should go far towards procuring the award of one of these scholarships.[1]

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Last year we believe the number of candidates competing was six. Yet we are assured by competent authorities that the outcry about the neglect of modern languages results from the natural desire of the British public to trounce the schoolmaster, when anything goes wrong, and not because there is any legitimate ground for complaint.

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A new prize has lately been founded at Girton College. It will be awarded this year on the results of the Medieval and Modern Language Tripos or Inter-Collegiate Examinations. The founder, Miss Fanny Metcalfe (of Hendon), was a member of the College from the time of its incorporation till her death in 1896.

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La Société Nationale des Professeurs de Français en Angleterre will have held high festival at Reading ere these lines appear in print. Their ninth congress has been arranged for April 19 and 20; among those who have promised to speak are his Excellency the French Ambassador and Sir Richard Jebb, M.P. Several important resolutions will be submitted to the meeting. We hope in our next number to give some account of the proceedings.

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There will again be Holiday Courses at Marburg in Hessen this summer, each lasting three weeks. The advantages of a stay at this charming little town are well known;

[1] According to an announcement in the *Cambridge University Reporter* (March 19), the examination will consist of: Papers in Latin Translation, French and German Translation and Composition (including Original Composition), French and German Grammar and Criticism. A paper containing alternative subjects for an English Essay will also be set. The examination begins on Tuesday, December 3, 1901.

every Modern Language teacher should pay it at least one visit at the time of the holiday courses. The three weeks will be pleasantly and profitably employed, and will pass all too quickly. Mr. A. C. Cocker, Villa Cranston, Marburg, is secretary to the Committee. Particulars can be obtained from Mr. W. G. Lipscomb, University College School, Gower Street, W.C.

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We have received the programme of the Holiday Course to be held at KIEL from July 8 to 27. The following sets of lectures should prove attractive to English visitors:

Prof. Dr. Alder (6 Stunden): Die Geschichte der sozialen Bewegung in England, Frankreich und Deutschland.
Prof. Dr. Martins stellt eine Reihe psychologischer Demonstrationen in Aussicht.
Prof. Dr. Matthaei (8 Std.): Überblick über die neue deutsche Malerei.
Konsistorialrat Prof. Dr. v. Schubert (12 Std.): Der Gang des Christentums durch die Weltgeschichte.
Prof. Dr. Titius (12 Std.): Auslegung und Anwendung ausgewählter Perikopen.
Privatdozent Dr. Unzer (12 Std.): Übersichtliche Darstellung des deutsch-französischen Krieges von 1870-71.
Prof. Dr. Wolff (12 Std.): Goethes Iphigenie und Tasso.
Dr. Gough, Scott's Poetry, especially 'The Lady of the Lake.'
Dr. Schenk, Le réalisme et le naturalisme dans le roman.

Particulars can be obtained from Herr P. Nissen, Holtenauer Strasse 38, Kiel, Germany.

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A member of the M. L. A., who attended the course last year, writes as follows:

'For the student who has a fair knowledge of German literature, it is of great advantage to take up work from a purely German point of view. The lectures are based on the needs of teachers in Germany, and so are calculated to give the stranger an insight into the thought and the interests of that country. . . . Kiel, as a great naval centre, is full of interest for the visitor who is attracted by the modern developments of Germany. It is also a delightful centre for boating—no mean attraction during the heat of July.'

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We are compelled to hold over until the JULY ISSUE articles on *Modern Languages at University College School*, by Mr. W. G. Lipscomb; and on *The Object of the Teaching of Modern Languages in Secondary Schools*, by Miss L. A. Lowe; an abstract of the *Report of the Committee of Twelve*; and the Report of the Sub-committee on *Vivâ voce Examinations*.

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The remainder of the BIBLIOGRAPHICAL LIST will also appear in the July issue. Mr. Rippmann is indebted for help to Mr. Roger Smart, and would be glad to hear of others who would undertake to summarise the modern language reviews in one or several papers.

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Many of our readers will be glad to have the following Circular on the ORAL EXAMINATION in Freneh and German (Higher Certificates) issued by the Oxford and Cambridge Schools Examination Board:—

The examination will include (1) reading, (2) conversation. For reading, an unseen passage of ten to fifteen lines will be given. Great stress will be laid on correctness of pronunciation, and reasonable fluency will be expected. Conversation will be on a selected portion of one of the books set for the examination. One such portion will be taken from each of the groups on pp. 16, 17 of the Regulations. Equivalent portions of another book, including, if desired, a book on *Realien*, may be offered. It is intended that the oral examination should be primarily a test of the power of understanding and speaking French and German, not of knowledge of the subject-matter. But it is obvious that, without some such knowledge, a candidate will have but little chance of showing his familiarity with the spoken language. The following are the portions of the set books selected for the oral examination of 1901:—

French: Voltaire, *Charles XII.*, Books I., II.; Michelet, *Louis XI.*, Parts I., II.; Mérimée, *Colomba*, Sections 1-8.

German: Heine, *Die Harzreise*; Scheffel, *Ekkehard* (Hager's edition, pp. 74-148); Gutzkow, *Zopf und Schwert*, Acts III.-V.

In order that an oral examination may be held at any school, at least eight candidates in French or six in German must be presented. Should it be desired to present fewer candidates, arrangements may be made for their examination at a school within reasonable distance.

Head-masters and head-mistresses are requested to make such arrangements that no communication may be possible between candidates already examined and those awaiting examination. No person except the examiner and the candidate or candidates under examination may be present in the examination-room. In girls' schools the presence of a chaperon, who must be a lady not officially connected with the school, may be allowed. About ten minutes should be allowed for each candidate, or fifteen minutes for each pair of condidates.

A CLASSIFIED LIST OF RECENT PUBLICATIONS,

WITH REVIEWS AND ANNOUNCEMENTS,

November 1st 1900 to March 31st 1901.

COMPILED BY WALTER RIPPMANN.

Reference is made to the following journals: *Acad.* (The Academy), *Archiv* (Archiv für das Studium der Neueren Sprachen und Litteratur), *Athen.* (The Athenæum), The *Bookman*, *Camb. Rev.* (Cambridge Review), *Educ. News* (Educational News), *Educ. Rec.* (Educational Record), *Educ. Rev.* (English) Educational Review, *Educ. Rev. Amer.* (American Educational Review), *Educ. Times* (Educational Times), *G.H.* (The Glasgow Herald), *Guardian*, *Journ. Educ.* (The Journal of Education), *Journ. Ped.* (The Journal of Pedagogy), *L.g.r.P.* (Litteraturblatt für germanische und romanische Philologie), *Lit.* (Literature), *Lit. Cbl.* (Litterarisches Centralblatt), *Lit. World* (The Literary World), *M.F.* (Maître Phonétique), *Neu. Spr.* (Die Neueren Sprachen), *Neuphil. Cbl.* (Neuphilologisches Centralblatt), *Ped. Sem.* (Pedagogical Seminary), *Pract. Teach.* (The Practical Teacher), *Rev. Intern. Ens.* (Revue Internationale de l'Enseignement), *Rev. of the Week* (Review of the Week), *Rev. Univ.* (Revue Universitaire), *S.R.* (Saturday Review), *School Board Chron.* (School Board Chronicle), *School Guard.* (School Guardian), *Schoolm.* (Schoolmaster), *School Rev.* (School Review), *Sec. Educ.* (Secondary Education), *Speaker*, *Spect.* (The Spectator), *Univ. Extens.* (University Extension Journal), *Z.a.d.S.* (Zeitschrift des Allgemeinen Deutschen Sprachvereins), *Z.f.d.A.* (Zeitschrift für deutsches Altertum und deutsche Litteratur), *Z.f.d.P.* (Zeitschrift für deutsche Philologie), *Z.f.d.U.* (Zeitschrift für den deutschen Unterricht), *Z.f.I.S.* (Zeitschrift für Indogermanische Sprach- und Altertumskunde).

Guide I. (No. 1-184, June 1896) and *Guide* II. (No. 1-157, December 1896): Nos. 1 and 2 of the *Modern Language Teachers' Guide*, edited by WALTER RIPPMANN, copies of which (price 4d., by post 4½d.) can be obtained on application to the Editor of the *Modern Language Quarterly*.

M. L. Q., '97, No. 1-243: Items in the Classified List in the *Modern Language Quarterly*, No. 1 (July 1897).

M. L. Q., '97, No. 244-423: Items in the Classified List in the *Modern Language Quarterly*, No. 2 (November 1897).

M. Q., '98, No. 1-204: Items in the Classified List in the *Modern Quarterly*, No. 1 (March 1898).

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A.—LITERATURE.—I. TEXTS.

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MATTHEW ARNOLD. Edited by GEORGE SAINTSBURY. New York, Dodd, Mead & Co. 1899. 12mo, pp. vii+232; . 2

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Athen., 2 Feb. '01, p. 141 ('the editor should have done more in the way of illustrating words and quoting instances of their use. . . . The vocabulary needs the more care as the "notes" do not occupy so much as three pages'); *Schoolm.*, 9 Feb. '01, p. 232 ('we might be pardoned for saying almost too thoroughly edited'); *Spect.*, 12 Jan. '01, p. 62 ('the notes are brief, but they are supplemented by a glossary'); *Bookman*, Feb. '01, p. 168 ('with its excellent introduction, it now forms a useful edition for schools'); *Educ. News*, 23 Feb. '01, p. 135 (favourable); *Lit.* (*Sup.*), 2 Feb. '01, p. 9 ('Dr. S. has fallen into the usual error. To 46 pages of text there are 56 of introduction and 20 of glossary').

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—— Selections from the Poetry of. Edited by F. I. CARPENTER. New York, Holt. 1900. 8vo, pp. 470; . 5

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—— Sartor Resartus. An illustrated edition, with upwards of 80 original drawings, by E. J. SULLIVAN. Bell. 1900. Sm. post 8vo, pp. xxiv+352; 5s. 8

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Pract. Teach., March '01, p. 492 (the text is clearly printed, and the notes . . . are explicit and discriminative').

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—— ANTHOLOGY, 1775-1800. Edited by Prof. E. ARBER. Oxford, Clarendon Press. 1900. Cr. 8vo, pp. ; 2s. 6d. 17

DE FOE. Robinson Crusoe. Part I. Edited by J. H. B. MASTERMAN. Cambridge University Press. 1901. A new edition. Ext. fcap. 8vo, pp. 308; 2s. 18

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CH. DICKENS. Minor Writings. By F. G. KITTON. 1900. 8vo, pp. 272; 4s. 6d. 19

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M. L. Q., '00, No. 1237; *Journ. Educ.*, Jan. '01, p. 44 (very favourable, but 'not quite suitable for schools, but is rather intended for somewhat older students at college'); *School Board Chron.*, 9 Feb. '01, p. 143 (favourable). *Oxf. Mag.*, 28 Nov. '00 (favourable).

—— Anthology, 1675-1700. Edited by Prof. E. ARBER. Oxford, Clarendon Press. 1899. Cr. 8vo, pp. vi+312; 2s. 6d. 21

M. L. Q. '00, No. 1240.

R. W. EMERSON. Complete Prose Works. Ward, Lock. 1900. Cr. 8vo, pp. 656; 2s. 22

Bookman, Oct. '00, p. 34 (favourable).

FIELDING'S Tom Thumb. Mit Einleitung hrsg. von FELIX LINDER. Englische Textbibliothek, hrsg. von JOHANNES HOOPS. Berlin, Emil Felber. 1899. Large 8vo, pp. viii+111; 1m.60. 23

M. L. Q., '00, No. 26; *Lit. Cbl.*, 5 Jan. '01, col. 26 (*L. Fr.*, very favourable).

JOHN GAY'S Singspiele mit Einleitung und Anmerkungen. Neu herausgegeben von GREGOR SARRAZIN. Weimar, . 1898. , pp. xxxii+209; 24

M. L. Q., '00, No. 27; *Archiv*, Oct. '00, p. 150 (*G. Herzfeld*, very favourable).

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M. L. Q., '00, No. 32; *Lit. Cbl.*, 19 Jan. '01, col. 110 (favourable); *Archiv*, Dec. '00, p. 390-393 (*L. Toulmin Smith*, 'he (Mr. Macaulay) does not indulge in fine writing, but he gives us the benefit of a sure and informed criticism which has hardly left any side of his subject unnoted').

—— The Complete Works. Vols. II. and III. Oxford, Clarendon Press. 1901. 29

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W. HAZLITT. Lectures on the English Comic Writers. Dent. 1900. 12mo, pp. 312; 1s. 6d. net; roan 2s. net. 34

Bookman, Oct. '00, p. 34.

JOHNSON. Milton (from 'Lives of the Poets'). By T. W. BERRY and T. P. MARSHALL. Simpkin. 1900. Crown 8vo, $7\frac{1}{8} \times 4\frac{7}{8}$, pp. 156; bds. 2s. 35

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—— Lives of Milton and Addison. By J. WIGHT DUFF. Blackwood. 1900. 12mo, pp. 209; 2s. 6d. 36

M. L. Q., '00, No. 1252; *Journ. Educ.*, Jan. '01, p. 43, 44 ('a quite unusually good introduction . . . The notes are brief and helpful'); *School Board Chron.*, 2 Feb. '01, p. 118 (favourable).

—— London and Vanity of Human Wishes. Edited by F. RYLAND. Blackie. 1901. Fcap. 8vo, pp. 32; paper 2d.; cloth, 3d. 37

JONSON ANTHOLOGY, 1617-37. Edited by Prof. E. ARBER. Oxford, Clarendon Press. 1899. Cr. 8vo, pp. vi+312; 2s. 6d. 38

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KEATS; The Complete Works of. Vols. I.-IV. Edited by BUXTON FORMAN. R. B. Johnson. 1900. Fcap. 8vo, pp. 208, 242, 291, 210; 1s. each. 39

Athen., 2 Feb. '01, p. 144 (favourable; 'the annotation . . . is most ample and accurate'); *Spect.*, 9 March '01, p. 355 ('very well done . . . but we do not enjoy the result'). *S. R.*, 12 Jan. '01.

—— Hyperion. Mit Einleitung hrsg. v. JOHANNES HOOPS. Berlin, Felber. 1899. Large 8vo, pp. 103; 1m.60. 40

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School World, March '01, p. 110 (favourable).

—— Macbeth. Edited, with an Introduction, Notes, and Analytic Questions by L. A. SHERMAN. New York, Holt. 1899. , pp. ; 87

—— Macbeth. Edited by A. W. VERITY. Cambridge, University Press. 1901. $6\frac{1}{2} \times 4\frac{3}{4}$ in., pp. ; [*Shortly.* 88

—— The Merchant of Venice. Edited by C. H. HERFORD. Macmillan. 1901. (*Eversley Shakespeare, Reissue*, vol. 2.) $6\frac{3}{4} \times 4\frac{1}{2}$ in., pp. 115; cloth 1s, leather, gilt top, 2s. 89

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SHAKESPEARE ANTHOLOGY, 1592-1616. Edited by Prof. E. ARBER. Oxford, Clarendon Press. 1899. Cr. 8vo, pp. vi+312; bound 2s. 6d. 94

See No. 111.

SHELLEY. Epipsychidion und Adonais. Herausgegeben von RICH. ACKERMANN. (Engl. Textbibliothek, 5). Berlin, Felber. 1900. Lge. 8vo, pp. xxxviii+76; 1m. 60. 95

Lit. Cbl., 5 Jan. '00, col. 26 (*L. Fr.*: 'Ueberaus kundig und feinsinnig entwickelnde literarhistorische Auseinandersetzungen').

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—— Faerie Queen. Books I.-VI. Edited by KATE M. WARREN. Constable. 1897-1900. 8vo, pp. xix+243; xxii+275; xxvii+270; xxxvi+250; xxxviii+228; xxxii+223; 1s. 6d. each. 98

M. L. Q., '97, No. 46, 277; *M. Q.*, '98, No. 238, 521; *M. Q.*, '99, No. 50; *M. L. Q.*, '00, No. 100-102, 1322-1323; *Lit. Cbl.*, 3 Nov. '00, col. 1818 (*L. Pröscholdt*: 'Das Verdienst (die sechs Bücher der Faerie Queene in sechs einzeln käuflichen, billigen Bändchen zugängig gemacht zu haben) ist um so grösser, als auf die Herstellung des Textes die erforderliche Sorgfalt verwandt ist').

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SURREY AND WYATT ANTHOLOGY, 1509-1547. Edited by Prof. E. ARBER. Oxford, Clarendon Press. 1900. Cr. 8vo, pp. vi+312; 2s. 6d. 100

M. L. Q., '00, No. 1326; *Bookman*, Nov. '00, p. 65.

SWIFT. Gulliver's Travels. Edited by G. RAVENSCROFT DENNIS. Bell. 1900. Sm. post 8vo, pp. xxxii+308; 3s. 6d. 101

TENNYSON. Poems: In Memoriam, Maud, Princess, Enoch Arden, etc. With 16 illustrations. Macmillan. 1900. 8¼×5¾ in., pp. 219; 2s. 102

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M. L. Q., '00, No. 1395; *Educ. Rev.*, 15 Oct. '00, p. 572 favourable).

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TENNYSON. Mit Bildnis. Von EMIL KOEPPEL. *Geisteshelden. Eine Sammlung von Biographien.* Begründet v. A. BETTELHEIM. 32. Band.) Berlin, E. Hofmann & Co. 1899. 8vo, pp. 175; broch. 2m.40; geb. Lwd. 3m.20; geb. in Hbfrz. 3m.80. 176

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ALFRED, LORD TENNYSON. A Memoir by his Son. Macmillan. 1897. 2 vols. , pp. ; . 177

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Lit., 2 Feb. '01, p. 84 ('We must call special attention to the series of notes signed by such German names of eminence as Brandl, Förster, Kluge, Koeppel, and Morsbach, though they appeal solely to the specialist'); *Athen.*, 9 March '01 p. 301 (favourable; two columns review).

THE LITERARY YEAR-BOOK, 1901. Edited by HERBERT MORRAH, with Articles by Messrs Anthony Hope, Eden Phillpotts, and other well-known writers. G. Allen. 1901. Cr. 8vo, pp. 420; cloth limp, 3s. 6d. net. 188

THE ENGLISHWOMAN'S YEAR-BOOK, 1901. Black. 1901. Cr. 8vo, pp. 378; 2s. 6d. net. 189

Bookman, Feb. '01, p. 167 ('It deals with every phase of woman's life and occupation, and in this, its third year of existence, is carefully revised and improved').

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SHAKSPERE'S PREDECESSORS IN THE ENGLISH DRAMA. By JOHN A. SYMONDS. New edition. Smith, Elder & Co. 1900. Cr. 8vo, pp. xix+551; 7s. 6d. 190

WILLIAM SHAKESPEARE: Poet, Dramatist, and Man. By HAMILTON W. MABIE. Macmillan. 1901. 8vo, pp. ; 21s. net. (9 photogravures and 100 Illustrations in the Text.) 191

Lit., 23 Feb. '01, p. 138 ('Well arranged and well proportioned . . . He errs grievously and inexcusably in the frequent inaccuracy of his references to the literature contemporary with S.'s works . . . These and similar blunders render Mr. Mabie's work of comparatively little value to S. students'); *Athen.*, 26 Jan. '01, p. 122 ('a safe performance, thanks to the abundant caution exhibited . . . All we have to say against it is that there does not seem much reason for its appearance. Whatever it tells us can practically be obtained elsewhere').

SHAKESPEARE'S LIFE AND WORK: Being an Abridgment, chiefly for the Use of Students, of 'A Life of William Shakespeare.' By SIDNEY LEE. Smith, Elder & Co. 1900. $7\frac{1}{2} \times 5$ in., pp. 232; 2s. 6d. 192

School World, Jan. '01, p. 32 ('splendidly done'); *Spect.*, 15 Dec. '00, p. 894 (favourable); *Educ. Times*, Feb. '01, p. 77 ('a comprehensive and authoritative manual of S. knowledge'); *Bookman*, Jan. '01, p. 138 ('admirably adapted for the use of Shakesperian students'); *Archiv*, Dec. '00, p. 396-401 (an interesting review by *Wilhelm Dibelius*); *Educ. Rev.*, 22 Feb. '01, p. 62 ('should form the basis of any sane study of S.'s life and work').

SHAKESPEARE. Von L. KELLNER. Breslau, Schletter. . 4to, pp. ; 4m. 193

GENIE UND CHARAKTER. Shakespeare — Lessing — Schopenhauer — Rich. Wagner. Von ROBERT SAITSCHICK. Berlin, Hofmann. 1900. Large 8vo, pp. 159; . 194

LA VIE VÉRIDIQUE DE WILL. SHAKESPEARE. Par G. DUVAL. Paris, Ollendorff. 1900. , ; . 95

L. De Rosa. Shakespeare, Voltaire e Alfieri e la tragedia di Cesare: saggio di critica psicologica. Parte I. Williams & Norgate. 1900. 8vo, pp. 403; 5s. 196

Shakespeare Vorträge. Von Fr. Theod. Vischer. III., Othello, König Lear. Stuttgart, Cotta. 1900. 8vo, pp. ; 6m. 197

Richard the Third up to Shakespeare. By George B. Churchill, Ph.D. (*Palaestra, herausgegeben von A. Brandl und E. Schmidt, No. X.*). Berlin, Mayer & Müller. 1900. 8vo, pp. 548; . 198

Mod. Lang. Notes, Dec. '00, col. 501-506 ('The work has been done solidly and well, and is an important contribution to Shakesperian scholarship,' *F. I. Carpenter*).

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Spect., 17 Nov. '00, p. 692 (unfavourable; 'unfamiliarity with the literature of the period . . . difficult to take his book seriously').

The Mystery of Shakespeare's Sonnets. By Cuming Walters. New Century Press. 1899. , pp. 120; 3s. 6d. 200

Shakespeare's Greenwood: The Language; the Superstitions; the Customs; the Folklore; the Birds and Trees; the Parson; the Poets; the Novelist. By G. Morley. Nutt. 1900. Sq. 16mo, pp. xx+289; 5s. net. 201

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Bookman, Dec. '00, (Suppl.), p. 4 (very favourable).

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Jahrbuch der deutschen Shakespeare-Gesellschaft. Berlin, Langenscheidt. 1899. Lge. 8vo, pp. xlii+448; 11m.; bound, 12m. net. 204

Archiv, Oct. '00, p. 138 (a full account by *J. Schoembs*).

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School World, Jan. '01, p. 33 (favourable); *Educ. News*, 1 Dec. '00, p. 820 (favourable); *Educ. Rev.*, 22 Feb. '01, p. 62 (favourable); *Educ. Times*, Jan. '01, p. 32 ('might be serviceable in schools as a book of reference, to supplement the consecutive narrative of the text-book').

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THE CHILD'S SONG AND GAME-BOOK. By H. K. MOORE. Sonnenschein. 1900. (Part V.). 4to, pp. 24; 1s. 280

Child Life, Jan. '01, p. 50 (fav. but 'would venture to suggest that less elaboration would be a boon'); *Schoolm.*, 26 Jan. '01, p. 157 ('In every way suited for Kindergartens').

GRAMMAR, &c.

MAX KALUZA. Historische Grammatik der englischen Sprache. 1ter Teil: Geschichte der englischen Sprache, Grundzüge der Phonetik, Laut- und Formenlehre des Altenglischen. Berlin, E. Felber. 1900. 8vo, pp. xvi+300; 6s. 281

M. L. Q., '00, No. 1514; *Lit. Cbl.*, 2 Feb. '01, col. 204 (according to *W. V[ietor]* does not show an appreciable advance on Sweet's book.)

OUTLINES OF THE HISTORY OF THE ENGLISH LANGUAGE. By T. N. TOLLER. Cambridge University Press. 1900. Cr. 8vo, pp. xiv+284; 4s. 282

Athen., 19 Jan. '01, p. 77 ('Probably many teachers will think it best to use Prof. T.'s work in conjunction with some other handbook which treats the later development of the language in a fuller and more systematic manner . . . The chapters have no titles, but are headed with elaborate summaries, which are repeated in the table of contents; the pages are headed only with the title of the book and the number of the chapter; and there is no index'); *Educ. Times*, Feb. '01, p. 77 (fav.); *Schoolm.*, 9 Feb. '01, p. 232 ('As a whole a scholarly piece of work . . . deserving of a wide use'); *Bookman*, Feb. '01, p. 167 ('Language, the conditions under which it grew, its accumulation, change, and modification are intelligently stated and discussed in these pages'); *Educ. News*, 2 March '01, p. 152 ('A volume which should be in the hands of every Normal student and pupil-teacher'); *Educ. Rec.*, Feb. '01, p. 521 ('An excellent introduction to the study of English'); *Ped. Sem.*, Dec. '00, p. 583 (very fav.); *Lit.*, 2 Feb. '01, p. 9 (recommended); *School World*, March '01, p. 110 (very fav.; 'the one fault of the book is . . . its too great attention to detail').

ENGLISH ETYMOLOGY. A Select Glossary serving as an Introduction to the History of the English Language. By F. KLUGE and F. LUTZ. Blackie. 1899. 8×5¼ in., pp. viii+234; 5s. net. 283

M. Q., '99, No. 166; *M. L. Q.*, '00, No. 304; *Z. f. I. S.*, (*Anzeiger*), Bd. xi, Heft 1. '00, p. 127 (a careful review by *F. Holthausen*).

NOTES ON ENGLISH ETYMOLOGIES. By W. W. SKEAT. Oxford, Clarendon Press. 1901. [*Shortly.* 284

KEY TO THE QUESTIONS IN WEST'S ELEMENTS OF ENGLISH GRAMMAR AND ENGLISH GRAMMAR FOR BEGINNERS. By A. S. WEST. Cambridge University Press. 1901. Extra fcap. 8vo, pp. 112; 3s. 6d. net. 285

A SCHOOL GRAMMAR OF THE ENGLISH LANGUAGE. By Prof. E. A. ALLEN. Isbister. 1901. Cr. 8vo, pp. vi+169; 2s. 6d. 286

A MODERN ENGLISH GRAMMAR. By H. G. BUEHLER. New York, Newson. 1900. , pp. vi+300; 60 cts. 287

Educ. Rev. Amer., Feb. '01, p. 206 ('Amply justifies its title . . . by blending the modern conception of grammar with the best modern ideas as to the function and the presentation of grammar to the beginner.'—*F. T. Baker*).

THE PUBLIC SCHOOL GRAMMAR. By H. T. STRANG, B.A. Toronto, Canada Publishing Co. 1900. 7¼×5 in., pp. 190; 1s. 288

Journ. Educ., Feb. '01, p. 118 (fav.).

A RATIONAL GRAMMAR OF THE ENGLISH LANGUAGE. By W. R. POWELL and LOUISE CONNOLLY. New York, American Book Co. 1900. , pp. ; 289

THE HIGHER SCHOOL GRAMMAR. Junior Course. Edited by the Rev. C. S. DAWE. Educational Supply Association. 1900. Cr. 8vo, pp. 160; 1s. 290

Educ. Times, March '01, p. 149 (very fav.).

THE INTERMEDIATE ENGLISH GRAMMAR. By CHARLES HART. Hachette. 1901. Cr. 8vo, pp. x+242; 3s. 291

Teacher's Aid, 30 Mar. '01 (very fav.); *Scotsman*, 1 Mar. '01 (fav.).

JUNIOR ENGLISH GRAMMAR. By W. J. BROWNE. Simpkin, Marshall & Co. 1901. Fcap. 8vo, pp. 152; cloth 1s. 3d. 292

Educ. Times, Feb. '01, p. 77 ('A very compact little grammar, on old-fashioned lines').

A FIRST FORM GRAMMAR. By M. MORGAN BROWN. Longmans. 1900. 6×5 in., pp. 88; 1s. 6d. 293

M. L. Q., '00, No. 308, 1518; *Journ. Educ.*, Feb. '01, p. 117 ('In the main it is sonnd and acceptable, and its idea is a good one').

THE ELEMENTS OF ENGLISH GRAMMAR. By GEORGE P. BROWN and CHARLES DE GARMO. New York, . 1900. , pp. ; . 294

Journ. Ped., Jan. '01, pp. 279-282 ('An English grammar for elementary Schools, constructed on a new plan . . . It seeks to cultivate a taste for good English by using only exercises that belong to literature, and by introducing brief studies in literature as a relief from the rigidly scientific study of the sentence . . . The distinguishing features of the book are the hints to teachers . . . freely interspersed throughout the volume'); *Educ. Rev. Amer.*, Feb. '01, p. 204 ('From a scholastic point of view the book is not wholly satisfactory').

PREPARATORY ENGLISH GRAMMAR. By W. BENSON. Bell. 1900. Cr. 8vo, pp. viii+51; 8d. 295

M. L. Q., '00, No. 1517; *Schoolm.*, 1 Dec. '00, p. 990 ('Heartily commend the work to teachers of junior classes').

THE CHILD'S PICTURE GRAMMAR. By S. ROSAMOND PRAEGER. G. Allen. 1900. Cr. 4to, pp. 76; 3s. 6d. 296

Child Life, Jan. '01, p. 50 ('Parents who buy this book will not be disappointed, but they will soon discover that it is not intended for the schoolroom'); *Bookman*, Dec. '00, p. 97 ('A properly ridiculous volume. As a picture-book it inspires a titter from start to finish; as a grammar, it should prove invaluable').

LANGUAGE LESSONS. (In Three Books for Junior Classes.) Arnold. 1900. Books I. and II., cr. 8vo, pp. 32; 2d. Book III., cr. 8vo, pp. 48; 3d. 297

M. L. Q., '00, No. 1524; *Child Life*, Jan. '01, p. 53 ('To a wise teacher who will apply the method and vary the matter . . . these little books will be found useful').

THE MOTHER TONGUE. Books I. and II. By SARAH L. ARNOLD and GEORGE L. KITTREDGE. Arnold. 1900. 7½×5 in., Book I., pp. vi+320, illustrated; 2s. 6d.; Book II., pp. xxii+331; 2s. 298

M. L. Q., '00, No. 1512; *Educ. Rev. Amer.*, Feb. '01, p. 206 ('An English Grammar for beginners . . . conservative in plan and statement, clear and scholarly . . . Its principles and definitions are well stated, its examples almost always well chosen.'—*F. T. Baker.*).

A BRIEF HISTORY OF THE ENGLISH LANGUAGE AND LITERATURE, for the use of Schools. By A. KAISER. Fourth edition. Leipzig, E. Schultz. 1900. , pp. vi+99; 299

FOR THE TEACHING OF FOREIGNERS.

THE ENGLISH STUDENT. Lehrbuch zur Einführung in die englische Sprache und Landeskunde. Von Prof. Dr. EMIL HAUSKNECHT. Vierte Auflage. Berlin, Wiegandt & Grieben. 1900. Lge. 8vo, pp. ; 300

Neuphil. Cbl., Feb. '01, p. 48-52 (a very fav. notice by *Truelsen*).

LEHR- UND LESEBUCH DER ENGLISCHEN SPRACHE NACH DER ANALYTISCH-DIREKTEN METHODE FÜR HÖHERE SCHULEN. Verkürzte Ausgabe. Mit einem Liederanhange und einem Plane von London. Von JUL. BIERBAUM. Leipzig, Rossberg. 1900. Lge. 8vo, pp. viii+254+10; 2m.75. 301

THE BEGINNER, Ein Lehrbuch der englischen Sprache zur schnellen Erlernung derselben durch Selbstunterricht. Von WILLIAM WRIGHT. System: Repeater. Berlin, Rosenbaum and Hart. 1900. 12mo, pp. viii+208; bound cloth, 2m. 302

GRAMMATIK DER ENGLISCHEN SPRACHE. Von. E. GÖRLICH. 2 verb. Aufl. Paderborn. Schöningh. 1900. , pp x+189; . 303

HAUPTREGELN DER ENGLISCHEN SYNTAX. Mit einem Anhang. Synonyma. Von Prof. Dr. F. J. WERSHOVEN. 2. Auflage. Trier, J. Lintz. 1900. 8vo, pp. iv+47; 60pfg. 304

COLLOQUIAL ENGLISH. Dialogues on everyday Life By M. G. EDWARD. Leipzig, P. Spindler. 1900. 8vo, pp. viii+116; 1m.20; bound 1m.50 net. 305

—— Dasselbe. Deutsche Übersetzung. Für die Rückübersetzung ins Engl. eingerichtet von C. JUST. LEIPZIG, Spindler. 1900. 8vo, pp. iv+108; bound 1m.30 net. 306

SACHLICH GEORDNETE WÖRTERGRUPPEN FÜR DEN ENGLISCHEN SPRACHUNTERRICHT AN HÖHEREN MÄDCHENSCHULEN. Von ELISE CHOLEVIUS. Hannover, O. Goedel. 1900. 12mo, pp. iv+51; 60 pfg. 307

THE LITTLE SEAMAN. Englischer Sprachstoff über einige wichtigere Einrichtungen und Vorkommnisse auf dem Gebiete des Seewesens. Von Dr. R. KRON. Karlsruhe, J. Bielefeld. 1900. 12mo, pp. 32; 50 pfg. 308

ENGLISCHE SCHULREDENSARTEN FÜR DEN SPRACHUNTERRICHT. Von A. RÜCKOLDT. Leipzig, Rossberg. 1900. 8vo, pp. 52; 60 pfg. 309

Lit. Cbl., 16 Feb. '01, col. 283 (fav.).

LEHRGANG WÄHREND DER ERSTEN 2½ UNTERRICHTS-JAHRE [English] (II, 2—I, 2) unter Beifügung zahlreicher Schülerarbeiten. Von M. WALTER. Marburg, Elwert. 1900. 8vo, pp. iv+189; 3m.50; bound 4m. 310

An admirable contribution to method.

Archiv, Oct. '00, p. 181 (a full notice by *W. Mangold*).

ZUSAMMENHANGENDE STÜCKE ZUM ÜBERSETZEN INS ENGLISCHE. 3. verb. Auflage. Hierzu als Ergänzung: Hauptregeln der englischen Syntax. Von F. J. WERSHOVEN. Trier, Lintz. 1900. , pp. vii+163; bound 1m.35. 311

DICTIONARIES.

NEW ENGLISH DICTIONARY ON HISTORICAL PRINCIPLES. Founded mainly on materials collected by the Philological Society. Edited by Dr. JAMES A. H. MURRAY and H. BRADLEY. Oxford, Clarendon Press. 1899. Imperial 4to. Vol. IV. (Gradely-Greement), 2s. 6d.; Vol. V., Inferable-Inpushing, 2s. 6d.; Vol. V., Input-Invalid, 5s. 312

M. L. Q., '00, Nos. 326, 1532; (Vol. IV., Vol. V.) *Athen.*, 9 Feb '01, p. 167 (two and a half colums review, fav.): (Vol. IV.) *Spect.*, 19 Jan. '01, p. 95 ('Both sections are of more than usual interest'); (Vol. V.) *Athen.*, 29 Dec. '00, p. 850.

TECHNICAL WORDS AND PHRASES, English-French and French-English. By J. A. STANDRING and C. A. THIMM. Marlborough. 1900. 18mo, pp. 186; 2s. 6d. 313

FÜNF SPRACHEN LEXIKON. Deutsch-English-Französisch-Italienisch-Latcinisch. Von J. KÜRSCHNER. 314

See No. 705.

THE COMPANION DICTIONARY OF QUOTATIONS. Selected by NORMAN MACMUNN. G. Richards. 1901. Fcap. 8vo, pp. 211; 2s. 6d. 315

Athen., 23 Feb. '01, p. 242 (fairly favourable. No index); *Spect.*, 9 March '01, p. 356 ('might have been better done'); *Morning Post*, 6 March '01 (fav.).

FRENCH.

A.—LITERATURE.—I. TEXTS.

E. ABOUT. Le Roi des Montagnes. Edited by G. COLLAR. Nelson. 1899. Cr. 8vo, pp. 272; 2s. 316

M. L. Q., '00, Nos. 339, 1549; *Educ. Rev.*, 15 Nov. '00, p. 636 ('We recommend this edition').

ANONYMOUS. La Main Malheureuse. Edited by H. A. GUERBER. Isbister. 1901. Cr. 8vo, pp. 110; 1s. 317

Journ. Educ., Feb. '01, p. 116 (vocabulary but no notes).

E. AUGIER et J. SANDEAU. Le Gendre de M. Poirier. Edited by W. STUART SYMINGTON. New York, Holt. 1899. , pp. ; . 318

Mod. Lang. Notes, March '00, col. 186-88 (a very favourable review by *H. P. Thieme*).

BEISSIER. Les Mémoires d'un Moineau. Edited with Introduction, Notes, and Vocabulary, by H. LALLEMAND. (*Hachette's Elementary French Readers.*) 1901. Sm. 8vo, pp. iv+62; 8d. 319

BÉRANGER, SONGS OF. Edited by GEORGE H. ELY. Blackie. 1900. Cr. 8vo, pp. 68; 1s. 320

M. L. Q., '00, No. 342; *Journ. Educ.*, Jan. '01, p. 45.

P. BOURGET. Pages Choisies. Paris, Colin. 1900. 18mo, pp. ; 3f.50; bound 4f. 321

Mme. DE CASTEGNIER et G. CASTEGNIER. Le Duc de Reichstadt. Avec Notes en Anglais. New York, W. R. JENKINS. 1900. , pp. ; paper cover 50cts. 322

CHATEAUBRIAND. Extraits publiés par Brunetière. Hachette. 1900. Small 16mo, pp. ; 1f.50. 323

P. CŒUR. L'Ame de Beethoven. Edited by DE V. PAYEN-PAYNE. Macmillan. 1900. Globe 8vo, pp. xxiii+133; 2s. 324

M. L. Q., '00, No. 1559; *Journ. Educ.*, Jan. '01, p. 45 ('middle-class rather than elementary'); *Schoolm.*, 1 Dec. '00, p. 1008 ('an excellent reader for a class of medium accomplishments'); *Pract. Teach.*, Jan. '01, p. 371; *School World*, March '01, p. 109 (text condemned, notes praised).

KEY TO L'AME DE BEETHOVEN. Edited by DE V. PAYEN-PAYNE. Macmillan. 1900. Globe 8vo, pp. iv+32; 2s. 6d. net. 325

WORD AND PHRASE BOOK FOR L'AME DE BEETHOVEN. Macmillan. 1900. Globe 8vo, pp. iv+32; sewed, 6d. 326

CORNEILLE. Nicomède. Edited by J. A. HARRISON. Macmillan. 1900. , pp. ; . 327

Educ. Times, March '01, p. 149 ('perhaps too fully annotated for school use, but should prove valuable to advanced students').

A. DAUDET. Pages Choisies. Paris, Colin. 1900. 18mo, pp. ; 3f.50; bound, 4f. 328

A. DAUDET. Selections from Tartarin de Tarascon. Edited by OTTO SIEPMANN. Macmillan. 1900. Globe 8vo, pp. ; 2s. 329

Educ. Times, Dec. '00, p. 497; *Athen.*, 2 Feb. '01, p. 141 (commended); *Educ. News*, 22 Dec. '00, p. 867 (fav.).

E. DAUDET. Key to Appendices of La Tour des Maures. By the General Editors of the Series. Macmillan. 1900. Globe 8vo, pp. 34; 2s. 6d. net. 330

School World, Dec. '00, p. 470 ('carefully compiled').

DUMAS. Histoires d'Animaux. Edited by T. H. BERTENSHAW. Longmans. 1900. Illustrated. Pupil's ed. Cr. 8vo, pp. vi+184; 2s. Teacher's ed. Cr. 8vo, pp. vi+214; 2s. 6d. 331

M. L. Q., '00, 498, 1573; *Educ. Rev.*, 15 Nov. '00, p. 636.

—— La Tulipe Noire. Edited by E. S. LEWIS. New York, Holt. 1900. 12mo, pp. xxii+402. 332

Mod. Lang. Notes, March '01, col. 170-174 (an unfavourable review by *Victor E. François*. 'Grammatical notes are by far too numerous and would dishearten any student. . . . The introduction is a redeeming feature: it is not too long and is to the point').

—— Le Masque de Fer: Episode from Le Vicomte de Bragelonne. Edited by R. L. A. DU PONTET. Arnold. 1898. Cr. 8vo, pp. 254; 3s. 333

Educ. Rev., 15 Nov. '00, p. 637 ('Concise notes are given on the subject matter and on the historical characters introduced').

LOUIS ÉNAULT. Le Chien du Capitaine. Edited by MARGARET DE G. VERRALL. Cambridge University Press. 1900. Extra fcap. 8vo, pp. vii+172; 2s. 334

Athen., 2 Feb. '01, p. 141 (fav.); *Educ. Times*, March '01, p. 149 (fav.; 'notes are good . . . inclined to think the difficulties of the book a little underrated'); *School World*, March '01, p. 109 ('recommended as thoroughly suitable for an intermediate class').

—— Le Chien du Capitaine. A new and enlarged edition with revised Notes, full Vocabulary and Map. Edited by HENRI BUÉ. Hachette. 1901. Cr. 8vo, pp. iv+176; 2s. 335

ERCKMANN-CHATRIAN. Contes Fantastiques. Edited by E. S. JOYNES. New York, Holt. 1899. 8vo, pp. 184; . 336

M. L. Q., '00, No. 1574; *Mod. Lang. Notes*, April '00, col. 228-230 ('This particular edition contains several errors that might have been avoided. The notes are placed at the foot of the pages . . . The vocabulary is not faultless . . .'—*E. S. Lewis*).

—— Le Blocus, Edited with Preface, Maps, Explanatory Notes, etc., by PROF. FREDERIC SPENCER, M.A. Hachette. 1901. Cr. 8vo, pp. xii+240; 3s. 337

—— A French-English Vocabulary of the less familiar words contained in Erckmann-Chatrian's 'Le Blocus,' by T. HUDSON WILLIAMS, M.A. Hachette. 1901. Cr. 8vo., pp. 48; 6d. 338

—— Waterloo. Edited by E. L. NAFTEL. Hachette. 1901. Cr. 8vo, pp. xii+286; 3s. 339

ANATOLE FRANCE. Le Crime de Sylvestre Bonnard. Edited by C. H. C. WRIGHT. New York, Holt. 1899. 12mo, pp. xviii+279; . 340

Mod. Lang. Notes, March '00, col. 186-88 (a favourable review by *H. P. Thieme*; 'The notes are adequate; at times we meet explanations that seem unnecessary').

—— Le livre de mon ami. Édition annotée à l'usage des classes par EMILE RODHE. , , 1900. 8vo, pp. viii+87; . 341
With notes in French.

THÉOPHILE GAUTIER. Jettatura. Edited by A. SCHINZ, Ph.D. Isbister. 1900. 12mo, pp. vii+143; 1s. 3d. 342

M. L. Q., '00, No. 1580; *Educ. Times*, Jan. '01, p. 31 (fav.).

DE LA HONTAN. Un outre-mer au XVII^e siècle. Voyages au Canada du baron de La Hontan. Publiés avec une introduction et des notes par Fr. de Nion. Paris, Plon, Nourrit. 1900. 16mo, pp. xix+339; 3f.50. 343

VICTOR HUGO. Scènes de Voyage. Edited by THOMAS B. BRONSON. Vol. I. De Paris à Aix-la-Chapelle. New York, Holt. 1889. Narrow 16mo, pp. xvi+277; buckram, . 344

Mod. Lang. Notes, March '01, col. 190-92 ('The editor's introduction is inadequate . . . The notes are occupied largely with the explanation of these proper names, and an alphabetical list, which is appended, shows some two hundred and fifty of them').—*B. L. Bowen*

—— Théâtre (Hipp. Parigot). Paris, Delagrave. 1900. 16mo, pp. ; 3f.50. 345

LABOULAYE. Contes Bleus. Edited by C. FONTAINE. Isbister. 1900. Small cr. 8vo, pp. iv+148; 1s. 3d. With Notes and Vocabulary. 346

M. L. Q., '00, No 1581; *Educ. Times*, Dec. '00, p. 497 (fav.).

LAMARTINE. Graziella. Edited by F. M. WARREN. Isbister. 1900. 6½×4½ in., pp. xii+165; 1s. 6d. 347

—— Scènes de la Révolution française from the 'Histoire des Girondins.' Selected and edited by O. B. SUPER. Isbister. 1900. 12mo, pp. vi+157; 1s. 3d. 348

Mod. Lang. Notes, April '00, col. 233-34 ('The principal fault of this edition lies in the large number of translations of simple words and phrases given in the notes. The text itself, dealing as it does with an important period in French history, should prove interesting and instructive to students.' *E. S. Lewis*); *Mod. Lang Notes*, May '00, col. 315-17 (letters from Prof. Lewis and Mr. Super about the criticisms in April number of *Mod. Lang. Notes*).

ANDRÉ LAURIE. Une Année de Collège à Paris. Edited by FABIAN WARE and C. S. H. BRERETON. Macmillan. 1901. Globe 8vo, pp. xvi+168; 2s. 349

Schoolm., 9 Feb. '01, p. 232 ('an excellent reader for an advanced class'); *Educ. Times*, March '01, p. 149 ('notes are very fairly done, but are apt to degenerate into mere translations'); *Educ. News*, 16 Feb. '01, p. 119 ('The notes are extremely good and very helpful'); *School World*, March '01, p. 109 ('It has been skilfully brought within the limits of a term's work, and has been carefully annotated').

UNE ANNÉE DE COLLÈGE À PARIS. Word and Phrase-book for—By the General Editors of the Series. Macmillan. 1900. Globe 8vo, pp. 15; 6d. 350

—— Key, 2s. 6d. net. 351

PIERRE LOTI. Matelot. In gekürzter Fassung für den Schulgebrauch herausgegeben von Prof. Dr. Gassner. 1. Tl.: Einleitung und Text. 2. Tl.: Anmerkungen und Wörterverzeichnis. Leipzig, Freytag. 1900. 8vo, pp. vii+148; bound, cloth, 1m.60. 352

—— Pêcheur d'Islande. In gekürzter Fassung für den Schulgebrauch von Dr. Karl Reuschel. 1. Tl.: Einleitung und Text; 2. Tl.: Anmerkungen. Leipzig, G. Freytag. 1900. 8vo, pp. viii+144; 1m.40; Wörterbuch, 60pfg. 353

JEANNE MAIRET. La Tâche du Petit Pierre. Edited by O. B. SUPER. Boston, Heath. 1900. 6½×4½ in., pp. 130; . 354

J. DE MAISTRE. Pages choisies, avec une introduction par Henri Potez. Paris, Colin. 1901. 18mo, pp. ; 3f.50; bound, 4f. 355

H. MALOT. Remi en Angleterre; Selections from 'Sans Famille.' Edited by MARGARET DE G. VERRALL. Cambridge University Press. 1897. 6¾×4⅜ in., pp. 220; 2s. 356

M. L. Q., '00, Nos. 369, 1586; *Educ. Rev.* 15 Nov. '00, p. 636 (very fav.).

—— Episodes from Sans Famille. Edited by I. H. B. SPIERS. Boston, Heath. 1899. 12mo, pp. 167; . 357

Mod. Lang. Notes, April '00, col. 230-232 ('an excellent edition . . . Notes carefully prepared').—*E. S. Lewis.*

G. DE MAUPASSANT. Huit Contes Choisis. Edited by ELIZABETH M. WHITE. Boston, Heath. 6½×4½ in., pp. vii+94; . 358

PROSPER MÉRIMÉE. Le Coup de Pistolet. Edited by J. E. MICHELL, M.A. Blackie. 1900. Cr. 8vo, pp. vi+63; 1s. 359

M. L. Q., '00, No. 1587; *Schoolm.*, 1 Dec. '00, p. 1008 ('well edited').

—— Colomba. Edited by the Rev. P. H. E. BRETTE. Hachette. , pp. xv+195; 2s. 360

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—— Tamango. Edited by J. E. MICHELL. Blackie. 1900. Cr. 8vo, pp. iv+66; 1s. 361

Athen., 2 Feb. '01, p. 142 ('Introduction and the notes in general are good as far as they go, but not adequate . . . his work as editor seems rather jejune'); *Educ. Times*, Feb. '01, p. 77 ('notes, which are not of a high order, require some revision . . . vocabulary imperfect'); *Educ. News*, 9 Feb. 01, p. 103 (fav.); *Schoolm.*, 9 Feb. '01, p. 232 ('will fulfil its purpose excellently').

MOLIÈRE. Le Bourgeois Gentilhomme. With notes by FREDERIC SPENCER. Dent. 1900. 16mo, 5½ ×4 in., pp. 154; 1s. 6d. net; 2s roan. School edition; 1s. 3d. 362

M. L. Q., '00, No. 1592; *Educ. Rev.*, 15 Dec. '00; p. 698.

—— Le Bourgeois Gentilhomme. Edited by Prof. WARREN. Isbister. 1900. Cr. 8vo, pp. xi+128; 1s. 3d. 363

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—— Le Médecin malgré lui. Edited by FREDERIC SPENCER. Dent. 1901. 16mo, pp. ; 1s. 6d. 364

Athen., 9 Feb. '01, p. 175 (fav.).

—— Les Précieuses Ridicules. Edited by C. FONTAINE. New York, Wm. R. Jenkins. 1900. , pp. ; paper . 365

Mod. Lang. Notes, Jan. '01, col. 58-60 (a fairly favourable review by *J. D. Batchelder*. No Vocabulary).

—— Les Précieuses Ridicules. Edited by FREDERIC SPENCER. Dent. 1901. 16mo, pp. ; 1s. 6d. School edition, 1s. net. 366

An excellent piece of work.

—— Les Précieuses Ridicules. Edited by WALTER D. TOY. Isbister. 1899. 12mo, pp. xv+62; 1s. 367

Mod. Lang. Notes, April '00, col. 232-233. ('The notes are prepared for the use of students who do not intend to make a very critical study of Molière.'—*E. S. Lewis*); *Mod. Lang. Notes*, Jan. '01, col. 58, 59 ('would be more serviceable for the addition of a vocabulary . . . well printed.'—*J. D. Batchelder*).

—— Œuvres. Nouvelle édition revue sur les plus anciennes impressions et les autographes, augmentée de morceaux inédits, de variantes, de notices, de notes, d'un lexique des mots et locutions remarquables, d'un portrait, de faesimiles, etc. Par EUGÈNE DESPOIS et PAUL MESNARD. Tomes xii et xiii. Lexique de la langue de Molière. Publié avec une Introduction grammaticale. Par ARTHUR et PAUL DESFEUILLES. Hachette. 1900. 2 vols. 8vo, pp. ccxxxi+512; viii+649; 15f. 368

—— Scènes choisies M. Boucher. 1er vol. Hachette. 1900. 16mo, pp. ; 1f. 369

—— —— 2e vol. Hachette. 1900. 16mo, pp. ; 1f. 370

MONTAIGNE. Les essais de—Accompagnés d'une notice sur sa vie et ses ouvrages, d'une étude bibliographique, de variantes, de notes, de tables et d'un glossaire par E. COURBET et CH. ROYER. T. 5. Paris, Lemerre. 1900. 8vo, pp. cc+375; 10f. 371

NORMAND. Key to Appendices of L'Émeraude des Incas. By the General Editors of the Series. Macmillan. 1900. Globe 8vo, pp. 36; 2s. 6d. net. 372

School World, Dec. '00, p. 470 ('carefully compiled').

BLAISE PASCAL. Discours sur les passions de l'amour. Nouvelle édition par G. Michaut. Paris, Fontemoing. 1900. 8vo, pp. xv+32; . 373

VICTOR PATRICE. Au Pôle en Ballon. Edited by P. SHAW JEFFREY. Macmillan. 1901. Globe 8vo, pp. xv+164; . 374

Educ. Times, March '01, p. 149 (fav., 'notes are mostly good'); *Schoolm.*, 2 March '01, p. 347 ('will serve excellently as a moderately difficult reader'); *Educ. News*, 2 March '01, p. 151 ('The volume is one of the best of an excellent series').

—— Word and Phrase book for. By the General Editors of the Series. Macmillan. 1901. Globe 8vo, pp. 15; 6d. 375

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M. Q. '99, No. 201; *Journ. Educ.*, Feb. '01, p. 116 ('spoiled by notes which are typical of what notes ought not to be, and by a vocabulary that is useless'; *Sec. Educ.*, 1 March '00 (very favourable, 'clear notes, excellent vocabulary').

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É. SOUVESTRE. La Vieille Cousine, La Loterie de Francfort, Le Testament de Madame Patural. Edited by MARGUERITE NINET. Dent. 1899. 12mo, 6¾ × 4¼ in., pp. 132; 1s. 6d. net. 381

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Mod. Lang. Notes, April '00, col. 222 (an unfavourable review, enumerating desirable corrections in a new edition, by *E. S. Lewis*).

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Athen., 9 Feb. '01, p. 172 ('Mr. H. is, on the whole, both faithful and spirited in his version; he is not always quite careful in small matters').

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M. L. Q., '00, No. 415; *Lit. Cbl.*, 1 Dec. '00, col. 1990 (a very favourable notice by *G—r*).

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Educ. Times, Jan. '01, p. 31 ('A very depressing book . . . the vocabulary is anything but complete'); *Pract. Teach.*, Jan. '01, p. 372 (unfavourable).

ENGLISH AND FRENCH CORRESPONDENCE. By A. DUDEVANT. Edited and revised by C. A. THIMM. 470
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Grammatical and Translation Method.

FRENCH COURSE. First Year. By A. C. POIRÉ. Macmillan. 1900. Cr. 8vo, pp. vii+93; 1s. 473

M. L. Q., '00, No. 1726; *Educ. Times*, Jan. '01, p. 30 (not very favourable); *Schoolm.*, 1 Dec. '00, p. 1008 (fav.); *Pract. Teach.*, Jan. '01, p. 372 ('a useful, practical, little book for County Council elementary classes').

A FIRST FRENCH BOOK. By J. DE CUSANCE. Holden. 1900. Cr. 8vo, 7⅜×5 in., pp. viii+119; 1s. 474

M. L. Q., '00, No. 1723; *Educ. Times*, Jan. '01, p. 31 ('the best feature of the book is the printing').

FOUNDATIONS OF FRENCH. By F. D. ALDRICH and I. L. FOSTER. Arnold. 1900. Cr. 8vo, pp. xv+177. 475

School World, Jan. '01, p. 31 (unfavourable); *Educ. Rev. Amer.*, Jan. '01, p. 101 ('aims to give a quick reading knowledge of the language').

CUNUDER'S ECLECTIC ORAL METHOD FOR THE PRACTICAL STUDY OF THE FRENCH LANGUAGE. Bristol, Burleigh. 1900. Cr. 8vo, pp. 320; cloth, 3s. 6d. net. 476

M. L. Q., '00, No. 1722; *Pract. Teach.*, Jan. '01, p. 372 ('grammar is introduced into the first lesson . . . repeatedly reminded of the Gouin method. . . . A long list of errata; and we ourselves noted further misprints'); *School World*, Dec. '00, p. 470 ('. . . in the hands of an energetic teacher good results ought to be obtained'); *Journ. Educ.*, Dec. '00, p. 779 (unfav.).

SELF-EDUCATOR SERIES: French. By JOHN ADAMS. Hodder & Stoughton. 1900. Cr. 8vo, pp. 222; 2s. 6d. 477

Pract. Teach., Feb. '01, p. 436 (fav.); *Bookman*, Jan. '01, p. 139 ('most thorough volume').

CASSELL'S LESSONS IN FRENCH. By L. FASQUELLE, Prof. DE LOLME, and Prof. E. ROUBAUD. New edition, revised by J. BOÏELLE. Cassell. 1899. Compl. cr. 8vo, pp. 516; 3s. 6d. Ditto part 2, pp. 272; 2s. 478

M. L. Q., '00, Nos. 515, 1719; *Educ. Rev.*, 15 Nov. '00, p. 638.

KEY TO LESSONS IN FRENCH. By LOUIS FASQUELLE and Prof. E. ROUBAUD. Revised by JAMES BOÏELLE. Cassell. 1900. Cr. 8vo, pp. 110; 1s. 6d. 479

Educ. Times, Jan. '01, p. 31 (a re-issue with a number of corrections); *Bookman*, Dec. '00, p. 100. ('A careful production.')

PARLONS FRANÇAIS. A New Course of Conversational and Idiomatic French. By F. JULIEN. Blackie. 1901. Cr. 8vo, pp. 254; 2s. 6d. 480

Educ. Times, March '01, p. 148; ('a curious mixture of the old and new,' unfavourable); *Schoolm.*, 9 Feb. '01, p. 232 ('quite in accord with the newest methods of learning foreign languages [*sic*] and deserves well . . . has been brought up to date and includes the changes tolerated by the recent decree'); *Bookman*, March '01 (fav.).

F. BERGER'S FRENCH METHOD. D. Stott. 1900. , pp. 190; 75cts. 481

Educ. Rev. Amer., Jan. '01, p. 100 ('an unusually good book for beginners');

COLLOQUIAL FRENCH. By L. B. MEUNIER. Book I., PART I. Philip. , pp. xiii+111; 2s. 482

Sec. Educ., 15 Dec. '00, p. 184; *Schoolm.*, 1 Dec. '00, p. 994 ('well done . . . one of the best parts of the book is the section on pronunciation . . . some sensible hints to teachers in the introduction'); *School World*, Jan. '01, p. 31 (unfavourable); *Bookman*, Jan. '01, p. 139 ('Testifies to the avidity with which would-be linguists seize on what is good for them; five thousand have already seized').

MANUAL OF FRENCH PRONUNCIATION AND CONVERSATION and Key to the Cours de Français. Part I. By JAMES CHILD. Waddington & Jackman. 1900. , pp. ; 3s. 6d. 483

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SCHOOL GRAMMAR OF MODERN FRENCH. By H. CLARKE and C. J. MURRAY. Dent. 1901. Cr. 8vo, pp. xii+369; 3s. 6d. net. 484
(*See the review on page* 34.)

Schoolm., 2 March '01, p. 347 ('intended for use in higher forms . . . treats of accidence and syntax simultaneously, a practice we should like to see followed . . . excellent').

A CONCISE FRENCH GRAMMAR, including Phonology, Accidence and Syntax. With Historical Notes. By A. H. WALL. Oxford, University Press. 1901. Cr. 8vo, pp. xiv+245; 4s. 6d. 485
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PH. PLATTNER. Ausführliche Grammatik der Französischen Sprache. Eine Darstellung des modernen französischen Sprachgebrauchs mit Berücksichtigung der Volkssprache. 1. Teil: Grammatik der französischen Sprache für den Unterricht. Karlsruhe, Bielefeld. 1900. 8vo, pp. xv+464; 2m. 80. 486

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GRAMMATICA DELLA LINGUA FRANCESE PER LE SCUOLE GINNASIALI, tecniche e complementari. A. e C. Torino, . 1900. 16mo, pp. 228; 1 l.50. 487

HILFSBUCH FÜR DEN FRANZÖSISCHEN UNTERRICHT. Von E. KUHR, M. MÜLLER, A. RADCKE. Stettin, Schuster. 1900. Lge. 8vo, pp. iv+52; 60pfg. 488

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Educ. Times, Feb. '01, p. 77 ('will be found distinctly useful by candidates for all but the highest examinations conducted by the Civil Service Commissioners').

THE TUTORIAL FRENCH ACCIDENCE. By ERNEST WEEKLEY. Third Edition. Clive. 1900. Cr. 8vo, 7⅛×4¾ in., pp. viii+318; 3s. 6d. 490

M. L. Q., '00 No. 1740; *Pract. Teach.*, Jan. '01, p. 375 (commended); *S. R.*, 8 Dec. '00, p. xii ('Out of date through the Circular, but retains its value as a book of reference').

THE ESSENTIALS OF FRENCH GRAMMAR. By A. BARRIBALL. Ralph, Holland. 1900. Cr. 8vo, 7⅜×4¾ in., pp. 234; 2s. 6d. 491

M. L. Q., '00, No. 1738; *Schoolm.*, 9 Feb. '01, p. 232 ('such a book seems almost an anachronism').

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Mod. Lang. Notes, Jan. '01, col. 35-39 ('will be welcomed by all teachers as a useful help in the study of French.'—*E. S. Lewis*).

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M. L. Q., '00, No. 1746; *Educ. Times*, Jan. '01, p. 31 (unfavourable. 'With regard to the pronunciation, it will be sufficient to state that *b, d, g, l* are described as nasals'); *Pract. Teach.*, Jan. '01, p. 373 ('undoubtedly many good points').

EINE NEUE WISSENSCHAFTLICHE DARSTELLUNG DER LEHRE VOM SUBJONCTIV FÜR DIE ZWECKE DER SCHULE. Von W. RICKEN. Berlin, Gronau. , pp. ; . 494

PRACTICAL RULES ON THE USE OF THE INFINITIVE IN FRENCH. By L. LE BRIS. 1900. (To be obtained of the Author, 3 Park Row, Greenwich.) Post free, 8d.; 12 for 5s. 9d.; 24 for 10s. 6d. 495

M. L. Q., '00, No. 1750; *School World*, Dec. '00, p. 470 ('recommend teachers to get a copy').

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School World, Jan. '01, p. 31 ('useful to any teacher, whatever his method may be'); *Educ. Times*, Jan. '31, p. 30 (fav.); *Schoolm.*, 1 Dec. '00, p. 1008 (fav.).

FRENCH IRREGULAR VERBS arranged without Abbreviation for Schools and Private Students. By A. THIRION. Hachette. 1900. Cr. 8vo, pp. 64; 6d. 497

M. L. Q., '00, Nos. 539, 1752; *Educ. Rev.*, 15 Nov. '00, p. 638.

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M. L. Q., '00, No. 1754; *Schoolm.*, 1 Dec. '00, p. 1008 (recommended); *Teachers' Aid*, 3 March '01 (fav.).

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M. Q., '99, No. 307; *M. L. Q.*, '00, No. 549; *Pract. Teach.*, Jan. '01, p. 371 (fav.).

GEORGE HOGBEN. Méthode Naturelle pour apprendre le Français. Part I. and Part II. Nelson. 1900. Cr. 8vo, pp. 208, 226; 2s., 2s. 6d. 502

Schoolm., 9 Feb. '01, p. 232 (fav.); *Pract. Teach.*, March '01, p. 489 ('excellent').

FIRST FRENCH BOOK. According to the 'New Method.' By D. MACKAY and F. J. CURTIS. Whittaker and Co. 1900. Cr. 8vo, pp. xviii+343; 2s. 6d. net. 503

Schoolm., 9 Feb. '01, p. 232 (fav.); *School World*, March '01, p. 109 ('text carefully graduated and well arranged; . . . a mistake to print remarks for the teacher in a book intended for pupil'; Wadman's French-English Vocabulary); *Sec. Educ.*, 15 March '01, p. 43 (fav.); *Educ. News*, 30 March '01, p. 216 (very fav.).

H. T. MARK and F. PRELLBERG. The Practical Sound and Sight Method of Language Teaching. French. Part I. Sonnenschein. 1900. Cr. 8vo, pp. 64; sewed 1s. 504

M. L. Q., '00, No. 1763; *Educ. Rev.*, 15 Dec. '00, p. 702.

—— The Sound and Sight Method of Teaching French. Part II. Sonnenschein. 1900. Cr. 8vo, pp. 96; sewed, 1s. 505

Educ. Times, March '01, p. 148.

FRENCH LESSONS IN FRENCH. By F. P. DE CHAMPTASSIN. Cassell. 1900. $8\frac{3}{8} \times 5\frac{5}{8}$ in., pp. 56; interl. and swd., 2s. 506

Educ. Times, March '01, p. 148 ('fav., but . . . some bad mistakes in the printing . . . the book should be carefully revised').

The publishers state that the book has been revised and reprinted.

CONVERSATIONS FRANÇAISES SUR LES TABLEAUX D'ED. HÖLZEL. L'Appartement. Par LUCIEN GÉNIN et JOS. SCHAMANEK. Vienna, E. Hölzel. 1900. Lge. 8vo, pp. 12 mit 1 farb. Taf.; 50pfg. 507

KONVERSATIONSUNTERRICHT IM FRANZÖSISCHEN. Die vier Jahreszeiten, für die französ. Konversationsstunde nach Hölzels Bildertafeln im genauen Anschluss an 'The Four Seasons, by E. Towers Clark' bearb. Von L. DURAND und M. DELANGHE. 1. 2. und 4. Hft. Mit je 1 Bild. Giessen, E. Roth. 1900. Lge. 8vo, pp. 30; iv+20; 35; 40 pfg. each. 508

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EINFÜHRUNG IN DIE FRANZÖSISCHE KONVERSATION. Ausgabe B. Nach den Hölzelschen Bildern. Von K. HEINE. Berlin, C. Meyer. 1898. , pp. ; . 509

Archiv, Oct. '00, p. 210 (a favourable notice by *G. Carel*).

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FRANZÖSISCHE SPRECHÜBUNGEN. Eine Darstellung der franz. Umgangssprache durch Gespräche des täglichen Lebens. Von J. STORM. Höhere Stufe. Deutsche Ausg. von J. Storm und Lauterbach. Bielefeld, Velhagen & Klasing. 1900. Lge. 8vo, pp. xvi+232; 2m.20. 511

ANLEITUNG ZUM FRANZÖSISCHEN UND ENGLISCHEN UNTERRICHT nach dem französischen Lehrbuch von Ph. Rossmann und F. Schmidt und dem englischen Lehrbuch von F. Schmidt. Von L. SPIES. 1. Schuljahr. Bielefeld, Velhagen & Klasing. 1900. , pp. ; 50 pfg. 512

A. BRUNNEMANN. Les Grandidier. Eine Novelle in Gesprächsform zur Einführung in die Umgangssprache und in die Lebensverhältnisse des französischen Volkes. Von Dr. E. HOFMANN. Leipzig, P. Spindler. 1900. 8vo, pp. iv+135; 1m.50 net. 513

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—— Wörterbuch zu Les Grandidier. Von Dr. E. HOFMANN. Leipzig, P. Spindler. 1900. 8vo, pp. 46; 40pfg. 514

—— Jours d'épreuve. Ein Lesestoff zur Einführung in die Umgangssprache und die Lebensverhältnisse des französischen Volkes. Unter Mitwirkung von Marcel Hébert. Für den Schulgebrauch herausgegeben von E. PITSCHEL. Leipzig, Spindler. 1899. , pp. ; bound 1m.50. Wörterbuch 40 pfg. 515

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ECHO DER FRANZÖSISCHEN UMGANGSSPRACHE. 1. Tl. Aus der Kinderwelt von R. Foulché-Delbose. Mit einer vollständigen deutschen Übersetzung von CHRIST. W. DAMOUR. 5. Auflage. Leipzig, R. Giegler. 1901. 8vo, pp. 130; kart. 1m; Ausg. ohne Übersetzg. pp. 63; 60pfg. 516

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DIE VERWENDUNG VON BILDERN ZU FRANZÖSISCHEN UND ENGLISCHEN SPRECHÜBUNGEN. Methodische Ansichten und Vorschläge. Von A. VON RODEN. Marburg, Elwert. 1899. , pp. ; 1m.20. 518

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DIE METHODE GOUIN. Von Dr. R. KRON. Marburg, Elwert. 1900. , pp. ; 2m.80. 519

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French Grammars written in French.

COURS DE GRAMMAIRE FRANÇAISE ÉLÉMENTAIRE. By W. G. HARTOG. Black. 1900. Cr. 8vo, $7\frac{1}{8} \times 4\frac{3}{4}$ in., pp. 68; 1s. net. 520

M. L. Q., '00, No. 1743; *Bookman*, Oct. '00, p. 33; *Educ. Rev.*, 15 Nov. '00, p. 638 ('written entirely in French . . . only preface is in English. In other respects it offers few features for comment'); *Pract. Teach.*, Jan. '01, p. 372 ('ought to be a success').

ABRÉGÉ SYSTÉMATIQUE DE LA GRAMMAIRE FRANÇAISE. Par Prof. J. BIERBAUM et Dr. B. HUBERT. Leipzig, Rossberg. 1900. 8vo, pp. vii+176; 2m. 521

GRAMMAIRE DE RÉCAPITULATION DE LA LANGUE FRANÇAISE À L'USAGE DES ÉCOLES SECONDAIRES. Französische Repetitionsgrammatik für Mittelschulen. Par Dr. THEODOR LINK. Leipzig, R. Oldenbourg. 1899. pp. ; . 522

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EXAMINATION PAPERS.

FRENCH WEEKLY TESTS. Providing a Test Paper in French for each week of the School Year. Compiled by E. B. LE FRANÇOIS. Blackie. 1901. Fcap. 8vo, pp. ; 4d. 523

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HISTORICAL GRAMMAR, &c.

OUTLINES OF FRENCH HISTORICAL GRAMMAR. By ALFRED T. BAKER, M.A., Ph.D. Dent. 1900. $6\frac{3}{4} \times 4\frac{1}{4}$ in., pp. xiv+375; 3s. 6d. net. 524

M. L. Q., '00, No. 565, 1768; *Educ. Rev.*, 15 Nov. '00, p. 637 (fav.); *Pract. Teach.*, Jan. '01, p. 371 ('recommend to university students and to all who are interested either in old French literature or in the thorough-going scientific methods of modern philology').

HISTORICAL PRIMER OF FRENCH PHONETICS AND INFLECTION. By MARGARET S. BRITTAIN, M.A. With Introductory Note by PAGET TOYNBEE, M.A. Clarendon Press. 1901. Ext. fcap. 8vo, pp. xii+108; 2s. 6d. 525

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GRAMMAIRE HISTORIQUE DE LA LANGUE FRANÇAISE. Par KR. NYROP. Tome I. Paris, Picard. 1899. Lge. 8vo, pp. xv+488; 8f. 526

M. L. Q., '00, No. 564; *Archiv*, Dec. '00, p. 451-454 (a very favourable and good review by *A. Risop*).

ELEMENTI DI GRAMMATICA STORICA DELLA LINGUA FRANCESE. By PIETRO TOLDO. Torino, G. B. Petrini. 1899. 8vo, pp. 134; . 527

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SPRACHEIGENTÜMLICHKEITEN DES MODERNSTEN FRANZÖSISCH, erwiesen an Erckmann-Chatrian. By Dr. KARL WIMMER. Zweibrücken, F. Lehmann. 1900. Lge. 8vo, pp. ix+82; 1m. 528

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M. L. Q., '97, No. 338; *M. Q.*, '98, No. 668; *Mod. Lang. Notes*, Jan '01, col. 45-47 ('. . . just such a guide as every American, as well as every German, student needs both for his work at home and for a trip abroad for purposes of study,' *G. C. Keidel*).

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A NEW AND PRACTICAL DICTIONARY OF THE ENGLISH AND FRENCH LANGUAGES, WITH PRONUNCIATION. By ROTHWELL and COURSIER. Hachette. 1900. , pp. 1120; 3s. 6d. 533

Univ. Corresp., Dec. '00 ('a very handy pocket dictionary . . . compiled with considerable care.')

GABRIEL SURENNE. The Standard Pronouncing Dictionary of the French and English Languages. In two parts. 24th edition. Simpkin. 1899. 8vo, pp. 974; 3s. 6d. 534

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DICTIONNAIRE D'ARGOT. Par ROSSIGNOL. Paris, Ollendorff. 1900. 18mo, pp. ; 2f. 536

DICTIONNAIRE FRANÇAIS-ARGOT. Par A. BRUANT. Paris, Flammarion. 1900. 8vo, pp. ; 10f. 537

A DICTIONARY OF FOREIGN QUOTATIONS (FRENCH AND ITALIAN). By Col. DALBIAC and T. B. HARBOTTLE. Sonnenschein. 1900. Cr. 8vo, pp, 560; cloth, 7s. 6d. 538

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VOCABULARIES, IDIOMS, &c.

SACHLICH GEORDNETE WÖRTERGRUPPEN FÜR DEN FRANZÖSISCHEN SPRACHUNTERRICHT AN HÖHEREN MÄDCHENSCHULEN. Von LUISE JOHN. Hannover, O. Goedel. 1900. 12mo, pp. iv+68; bound, 80pfg. 539

LE VOCABULAIRE FRANÇAIS. Mots dérivés du Latin et du Grec, par L. CARRÉ. Paris, Colin. 1900. 18mo, pp. 600; 4f.25. 540

FRENCH IDIOMS AND PROVERBS. By de V. PAYEN-PAYNE. Third edition, greatly enlarged. Nutt. 1900. 8vo, pp. 300; 3s. 6d. 541

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MULTUM IN PARVO; or, ENGLISH AND FRENCH PROVERBS, etc. By RACHEL WIMPHEN. Hove, Edward North. 1900. $4\frac{1}{4} \times 3\frac{3}{4}$, pp. 172; 1s. net. 542

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PROVERBES ET SENTENCES PROVERBIALES. Sprichwörter und sprichwörtliche Redensarten. Von F. WAECHLI. Aarau, Sauerländer und Co. 1900. Large 8vo, pp. vii+88; 1m.60. 543

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RUDOLF BAUMBACH. Sommermärchen. Edited by EDWARD MEYER. New York, Holt. 1900. , pp. ; . 545

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JOH. P. ECKERMANN. Gespräche mit Goethe in den letzten Jahren seines Lebens. Ausgewählt und systematisch geordnet sowie mit Einleitung und Anmerkungen herausgegeben von J. ÖHQUIST, Helsingfors. Verlagsaktiengesellschaft Otawa. 1900. Large 8vo, pp. 106; 1m.50. 547

FREYTAG. Die Journalisten. Edited by H. W. EVE. Cambridge University Press. 1900. Ext. fcap. 8vo, pp. xix+183; 2s. 6d. 548

'It seems incredible that the Syndics of the Pitt Press should have waited so long to produce an edition of this delightful comedy. Surely such a difficulty as the question of copyright could not have been insuperable. However, though we have waited long for a scholarly school edition of this masterpiece, we have not waited in vain. Mr. Eve may be congratulated on having added one more to the numerous school editions of foreign classics which he edits with such care and taste.

'"The Journalisten" is in our opinion one of the very few German Comedies suited for class consumption. The story is simple, and hence the structure of the plot is readily grasped. The characters are real and life-like and the journalistic-political setting lends the play a certain novelty which we know, from experience, is appreciated in class-rooms.

'Mr. Eve has prefixed to the text an interesting sketch of Freytag's life and career, in which we are glad to see he does full justice to the excellent *Bilder aus der deutschen Vergangenheit*. The sketch is followed by a concise summary of the plot and hints as to the characters in the play. Little else need be said about the text and notes of the play than that the editing is up to Mr. Eve's standard of excellence: a misprint has however crept in on page 128, l. 11, where we find Aberlegung for Überlegung, and we venture to point out an omission in the notes: p. 60, l. 18. BOTZ remarks, "Da sässen wir in Ruhe vor einer Flasche Rotwein . . ." surely such a characteristic use of the subjunctive was worth a note.' X.

Athen., 2 Feb. '01, p. 141 (fav.); *Educ. Times*, March '01, p. 149 ('warmly recommended . . . renderings of difficult expressions are particularly good'); *Educ. News*, 23 Feb. '01, p. 135 ('recommended'); *School World*, March '01, p. 109 (very fav.).

GOETHE'S EGMONT, together with Schiller's essays Des Grafen Lamoral von Egmont, Leben und Tod and Über Egmont, Trauerspiel von Goethe. Edited by MAX WINKLER, Ph.D. Arnold. 1898. 12mo, pp. li+276; 4s. 549

Mod. Lang. Notes, April '00, col. 237-241 ('designed for advanced students of German who wish to study the drama as a classic . . . an agreeable variety of type, clear print, and a tasteful exterior, but the attractive qualities within are the more worthy of commendation.'—*A. B. Faust*).

GOETHE. Hermann und Dorothea. Edited by JAMES T. HATFIELD. Macmillan. 1899. 12mo, pp. liv+187; 3s. 6d. 550

M. L. Q., '00, 591; *Mod. Lang. Notes*, May '00, col. 311-315 ('Speaking in general, it may be said that the edition is admirably adapted to class-room use. The typographical work is neat and uncommonly free from error. A few rhetorical peculiarities have crept into the Introduction, which after all are more matters of taste than errors'—*George T. Files*).

GOETHE. Iphigenie auf Tauris. Schulausgabe, bearbeitet von LUDWIG SEVIN. Mit einem Anhang: Iphigenie bei den Tauriern von 'Euripides.' 3te. Auflage. Berlin, Reuther and Reichard. 1900. 12mo, pp. 74; 40pfg. 551

GOETHE'S POEMS, Selections from. By CHARLES HARRIS. Isbister. 1899. 8vo, pp. 303; 3s. 6d. 552

M. L. Q., '00, No. 597, 1791; *Mod. Lang. Notes*, Feb, '01, col. 120-122 (reviewed by *W. A. Adams*: 'characterised by excellence and a distinct contribution to our Goethe text-book literature').

GRILLPARZER. Sappho. Edited by WALTER RIPPMANN. Macmillan. 1898. Globe 8vo, pp. lvi+160; 2s. 6d. 553

M. Q., '99, No. 354; *Educ. Rev.*, 15 Nov. '00, p. 637 ('a most careful edition').

GUDRUN. Schulausgabe. Im Anschluss an die Holdermann'sche Übertragg. bearbeitet von KARL HESSEL. 3te. Auflage. Berlin, Reuther und Reichard. 1900. 12mo, pp. 87; 60pfg. 554

HAUFF. Der Scheik von Alessandria und seine Sklaven. Edited by WALTER RIPPMANN, M.A. Cambridge University Press. 1900. Cr. 8vo, pp. 183; 2s. 6d. 555

M. L. Q., '00, Nos. 601, 1794; *Educ. Rev.*, 15 Dec. '00, p. 698 ('one of the best of its kind').

G. HAUPTMANN. Die Versunkene Glocke. With Introduction and Notes by THOMAS S. BAKER. New York, Holt and Co. 1900. 12mo, pp. xviii+205; . 556

Mod. Lang. Notes, June, '00, col. 347-356 ('it lacks scholarship, accuracy and method.'—*John A. Walz*).

HEINE'S PROSE. Edited by ALBERT B. FAUST. Macmillan. 1899. Fcap. 8vo, pp. 392; 3s. 6d. 557

M. L. Q., '00, No. 1797; *Mod. Lang. Notes*, Feb. '00, col. 102-106 (A long and favourable review by *Nollen* who furnishes numerous corrections).

HEINE. Buch der Lieder. Edited by WALTER RIPPMANN, M.A. Dent & Co. 1900. Fcap. 8vo, pp. 242; 3s. 6d., vellum, 5s. 558

M. L. Q., '00, No. 1796; *Journ. Educ.*, Jan. '01, p. 45; *Educ. Rev.*, 15 Dec. '00, p. 699 (fav.).

PAUL HEYSE. Das Mädchen von Treppi. Edited by E. S. JOYNES. Isbister. 1900. $6\frac{1}{2}\times4\frac{1}{2}$ in., pp. 130; 1s. 3d. 559

FRANZ HOFFMANN. Schiller's Jugendjahre. Edited by W. HANBY CRUMP. Whittaker. 1900. Cr. 8vo, $7\frac{1}{4}\times4\frac{7}{8}$ in., pp. viii+111; 1s. 6d. 560

M. L. Q., '00, No. 603, 1799; *Educ. Rev.*, 15 Dec. '00, p. 698 (fav.).

GOTTFRIED KELLER. Romeo und Julia auf dem Dorfe. Edited with Introduction and Notes by W. A. ADAMS. Boston, Heath. 1900. 12mo, pp. x+119; . 561

—— Kleider machen Leute. Edited by M. B. LAMBERT. Boston, Heath. 1900. 12mo, pp. 140; . 562

H. VON KLEIST. Prinz Friedrich von Homburg. Edited by JOHN S. NOLLEN. Arnold. 1899. 12mo, pp. lxxii+172; 80cts. 563

Mod. Lang. Notes, May '00, col. 304-311 ('The notes of explanation are succinct, generally to the point, and rarely superfluous . . . If any criticism has to be made, it is that the editor has the commendable fault of being too chary with his explanations . . . There are some few comments which need revision . . . The book is generally well and sensibly edited.'—*Gustav Gruener*).

—— Prinz Friedrich von Homburg. Kritische Ausgabe nach der Handschrift mit Erläuterungen von Prof. Dr. EUGEN WOLFF in Kiel. Minden. J. C. C. Bruns. , , pp. 133; . 564

L. g. r. P., Oct. '00, col. 327 (a favourable notice by *E. Sulger-Gebing*).

KLOPSTOCKS ODEN. Von RUDOLF WINDEL. Freytags Schulausgaben klassischer Werke für den deutschen Unterricht. Leipzig, Freytag. 1895. , pp. 112; 60pfg. 565

KRIEG UND FRIEDEN. Three Stories by E. FROMMEL, 'VILLAMARIA,' H. HOFFMANN. Edited by Dr. W. BERNHARDT. Arnold. 1900. Cr. 8vo, pp. viii+120; . 566

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I. KURZ. Key to Appendices of Die Humanisten. By OTTO SIEPMANN. Macmillan. 1900. Globe 8vo, pp. 49; 2s. 6d. net. 567

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LUTHERS DEUTSCHE SCHRIFTEN. Auswahl. Edited by W. H. CARRUTH. Arnold. 1899. Cr. 8vo, pp. lxxxii+362; 4s. 6d. 568

M. L. Q., '00, No. 611, 1804; *Mod. Lang. Notes*, June '00, col. 373-376 ('many excellent qualities,' *Charles B. Wilson*).

MARTIN LUTHER. 2. Vermischte Schriften weltlichen Inhalts, Fabeln und Sprüche, Dichtungen, Briefe und Tischreden, ausgewählt, bearbeitet und erläutert von RICH. NEUBAUER. 2. verb. Aufl. Halle, Waisenhaus. 1900. , pp. xiv+283; 2m.15. 569

LUTHERS WERKE. Volks-Ausgabe in 8 Bänden. Herausgegeben von Dr. BUCHWALD, Dr. KAWERAU, Prof. Dr. KÖSTLIN, Pfarrer Lic. RADE, Pfarrer EW. SCHNEIDER, u. A. Berlin, Schwetschke und Sohn. 1900. 2te. Auflage. , pp. ; 20m.; Register, 2m. Pracht Ausgabe in Halbfranz geb. 34m.50; Register, 2m.20. 570

O. LUDWIG. Werke in 6 Bänden. Hrsg. von Ad. Bartels. Mit Ludwigs Bildnis, einer Abbild. des Denkmals in Meiningen, einem Gedicht in Faksim., sowie einer Biographie und Charakteristik Ludwigs. Leipzig, M. Hesse. 1900. 12mo, pp. lxviii, 215, 320, 289, 294, 182, 312; 4m. 571

SCHILLER. Das Lied von der Glocke. Edited by W. A. CHAMBERLAIN. Isbister. 1900. $6\frac{1}{2}\times4\frac{1}{2}$ in., pp. 45; 1s. 572

—— Maria Stuart. Edited, with Comments, etc., in German, by MARGARETHE MÜLLER and CARLA WENCKEBACH. Arnold. 1900. Cr. 8vo, pp. xxx+262; . 573

Educ. Times, Dec. '00, p. 497 (fav.); *Educ. Rev. Amer.*, Jan. '01, p. 100 ('Introduction, notes and questions all in simple German and well done'); *Educ. News.*, 10 Nov. '00, p. 763 (fav.).

—— Maria Stuart. Edited by Dr. H. SCHOENFELD. Macmillan. 1899. 8vo, pp. lvii+322; 3s. 6d. 574

M. L. Q.,' 00, No. 617; *Mod. Lang. Notes*, March '00, col. 182-186 (reviewed by *R. W. Deering*: 'shows broad scholarship, sensible criticism, and very great care in the preparation of the elaborate commentary . . . many apparently unnecessary notes . . .').

—— Wilhelm Tell. In Four Parts. Part I., Act I. Editorial critic GEORGE HEMPL. (The Ideophonic Texts for Acquiring Languages.) New York, Hinds and Noble. 1900. $8\times5\frac{1}{2}$ in., pp. 239; $1. 575

Text in four forms: ordinary spelling; transcript of *Association Phonétique Internationale* (not, however, in *Bühnendeutsch*); literal English rendering; free rendering. A questionable enterprise.

H. SEIDEL. Wintermärchen. Edited by C. LE DUC CROOK. New York, Holt. 1900. $6\frac{1}{2}\times4\frac{1}{2}$ in., pp. 134; 35cts. 576

H. SUDERMANN. Frau Sorge. Edited by GUSTAV GRUENER. New York, Holt. 1900. $6\frac{3}{4}\times4\frac{3}{4}$ in., pp. xvii+268; 80cts. 577

Mod. Lang. Notes. Dec. '00, col. 497, 498 ('The editor's work has been very carefully done . . . Notes, at times, perhaps, too brief, but accurate and to the point . . . Book is well gotten up and contains a good portrait of S.' *John A. Walz*).

CARMEN SYLVA. Aus Meinem Königreich. Tales from the Carpathian Mountains. Selected and edited for early reading by WILHELM BERNHARDT. Boston, Heath. 1900. 12mo, pp. viii+132; . 578

VEIT VALENTIN. Schuldramen. 1. Bändchen: Joseph, der Sohn Jakobs. 2. Bändchen: Aschenbrödel. 3. Bändchen: Schneeweisschen. Frankfurt a. M., Gebr. Knauer. 1900. , pp. 31; pp. 32; pp. 44; jedes Bändchen 60pfg. 579

WIELANDS WERKE. Herausgegeben von GOTTHOLD KLEE. 4 Bände. Leipzig, Bibliograph. Inst. . Lge. 8vo, pp. 54+443; 475; 476; 492; bound, 8m. 580

Lit. Cbl., 24 Nov. '00, col. 1947 (very fav.).

WILBRANT. Der Meister von Palmyra. Edited with Introduction and Notes by THEODORE HENCKELS. New York, American Book Co. 581

SELECTIONS.

HALF HOURS WITH GERMAN AUTHORS OF THE DAY. By Prof. ALOYS WEISS. Hachette. 1900. Part I. Cr. 8vo, pp. viii+102; cloth, 1s. 6d. Part II. Cr. 8vo, pp. viii+110; 1s. 6d. 582

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L. g. r. P., Nov. '00, col. 367 (*K. Helm*).

HOFFMANN v. FALLERSLEBEN. Unsere volkstümlichen Lieder. 4. Aufl. Hrsg. und neu bearbeitet von KARL H. PRAHL. Leipzig, E. Engelmann. 1900. Lge. 8vo, pp. viii+348; 7m.; bound, 8m. 587

Lit. Cbl., 22 Dec. '00, col. 2178 (fav.).

TRANSLATIONS.

DE LA MOTTE FOUQUÉ. Sintram and his Companions. A New Translation by Mrs. RICHARDS. With numerous Illustrations by ANNA RICHARDS. Freemantle. 1900. , pp. ; 3s. 6d. net. 588

THE FAIRY TALES OF THE BROTHERS GRIMM. A New Translation by Mrs. EDGAR LUCAS. Illustrated with 100 drawings by A. RACKHAM. Freemantle. 1900. Lge. sq. 8vo, pp. ; cloth, 6s. net. 589

SIDNEY LEE. William Shakespeare. Sein Leben und seine Werke. Uebersetzung. Durchgesehen und eingeleitet von Prof. Dr. RICH. WÜLKER. Leipzig, G. Wigand. 1900. Lge. 8vo, pp. xxiv+469; mit 4 Tafeln; 7m., bound, 8m. 590

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Lit. Cbl., 20 Oct. '00, col. 1761 (a fairly favourable notice by *R. W.*).

VOLLENDETE UND RINGENDE. Dichter und Dichtungen der Neuzeit. Von RICHARD M. WERNER. Mit 19 Portraits. Minden i. W., Bruns. 1900. Lge. 8vo, pp. xii+320; 4m.50; bound, 5m.50. 594

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DAS JÜNGSTE DEUTSCHLAND. Zwei Jahrzehnte miterlebter Litteraturgeschichte. Von Dr. A. HANSTEIN. Mit 113 Schriftsteller-Bildnissen. Buchschmuck von EMIL BÜCHNER. Leipzig, R. Voigtländer. 1900. Lge. 8vo, pp. xvi+375; 6m.50; bound cloth, 8m. 595

DIE DEUTSCHE LITTERATUR DES NEUNZEHNTEN JAHRHUNDERTS. Von Dr. R. M. MEYER. 2te. Auflage. Berlin, G. Bondi. 1900. Lge. 8vo, pp. xxii+960; 10m.; bound, 12m.50. 596

M. L. Q., '00, No. 645; *Mod. Lang. Notes*, Jan. '01, col. 40-45 ('Meyer deserves the credit of having given us the first History of German Literature in the Nineteenth Century which, notwithstanding its excessive detail, is written from a cosmopolitan point of view'—*John G. Robertson*); *Archiv*, Dec. '00, p. 376-381 (a useful review by *H. Jantzen*); *S. R.*, 29 Dec. '00, p. 828 (fav.).

DIE DEUTSCHE NATIONALLITERATUR VOM TODE GOETHES BIS ZUR GEGENWART. Von ADOLF STERN. 4. Auflage. Marburg, Elwert. 1900. Lge. 8vo, pp. ; 2m. 597

SCHILLER-WAGNER. Ein Jahrhundert der Entwicklungsgeschichte des deutschen Dramas. Von Dr. M. BERENDT. Berlin, A. Duncker. 1900. Lge. 8vo, pp. iv+192; 3m.50; bound cloth, 5m. 598

LUDWIG WEBER. Das Deutsche Drama des Neunzehnten Jahrhunderts in Seinen Hauptvertretern, von Dr. SIEGISMUND FRIEDMANN. Autorisierte Übersetzung. Erster Band. Leipzig, C. Meyer. 1900. 8vo, pp. xvi+413; . 599

ÉTUDE SUR LE THÉÂTRE CONTEMPORAIN EN ALLEMAGNE. Par PAUL BESSON. Paris, Laisney. 1900. Lge. 8vo, pp. 73; . 600

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ÉTUDES DE LITTÉRATURE ALLEMANDE. Par A. CHUQUET. Paris, Plon. 1900. 1re série. Lge. 8vo, pp. 327; 3f.50. 602

Contents: Götz von Berlichingen; Hermann und Dorothea; Wallensteins Lager.

DIE MODERNE LITTERATUR IN GRUPPEN- UND EINZELDARSTELLUNGEN. Von A. MOELLER-BRUCK. Bd. VII. Berlin, Schuster und Loeffler. 1900. 8vo, pp. 74; . 603

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THEODOR FONTANE. Ein litterarisches Porträt. Von FR. SERVAES. (Aus 'Pan'). Berlin, . 1900. 8vo, pp. 49; 1m.50. 604

GOTTSCHED UND DIE DEUTSCHE LITTERATUR SEINER ZEIT. Von Dr. GUSTAV WANIEK. Leipzig, Breitkopf und Härtel. 1897. Lge. 8vo, pp. xii+698; 12m. 605

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GOTTSCHED. Biographische Skizze. Von EUG. REICHEL. Berlin, Gottsched Verlag. 1900. Lge. 8vo, pp. 81; 2m. 606

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FRANZ GRILLPARZER. Par AUGUSTE EHRHARD. Paris, Société française d'imprimerie. 1900. Lge. 8vo, pp. 509. 607

Lit. Cbl., 15 Dec. '00, col. 2113-2115 (a very favourable review by *E. L.*).

STUDIEN ZUR SPRACHE DES JUNGEN GRILLPARZER MIT BESONDERER BERÜCKSICHTIGUNG DER 'AHNFRAU.' Von H. KÜCHLING. Diss. Leipzig, . 1900. 8vo, pp. 116; . 608

PAUL HEYSE. Jugenderinnerungen und Bekenntnisse. Berlin, Hertz. 1900. Lge. 8vo, pp. 383; 6m. 609

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GOTTFRIED KELLER. 7 Vorlesungen. Von ALBERT KÖSTER. Mit Kellers Bildnis von Stauffer Bern. Leipzig, Teubner. 1900. Lge. 8vo, pp. 141; bound 3m. 610

Lit. Cbl., 13 Oct. '00, col. 1703 (a favourable notice by *Cr.*); *A. f. d. A.* xxvii., p. 78 (a favourable review by *Oskar F. Walzel*).

LENAU ET SON TEMPS. Par L. ROUSTAN. Paris, Cerf. 1898. 8vo, pp. viii+368; . 611

Z. f. d. A., Oct. '00, p. 323 (a very favourable review by *V. Pollak*).

LESSING. 2 Bde. Von K. BORINSKI. Berlin, Hofmann. 1900. Large 8vo, pp. x+196; xii+230; 4m.80. 612

Z. f. d. A, 4 Oct. '00, p. 333 (an unfavourable review by *R. M. Meyer*); *Z. a. d. S.*, '01, col. 79; *L. g. r. P.*, Feb. '01, col. 62 (a favourable review by *Emil Sulger-Gebing*).

GENIE UND CHARAKTER. Shakespeare — Lessing — Schopenhauer—R. Wagner. Von ROBERT SAITSCHICK. 613

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CONRAD FERDINAND MEYER. Von W. UHL. (*Sammlung gemeinverständlicher wissenschaftlicher Vorträge, herausgegeben von Rdf. Virchow. Neue Folge. Heft* 348). Hamburg. 1900. 8vo, pp. 47; 80pfg. 614

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NOVALIS' SCHRIFTEN. Kritische Neuausgabe auf Grund des handschriftl. Nachlasses von E. HEILBORN. 2 Teile in 3 Bdn. Berlin, G. Reimer. 1900. 8vo, pp. xvi+484 and vi+702; 10m. 616

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DIE TAGEBÜCHER DES GRAFEN AUGUST VON PLATEN. Aus der Handschrift des Dichters herausgegeben. Von G. V. LAUBMANN und L. V. SCHEFFLER. Zweiter Band. Stuttgart, Cotta. 1900. 8vo, pp. x+1024; . 618

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Lit. Cbl., 2 Feb. '00, col. 207 (very fav.).

SCHILLERS ABHANDLUNG 'ÜBER NAIVE UND SENTIMENTALISCHE DICHTUNG.' Studien zur Entstehungsgeschichte. Von Dr. UDO GAEDE. Berlin, A. Duncker. 1899. Lge. 8vo, pp. 72; 2m. 622

M. L. Q., '00, No. 1844; *L. g. r. P.*, Nov. '00, col. 369 (*O. Harnack*; fav.).

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M. L. Q., '00, No. 1852; *S. R.*, 29 Dec. '00, p. 828 (fav.).

MEHR GOETHE. Von RUDOLF HUCH. Leipzig, Meyer. 1899. , pp. . 630

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GOETHES FAUST. Entstehungsgeschichte und Erklärung. Von Prof. J. MINOR. 2 vols. 1. Der Urfaust und das Fragment. 2. Der erste Teil. Stuttgart, Cotta. 1901. Lge. 8vo, pp. xv+378; iii+286; 8m.; bound, 10m. 631

—— Erläuterungen zu. Von M. POPISCHIL. 2. Teil. Hamburg, Conr. Kloss. 1900. Lge. 16mo, pp. 78; 30pfg. 632

GOETHES BEDEUTUNG FÜR DIE GEGENWART. Zwei Vorträge. Von ALFRED BIESE. Neuwied, Heuser. 1900. Lge. 8vo, pp. 39; 1m. 633

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GOETHE UND DIE ROMANTIK. Briefe mit Erläuterungen. 2ter Teil. Hersg. von KARL SCHÜDDEKOPF und OSKAR WALZEL. Weimar, Goethe-Gesellschaft. 1899. Large 8vo, pp. li+399; nur für Mitglieder. Jahresbeitrag. 10m. 636

M. L. Q., '00, No. 707 (1st part); *M. L. Q.*, '00, No. 1855: *Mod. Lang. Notes*, Feb. '00, col. 128 ('the present volume contains his correspondence with the younger Romanticists, including, of course, Bettina von Arnim, and extending as far down as Immermann, Platen, and Heine').

GOETHES LEBENSKUNST. Von WILHELM BODE. Berlin, Mittler u. S. 1901. 8vo, pp. 229; 2m.50; bound, 3m.50. 637

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OTTILIE VON GOETHE UND IHRE SÖHNE WALTHER UND WOLF. Von J. VON GERSTENBERGK. Stuttgart, Cotta Nachf. 1900. 8vo, pp. ; 2m. 641

GOETHE JAHRBUCH. Herausgegeben von LUDW. GEIGER. Gesammtregister zu den Bdn. XI-XX, nach Einzelregistern dieser Bände zusammengestellt von Ludolph St. Goar. Frankfort a M., Literar. Anstalt. 1900. Lge. 8vo, pp. iv+116; bound cloth, 3m. net. 642

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GERMANY, 1815-1890. By J. W. HEADLAM, M.A. Cambridge University Press. 1901. 2 vols. [*In preparation.*] 644

LIFE OF THE EMPEROR FREDERICK. Edited from German by MARGARETHA VON POSCHINGER. Introd. by SIDNEY WHITMAN. Harper. 1900. Demy 8vo, pp. 474; 16s. 645

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DAS DEUTSCHE ALTERTUM IN DEN ANSCHAUUNGEN DES 16. UND 17. JAHRHUNDERTS. Von Dr. FRIEDRICH GOTTHELF. (*Forschungen zur neueren Literaturgeschichte, hrsg. von Dr. Franz Muncker.* XIII.) Berlin, A. Duncker. 1900. 8vo, pp. viii+68; 1m.50. 655

L. g. r. P., Jan '01, col. 11-13 (*E. Hoffmann-Krayer*, 'brauchbar und dankenswert'); *Lit. Cbl.*, 12 Jan. '01, col. 82 (fav.).

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R. KRON. German Daily Life: A Reader in simple German giving full information on German Life, Manners, and Institutions. Dent. 1899. Cr. 8vo, $6\frac{3}{4}\times4\frac{1}{4}$ in., pp. 298; 2s. 6d. net. 660

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(*See the review on page* 36).

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ZUR GESCHICHTE DER SÄCHSISCHEN KANZLEISPRACHE VON IHREN ANFÄNGEN BIS LUTHER. Von O. BÖHME. 1. Teil: 13 und 14 Jahrhundert. (In der Festschrift zum 50 jährigen Jubiläum der Realschule Reichenbach i.V., 1899). , . 1899. , pp. 58; . 702

L. g. r. P., Oct. '00, col. 330 (*A. Socin*; fav.).

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HENRY SWEET.

It is a delicate and difficult task to set forth the virtues of a great man while he is still alive, or to estimate adequately and justly the full bearing of his achievement. The task is at once a privilege and a cause for anxiety when the writer, as in the present case, is treating of his friend and his master. For while under such conditions a man may not unjustly lay claim to a special knowledge of his subject, he cannot be unaware that much of the praise which he bestows will be attributed by some rather to the partiality of his friendship than to the acuteness of his judgment.

The life of Henry Sweet has been simply that of a scholar; there are no adventures of startling public interest to record. The landmarks are chiefly the completion of this or that piece of work, a difficulty overcome, a new light cast; now a fresh honour received, and again an undeserved disappointment and defeat.

The son of a well-known barrister, Sweet was born in London in 1845. His father's family came from the West of England, but was originally of Frisian origin; his mother was Scotch, descended from the mingled blood of Highlands and Lowlands.

In childhood, the tastes of the future linguist lay in the direction of science and natural history, but it is significant that at an early age he also began to take an interest in alphabets, and was particularly fascinated by the Arabic mode of writing. Being extremely short-sighted from a child, Sweet never took kindly to games as a boy; at the same time, he engaged in such outdoor pursuits as gardening, from which his sight did not preclude him. In after-life he took to riding, fishing, and skating, and became an expert in the latter during the winter he spent in Denmark.

He received his early education from various private schools and finally at King's College School, where he was under the ferule of Cockayne, the editor of the *Leechdoms*. One is tempted at first sight to relate this circumstance to the bent which Sweet's interests began to take about this time, and which was to be the ruling motive of his life. But his connection with Cockayne, purely fortuitous in origin, does not seem to have been responsible for his beginning the study of Old English, nor indeed did the afore-mentioned scholar exercise any lasting or characteristic influence upon his pupil. It is especially

noteworthy that at no period of his life, apparently, has Sweet ever fallen under the spell of another mind, and although it was inevitable that he should learn much from Germans such as Brugman, Sievers, and Paul, still we may search Sweet's works in vain for traces of German influence in what one may call the *technique* of philological science. Possessed of a mind of singular originality, and of a remarkably individual personality, Sweet has ever been rather a leader through new paths than a follower along ways where others lead. While always open to new ideas, however opposed they might be to his own notions, always willing to give everything fresh a fair trial, and to let in the light from any source where it might be found, it cannot be said that Sweet has ever followed any school or clique.

Sweet's interest in languages began with learning German at school. In 1863 he saw Vernon's *Anglo-Saxon Guide* advertised, procured the work, and began his study of the language. During the next few years he read nearly all the Old English texts then published, and also read Old Icelandic. Tooke's *Diversions of Purley* and Max Müller's lectures on *The Science of Language* opened up a new realm of ideas and possibilities, and gave the stimulus which started him on scientific lines. Before leaving school he had read the first volume of Grimm's *Deutsche Grammatik*. Sweet's interest in phonetics was first aroused by the second series of Max Müller's lectures which contains an Appendix on speech sounds.

Sweet left school in 1864 and went to the University of Heidelberg, where he attended the lectures of Holzmann on Germanic and Comparative Philology. His father destined him for business. After a year at Heidelberg he returned home and was placed in a merchant's office. During the next few years, while following commerce, Sweet continued his linguistic studies and began a vast dictionary of Old English, having made up his mind to specialise for the present on the study of his own language. This dictionary is the one alluded to in the preface of the *Students' Anglo-Saxon Dictionary*: 'A MS. dictionary of my own, begun many years ago, when I had scarcely emerged from boyhood.'

While collecting materials for this dictionary, it became necessary to collate the forms in the rather faulty texts of that day with the original MSS. In this way Sweet laid the foundation of that knowledge of Old English palæography which he afterwards turned to such good purpose in preparing his *Oldest English Texts*.

In 1868 Bell's *Visible Speech* appeared, and Sweet, at once recognising the great step hereby made in the practical study of languages, made the acquaintance of Bell himself and studied phonetics under him. At this time also he began to take an interest in the investigations of Ellis into the pronunciation of Shakespeare and Chaucer. These studies, and the personal association with Ellis and Bell, are probably among the most vital factors which have determined Sweet's scientific development; they gave a new stimulus to his whole train of thought, for, as he himself says, they 'led to a revolt against the antiquarian view of languages.' He has defined 'antiquarian' philology as that 'which regards the present merely as a key to the past, subordinating living to dead languages and sounds to their written symbols.'

The conception of language as a living organism, whose life is conditioned by definite laws of growth, and also by the workings of analogy, and which further insists that the same factors of change which we observe now at work in living speech, were also active in the remote past, all the essential and basal tenets, in fact, of the 'Jung-Grammatiker' school, afterwards so clearly set forth by Osthoff in the Introduction to the first volume of *Morphologische Untersuchungen* (1878), and by Brugman in *Zum heutigen Stand der Sprachwissenschaft* (1885), and by Paul in his *Principien*, the cardinal principles of the new philology, had already shaped themselves in Sweet's mind long before they found definite utterance in Germany, and may be clearly inferred from such early works as the Introduction to the *Cura Pastoralis* (1871), the first edition of *The History of English Sounds* (1874), and *Dialects and Prehistoric Forms of English* (1876).

In 1868 Sweet went to Oxford for the purpose of transcribing the MS. of the *Cura Pastoralis* (MS. Hatton, 20), and while there was introduced by Vigfusson to the Rawlinsonian Professor of Anglo-Saxon, Bosworth. This scholar was then at work on his Old English dictionary, and suggested that Sweet should become his assistant in the work of the dictionary, and that while doing so he could at the same time join the university and read for a degree. Sweet refused to become Bosworth's assistant, but his father consented to his going up to Oxford as an undergraduate, it having been pointed out that

if his son possessed an Oxford degree, university appointments would be open to him. In 1869, therefore, Sweet entered Balliol and proceeded to read classics, at the same time continuing his own private work on Old English, and preparing for the press his edition of the *Pastoral Care*.

In the same year that he joined Balliol, Sweet read his first paper before the Philological Society, on 'The History of *Th* in English.' The study of Old English and of philology generally was not encouraged at Oxford in those days, and except from a few personal friends at the university Sweet found little sympathy; in fact he roused some hostility by urging the inclusion of English studies in the regular curriculum, and as he took little interest in the school of Litterae Humaniores, Jowett regarded him with suspicion and possibly with contempt.

While at Oxford he attended Max Müller's lectures on Sanskrit, and on Comparative Philology, and won the Taylorian Scholarship for German. At the close of the latter examination Max Müller congratulated him on his success, and said that he had found his paper exceedingly interesting to read.

The *Cura Pastoralis* appeared in 1871, and at once gave Sweet a place among European scholars. It is amusing to reflect that while the college tutors were feeling disquieted at his prospects of success in the schools, Sweet (probably unknown to them) was producing work which Sievers could refer to as 'bahnbrechend.'

About 1872 Sweet began his investigations of the sounds of the Scandinavian languages, which before long resulted in brilliant monographs on the pronunciation of Danish and Swedish, and which made it possible for him to give also an exhaustive analysis of the sounds of modern Icelandic in his *Handbook of Phonetics* (1877). This was the first really scientific application of Bell's system to the study of languages. Sweet was led to compare the Scandinavian sound-changes with those of Middle English, and the result of this interpretation of the symbols of the early language in the light of practical phonetics was the *History of English Sounds* (1st ed. 1873-74). In 1873 he also prepared an elaborate 'Report on Scandinavian and Germanic Philology' for the Philological Society, which appeared in their *Transactions*, and another on Dialectology.

We must not omit to mention a most important paper of over thirty pages read to the Philological Society in 1875, entitled 'Words, Logic, and Grammar.' This work may be regarded as a modern representative of the treatises on 'General' or 'Philosophic' Grammar which amused the leisure of scholars in the eighteenth century, only it was based on an accurate knowledge of many languages, and was an original interpretation and statement of the real facts of the psychology of speech, instead of reposing upon metaphysical abstractions as did the works of Harris or Stoddart. This paper was perhaps the earliest attempt, since the foundation of scientific linguistics had plunged students into minute morphological problems, to get at a more philosophical interpretation of the phenomena of speech, to lay down general principles of development, and to formulate a view of the history of language. In this sense we must regard 'Words, Logic, and Grammar' as a prelude 'to those melodious blasts' with which the 'Jung-Grammatiker' filled the late seventies and most of the eighties.

The next ten years Sweet devoted chiefly to the study of English and of Phonetics. In 1876 appeared the first edition of the *Anglo-Saxon Reader*, in the preface of which the hope is expressed that 'in spite of its many defects and inconsistencies of detail, the book may do something to raise the standard of Old English scholarship in this country, and to awaken some interest in our old literature, so long and so unaccountably neglected in its native land.' That this hope was realised we cannot doubt. The book had gone into a third edition by the middle of 1881, and in 1894 a seventh edition appeared, greatly enlarged, and supplemented by additional texts and a more elaborate Grammar, Syntax, and Phonology. The Reader probably turned the tide in this country in favour of Old English, and Sweet has since added to the great debt which both teachers and students owe him by publishing an *Anglo-Saxon Primer*, and *First Steps in Anglo-Saxon*. It may well be that but for the existence of these books the growth of an 'English School' in Oxford and Cambridge, and in the newer universities in this country, would have been considerably delayed. The appearance of the *Handbook of Phonetics* in 1877, with its admirably digested and augmented statement of Bell's classification of sounds, and original and clear treatise on general phonetics, together with the careful analysis of the sounds of English, French, German, Dutch, Icelandic, Swedish, and Danish, made the book at once a classic, and its

author a recognised authority in this branch of his science.

In the same year in which the handbook was published, Sweet became president of the Philological Society, and was requested to undertake the editorship of the Society's English Dictionary. This he refused, as he was unwilling to devote the rest of his life to dictionary work, and the task was subsequently intrusted to Dr. J. A. H. Murray.

A year previous to this (in 1876) Sweet became a candidate for the chair of Comparative Philology at University College, London, a post which carried no salary with it. The programme of study which Sweet proposed included the general laws of language, illustrated from English, and also from the classical languages and from Sanskrit, the whole being rendered vital and concrete by the practical study of living languages. For this chair Sweet was eminently fitted, and his candidature was strongly supported, but he was unsuccessful.

About this time Sweet received offers of chairs from various universities on the Continent and in America. Johns Hopkins University in America desired to appoint him to the full chair of English, and Berlin approached him in connection with the chair subsequently held by Professor Zupitza. He was invited to fill other chairs both in Germany and in Scandinavia, but he refused all these offers, not wishing to leave his native country, and hoping presumably that one day she would show that appreciation of his work which America and Germany had already manifested. Content therefore, for the present, not to be a professor, Sweet pursued his labours uninterruptedly. In 1880 he drew up an exhaustive 'Report on recent Investigations in the Aryan *Ursprache*.' In 1882 he published in the Philological Society's *Transactions* 'Spoken North Welsh,' which was based on a thorough practical mastery of the language, gained by a prolonged sojourn in the country itself.

It is typical of Sweet's methods of work that he considered the knowledge of a living form of Celtic speech inseparable from the scientific study of Old Irish and Celtic philology which he afterwards made. In the same way, at a much later date, when he was attacking non-Aryan languages, he first learnt to speak modern Arabic, and proceeded thence to the older forms of the language, and later on, before grappling with the difficult problems of the inter-relations of the Finnic group, and the connection of this group with Aryan, he acquired a good practical knowledge of spoken and written Finnish.

But the main business of the eighties was the preparation of Old English texts for the press. In 1882 appeared Alfred's *Orosius*, and in 1885 the famous volume known as *Oldest English Texts*. The labour entailed by the method which Sweet adopted in making the glossary of this last work was prodigious, to say nothing of the difficulties of collecting and preparing accurate texts from so many sources. It is little wonder therefore that the editor should tell us in the preface, that for several years his interest in the work had 'been flagging,' and that having completed this most tedious task, he should seem to 'let himself go' in what is practically the envoy of the volume. The great charm of Sweet's prefaces lies in the personal touch which is hardly ever lacking. In the preface of the *Oldest English Texts* he complains of the Englishman's neglect of his own language, and, on the other hand, of the 'unhealthy over-production of the German universities' which are responsible for the 'swarms of young programmemongers turned out every year, so thoroughly trained in all the mechanical details of what may be called "parasite philology," that no English dilettante can hope to compete with them—except by Germanising himself and losing all his nationality.' He continues: 'But luckily the fields of linguistic science are wide, and there are regions as yet uninvaded by dissertations and programmes, where I yet hope to do work that I need not be ashamed of.' His only regret, he says, is that he did not abandon the study of English five years ago, so that he might have been able to devote himself entirely to the more important investigations which he had always carried on alongside of his work on Old English. 'I am now resolved,' he adds, 'that I will take a rest from my long drudgery as soon as I have brought out the second edition of my *History of English Sounds*.' This preface is dated January 14, 1886, and a letter from Sweet on 'An English School at Oxford,' bearing the same date, appeared in the *Academy* on Jan. 23rd. This was the first of a series of three letters on the subject. The first sets forth, in a most comprehensive scheme, the scope, teaching, and examinations, which Sweet conceived should serve as the framework of the proposed school. Space forbids that we should enter here into the details of the

scheme, but it may be said that the objects of the school proposed by Sweet were to encourage the study of English and the allied languages, both as a means of general culture, and as a preparation for special investigation and research. Later on an English school was created at Oxford, but hardly on such generous and ample lines as those laid down by Sweet; indeed it is probable that the admirable scheme which he propounded would be regarded rather as a counsel of perfection than as a feasible programme by the gentlemen who then controlled the University Chest. The second letter contained some very practical suggestions for the utilisation of the actual resources of the university in favour of the English school. Some of these ideas are now partly realised, the application of others has been delayed, partly by want of money, partly owing to the opposition of a certain section of the governing body of the university, who long opposed, though with diminishing success, any measure likely to benefit the teachers or teaching of English Philology. Sweet's third letter on this subject to the *Academy* is purely controversial, and deals with the then recent election to the newly founded Merton chair of English at Oxford. It would be quite out of place here to enter into the discussion of a question which, while it was fresh, raised many violent feelings, and excited men's minds to the verge of fury. It is enough to record the fact that Sweet was an unsuccessful candidate for the Merton chair of English in 1885.

It is pleasanter for the chronicler to turn from the heated atmosphere of feud and failure to record that in 1886 the University of Heidelberg conferred upon Sweet the honorary degree of Ph.D.

The next sixteen years are closely packed with varied activities, some of which found an outward expression in the form of numerous works from Sweet's pen. Of these, the chief may be mentioned. They are: *History of English Sounds* (2nd ed. 1888), *Primer of Phonetics*, *First Middle English Primer* (1890), *Second Middle English Primer* (1891), *A New English Grammar* (1892), *Primer of Historical English Grammar* (1893), *Anglo-Saxon Reader* (7th ed. 1894), *Icelandic Primer* (1895), *Student's Dictionary of Anglo-Saxon* (1897), *English Syntax* (Part II. of *New English Grammar*, 1898), *Practical Study of Languages* (1899), and *History of Language, an Introduction to the Principles of Comparative Philology* (1900). Of these, the *History of English Sounds*, *New English Grammar*, *Anglo-Saxon Dictionary*, *Practical Study of Languages*, and *History of Language*, are all works of first-rate importance.

The permanent value of all Sweet's work lies in the fact that it is all fresh and original, based upon personal investigation and personal experience. Hence even in the smallest primers we get no mere mechanical compilation, but that vital and individual treatment which is only attained by passing every detail through the crucible of a singularly strong, subtle, and well-trained intelligence.

But the preparation of these books for the press was only a part of Sweet's labour during this period. In the later eighties he resumed the reading of Vedic Sanskrit, Old Irish, and Old Slavonic. In the early nineties he began Arabic, and studied not only the literary language, but also the modern spoken form, and that to such good purpose, that he learnt to speak it with some fluency. In 1896 Sweet began Chinese, and this language has been one of his chief objects of study ever since. A year or so later he took up the study of modern Finnish, of which tongue he acquired a practical command. He also investigated the structure of the Finnic group of languages. From this wide range of studies there sprang the experience which makes his book on the practical study of languages so valuable, and also the extremely progressive views on the affinities of Aryan with other families, which are set forth with force and cogency in the primer on the *History of Language*. It is certainly a fact of some moment in the history of the science of language that a scholar of Sweet's standing, having a first-hand knowledge of the materials, should come, in this important subject, to those conclusions which are stated in the *History of Language*. It may be mentioned here that in 1898 Sweet accepted the post of lecturer in the English Language at University College, Liverpool. It may be considered that this position was hardly one of sufficient importance to attract a scholar of Sweet's eminence. When, however, the post became vacant by the departure of Dr. Priebsch, some members of the Senate of the College approached Sweet with a view to ascertaining whether there was any possibility of his accepting an official invitation. Unfortunately for Liverpool he was obliged later, for private reasons, to resign the post before even he had entered upon the duties of it.

Sweet had for some few years now been teaching and lecturing at Oxford. In 1897

he lectured before the summer meeting held at Oxford in connection with University Extension. On this occasion, and subsequently in the summer of 1899, he attracted a large audience of foreign students from nearly every country in Europe. In 1898-99 Sweet held classes in Practical Phonetics at Oxford, lecturing throughout the whole academic year. These lectures were eagerly attended by foreign students living in Oxford, and also by some Oxford men.

Thus, unsupported by an official position, Sweet's personal influence as a teacher has made itself felt not only in this country, but one may almost say throughout the length and breadth of the Continent: in Finland and the Scandinavian peninsula, throughout Germany and Holland, and in France; and there are few universities where the direct or indirect power of Sweet's teaching has not been exercised.

An eminent Celtic scholar told the writer that on one occasion at a German watering-place, he was in the company of a number of prominent 'Jung-Grammatiker.' They were discussing the prospects of Philology in England, and Sweet's name naturally came up. Some one expressed amazement on learning that the man whose name is so closely associated with English studies had no professorial chair. To this an ingenious Anglist who was present replied that there was only one possible explanation of the fact, namely, that 'Sweet' stood for *Süss*, which was clearly a Jewish name, and that Israelites were not much more popular in England than in Germany. This explanation was considered satisfactory by those of the company who did not know Sweet personally, and who were therefore unable to perceive its manifest and double absurdity. The gentleman by whom this incident is recorded explained, firstly, that Sweet was of a very pure Teutonic type, and, secondly, that if as a matter of fact he had been a Jew, that circumstance, so far from marring his academic success in England, would more probably have ensured it.

In the early part of the present year Sweet was a candidate for the Corpus Christi chair of Comparative Philology at Oxford, of which the late Professor Max Müller was for so long the titular holder. On this occasion the hopes of Sweet and his friends were once more disappointed; it seemed as if Oxford chairs were not for him. But a few months later, in May, the University of Oxford created a Readership in Phonetics for Sweet, as a small recognition of his many and unceasing services to scholarship. Our congratulations on this appointment are due primarily to the University who has added so great a name to her list of teachers, for that time has gone by when it would have been possible for any university to confer on Sweet, by electing him to a chair, a dignity more considerable than that which, by so doing, she reflected upon herself.

Even as these lines are being written, a fresh honour comes to Sweet—the Berlin Academy of Sciences has made him a corresponding member.

So far this narrative has been little more than a bald chronological account of the principal labours which have engrossed a remarkably fruitful and industrious life—a life given up to the service of Science. But it cannot be closed until there have been set down some impressions of Sweet's personality gathered by one who sat at his feet as a learner, and who considers himself honoured in having been admitted to his friendship. Sweet possesses to a rare degree those qualities which make a man a companion of whose society it is impossible to tire. Intensely human, keenly interested in the events and occupations of ordinary human life, willing to share in the interests, hopes, and preoccupations of his friends, he abounds in humour, and his conversation on the topics of the hour surprises and delights by its quaint quips and unexpected sallies.

One may broach any subject with Sweet and always rely upon getting a fresh, keen, and free view upon it. A new theory is not dismissed as absurd because So-and-so says that it is impossible, but receives a fair and unprejudiced hearing. While intolerant of mean motives, and of narrowness of vision, he is exceedingly generous in recognising the merits of other men's work, and punctilious in giving approval and praise where they are due. In matters of pure intellect, Sweet is the most reasonable of men, supple and imaginative, and therefore easy in argument, and with none of the rigidity of mind which diminishes the effectiveness of so many men of highly specialised training. He forms his opinions of persons rather slowly, and when once they are formed he does not change them readily. When he has decided upon a line of conduct, he adheres to it with a tenacity which those who do not know him well mistake for obstinacy. Nothing can be franker and more unconstrained than Sweet's relations with his pupils. His interest in their pursuits, his sympathy with their difficulties, his readiness to put himself in their position and to

tread with them the straight path of knowledge, his unfailing resourcefulness in illustration, his encouragement of independent thinking in others, and his own fruitfulness in clear ideas—all these things inspire his pupils with confidence and affection. It is impossible to work with Sweet and not to feel that one is dealing with a great Master.

Sweet is still a comparatively young man; he has in all probability a long period of productive years before him; he is about to enter upon an active life as a recognised University teacher; we hope that there are many honours still in store for him. But whatever new fields may be conquered in the future, the present achievement is a noble and splendid one. If it is argued that the foregoing record is premature, and contains some things which are not often written during a man's lifetime, then it may with propriety be answered, that of few men is it possible to record such a single-eyed and steadfast devotion to learning. Further, this devotion has hitherto burned, it may almost be said, in obscurity, and without the stimulus of that generous and spontaneous academic recognition which often, at the outset of their career, is heaped upon men of comparatively trivial parts. Therefore it seemed not improper to set forth here, with some explicitness, though however inadequately, those qualities of mind and temper which have given such vital effectiveness to Sweet's work.

We may think of him as the untiring and disinterested scholar, as the suggestive and patient teacher, as the faithful friend, or the witty and sympathetic companion; he is still the great man in every aspect, for as in the hearts of his friends there is the image of a simple, loyal, and upright character, so in his works he has raised an imperishable monument of his industry and his genius.

HENRY CECIL WYLD.

HENRY VAUGHAN.

THE years which lie between 1621 and 1695 saw all the revolutions which English History has to record—the execution of Charles, the fall of the Protectorate, those apparently sauntering hours of *the* self-indulgent Idler of the age when Self-indulgence almost won for itself a place among the Fine Arts, and then the ignominious flight of the King who suffered exile in the last upheaval which this country underwent. They were stirring years these, full of occupation for the partisan—a commoner character perhaps then than now. And yet, though the fact is overlooked sometimes, a man who had the rare taste for contemplation and quiet could indulge it even in the unrest of the Civil War.

That Henry Vaughan should have published his *Silex Scintillans* in the first year of the Commonwealth is but one more form of the familiar paradox, 'Out of the eater came forth meat, and out of the strong came forth sweetness.' Not that from tepid feeling or cowardice he stood aside and let the tumult pass him by. To some extent he was involved. His brother, Thomas, followed the Royal Standard: a friend of whom he wrote—

> 'He weaved not selfends and the public good
> Into one piece, nor with the people's blood
> Filled his own veins; in all the doubtful way
> Conscience and honour ruled him'—

fell at Rowton Heath. Henry dedicates one of his poems to his 'loyal fellow-prisoner, Thomas Powell, D.D.' which suggests that if he really abstained from taking up arms for the King—a point on which doubt remains—he did not thereby escape imprisonment. Perhaps because to him there was something especially repulsive in civil war, because life itself was for his moderate temper 'the doubtful way,' or because in a time of heat and violence he really cared

> 'To woo lone Quiet in her shady walks'

rather than to run 'for an immortall garland,' Vaughan remains less to ordinary readers than a name.

His *Silex Scintillans* has been for many years within the reach of all who had the will to possess it and half a crown. Now, it can be obtained for less even than that. But it was not so with his Secular Poems. Yet, eight years since, an enterprising North Country enthusiast issued one hundred signed and numbered copies of a good selection from these. The fourteenth was discovered four years later standing neglected on a shelf of second-hand books, its existence forgotten by the bookseller

who for a few moments more was its owner. Quite new, its leaves still uncut, without a smirch, it was second-hand, apparently because no one had so far desired it on any other terms. A vague wonder will rise up concerning the fate of the other ninety-nine.

And yet even in an age distinguished for many shining inventions, and among others for that of payment by results, no one must infer from the fact—neglect, the cause—poor work.

No doubt Vaughan owed a debt to the man whose generous goodness was of that fibre which cannot even in a bitter age become sectarian—gentle George Herbert. But probably this indebtedness was subtler than some people's obligations are, beginning in stimulus, and never approaching to a tangible, ponderable loan. Vaughan was ill and dispirited: Herbert, whose work is penetrated with a peculiar quiet charm, resting on no logic and adducing no proof, offered the weary mind that consolation which he has ever held out to all who will take him on his own terms. Comfort and stimulus: there is the sum of Vaughan's debt. Most readers of both will admit that Vaughan has not enriched English Poetry with anything which can compare reasonably to the poem with the melancholy refrain:

'Was ever grief like mine?'

wherewith, by a haunting phrase which stirs emotion like a wailing wind not to be stilled, Herbert added something even to the deep pathos of Jeremiah's lamentation.

For all that, Vaughan's range is wider than Herbert's. While his note of religious fervour is equally full, he has a richer variety of interests, and so he avoids harping so perpetually on a single string. And beyond this, Vaughan has another claim on mankind; he is of those who leave the reins to lie loosely on speculation's neck. He is never merely didactic, as Herbert could be in that mood from which he escaped too seldom, it being hard for even a good man to drop his official attitude.

Vaughan's was the calling which has ever been associated with liberality: in defence of his philosophic doubt he might have urged, in Sir Thomas Browne's neat phrase, 'the general scandal of my profession'; for having struggled as a poet to the conclusion:

'I wonder, James, through the whole history
Of ages, such entails of poverty
Are laid on poets,'

he adopted the profession of a Doctor of Medicine.

However that may be, this greater freedom renders the neglect into which he has fallen in these all-inquiring days all the less explicable.

For example, in his Dialogue between the Soul and Body, the natural human pining after more and fuller knowledge, the human self-pity, the sharp regret for the days that will come no more, when the Body declares:

'But if all sense wings not with thee,
And something still be left the dead,
I'le wish my curtains off to free
Me from so darke and sad a bed'—

what are they all but 'modern,' as the phrase goes?

In one of the finest of his secular poems, when he stands in 'the Exchequer of the Dead,' he speaks with an unfettered freedom strangely unlike Herbert's:

'Eloquent Silence! able to immure
An atheist's thoughts or blast an epicure.
Were I a Lucian, Nature in this dress
Would make me wish a Saviour and confess.
Where are your shoreless thoughts, vast tentered hope,
Ambitious dreams, aims of an endless scope
Whose stretched excess runs on a string too high
And on the rack of self-extension die?'

It is strange that he should be neglected, but that cannot rob him of his place in English Poetry.

If the nation's Poetry be regarded, not as an aggregate of disconnected, unrelated atoms, but as an organic whole (a point of view suggested by Physical Science and now adopted generally), Vaughan's contribution will be found full of significance.

Every one who makes even casual excursions into the bypaths of our Literature must be struck occasionally by the occurrence of thoughts which for a while miss their mark, and reappear afterwards, having received from some other writer just that dexterous turn of phrase which brings them 'home to men's business and bosoms.' The student of Vaughan's poems may find instances of this repeatedly. One or two of the more salient may be quoted.

For instance, in the poem *Vanity of Spirit*:

'I summon'd nature; pierced through all her store;
Broke up some seales, which none had touch'd before;
Her wombe, her bosome, and her head,
Where all her secrets lay abed,
I rifled quite, and having past
Through all the creatures, came at last
To search myselfe, where I did find
Traces and sounds of a strange kind.
Here of this mighty spring I found some rills,
With ecchoes beaten from th' eternall hills.'

The most casual reader of Browning's *Saul* cannot miss the similarity of thought:

'I have gone the whole round of creation: I saw and I spoke;
I, a work of God's hand for that purpose, received in my brain
And pronounced on the rest of his handwork—returned him again
His creation's approval or censure: I spoke as I saw,
Reported, as a man may of God's work—all's love, yet all's law.
Now I lay down the judgeship he lent me. Each faculty tasked
To perceive him has gained an abyss, where a dew drop was asked.
Have I knowledge? confounded it shrivels at Wisdom laid bare.
Have I forethought? how purblind, how blank, to the Infinite Care!
Do I task any faculty highest, to image success?
I but open my eyes,—and perfection, no more and no less,
In the kind I imagined, full-fronts me, and God is seen God
In the star, in the stone, in the flesh, in the soul and the clod.
And thus looking within and around me, I ever renew
(With that stoop of the soul which in bending upraises it too)
The submission of man's nothing-perfect to God's all-complete,
As by each new obeisance in spirit, I climb to his feet.
Yet with all this abounding experience, this deity known,
I shall dare to discover some province, some gift of my own.
There's a faculty pleasant to exercise, hard to hoodwink,
I am fain to keep still in abeyance, (I laugh as I think)
Lest, insisting to claim and parade in it, wot ye, I worst
E'en the Giver in one gift.—Behold, I could love if I durst!
But I sink the pretension as fearing a man may o'ertake
God's own speed in the one way of love: I abstain for love's sake.
—What, my soul? see thus far and no farther? when doors great and small,
Nine-and-ninety flew ope at our touch, should the hundredth appal?
In the least things have faith, yet distrust in the greatest of all?
Do I find love so full in my nature, God's ultimate gift,
That I doubt His own love can compete with it? Here the parts shift?
Here, the creature surpass the creator—the end, what began?
Would I fain in my impotent yearning do all for this man,
And dare doubt he alone shall not help him, who yet alone can?
Would it ever have entered my mind, the bare will, much less power,
To bestow on this Saul what I sang of, the marvellous dower
Of the life he was gifted and filled with? to make such a soul,
Such a body, and then such an earth for insphering the whole?
And doth it not enter my mind (as my warm tears attest)
These good things being given, to go on, and give one more, the best?
Ay, to save and redeem and restore him, maintain at the height
This perfection,—succeed, with life's dayspring, death's minute of night:
Interpose at the difficult minute, snatch Saul, the mistake,
Saul, the failure, the ruin, he seems now,—and bid him awake
From the dream, the probation, the prelude, to find himself set
Clear and safe in new light and new life—a new harmony yet
To be run and continued, and ended—who knows?—or endure!
The man taught enough by life's dream, of the rest to make sure;
By the pain-throb, triumphantly winning intensified bliss,
And the next world's reward and repose, by the struggles in this.'

If Browning's treatment be the more elaborate, yet the progress of thought is identical in the two cases: first, contemplation of physical nature; next, the human mind searching its own depths and shallows, till it come finally to the place

> 'Where mortal and immortal merge,
> And human dies divine.'

It is an old adage that there is nothing new under the sun. Certainly differences of time and environment often seem rather to veil a unity of idea correlating philosophies which on the surface exhibit little similarity, than to produce any real difference. A subtle aspect of this may be found when two men, divided by centuries of time and incalculable variety of circumstances, open up the same vein of thought, thereby proving that its existence in the mine of human thought is perpetual and no mere accident. It may be taken as testimony of the essential homogeneity of thought, or rather of the tendency of thoughts to recur, that Walt Whitman, whose whole life and thought differed so vastly from those of Henry Vaughan, should have given expression to a similar idea and that not the most usual one.

Death has been extolled but seldom as a thing beautiful in itself. It was not so long before Vaughan lived that Shakespeare had given voice and utterance to that repulsion which is as natural as it is common:

> 'Ay, but to die, and go we know not where,
> To lie in cold obstruction and to rot';

though, as in Cleopatra's magnificent defiance, the dramatist had admitted that

death is not always the worst of conceivable alternatives. But the sixteenth century, and the early part of the seventeenth, with their vague superstitions and quick joy in existence, had little taste for death. Bacon indeed had done his best when he argued that the weakest passion 'mates and masters the fear of death'; and Sir Thomas Browne, who labours to assure us how independent are his opinions of his work in the dead-house, carries some conviction by his declaration: 'I can with patience embrace this life, yet in my best meditations do often defie death,' and toils on courageously until we find him actually congratulating himself in the odd words, 'I might call myselfe as wholesome a morsel for the wormes as any.' With either of them we might learn to endure or even to put aside the fear of death; but for all that it is still there; and at best we are not far from the age which to any form of darkness preferred

> 'Aurora's harbinger,
> At whose approach, ghosts wandering here and there,
> Troop home to churchyards: damned spirits all
> That in crossways and floods have burial,
> Already to their wormy beds have gone.'

Herrick two years earlier had written in a strain alien to the spirit of his age:

> 'When a daffodil I see
> Hanging down his head t'wards me,
> Guess I may what I must be:
> First, I shall decline my head;
> Secondly, I shall be dead;
> Lastly, safely buried.'

Perhaps that quiet acquiescence is, in its perfect absence of affectation, one of the most consoling utterances which the thought of natural dissolution has ever inspired. And it is Herrick's usual attitude. Vaughan's apostrophe to the most mysterious of the Four Last Things is a new departure:

> 'Dear beauteous death, the Jewel of the Just!
> Shining nowhere but in the dark.'

No fear of death nor of 'the dark' occurs to him; and so it is with Whitman:

> 'The night in silence under many a star,
> The ocean shore, and the husky whispering wave whose voice I know,
> And the soul turning to thee, O vast and well-veil'd death,
> And the body gratefully nestling close to thee.'

What is characteristic of both poets is their appreciation of the beauty of the coming change: to them it is not a phantom to be feared, not an enemy to be cheated by any and every device so long as may be, not a Fate to be endured heroically at last, but a great Deliverer with Joy in her right hand. Nor is it just a chance that Vaughan should have written so, though it is true that when he sets himself to compose a poem on death, he treats it from the commonly accepted point of view, writing as a conventional theologian might do; a treatment which, however true or false, is neither original nor interesting. But when, thinking about something else, he alludes casually to death, he handles it in his own more original way; then, and then only, perhaps, does he give his vital personal conviction:

> 'O calm and sacred bed, where lies
> In death's dark mysteries
> A beauty far more bright
> Than the moon's cloudless light.'

The new psychology provides short shrift for the philosophy of the ante-natal dream, and in Vaughan, as in Wordsworth, the idea may not have been original. All the same the likeness of

> 'Happy those early days when I
> Shined in my Angell Infancy!
> Before I understood this place
> Appointed for my second race,
> Or taught my soul to fancy ought
> But a white celestiall thought.
> When yet I had not walked above
> A mile or two from my first Love,
> And looking back, at that short space
> Could catch a glimpse of his bright face,'

to the famous lines in the Immortality Ode, must strike every one. Yet the lines that follow those quoted above:

> 'When on some gilded cloud or flower
> My gazing soul would dwell an hour,
> And in those weaker glories spy
> Some shadows of eternity,'

are a still more striking anticipation of Wordsworth. When he told us that

> 'To me the meanest flower that blows can give
> Thoughts that do often lie too deep for tears,'

he is credited with preaching a new and characteristic doctrine; yet in Vaughan's mouth it is one hundred and fifty years newer. The originality is not to be found in the fact that Vaughan watched or loved Nature. Old English Poetry shows evidence of an observation and a power of description of certain aspects of Nature—we can still shiver as we read of *The Wanderer*, condemned 'to row with his hands in the rime-cold sea.' No doubt Macaulay's traduced schoolboy knew that Chaucer would go out on a May morning to watch the daisies unfold their sun-flushed petals. But what is new is the appreciation of the inner meaning of Nature and its relation to and influence over the life of man. Of this Vaughan appears to have

been aware a century before Wordsworth was alive.

It is not the Nature of the elder poets, beautiful pictures and—is it too much to say?—no more. It is not the 'pathetic fallacy' of handing on to Nature our own querulous moods. It is the intimation of a life behind what is seen, a real presence. In the deep solitude of remote places, where the silence almost appals, Nature to the awakened sense is palpably alive, and not less so on those rare spring days when Life flashes in every ray of light, and exhales in every breath of the passing wind. Like the tenets of theology and the first principles of philosophy, the proposition does not lend itself to proof. Yet, that this view is not fictitious is shown by the fact that upon occasion men have lost their hold on the sensible world. So real, for instance, was the realm of ideas to Wordsworth, that sometimes he doubted, not the reality of thought, but the actuality of the world around him, the world which the rest took so easily on trust. This began in childhood, when instinct, and not the refinements of metaphysics, guided him—'Many times while going to school have I grasped at a wall or a tree to recall myself from this abyss of idealism to the reality.' An equally signal and better-known instance, perhaps, may be found in the *Apologia* of Newman, where he confesses to his boyish bewilderment: 'I thought life might be a dream, or I an angel, and all this world a deception, my fellow-angels by a playful device concealing themselves from me, and deceiving me with the semblance of a material world.' A greater philosopher than either, Berkeley, records in his Commonplace Book: 'I was distrustful at eight years old'—*i.e.* of the existence of matter apart from mind.

If the sense of the phenomenal world's reality can thus slip from minds of the first order, there may be something more in the problem than we have yet solved; the sense of life immanent in Nature will not appear extravagant unless to those who still desire to 'vanquish Berkeley with a grin.'

To our partial sight the whole of anything has never yet been visible. Moreover, so impalpable is this particular vision, that it vanishes in expression: it escapes from Shelley's winged words, Wordsworth hardly imprisons it:

> 'Wisdom and Spirit of the Universe!
> Thou Soul that art the Eternity of thought,
> That givest to forms and images a breath
> And everlasting motion.'

But however evanescent it is, it is there—for the poets, as well as for some humbler souls whose fame may never penetrate beyond their own obscure circle.

Like Wordsworth's, Vaughan's appreciation is so sane, so perfect, that no afterthought of any kind sullies it; there is nothing of our modern mood when we ask ourselves—Were they worth it, those summer days, worth this poignant regret because they never return? 'Importunate Fortune' cannot touch the man so convinced that

> 'The world's my palace. I'll contemplate there,
> And make my progress into every sphere.
> The chambers of the air are mine: those three
> Well-furnished stories my possession be.
> I hold them all *in capite* and stand
> Propt by my fancy there. I scorn your land,
> It lies so far below me. Here I see
> How all the sacred stars do circle me.
> Thou to the great giv'st rich food, and I do
> Want no content; I feed on manna too.
> They have their tapers; I gaze without fear
> On flying lamps and flaming comets here.
> Their wanton flesh in silks and purple shrouds,
> And Fancy wraps me in a robe of clouds.
> There some delicious beauty they may woo,
> But I have Nature for my Mistress too.'

To an age prone to value material wealth this spiritual possession may seem a vapid thing, a coinage of the mere word-monger; at least it brings no remorse in its train, no shattered lives, no 'great refusal.'

This Nature which he loves so well we miss in English Literature for a time after Vaughan's death, though Pope is less incapable of it than is said sometimes. Thomson's strenuous struggles are rather self-defeating. Till Wordsworth's arrival, the treatment of Nature, except by Gray, is apt to be stiff and cold:

> 'Man superior walks
> Amid the glad creation'—

a fatal attitude of mind.

Vaughan had a keen eye for a picture; he can touch the vast sweeps of space with something of Shelley's power, with a tinge of Rossetti's mysticism:

> 'I saw Eternity the other night
> Like a great ring of pure and endless light,
> All calm as it was bright;
> And round beneath it, Time, in hours, days, years
> Driven by the Spheres
> Like a vast shadow moved, in which the World
> And all her train were hurl'd.'

And then lastly, he has the gift of lyrical words:

> 'To put on clouds instead of light,
> And clothe the morning starre with dust,'

he exclaims of the Mystery of the Incarnation.

'It was high spring, and all the way
Primrosed and hung with shade';

so he renders a lesser miracle.

But Vaughan's religious poems are but half of his work, and the more familiar one becomes with the whole of it, the more surprising it seems that he should have been what he was in an age of sectarian strife. Even in his retired corner of Wales, despite his amazing power of self-detachment, the turmoil did not leave him wholly undisturbed.

'Lord! what a busie restless thing
Hast thou made man!'

he exclaims, and again:

'Dear night! this world's defeat,
The stop to busie fools, care's check and curb.'

Many historians have paid the tribute of a grateful people to those zealous persons without whose labours, we are assured, we ourselves should have been shorn of freedom. Vaughan, who was nearer to them, was less thankful. Sometimes he will exchange the genial banter of the lines on Beaumont for more scathing denunciation of the time's 'politician lords':

'Chameleons of State, air-monging band,
Whose breath, like gun-powder, blows up a land,
Come see our dissolution, and weigh
What a loathed nothing you shall be one day.'

Royalist though he be, he wearies of party spirit: once indeed he comes near 'A plague o' both your houses,' when he exclaims:

'No, no, I am not he;
Go seek elsewhere!
I skill not your fine tinsel and false hair,
Your sorcery and fine seducements; I'le not stuff my story
With your Commonwealth and Glory.'

It may be audacious to compare him with Milton, yet there are points of contact. Their standards of right and wrong are the same. To the mere spectator it seems a pity that they could not have dropped their political differences, could not have sat together at some peaceful board.

'Come, then! while the slow icicle hangs
At the stiff thatch, and Winter's frosty pangs
Benumb the year, blithe—as of old—let us
'Midst noise and war, of peace and mirth discuss.
This portion thou wert born for, why should we
Vex at the time's ridiculous misery.'

This is not far removed from Milton's invitation to Cyriack Skinner when he condemned the

'Care, though wise in show,
That with superfluous burden loads the day,
And when God sends a cheerful hour refrains.'

In his old age, beggared of comfort, and starving for sympathy, what a rare companion Milton might have found in the man who could write of the Bodleian Library:

'Nor is 't old Palestine alone survives,
Athens lives here more than in Plutarch's "Lives,"
The stones which sometimes danced unto the strain
Of Orpheus, here do lodge his muse again.
And you, the Roman spirits, learning has
Made your lives longer than your empire was.
. . . . . .
Rare Seneca! how lasting is thy breath!
Though Nero did, thou could'st not bleed to death.
. . . . . .
But what care I to whom thy Letters be?
I change the name, and thou dost write to me;
And in this age, as sad almost as thine,
Thy stately Consolations are mine.'

Milton, most spiritual and least bigoted of all the Puritans, in the light of whose genius their least amiable traits are sometimes almost forgotten and forgiven, must surely have had sympathy with this delightful soul. Sectarian bitterness, hydra-headed, defiling all forms of religion in every age, would have kept them apart had nothing else done so. Possibly they have met somewhere, in some happier region, where disputation does not obscure truth. However that may be, apart as they lived in the real world, so have they remained in popular memory. Fame, which to Milton was

'The last infirmity of noble minds,'

which has dealt so generously to him, was to Vaughan

'But noise.'

She has had her revenge by condemning him to a silence of neglect which has been almost complete.

GERALDINE HODGSON.

NOTE.—I am told that I have cited similarities indicated already by Dr. Grosart. In explanation, I can only say that I have not had the advantage of meeting with Dr. Grosart's essay, and that the likenesses in question must strike any attentive reader.—G. H.

FAIRFAX EIGHTH ECLOGUE.

EDWARD FAIRFAX, well known for his translation of Tasso's *Gerusalemme Liberata*, which appeared in 1600, was likewise the author of twelve eclogues, as we learn from a letter written by his great-nephew, Brian Fairfax, to Bishop Atterbury on March 12th, 1704-5. This letter, No. XCII. of the 'Atterbury Correspondence' (iii. 255), contains the following particulars:

> He [Fairfax] wrote other ingenious eclogues [*i.e.* wrote eclogues besides the *Godfrey of Boulogne*], and presented them to the Duke of Richmond and Lenox, of which his son William (1636) gives this account, in his annotations upon them; viz. 'These bucolics were written in the first year of the reign of King James, and, from their finishing, they lay neglected ten years in my father's study, until Ludowic, the late noble Duke of Richmond and Lenox desired a sight of them, which made the author to transcribe them for his Grace's use. That copy was seen and approved by many learned men; and that reverend divine Dr. Field, now bishop of Hereford, wrote verses upon it; and these following were written by Wilson Scotobritannicus:
>
> Et Phœbum, castasque doces, Fairfaxe, sorores
> Salsa verecundo verba lepore loqui,
> Ulla nec in toto prurit lascivia libro,
> Pagina non minus est quam tibi vita proba.
>
> Chaste is thy muse as is a vestal nun,
> And thy Apollo spotless as the sun;
> No wanton thought betray'd by word or look,
> As blameless is thy life as is thy book.
>
> But the book itself and the Bishop's encomium perished in the fire, when the Banqueting-house at Whitehall was burnt, and with it part of the Duke's lodgings where the book was; but with my father's help, I recovered them out of his loose papers, &c.'

The original manuscript, containing annotations by William Fairfax, was still preserved among the family papers in 1737, when Mrs. Elizabeth Cooper printed one of the eclogues, the fourth, in her *Muses Library* of that year. Since then the MS. seems to have disappeared, but another eclogue, the number of which is not given, has been discovered in a Bodleian MS. in the hand of Thomas, third Lord Fairfax, and was printed by W. Grainge in his edition of the author's *Dæmonologia* (1882); while one, evidently the same, is said to have appeared in *Philobiblion Miscellanies*, vol. xii. (*see* Hazlitt, *C. and N.*, II. 212). Furthermore, Mr. A. H. Bullen, writing the notice of Fairfax in the *Dictionary of National Biography*, calls attention to an eclogue in B.M. Addit. MS. 11743 (misprinted 11473) as being probably one of the same series. As the style resembles that of the other two, and the heading is similar to that in the Bodleian MS. (Mrs. Cooper gave no 'Argument'), and as the MS. in which it is found contains 'a large Collection of Poetical Pieces written by or relating to Members of the Fairfax Family,' the probability approaches as near certainty as is possible in such cases, and I offer the present reprint in the full belief that the poem is a fragment of the lost series.[1]

The author's reputation as a poet has declined from its zenith. Mrs. Cooper could speak of him as 'the only Writer down to D'Avenant, that needs no Apology to be made for him, on account of the Age he lived in.' Of the matter of the eclogues the same amiable critic wrote:

> the Learning they contain, is so various, and extensive, that, according to the Evidence of his Son, (who has written large Annotations on each) No Man's Reading, beside his own, was sufficient to explain his References effectually.

Of the probable truth of this statement the reader may in the case of the present poem judge for himself.

The MS. of the eclogue is unfortunately imperfect at the end, two leaves only being preserved, which form folios 5 and 6 of the collection in which they occur. They are written in a very neat hand of the early seventeenth century, chiefly of an Italian character, but occasionally retaining English forms. The whole has been revised and punctuated by the same hand, though in a blacker ink. These corrections have therefore been silently introduced into the present text. The original spelling has been retained, together with the use of capitals; the punctuation, on the other hand, has been modernised, the original being in many cases more than usually clumsy, nor has it been thought necessary to follow the MS. in the use of long and short *s*, *u* and *v*, or *i* and *j*.

The MS. is evidently a careful transcript from the original, but not the work of a very educated man. Thus although *u* and *n*, etc., are usually clearly differentiated, they appear hopelessly confused in the names,

[1] The 'Argument' and five stanzas have already appeared in K. Windscheid's *Englische Hirtendichtung von* 1579—1625 (Halle, 1895).

having probably been indistinguishable in the original MS. Thus in ll. 47 and 48, 'Pithius' and 'Nonius' appear as 'Pithins' and 'Nomins,' in l. 112 we have 'Mutezmnas' for 'Mutezumas,' in l. 158 'Arzimas' for 'Arzinas,' and in l. 138 'Orphens' for 'Orpheus'! The only case of confusion, except in these names, is in l. 134 where the MS. reads 'sponts' for 'spouts'; the transcriber probably had no notion what was meant, and the apparently meaningless 'lions' in the same line may equally be his blunder.

The few other corrections that appeared necessary are enclosed in square brackets. I may add that there is a bad stain at the head of the leaves which has rendered two words in the top line on f. 5v. almost illegible. (See note on l. 37.)

My very best thanks are due to Dr. Henry Jackson and Mr. F. M. Cornford, of Trinity, and to the University Reader in Geography, Mr. H. Yule Oldham, of King's College, Cambridge, without whose generous help I could never have attempted to elucidate the author's allusions.

[f. 5.] ECLOGA OCTAVA.

IDA AND OPILIO.

THE ARGUMENT.

Opilio skornes the dayes of ould
And boasts the wealth of præsent times,
Rekons what sailors brought home gould,
Or found new trades in unknowne Climes.

OPIL:

Bright may this riseing beame on Ida shine!
Crowne thy blith forhead with this wreath of beach
And bless the morning with some himne divine.
Hear'st not how Philomele her babe doth teach?
How sweet shee chirps? but sing the best shee can,
There is noe Musicke like the voice of man.

IDA.

There dull conceit, who cut Terpanders string,
And his gross eare, who caus'd the Lords of Rome
To force the morning birds leave of to sing,
Could of my Musick give a fitter dome
Then thy deepe cunning; let my reed be still,
Except Pans judge sitt yet on Tmolus hill.

But if thou deigne to tune thy seavenfould pipe,
Sitt in this shade or that unpollisht cave,
Where the wild vine with clusters never ripe
Orefrets the vault, and where the yong Nimphs have
There dancing schoole, but thrust the Ladies out,
Or be their Orpheus while they friske about.

OPIL:

Nor is thy rubeck out of tune soe farre;
But this the fault of skilful singers is,
To be most squemish when most prai'd they arre,
Though unbesought they never cease; such blis,
Such comfort, in your selves you poets find;
But that the common fault is of mankind.

But, Ida, let us sing or Rufus death,
Or Monforts treasons, or great Warwicks fraies,
Or to what dittie els thou list give breath;
Praise if thou wilt the sheephards of our dayes,
That find each yeare new lands, new seas, new starrs,
And thence bring pearls in ropes and gold in barrs.

How is this age with wealth and wisdome blest!
How poore and simple were the elder times,
That wanted all the gould found in the west
And thought the world not wonned in three climes,
And he that of Antipodes durst tell
Was tearm'd an Heretick and damn'd to hell.

[f. 5v.]

They had no house with goulden [tiles which] shone,
They lackt the ransome of the Peruan king,
Pedrarias pearle and Moralis stone
And pretious trees that did in Puna spring,
With other blessing which those countreys yeild,
Devine Tobacco and rich Cucheneild.

IDA.

Stay, sheephard, stay, for thou condemnest those

Thou kennest not; perdie the times of ould
Were not soe rude or poore as you suppose;
They wanted neither Jewels, stones nor gould,
Let Cleopatras pearle, Pithius his vine,
Nonius his Opall, match those Jemmes of thine.

The Persian Dariehs who can number them,
Talents of Greece and Sesterties of Rome? 50
Who weighes the Shekels of Hierusalem,
That did from Ophir and from Sheba come?
Doubtless our saylors noe such riches find
In Lunaches, and Cacoas of Inde.

OPIL:

Yea but there wealth to them was nothing worth,
Their ignorance knew not to use their good,
They only tooke what until'd earth brought forth
When caves were howses, leaves clothes, Akornes food;
The earths rich parts, that silke, spice, unguents send,
They kn[e]w not, Finister was ther worlds end. 60

IDA.

Perchance thou hast some curious feaster seene,
That serves his wildfoule with ther feathers on,
And wraps up Antick-like his napkins cleene,
Or know'st that Lord of France with pearle and ston
That saweeth all his meate, or hast hard tell
In how rich towres Dorados Ingas dwell.

If soe, yet did those dayes our times surpass
In costly buildings, utensils and [cheare];
Let Ciprus house that earth[s] seaventh wonder was,
Let Æsops platter, Celers barball deare, 70
Let Plotins fatall perfumes witnesse bee,
They were as rich, as wise, as mad as wee.

Nor did there knowledge with cape vincent end:
Plato can tell thee of Atlantis land;
The place where Salomon for gould did send
Is by the Parian gulfe; Eudoxus fand
The point Speranza, and those men of Inde
Metellus saw, the Norwest streit did find.

[f. 6.]

And if that navy, which the stormes sterne blast
In the third Henries dayes to England brought, 80
King Fucusur upon this Island cast,
When from his owne expel'd new lands he sought
In ships five masted, built of Chinas mould,
Then was the Northeast passage sail'd of ould.

OPIL:

The land of nusquam where king Nemo dwels,
Utopia and Lucians realme of lights,
Fronter Atlantis whereof Plato tels,
And he that to the west his voiage dights
To seeke for Ophir, may teach Salomon
To saile from Joppa, not from Ezion. 90

Noe, noe, that earths back side, that nether land,
Where like deepe fretworke in some heigh-roof'd hall,
The mountains hang and towres reversed stand,
If they wist whether, ready still to fall,
To our forefathers ever was unkend,
They thought the earth had bounder side and end.

But wise Columbus wist the world was round,
That night was but earths shade, that the sun beame
His midnight light bestowed on some ground
Not all on waves and fishes in the streame,
And of the globe hee knew the sea possest
But the seaventh part, firme land was all the rest. 102

Thereby hee gathered many people dwelt
Twixt Spaine and China, and what god they feared,
What wealth they had, what heat or could they fealt
He longed to discrie, and that way steard,
Where a new world he found, yet on the same
Americk entered, and it beares his name.

I will not praise the Ruffian that first found
The calme Southsea, nor yet the man who past 110
The Ocean[s] stormy mouth, nor him to ground
That Mutezumas spatious pallace cast,
Nor the bould swinheard to his frend untrew
Who kil'd the ransom'd king of rich Perù.

But listen, while I praise in rurall songe
Such hardie groomes as this faire Isle sent forth
To grope their way in darke nights halfe-years long,
To feele the July winter of the North,
To sweat at Christmas with the lines whot aire
Or droope in six months showres by springs of Zaire.

[f. 6v.]

The cheife of these and all the rest biside
Is he that on this ball of sea and land
Did three long years in joyfull tryumph ride
And the vast round girt in a golden band,
Grand pilot of the world, who learn'd this feat
Of the wise stearman of Noyes carrak great.

Great Amurath did to his picture bend
And at his name Rome did an earthquake feele,
Spaines Jennet proud he did to stable send,
Which stampt to powder with his brazen heele
The worlds halfe conquer'd globe, but now surpriz'd,
The stall houlds him whom scant the world suffiz'd.

Noe thunders rage, no Tuffons furious rore,
Noe lions strange which rise, no spouts that fall
Dismai'd his courage, but from Albion's shore,
From Tarenat, from Helens garden smal
To London safe he brought his Argo backe;
And yet this Jason doth his Orpheus lack.

His fellow rivall of his honour sought
For mines of gould on Metas unknown side,
England admir'd the savages he brought,
But when his oare was in the furnace tride
It proved Marcasite, the shining rocks
Beguile his eyes, soe fortune vertue mocks.

Oft he neigh perish't in the frozen piles
Of swimeing Ice, while longe he sought in vaine
A passage that way to Moluccas Iles.
Nor he that three times saild that cowrse againe,
Had better happ, but with bare hope came home;
The time for that discovery is not come.

And hee the shores and creekes of new found Land
Who lett to farme and fished all the banke,
Lost his delight upon an unknowne sand,
And lost himselfe when his light frigot sanke,
And yet some say that from the Ocean maine
He will returne when Arthur comes againe.

Of those that with the Russ our trade began
The first were turned by Arzinas frost
To images of Ice, and some that ran
To vaigats and Petzora there were lost;
Soe merciless, alas, is wave and winde,
U[n]happy [P]akin, thou art hard to find!

. . . . . .

NOTES.

7. *There, i.e.* their. This uncommon spelling recurs in ll. 55 and 73, and in the form *ther* in ll. 60 and 62, beside the usual form as in l. 56.
Terpander, a Greek musician and lyric poet of the seventh century B.C., who added three strings to the original tetrachord of the lyre. The tradition here alluded to does not appear to be known; could it refer to the omission of the eighth chord of the octave?
8. The reference is presumably to the banquet of nightingales' tongues with which Heliogabalus regaled the 'lords of Rome.' Consequently we should perhaps read 'mourning birds' in the next line.
10. *dome.* That is, 'doom,' here used in the sense of 'judgment.'
12. The reference is to the story told in Ovid's *Metamorphoses*, XI. Pan challenged Apollo to a musical contest, pipe against lyre. The judge, Tmolus, the god of the mountain of that name, decided in favour of Apollo, and his judgment was approved by all the others, except Midas, who was consequently graced with asses' ears by the slighted god. 'Pan's judge' is the judge who gave his voice in favour of Pan. The meaning of the passage therefore is: 'Do not bid me sing unless it be before such an uncritical judge as Midas.'
19. *rubeck.* Apparently for 'rebeck,' a kind of fiddle.
21, etc. So Horace:

> Omnibus hoc uitium est cantoribus, inter amicos ut nunquam inducant animum cantare rogati, iniussi nunquam desistant.—*Satires*, I. iii. 1.

26. *Warwick.* Richard Neville, Earl of Warwick and Salisbury (1428-1471), the famous 'king-maker' of the Wars of the Roses.
34. *wonned, i.e.* inhabited. However, though in O.E. *wunian* is sometimes found with an accusative, the word never seems to have possessed a passive.
35, etc. 'Many of the Ancients denied the Antipodes, and some unto the penalty of contrary affirmations,' says Sir Thomas Browne (whatever exactly that may mean) in the *Vulgar Errors*, I. vi. (ed. 1646, p. 24), and again: 'I have often pitied the miserable Bishop that suffered in the cause of Antipodes; yet cannot but accuse him of as much madness, for exposing his life on such a trifle, as those of ignorance and folly, that condemned him' (*Religio Medici*, i. 26; *Temp. Clas.*,

p. 40). The Bishop referred to is Virgilius, Bishop of Salzburg, said to have been burnt in the eighth century for heretically maintaining the existence of the Antipodes.

37. [*tiles which*]. The reading here is open to question, there being a bad ink stain at the head of the leaves, which has partly covered this line. All can, however, be deciphered with ease, except these two words. The second, moreover, may be taken as certain in spite of the rather unusual shape of the *w*, and about the last three letters of the first there can also be no doubt. The second letter may be either an *a* or an *i*, while the first is certainly a tall letter. If the second is an *a*, the first is probably a *b*, and the word 'bales,' which was the view of Mr. G. F. Warner of the MS. department, and Mr. A. W. Pollard, who kindly examined the passage for me. In this case it would refer to Atahuallpa's ransom (see next line), for which bundles of golden ornaments, etc., were brought by carriers (*see* Prescott). After, however, examining the MS. under a powerful glass, I am convinced that the letter is a *t*, and the word consequently 'tiles.' I believe that I can also distinguish the dot of the *i*. In this case the reference is to some building with a golden roof. The author probably intended the golden city of Manoa, called on that account 'El Dorado' (*cf.* l. 66), or he might possibly be thinking of the golden roofs of the temples of Japan described by Marco Polo, which proved a great incentive to Columbus and his followers. As, however, all the other allusions in the stanza are to America, the former would appear the more likely explanation.

38. *Peruan king.* Atahuallpa. The amount of his ransom actually collected amounted to 1,326,539 *pesos de oro* (equivalent to about £3,500,000 of our money), besides silver, estimated at 51,610 marks (*see* W. H. Prescott's *Conquest of Peru*, Bk. III. ch. vii.).

39. *Pedrarias pearle.* Pedrarias Davila (Pedr' Arias d'Avila), after murdering Balboa (l. 109), succeeded him as governor of Darien. Tradition does not appear to have recorded any particular pearl in connection with Pedraria, but it is perhaps worth while mentioning the tribute of pearls levied by Balboa, from what were thenceforth known as the Pearl Islands. *See* Herrera, *Hist. de las Indias Occid.*

pearle. The word is here a dissyllable.

Moralis stone. Andreas Moralis, or Morales, a pilot of good repute at the time of the early Spanish discoveries in America—like Juan de la Cosa—obtained a famous diamond from a native on the north coast of South America. *See* Eden, *The first three English Books on America*, ed. Arber, p. 156.

40. *Puna.* The island of Puná is situated in the Gulf of Guayaquil, separating Ecuador from Peru. Possibly the author had in mind the passage in Montaigne: 'The wonderful, or as I may call it, amazement-breeding magnificence of the never-like seene cities of Cusco and Mexico, and amongst infinite such-like things, the admirable Garden of that King, where all the Trees, the fruits, the Hearbes and Plants, according to the order and greatness they have in a Garden, were most artificially framed in gold.' Florio's *Montaigne*, III. vi. (*Temp. Clas.*, vol. v. p. 207). Montaigne likewise alludes to Atahuallpa's ransom (*Temp. Clas.*, p. 213), the whole essay being very much on the same subject as the present eclogue. In this passage, however, a more probable source is perhaps the account of the trees of gold in Sir Walter Raleigh's *Discovery of Guiana.*

42. *Devine Tobacco.* This eclogue was evidently not written to please the new sovereign.

Cucheneild, i.e. Cochineal. The form is unknown to the *New Eng. Dic.*

47. *Cleopatras pearle.* A reference to the well-known story of Cleopatra dissolving a pearl in a cup of wine.

Pithius, properly 'Pythius,' a Lydian, who gave Darius a golden plane and a golden vine (*see* Herodotus, vii. 27).

48. *Nonius.* The MS. reads 'Nomius,' or rather 'Nomins,' or 'Nonims' (the six strokes are indistinguishable), no doubt through an error of the transcriber. Nonius was a Roman senator proscribed by M. Antonius on account of his possessing an opal of great value (*see* Pliny, *Nat. Hist.*, XXXVII. vi. 21, and C. W. King, *Antique Gems* (1860), p. 65).

49. *Darick.* A Persian coin, both gold and silver, said to derive its name from Darius.

54. This line remains wholly unintelligible, and is very possibly corrupt. The suggestion that the meaning is 'launches and canoas (*i.e.* canoes)' is ingenious but hardly satisfactory, since there is no reason to suppose that 'lunaches' is a possible form of 'launches,' while to read 'launches' would spoil the metre. Moreover, it seems doubtful whether 'launch' ever bore the sense of 'boat' at the time.

60. *kn[e]w.* The MS. reads 'know.'

Finister, i.e. Cape Finisterre (*finis terræ*), the N.W. point of Spain.

65. *hard.* For 'heard'; a northern form still surviving in Scotland.

66. *Dorado*, for 'El Dorado.'

Ingas, Incas, princes of Peru. Raleigh uses the form 'Ingas.'

68. [*cheare*]. I am indebted to Dr. Jackson for this emendation. The MS. reads 'theare,' and this was certainly what the transcriber intended to write, since he has carefully inked it over when revising the poem. He evidently misread the original; *t* and *c* being often indistinguishable in handwritings of an English character.

69. *Ciprus house.* All that can be said is that there was no such 'wonder.' It may be a mistake for 'Cypris' house,' *i.e.* some temple to Venus, but the only temples reckoned among the seven wonders were those of Artemis at Ephesus, and Zeus at Olympia.

70. *Æsops platter.* Æsopus was a Roman actor who acquired great wealth. The expensive 'platter' was a dish of singing and talking birds (*cantu aliquo aut humano sermone vocales*) which cost 100,000 sestertii (*see* Pliny, *Nat. Hist.*, x. 72).

Celers barball deare. Celer was the architect of Nero's golden house, which no doubt is what is meant by his 'barball deare.' 'Barball' is apparently an unetymological form of 'bauble,' unknown to the *New Eng. Dic.*

71. *Plotins fatall perfumes.* Crito, physician to Trajan's empress Plotina, described in the second book of his Κοσμητικά, twenty-five salves and essences; *see* Galen (ed. Kühn), xii. 447. But why 'fatall'?

76. *Parian gulfe.* Paria was the early name of that part of S. America now occupied by Venezuela. The Gulf of Paria is still used for the large gulf opposite Trinidad. Fairfax is alluding to the tradition that grew up after the wealth of S. America became known, that that was Solomon's Ophir. Ida maintains that far from a Spanish headland being the *Finis terræ* of the ancients, they had crossed the Atlantic westward to America and southwards to the Cape of Good Hope.

Eudoxus. Eudoxus of Cyzicus, who, according to Strabo, attempted to circumnavigate Africa. He lived about 130 B.C. (Strabo, ii. 98-100).

fand, i.e. found. Like 'hard' (l. 65) it is northern, and is now obsolete, being replaced in Scotland by the form 'fan'.'

77. *The point Speranza.* The Cape of Good Hope, named 'Cabo de bona Esperanza' by King John II. of Portugal.

78. 'Plinic affirmeth out of Cornelius Nepos (who wrote 57 yeeres before Christ) that there were

certain Indians driven by tempest upon the coast of Germanie, which were presented by the King of Suevia unto Quintus Metellus Celer, the Proconsull of France.'—Sir H. Gilbert's 'Discourse to prove a passage by the North-west to Cathaia,' chap. IV. § 2, printed in Hakluyt (1599-1600), vol. iii. p. 16. Pomponius Mela (iii. 5), quoting from the same lost work of Cornelius Nepos, makes the present come from the King of the Bæti. *See* Pliny, *Hist. Nat.*, ii. 67.

81. *King Fucusur.* No such legend appears to be recorded. Certain 'Indians' stranded at Lübeck in the days of Barbarossa (1152-1190) are mentioned both by Æneas Sylvius Piccolomini (afterwards Pius II.) in his *Cosmographia* and by Gomara in his *Historia general de las Indias*, but King Fucusur seems equally unknown to chroniclers such as Holinshed, to Hakluyt, to Nordenskiöld, whose *Voyage of the Vega* contains an elaborate history of the N.E. Passage, and even to Schiern, whose paper *Om en ethnologisk Gaade fra Oldtiden* in the *Aarböger for nordisk Oldkyndighed og Historie* for 1880 is specially devoted to similar legends.

86. *Lucians realme of lights.* Possibly the Islands of the Blest described in Book II. of the *Vera Historia*, where there was no night, but a certain kind of light always filling the land, and resembling the twilight just before dawn.

87. The reading of the MS. appears at first sight to be 'Front sr,' which I supposed to be a blunder for 'Front on,' until Mr. Oldham suggested, as an emendation, 'Frontier.' Reference to the MS. then proved that what I had taken for an *s* was really a badly formed *e*, the word being 'Fronter.' The verb 'to frontier' is not uncommon in writers of the time of Hakluyt, in the sense of to border upon, or, as we may say, 'to march with.' Thus the actual form 'fronter' was used in 1586 by Ferne—'that part of the country a frontering the sea' (*Blaz. Gent.* ii. 32, quoted in *N.E.D.*). Opilus' argument is 'No, your instances prove nothing; Plato's Atlantis is a myth, a worthy neighbour of No-man's-land, Utopia, and Lucian's fanciful realms; moreover, if you are going to place Ophir on the east coast of America, you will have to suppose that Solomon's ships sailed from some Mediterranean port such as Joppa (*i.e.* Jaffa), and not from the traditional Red Sea port.'

90. *Ezion, i.e.* Ezion-geber, 'on the shore of the Red Sea, in the land of Edom,' 1 Kings, ix. 26.

94. *whether, i.e.* whither.

96. *bounder*, a boundary. 'Probably a corruption of 'boundure' [=border], taken as *bounder*, 'that which bounds' (*N.E.D.*).

102. *seaventh part.* The reference here is to 2 Esdras, vi. 50, etc. (English version, not in Vulgate or Douay), where the portion of the earth covered by water is given as one-seventh. Columbus, however, though relying largely on ecclesiastical arguments, based his views on the so-called Ptolemaic system, which, while exaggerating the proportion of land to sea, did not go so far as Esdras. Geography books inform us that the sea covers some three-quarters of the surface of the globe.

108. *Americk.* Amerigo Vespucci (Americus Vespucius), the famous Florentine explorer, who first realised that the land to which Columbus had shown the way, was not a part of Asia, but a New World. The name America was given to it in his honour by Martin Waldseemüller of St. Dié in 1507.

109. The first to discover the Pacific was Vasco Nuñez de Balboa, who saw it from the summit of the Sierra de Quarequa in the Isthmus of Panama, on Sept. 25, 1513.

110. Magellan, who entered the Pacific through the straits that still bear his name, on Nov. 27, 1520.

111. Hernando Cortés.

112. *Mutezuma, i.e.* Montezuma II., the last Aztec emperor of Mexico. Perhaps the orthography of the eclogue is to be preferred in this instance: Cortés in his letters writes the name 'Mutezuma.'

113. Francisco Pizarro, an illegitimate son of Gonzalo Pizarro and Francisca Gonzales, is said to have been deserted by his parents, and to have spent his youth as a swineherd. Atahuallpa had shown him and his Spaniards the greatest kindness and courtesy, in return for which he was treacherously seized, and after being made to pay an enormous ransom (*cf.* l. 38), was sentenced and executed on a fictitious charge of treason.

119. *line*, the equator, a common expression then as now.

whot, hot, a form occasionally found in fifteenth and sixteenth centuries.

120. *showres.* The word has been inserted afterwards in the same ink as the punctuation and the other corrections, and being in the same hand as the text, makes it possible to ascribe the corrections to the original scribe.

Zaire, the old name for the Congo.

121. Sir Francis Drake, whose voyage of circumnavigation lasted from December 13, 1577, till September 26, 1580.

126. *Noyes carrak, i.e.* Noah's ark. Magellan, Drake's great forerunner, was similarly compared to Noah.

127. *Amurath*, the Sultan, more usually known as Morad III., whose reign, rendered remarkable by his weakness and cruelty, lasted from 1574 to 1595.

129. *Spaines Jennet, i.e.* Philip II.

Jennet, or 'genet,' a breed of small Spanish horses.

133. *Tuffon*, for typhon, whirlwind; Greek *τυφῶν* or *τυφώς*. Etymologically distinct from 'typhoon,' a modern loanword from the Chinese *ta fung*, 'great wind.' Perhaps an allusion to the terrific storm, lasting fifty-two days, that Drake encountered after passing through the Straits of Magellan, and in which the *Marigold* was sunk, and the *Elizabeth*, being separated from the *Golden Hind* (the name assumed by the flagship, originally named the *Pelican*, on entering the straits), returned home, leaving Drake to continue the voyage alone.

135. *Albion's shore.* 'Nova Albion' was the name given by Drake to the country round San Francisco Bay, a name which continued in use for more than two centuries.

136. *Tarenat.* Ternate no doubt is meant, where Drake arrived in November 1579. It is one of the Moluccas.

Helens garden. This can only refer to the Island of St. Helena—but Drake did not call there.

138. *Orpheus.* He was one of the Argonauts who accompanied Jason and recorded his deeds.

139. *fellow rivall.* Sir Martin Frobisher (1535?-1594), who in 1576 made a voyage in search of the North-west Passage. He returned with some 'savages' (Esquemos) and some ore, which, contrary to the opinion of the London goldsmiths, was declared auriferous by the Italian alchemist Agnello. The voyages of 1577 and 1578 were for the express purpose of collecting this ore, which, however, proved rubbish. Subsequently Frobisher commanded the *Triumph* at the time of the Armada.

140. *Meta, i.e.* Meta Incognita, the name given by Queen Elizabeth to what was at the time supposed to be the shores of a northern strait leading to the Pacific, similar to Magellan's to the south, but which later proved to be only a bay in Baffin Land.

143. *Marcasite.* The term was formerly applied to the black pyrite, which was what Frobisher collected. It is now used for the 'white iron pyrites,' or iron disulphide.

147. *Moluccas Iles.* The Moluccas or Spice Islands are

a small group in the Malay Archipelago. They were of great value, and consequently a bone of contention as the only home of two of the most valued spices, the clove and the nutmeg.

148. John Davys or Davis (1550?-1605). His three voyages to the north-west were in 1585, 1586, and 1587.

151. Sir Humphrey Gilbert (1539?-1583), who planted in Newfoundland the first English colony in North America, and returning home in the *Squirrel*, a boat of only ten tons, perished off the Azores on September 9, 1583.

154. *frigot, i.e.* frigate; the form is uncommon, but is occasionally found in the sixteenth and seventeenth centuries.

157. The earliest expedition was that of 1553, consisting of three ships under Sir Hugh Willoughby commissioned to search for the N.E. Passage to Cathay and India by a 'Mystery and Company of Merchant Adventurers for the discovery of regions . . . unknown,' founded in 1552. In this expedition the crews of two ships were frozen to death at Arzina (or Warsina), an inlet 'near to Kegor, where Norwegian Lapland marches with Russian' (*Dic. Nat. Biog.*). The third ship succeeded in reaching the White Sea, and the commander, Richard Chancelor, was allowed to proceed to Moscow, where he obtained letters-patent from the emperor. Armed with these, he returned to England in 1554, and the following year the 'Company of Merchant Adventurers' became the 'Muscovy Company.' A letter from George Killingworth, their first agent, 'touching their entertainment in their second voyage,' dated November 27, 1555, is printed by Hakluyt, together with the Company charters from Mary and John Vasilivich, the emperor of Russia, dated the same year.

158. *Arzinas*. The MS. reads 'Arzimas,' no doubt through an error of the transcriber.

160. *vaigats*, or Waigatz, an island in the Arctic Ocean, off the north coast of Russia, between it and Novaya Zemlya. The reference is to the voyage of Arthur Pet and Charles Jackman in 1580, in which Jackman lost his life.

Petzora, or Petchora, a river of North Russia, flowing into the Arctic Ocean.

162. *U[n]happy*. The word is miswritten 'Uphappy' in the MS.

[*P*]*akin*. The MS. reads 'Takin,' presumably by mistake for 'Pakin,' *i.e.* Pekin. Bacon in his *New Atlantis* uses the form 'Paguin.'

W. W. GREG.

DONNIANA.

CERTAIN passages in the text of Donne's letters as printed in Mr. Gosse's *Life of Donne* (1899) seem to me to require emendation: one or two others which are 'queried' by Mr. Gosse seem to me capable of interpretation as they stand. I give these passages with comments below. I should say that in the case of the letters printed originally in 1651 and 1654, I have had the opportunity of comparing Mr. Gosse's text with that given in the edition of 1654 and find complete agreement: in the case of other letters, I have not had the opportunity of getting behind Mr. Gosse's text.

Vol. i. p. 181. 'Though my friendship be good for nothing else, it may give you the profit of a tentation, or of an affliction; it may excuse your patience.' For *excuse* read *exercise*. (I borrow this emendation from a marginal note in the copy of the Sermons (1654) belonging to the University Library, Cambridge.)

P. 202. 'This I say lest I might have seemed to have betrayed your Lordship and left my ill-fortune by having got many victories upon itself, should dare to reach at your Lordship.' For *left*, read *lest*.

P. 226. 'I have ever seen in London and our Court, as some colours, and habits, and continuances, and motions, and phrases, and accents, and songs, so friends in fashion and in season.' Query, for *continuances*, read *countenances*? The N. E. D. *s. v.* COUNTENANCE *sb*^{2} gives two quotations from Greene (1590, 1592) where the word is misread or misprinted for *continuance*, the reverse of the present case.

P. 249. 'not to enthral myself to any one science which should possess or denominate me.' Mr. Gosse suggests *dominate* for *denominate*. But why not *denominate* in the sense 'label' or 'characterize'? See N. E. D.

P. 309. 'he would send letters to me time enough to make my acceptable by ushering them [?]' (*sic*). Read *me* for *my* and there is no difficulty.

Vol. ii. p. 29. 'Which I am bold to tell your Lordship, lest in such place, such misconceiving, might disadvantage me much. I should be thought to forsake, either my own poor reputation, or the safest cause in the world.' Read 'lest—(in such place, such misconceiving might disadvantage me much)—I should be thought, etc.'

P. 34. 'There is come out a most poetical proclamation against duels. . . . And as they pride thereby that we shall not think of killing one another, so I must pride by your favour that you spend none of your thoughts upon self-killing.' For *pride, pride*, read *provide, provide*. The corruption is probably

due to a contraction of *pro-* in the manuscript.

P. 74. 'perchance she may think it a little wisdom to make such measure of me as they who know no better do.' Query, read 'know *me* better.'

P. 117. 'I was no easy apprehender of the fear of your departing from us: neither am I easy in the hope of seeing you entirely over-suddenly.' For *entirely*, read *entire* (*i.e.* perfectly well).

P. 170. 'Here is room for an Amen; the prayer—so I am going to my bedside to make for all you and yours.' Query, omit *so* and read 'the prayer I am going, etc.'

P. 207. 'No man, in the body of story, is a full president to you; nor any of future may promise himself an adequation to his president if he make you his.' Read *precedent, precedent.*

[Mr. Gosse says, p. xv. 'In printing Donne's letters I have modernised the spelling,' so when he prints *president*, we must suppose he means the modern word.]

P. 213. 'to myself and the other presidentiaries of our church.' Query, read *residentiaries.* Cp. p. 281, 'Dr. Henry King, then chief Residentiary of St. Paul's.' I suppose, however, that *presidentiaries* is also possible.

P. 223. 'So of those honours and rewards (which you, a word which we may be bolder with in matters of this nature than when we speak of heaven) which your noble and powerful friends intend you here, I doubt not but you have good assurances from them.' The parenthesis should follow 'you.' It would seem that Donne, when it occurred to him to add the parenthetic words relating to *rewards*, forgot to strike out the words *which you*, though after the parenthesis he resumed the sentence he was beginning in a slightly changed form. Of course it is possible that Donne wrote exactly what Mr. Gosse has printed.

Ibid. 'as St. Augustine says, temptations and God's disposing of them to our good, sometimes the devil is away, and sometimes the woman, so that God frustrates the temptation.' Query, insert *of* after 'as St. Augustine says.'

P. 235. It is interesting to note that Walton's phrase about Donne 'always preaching to himself, like an angel from a cloud, but in none' contains a reference to Donne's own lines (quoted by Mr. Gosse on p. 197):

> 'Mary's prerogative was to bear Christ; so
> 'Tis preachers' to convey him, for they do,
> As angels out of clouds, from pulpits speak.'

P. 238. 'that great and good king of ours.' Might not this mean James I. instead of Charles I. as assumed by Mr. Gosse (p. 241), and so the flattery be less gross, James being dead?

P. 322. 'I do zealously wish that the whole Catholic Church were reduced to such unity and agreement in the form and pro-established in any one of these churches.' Query, read 'in the form and pro*fession* established in any one of these churches.'

I append an epigram written in a copy of Donne's *Devotions on Emergent Occasions* (3rd ed., 1627) lately given by Mr. C. H. Firth to University College, Sheffield. I cannot find that it has been printed.

> 'On this Witty and pious Book.
>
> Here Wit and Piety together shine;
> That, shows the Poet; This, the sound Divine.
> Then why so few, or Good, or Witty, share
> Wit, with the Poett; with the Preacher, prayer?
> The Reason's plain: the Good the Preacher quit
> Lest they should be corrupted by the Witt,
> And Witts denye to read the Poet's jest
> For fear they be converted by the Priest.'

The lines form a parallel to Chudleigh's (quoted by Mr. Gosse ii, p. 236):—

> 'wit
> He did not banish, but transplanted it;
> Taught it its place and use, and brought it home
> To piety, which it doth best become.'

I add a few notes rather on Mr. Gosse himself than on Donne.

Vol. i. p. 59, l. 12. 'Here.' The word seems meaningless.

P. 155, l. 5. 'verses.' The words 'by Donne' seem required.

P. 239. 'an old and momentany [*sic*] man.' The word *momentany* was of course common in the 16th and 17th centuries. Cp. *Midsummer Night's Dream* (Quarto), I. i. 143.

P. 252, l. 20 from bottom. For *optima* read *optime.*

P. 279. Is it possible that 'have to travel for three years' should be 'three months'? We are told, p. 280, 'the journey . . . was proposed to be but for two months,' although as a matter of fact it lasted ten months, p. 317.

P. 316. 'Gorbuduc.' Read 'Gorboduc.'

Vol. ii. p. 36. Is not the poverty here shown (cp. pp. 41 bottom, and 53)

inconsistent with Donne's having really enjoyed all that seemed ensured to him by Drury and Sir G. More?

P. 114. For *urbo, perdiscondas, tamon, fero*, read *urbe, perdiscendas, tamen, fere.*

P. 141. 'the excellent Sir Julius Caesar.' In the life of Sir Francis Bacon in Lloyd's *Worthies of England* (2nd ed., 1670, p. 835) Caesar's character appears in a less pleasant light. 'Sir Julius Caesar (they say) looking upon him as a burden on his family and the Lord Brook denying him a bottle of small beer.' This—after Bacon's fall.

P. 155. 'Queen's College.' Rather 'Queens' College.'

P. 209. Did Donne get to know Dorset (the owner of Knole) by holding the living of Sevenoaks?

P. 235. 'To the same source we learn.' For *to* read *from.*

P. 257, l. 8. 'thirtieth.' Read *thirteenth.*

P. 263. 'He preached . . . on Easter Day, March 28, 1630, and at Court "in Lent to the King" on the 23rd April 1630.' Mr. Gosse leaves it unexplained how a date which, according to him, was some time after Easter was also 'in Lent.' But he adds a note which makes matters worse:—'Dr. Jessopp points out that the 3rd Sunday after Easter fell on the 23rd.' Given the date of Easter, which Mr. Gosse says was March 28th, one might perhaps arrive at the date of the 3rd Sunday after Easter even without the learned assistance of Dr. Jessopp. One would, however, find that it was not the 23rd but the 18th April. So either Mr. Gosse or Dr. Jessopp has made a slip.

P. 373. Delete full stop after *clay*, and continue 'or.'

My thanks are due to my friend Mr. Walter Worrall of Oxford, who saw these notes in proof, and aided me in several points materially.

G. C. Moore Smith.

A SPURIOUS BOOK OF PANTAGRUEL.

In the *Times* of December 18 there appeared a statement that Herr Rosenthal, the second-hand bookseller of Munich, had discovered a new Fifth book by Rabelais, entirely different from that which at present passes under his name. I immediately wrote to Herr Rosenthal, who with great promptitude and courtesy furnished me not only with a facsimile of the title-page, but with the headings of all the chapters, and a longish passage from the beginning of the eleventh one.

The title-page is as follows: *Le cinquiesme livre des faictz et dictz du noble Pantagruel. Auquelz sont comprins les grands Abus, et d'esordonnée vie de, Plusieurs Estatz, de ce monde. Composez par M. Francoys Rabelays D'octeur en Medecine et Abstracteur de quinte Essence. Imprime en Lan Mil cinq cens Quarante neuf.*

10.9 × 7.4 cm. 64 ll, bound in the original calf.

Within is the following inscription: 1549. *R O F C MellingeR, Emptus Lutetiæ ParisioR.* Presumably this inscription is genuine, and the book was published, as it purports to be, in 1549. But the title-page alone is enough to show that Rabelais did not write it. In 1548 he had published eleven chapters of the Fourth book; the complete book appeared in 1552. Why then should he publish a Fifth book in 1549 while he was still engaged upon the Fourth? Secondly, throughout the year 1549 he was with the Cardinal du Bellay at Rome, so that he could not have seen the book through the press himself, as was his invariable practice. Thirdly, is it conceivable that he should have put his name to a book on which the publisher did not allow even the place of publication to appear?

One can imagine Rabelais's feelings when he saw this precious title-page with its illiterate punctuation and orthography, to wit, *d'esordonnée.* But they must have been stirred even more thoroughly when he opened the book and read the rubric of chapter v., *De la dissolution des cardinaulx et Evesque.* Happily the grammar alone of this and other samples would have been sufficient to convince his patron, the Cardinal, that he had no hand in the work. The style is on a par with the grammar; judging from the opening of chapter xi., it is about as successful an imitation of

Rabelais as a schoolboy's would be of Mr. George Meredith. I need only add that there is nothing whatever in the book about the voyage.

But it has some interest. It shows that even in Rabelais's lifetime there was an attempt to father on him a spurious work. May we connect it with the attack made on him in this very year 1549 by the monk Puits-Herbault in his *Theotimus*? During the above year the *Chambre ardente* was sitting at Paris for the trial of heretics. Was it a rascally attempt to get Rabelais into trouble? At any rate this was not the time which Rabelais himself would have chosen for the publication, under his own name, of a book with a heretical flavour.

ARTHUR TILLEY.

CORRESPONDENCE

PRE-MALOREAN ROMANCES.

SIR,—Will you allow me to say a final word concerning the question of the Tristram and Launcelot legends, which I raised in the *Modern Quarterly* two years ago? Miss Weston's valuable study of the *Legend of Sir Lancelot du Lac*,[1] recently published, necessarily deals with the connection recognised as existing between the two stories, and in view of the evidence there brought forward with regard to the independent character of the early Launcelot legend, I am forced to regard my former theory as no longer tenable. I am also fully prepared to acknowledge that the reasoning upon which the suggestion was based, namely the accumulation of isolated points of contact between the legends, was of a very unreliable character; but on the other hand, I still incline to the belief that there are similarities between the stories, for which it is equally difficult to account either as direct imitations or chance coincidences.

[1] We hope to review the work in our next issue.—ED.

I cannot help regretting that Miss Weston has not dealt more fully and coherently with the influence exercised by the Tristram legend over the Launcelot story, but she is undoubtedly wise in limiting the scope of deliberate imitation. In connection with the parallels I adduced in support of the essential identity of the two legends, Miss Weston points out (p. 114, note) that the story of Launcelot being sent by Arthur to bring Guenevere from Camelard is an invention of Tennyson's (*Coming of Arthur*), since the hero was still unborn at the date of the marriage. I must plead guilty to the charge of carelessness in not verifying the statement wherever I found it, but I beg Miss Weston and other readers to believe that I was not guilty of intentionally quoting Tennyson as an authority on Arthurian tradition, since at the time of writing I had not even read the poem in question.

I am, Sir, etc.,

W. W. GREG.

PARK LODGE,
WIMBLEDON PARK, S.W.,
July 4, 1901.

REVIEWS

Der Spinozismus in Shelley's Weltanschauung. By SOPHIE BERNTHSEN, Dr.Phil. Heidelberg, 1900. (162 pp.)

THE philosophy of a mind so original, so sincere, and so absolutely fearless as Shelley's, cannot but be an attractive field of study, and as yet we have no complete account of the poet's system of thought—whether such an account is possible is another question. It will always be a difficult, perhaps a futile task to try and translate the ever-changing images of the most visionary of poets into a logical and consistent scheme of thought. But nevertheless any attempt to throw light on the poet's attitude of mind towards the greatest problems of speculative thought must be gratefully welcomed. Such an attempt has been made by Frl. Bernthsen in her exceedingly painstaking and intelligent essay.

Frl. Bernthsen begins her essay with an examination of Shelley's earliest works. Though the attitude towards religious questions in the youthful novels *Fastrozzi* and *St. Irvyne* is on the whole orthdox, she detects traces of Spinoza's influence in *St. Irvyne*, which was probably written during the summer holidays of 1810, and revised in the autumn at Oxford. Spinoza is mentioned by name in a letter to Hogg, dated Jan. 11th, 1811. From this time forth the writer sees clear evidence of Spinoza's influence in the development of Shelley's religious views. She considers that the influence of the French materialistic philosophers, to which Shelley's biographers give so large a place, was unimportant as compared to Spinoza's influence. At the same time she does not wish to imply that Shelley was a Spinozist in the technical sense, or that his philosophy was based exclusively on Spinozism (p. 17).

The greater part of the essay is occupied with the statement of the leading dogmas of Spinoza's philosophy, which are illustrated by passages from his works and lines of similar purport from Shelley's poetry and prose. Occasionally this method of proof by parallel passages has proved a snare to the writer, *e.g.* p. 54. 'The awful shadow of an unseen power' is made by the writer to refer to the *omnium rerum causa immanens*, although in the following line the poet speaks of it as 'visiting this various world with as inconstant wing as summer winds.'

So p. 50, where the apostrophe to Love (which in the next strophe is but the slave of divine Equality) is adduced to prove Shelley's belief in Spinoza's *substantia* as the source of all being.

So p. 56; it is doubtful whether 'all is contained in each' can in its context be an echo of *in deo contineri*.

The worst instance of quotation regardless of context is on p. 20, where Shelley is made to say that 'Belief is an act of volition,' and a learned explanation is given to show how the train of thought by which he arrived at this conclusion is derived from Spinoza. The blunder is the more incomprehensible as the passage is given correctly on page 22: 'Many have been induced falsely to imagine . . . that belief is an act of volition.'

Though it may be doubted whether all the references to Nature which are quoted from Shelley's works are used with a Spinozistic signification, yet the numerous quotations everywhere show us Shelley as a pantheist and not an atheist.

Frl. Bernthsen expressly states that her essay does not try to give any idea of Shelley's philosophy as a whole, and the ordinary reader cannot but regret the limitations imposed upon the writer by her choice of subject.

It is generally admitted that Shelley's philosophy varied greatly at different periods of his life, and his premature death sufficiently accounts for the absence of any clearly defined system of thought. Hence the questions which a lover of Shelley would like to have answered are—What were the characteristic features of Shelley's philosophy at different periods of his life? and (if possible) In what direction was his philosophical development tending? An examination of individual works, or works representative of his different literary periods, with an answer to these questions in view, could not fail to be a most interesting work. The same results may be arrived at (though by a more circuitous route) by investigating the influence of individual thinkers traceable in Shelley's works. This is the method adopted by Frl. Bernthsen,

and though her essay is valuable as a contribution towards a more exhaustive work on Shelley's philosophy, it is to be feared that it will hardly receive the appreciation which so careful and learned a treatise deserves. Perhaps Frl. Bernthsen may see her way to continuing her Shelley studies, and will supplement her essay by a more general treatment of the poet's philosophy. Such a work would, no doubt, be gratefully welcomed by students of Shelley.

M. STEELE SMITH.

Dictionary of Quotations (French and Italian). By THOMAS BENFIELD HARBOTTLE and COLONEL PHILIP HUGH DALBIAC. Swan Sonnenschein. 1901. Pp. 565. Price 7s. 6d.

THIS volume is a worthy successor to the dictionaries of English and classical quotations which have already appeared from the same hands. The French quotations fill 237 closely printed octavo pages, and the Italian 203 pages. These are followed by an index of authors, with dates, and indexes of subjects in French, Italian, and English. Each quotation is followed by an exact reference to the author and work in which it occurs, information which is sometimes supplemented by reference to the edition and page. As far as we have been able to test this mass of material we have found it extraordinarily correct and trustworthy. It will certainly become the standard reference book on the subject, and it is with a view to the improvement of future editions rather than in any spirit of carping criticism that we suggest one or two improvements.

Each quotation is followed by an English translation fairly literal. Would it not be better to give English equivalents or parallel quotations instead of, or as well as, these original translations? Regnier's well-known line:

> 'Les fous sont, aux échecs, les plus proches des rois,'

is translated:

> ''Tis the fool that, at chess, is placed next to the king.'

This translation causes the reader, unlearned in French, to miss the whole point, that *le fou* in French is called the bishop in English. Then, in quoting Buffon's celebrated phrase, '*le style est l'homme même*,' the editors make no mention of the different reading, '*le style est* DE *l'homme même*,' which is to be found in Didot's edition of 1843, and in most of those which have been published since. As so much uncertainty exists, it might be well to give both forms of the saying. Again, in translating the line:

> 'Le pauvre Hymen ne bat plus qu'une aile,

as

> 'Poor Hymen is left with but one wing to spread,'

we think it would have been better to make a freer translation of the phrase *ne battre plus qu'une aile*, such as, to be almost ruined, to be on one's last legs. It would, no doubt, be a very lengthy task to make cross references to the English and classical volumes, but we think it would vastly increase the value of this interesting series. For instance, the quotation from Joseph Chénier:

> 'Entre tous les héros qui, présents à nos yeux,
> Provoquaient la douleur et la reconnaissance,
> Brutus et Cassius brillaient par leur absence,'

would be rendered much more valuable if the original Latin lines were added or referred to. And this would be still more useful in the many cases where English quotations might be cited as equivalents.

One excellence of this work we must not forget to mention, which is that when one author has imitated the phrase of another, the imitations are given directly after the original, and thus we can often trace back a phrase to the very beginnings of French literature.

DE V. PAYEN-PAYNE.

Modern Language Teaching

Edited by

E. L. MILNER-BARRY and WALTER RIPPMANN

MODERN LANGUAGES AT UNIVERSITY COLLEGE SCHOOL.

AT University College School there is probably nothing particularly distinctive as regards 'method' in the teaching of modern languages, but at least these subjects are not regarded as 'not worth doing.' The late Headmaster, Mr. Eve, was perhaps the greatest school authority in England on modern languages and their warmest champion, and he took a large part personally in the teaching of French and German. The present Headmaster also takes a class in German.

FRENCH is learnt by every boy in the school, with the exception only of one or two who are doing special work for classical or mathematical scholarships. In the lower and middle school the same amount of time is allotted to it as to Latin or Greek, *i.e.* fifty to sixty minutes a day for five days a week, and it is not unusual for a boy who learns no Latin or Greek to have an extra class in French three days a week. For purposes of classification French is ranked with English, History, and Geography (and in the lower school Arithmetic) as a Form subject, but it is not necessarily taught by the master who takes the other Form subjects. The French lesson is either the first or second lesson in the morning. Above the Upper Fourth boys are classified in French independently of all other subjects; the same amount of time is devoted to it as before, and nearly every boy continues it until he leaves school. Besides the regular classes there are extra classes in Commercial French and German, and in French Conversation and Correspondence.

In consequence of an arrangement by which in the middle part of the school German and Greek classes meet in the same period, it is only possible for boys in the upper part of the school to learn both of these languages. The GERMAN classes have five lessons a week of three-quarters of an hour each. This is the last lesson each afternoon, and on Wednesday morning. Above the Upper Fourth German comes earlier in the day, and does not interfere with Greek. Once a fortnight the Wednesday morning period is devoted to singing German songs, and three or four classes are united for this purpose. The songs are gone through in class beforehand—sometimes set as unseen translation, and sometimes learnt by heart. This is a recent experiment, and has proved thoroughly satisfactory. The boys take to it well, it lends a living interest to the language, and is found to encourage clear and distinct pronunciation.

The usual age at which boys begin German is thirteen, *i.e.* on reaching the Lower Third Form, when they have the choice of taking as their new subject Greek, German, or Science. At present 40 per cent. of the boys in the school learn German. Formerly the number was greater, but the subject has suffered owing to the regulations for the London Matriculation.

SPANISH is also taught, and five lessons a week are given to it, but the subject is not much taken up.

The modern language teaching is done mainly by Englishmen, and the number of masters on the staff specially qualified to teach French and German is unusually large. Great attention is paid to good pronunciation and reading, and to teaching conversationally—through the ear as well as through the eye. The subjects are encouraged in the Upper School by special prizes, founded by former masters, for French and German Composition.

W. G. LIPSCOMB.

MODERN LANGUAGES AT THE CITY OF LONDON SCHOOL.

THE following short colloquy, which took place an indefinite number of years ago, will throw a flood of light upon the teaching of Modern Languages at that time. Master (*loq.*): 'How is it that X. has got a French prize?' Chorus of boys: 'Please, sir, he only came last term.'

In the olden days, a boy who wanted to learn a Modern Language could do so, but how many really did? The formation of a Modern Side changed all that, but it was not till the advent of the present Headmaster in 1890 that a Modern Side was formed. For a short time previously there had been a *Modern Form*, which, in the opinion of the form-master at the time, might not inappropriately have been labelled: 'Rubbish may be shot here.' Early in 1890, then, we find a Modern Side of some 250 boys suddenly called into being, in which French and German are practically to take the place of Latin and Greek (with other changes we are not concerned). And the teaching has to be done by the masters who have hitherto taught neither language, for it is clearly impossible to turn a large proportion of the staff adrift because the requirements have changed. So, perhaps, for a time at least, we have a master here and there not much more than the proverbial one lesson ahead of his form. On my arrival on the scene in May 1891, I found the boys in the highest class (Modern V.) working at Beresford-Webb's *First German Book* and reading a book of *Easy German Stories*, while the class below was very little less advanced. Naturally the standard rose very considerably as time went on and the boys who had begun German late gradually left, their places being taken by others, who had begun lower down the school. French presented fewer difficulties, as every boy in the school had been learning French before.

The system of promotion for masters, too, on which their salaries depended, tended to interfere with efficiency. A master, after a certain number of years, obtained a maximum salary depending on the class he was taking, and he could only get more on being promoted to take a higher class. It would therefore be felt as a hardship if, when a vacancy occurred in the third class, say, the master of the second were not promoted to take his place, so that a general move-up was the result, and a new master appointed for the lowest class. A compromise—always an unsatisfactory thing—had to be effected, and it was only towards the top of the school that masters with due qualifications for teaching Modern Languages were appointed. This difficulty, however, has now disappeared, and a master's salary depends, not on the class he is taking in a certain section of the school, but on the number of his years of service: thus, instead of being anxious for promotion, it may well happen that a master would prefer to stay in his old place and continue the work with every detail of which he is familiar.

It may be urged that these difficulties might have been overcome by appointing a few thoroughly efficient men to go through the whole Modern Side, taking French and German; in a word, by practically doing away with the form-master. This might certainly have been done, but it is contrary to the genius of the place, and would it have produced better results? I firmly believe not, and I base my belief on the following experience. During my first four terms I took my own class (Modern Upper IV.) in German, French (partly), Mathematics, and English, and I also took the class above (Modern V.) in German. In December 1891, I set the same paper in German for these two classes (their work having to a great extent been the same) with this result: The three or four best boys in Modern V. did better than the same number in Modern IV.; the three or four worst boys in Modern V. did less badly than the same number in Modern IV., but yet the average in Modern V. was *lower* than in Modern IV., though the number of boys in the class was considerably less. Clearly, then, as a 'casual' master, I was unable to get such a grip of the form as I could of my own; and this experience has made me more than ever a firm believer in the class-master for day-schools.

Our position to-day, then, on the Modern Side is this:—In the lower part French and German are taught by masters whose early training for such work was not what we should now consider necessary, but who have acquired a considerable knowledge of

both languages; while in the upper part the masters have been appointed more recently after due selection from a large number of candidates possessing the necessary qualifications. In the Lower School a thorough and intimate knowledge of French is now being made an essential for a new master on appointment.

On the Classical Side French is taught mainly by the French master, assisted perhaps, as occasion may arise, by a Modern Side master.

These remarks will serve as a sort of preface to the facts with regard to hours and books given below.

The Upper School is divided into three sides, the Modern, Classical, and Science.

On the MODERN SIDE, French and German practically take the place of Latin and Greek, eight hours a week being assigned to them out of the twenty-two and a half of which the school week consists. As nearly as possible four hours a week are given to each language. German is taught entirely by the form-master; French is taught in some forms by the form-master alone; in others, partly by the form-master, and partly by the French master. Such forms are marked below with an asterisk. The following are the forms (beginning at the lowest) and the books used:—

Form.	French.	German.
Old and New I. (parallel).	Stièvenard's *Rules and Exercises.* *Récits de Guerre et de Révolution.*	Beresford-Webb, Lessons 1-12.
Old and New II. (parallel).	Stièvenard's *Rules and Exercises.* *Les Prisonniers du Caucase.*	Beresford-Webb, Lessons 12-24.
*Upper II.	Stièvenard's *Rules and Exercises.* Somerville's *First French Writer.* Laboulaye's *Pif-Paf.*	Beresford-Webb, Lessons 24 to end. Nelson's *Object Lessons in German.*
III.	Somerville's *First French Writer.* *Histoire d'un Paysan* (Rivington).	Siepmann's *Public School Primer.* *Der Besuch im Carcer.*
*IV.	Kastner's *French Prose Unseens* (Pellissier). *Colomba.*	Siepmann (as above). *For King and Fatherland.* Meissner's *Primer of German Prose.*
*V. and VI. (one class).	As in IV., and in addition, *L'Honneur et l'Argent.*	Lange's and Morich's *German Prose.* Eve's *Grammar.* *Egmont* and *Harzreise.*

[The reading-books are subject to constant changes.]

On the CLASSICAL SIDE, *German* does not appear in the regular curriculum, except for some boys in the VI. Boys wishing to learn German can attend (so-called) voluntary classes, held on Wednesday and Saturday, which are also open to boys on the Modern Side. Froembling's *Grammar* and *Reader* are the books used. The following table gives particulars as regards *French*:—

Form.	No. of hours per week.	Books used.
Remove.	2¼	Somerville (as above). *Les Enfants Patriotes.*
I.	2¾	Somerville. *Récits de Guerre.*
II.	2	Somerville. *Un Cas de Conscience.*
III.	2½	Somerville. Stièvenard's *Lectures Françaises.*
Lower IV.	2¼	As in III.
Upper IV.	3	*Exercises and Prose* (Somerville). *Le Bourgeois Gentilhomme.*
V.	1¾	Composition — Somerville and Kastner: *Unseens* and *Grammar Questions.*
VI.	None.	

The boys in the VI. who learn German have one lesson of one and a quarter hours in school, in addition to the voluntary classes referred to above. The beginners work through Beresford-Webb, and read some elementary book; the more advanced take up composition, and read some standard work.

The Lower Division on the Science Side devote one hour a week to the reading of some scientific work in French.

JUNIOR SCHOOL.

Form.	No. of hours per week.	French Book used.
III.	5	Bertenshaw's *First French Course.*
II.	4	As in III.
I.	3	Bertenshaw. Janau, *Elementary French Reader.*
New Grammar, Old Grammar,	4½ / 4	As in I.

The Grammar Classes are really parallel, but boys from the Old Grammar generally go on the Classical Side, and from the New, on the Modern.

There are, in addition, voluntary classes for French Conversation twice a week.

R. H. ALLPRESS.

THE MODERN LANGUAGE QUESTION IN SCOTLAND.

If the Scot has gained a reputation for deadly earnestness in business affairs and the main chances of life, this side of his character is no less prominent in educational matters. In the serious and thoroughgoing manner in which the educational problems of the day are discussed, and in the general interest taken in such problems, not only by educationists and others who desire the advancement of education, but by the public at large, the Scotsman shows a decided affinity to his Teutonic cousins. The average Scotch schoolboy too displays a keener eye to the practical value of his studies, and is more disposed to ask, 'Will this be useful to me afterwards?' than his English contemporary.

Nor has the *quæstio vexata* of the humanitarians and the moderns been neglected in this country. During the past year or two, indeed, it has occupied a considerable share of public attention, and numbers of university professors and lecturers, schoolmasters, and public men have taken part in the controversy. Two questions in particular have been exercising their minds: the present status of Modern Languages at the universities, and their value as part of the training for a commercial career. There is a general impression that in both these respects the present state of affairs leaves much to be desired, and considerable feeling has been expressed in favour both of increased inducements to study, and of the necessity for the attainment of a higher standard of proficiency in Modern Languages.

The study of Modern Languages in the universities would appear to be suffering from imperfect nutrition in the shape of chairs and bursaries (*i.e.* scholarships), chairs for the professors (for Scotch universities have not yet seen their way to provide anything more than teachers of French and German), and bursaries sufficient in number and value to attract students.

Under the present arrangement, the prestige of Modern Languages is considerably impaired by the fact that the lecturers are not accorded the dignity of a chair, or, the corollary to this, a voice in the Senatus or Council of the university, so that resolutions directly affecting this subject may be introduced and passed by the Council without even consulting the authority of the experts. The matter is no doubt more or less a question of funds; a chair is more expensive than a lectureship, and without considerable aid from outside it would entail no small strain on the funds of the university to establish one, not to mention two; and the advocates of this proposal are perhaps a little apt to forget that it is not so many years since the study of French and German was totally unprovided for by the universities. Still, the institution of chairs for these subjects would without doubt place these languages on a higher footing, and bring about a corresponding increase in the number of Modern Language students, and consequently an improvement in the study of the languages in secondary schools.

I may mention that the Governors of the Heriot Trust, which disposes annually of large sums in the interest of education, have signified their willingness to give assistance to the universities in this matter, and the Merchant Company of Edinburgh are also believed to regard it with favour. The matter unfortunately received a severe blow in the sudden and lamented death of Mr. Macmillan, the Master of the Merchant Company, whose wide sympathies and energetic action in the promotion of educational reform have been of signal service in Scotland.

The discussion on the question of bursaries or scholarships is due mainly to the principle on which marks are allotted in the bursary examinations, in which Modern Languages are placed at a decided disadvantage as against the Classical Languages. Not that the advocates of Modern Languages wish to see classical education abolished; they only wish it to be recognised that this is not the only, if the highest, instrument of culture; rather a *modus vivendi* is aimed at in which sufficient incentive should be given to attract students of Modern Languages to the universities in greater numbers than heretofore, and provide them with the means of obtaining a thorough training.

As matters stand at present, a Modern Language is accepted in the university preliminary and degree examinations as an alternative to either Latin or Greek, but in

bursary examinations a bounty is set on the Classical Languages by the system of marking, the Universities Commission assigning 100 marks each to Greek, Latin, English, and Mathematics, and 50 marks each to French, German, and Dynamics. It may be suggested that the Commissioners acted unwisely in marking English twice as highly as the two other Modern Languages, unless indeed they were prepared to accept a vastly lower standard of excellence in French and German. But if this be the case, how do they expect to turn out good French and German scholars?

This system of marking has certain obvious disadvantages. In the first place, it introduces an ignoble rivalry between Classical and Modern Languages, and a rivalry not of merit but of marks, which reacts on the secondary schools. The boy who is looking forward to a university career will not unnaturally devote his time to those subjects which pay best, irrespective of his natural inclinations or future profession, and in this he will be aided and abetted by his teacher, who has an eye to the honour and glory of the school. The modern side becomes in consequence the refuge of those who have abandoned any prospect of prosecuting their studies at a university, and the prestige and academic value of Modern Languages suffers in consequence. Again, under the present system the examiners have no means of determining the special bent of any candidate. The marks in heterogeneous subjects are added up, and bursaries awarded on the total thus obtained. Further, the scheme of awarding bursaries on the marks obtained in four or five different subjects encourages a striving after mediocre attainments in these subjects at school, rather than a high level of attainment in one or two subjects, which is the more to be deprecated in Scotland as specialisation is not nearly so marked a feature of school life here as in England. Lastly, this question of marking has the ultimate effect of keeping down the supply of highly trained Modern Language teachers, especially men; without which any improvement in the methods of teaching Modern Languages in schools will always remain a difficulty.

Strangely enough, the first authoritative proposals for the better recognition of Modern Languages at the universities, and for a revision of the bursary examinations, emanated from the High Priests of the Humanities at Edinburgh University—Professors Butcher and Hardie. Three schemes have been put forward thus far to meet the difficulty:—

1. To raise the marks assigned to Modern Languages to the same level as those assigned to other subjects, while raising at the same time the standard of the papers set, so as to make the attainment of proficiency in these subjects as difficult as in the dead languages.

2. To award special bursaries for Modern Languages, thus avoiding any competition with the Classics; and

3. To award bursaries for special groups of subjects, in which the main subject or subjects of each group should be awarded higher marks than the subsidiary subjects.

As regards the first proposal, the objection to putting various subjects on an equality in regard to marks seems to be that a knowledge of Greek is more difficult to acquire and demands more time than a corresponding knowledge of French or German, though to many this difficulty would doubtless appear imaginary. The proposal, however, does not eliminate one great drawback in the bursary examinations, namely the lumping together of several subjects for examination, and the consequent encouragement of a low level of attainment in each instead of comparatively high attainments in one branch of education. It has, however, already been discussed seriously by at least one university. About a year ago the Court and Senatus of Aberdeen University each adopted resolutions to the effect that the maximum number of marks attainable in the bursary competitions should be the same for all subjects. The Court then approached the Courts of the other three universities, St. Andrews, Glasgow, and Edinburgh, with certain suggestions as to the manner in which the object aimed at in the above resolutions might be secured. St. Andrews deprecated any change in the existing regulations, while Edinburgh and Glasgow have not as yet expressed an opinion.

The other two schemes, namely the institution of special bursaries for Modern Languages, or of special groups of bursaries, with one or two highly favoured subjects in each group, have met with some favour and won the approval of a considerable body of practical educationists; but there are certain practical difficulties to be overcome before either could be put into execution, not to mention the dead-weight of conservative tradition in favour of education on the old lines.

Most of the bursaries at present in existence have been left by founders' deeds to be applied for a special purpose, and before these deeds could be altered, an ordinance would have to be passed and sanctioned by the Courts of the four Scottish universities. It seems exceedingly improbable that this could be effected, more especially as St. Andrews has shown itself adverse to any change in this direction; and it is very doubtful if the recommendations of these universities would be sanctioned by the Privy Council. Something to this end has already been done by the Heriot Trust, which recently voted £410 annually towards the promotion of the study of Modern Languages at the University of Edinburgh. This sum is split up into two travelling scholarships of £100 each, available only for students intending to take up teaching as a profession, and seven bursaries of £30 each, tenable at the universities; five of these are awarded to women students, and only two to men. There is no doubt, however, that the Heriot Trust and Chambers of Commerce and such public bodies are willing to co-operate with the universities, and assist them with grants of money towards founding Modern Language bursaries, if only the universities are able to come forward and plead their wants with no uncertain voice.

Meanwhile, the Council of Edinburgh University has recently appointed a business committee to inquire, amongst other things, into the question of how far founders' deeds will admit of existing bursaries being allotted to Modern Languages. Their report was recently published, and it appears from this that bursaries founded prior to 1864 cannot be dealt with as may seem good to the authorities of the present day, but that there are a number of valuable bursaries founded subsequently to that date which can be freely dealt with, and which are not subject to the special ordinances affecting older bursaries.

This is the point at which discussion and negotiation have at present arrived. What further steps will be taken, and when, it is impossible to say. That the present regulations will be modified sooner or later, and that Modern Languages will receive greater recognition and prestige, is certain, but how long they will have to wait no one can tell.

The outlook for the future has, however, suddenly been brightened by the announcement of Mr. Carnegie's munificent gift to the universities of Scotland. One-half of the nett annual income, it is stated, is to be applied, amongst other objects, in the institution and endowment of Professorships and Lectureships, and for increasing the facilities for acquiring a knowledge of Modern Languages, History, etc. We may hope, then, that amongst the numerous departments which will benefit by the trust-deed, the claims of Modern Languages will obtain full recognition.

The whole question of Commercial Education, with special regard to Modern Languages, has lately been brought to the front by the action of three companies, the Edinburgh Merchant Company, the Edinburgh Chamber of Commerce, and the Leith Chamber of Commerce. With a view to the improvement of commercial education these three bodies appointed a sub-committee consisting of three members of each chamber, under the presidency of Mr. Macmillan, to take the evidence of professors, schoolmasters, and heads of large business firms on the present state of commercial education in Scotland, and their report, a highly interesting document, was published in September of last year. From the evidence thus collected, it appears that the managers of large business firms are inclined to deprecate to a large extent the value of special training for youths who intend to embrace a business career, and whilst the majority of them admitted that they preferred to take youths into their offices at the age of fourteen or fifteen, without any special training in commercial subjects or Modern Languages, they complained that these boys often lacked even a sound elementary education, and were totally unable to write a decent letter or conduct an ordinary correspondence in their own language.

With regard to Modern Languages, the committee arrived at the following conclusions:—

(*a*) That the universities should show proper respect for Modern Languages by giving the teachers of French and German the same status as the professors of Latin and Greek; and by approximating the marks for these subjects in examinations.

(*b*) That students should be induced by bursaries and other means to master Modern Languages, so that there may be trained for the teaching of French and German, Englishmen and Scotchmen of equal ability and culture to the men who now teach Latin and Greek. They also stated that they were much impressed by the consensus of opinion among the educa-

tional authorities who gave evidence that Modern Languages can never be properly taught in this country until taught *by Englishmen and Scotchmen who have had university training, and have resided abroad.*

(*c*) That secondary schools should also dignify the teaching of Modern Languages by placing them on a level with Classics in bursary competitions and in all other respects, and by offering proper remuneration to the teachers of Modern Languages.

The committee went on to recommend that Faculties of Commerce should be established at the universities with a view to raising the status and importance of the commercial side in secondary schools, and of meeting the requirements of commerce, of which the present classes of Modern Languages, Political Economy, and one or two more might form the nucleus; and they expressed the opinion, despite evidence of general practice to the contrary, that the development of mind and width of culture produced by university study are very essential to the right discharge of the important and delicate duties and responsibilities devolving upon men occupying high positions in large commercial undertakings.

It would be outside the province of this paper to enter into the pros and cons of this last suggestion, and perhaps unnecessary, as it is hardly likely that any Scotch universities will undertake to consider any such scheme for some time to come. But I would venture to remark that the committee, perhaps not unnaturally, seem to have considered the whole question from a somewhat one-sided point of view. Any extended scheme of commercial training at the universities would, from the very nature of a university, have to partake of a wider character than a merely commercial training for scions of commercial houses: it should afford an opportunity for the literary aspirant, or the intending schoolmaster, as well as the future commercial man, to obtain a liberal education on modern lines; and this would scarcely be attained by a faculty of commerce. And it is more than doubtful, in the event of such a faculty of commerce being established in the university, whether the attendance at it would justify its existence, unless commercial employers are prepared to carry out a reform in their system of apprenticeship, and to receive youths destined to fill higher positions in business life at a considerably later age than is at present customary.

Meanwhile, the Glasgow Chamber of Commerce has recently taken the first practical step in this direction by deciding to establish a commercial examination, and to grant diplomas after the style of London University. These diplomas are to serve as a passport to employment in mercantile offices, and several merchants and manufacturers have already undertaken to give a preference to lads holding the Chamber's certificates. Whether this scheme prove ultimately successful or not, the Chamber deserves full credit for its spirited action and determination to foster a higher standard of commercial education; and their enterprise can hardly fail to stir up the universities and secondary schools to a livelier realisation of the necessities of the day.

As this is the first scheme of its kind in Scotland, it may not be out of place to add some details of the proposed examination. There are to be two classes of certificates—junior and senior. The subjects of examination for the junior certificate include writing, arithmetic, bookkeeping, shorthand, English, geography, and two Modern Languages, one of which must be French or German; the standard to be reached, in languages as well as in the other subjects, being of a very moderate character. For the senior certificate the subjects are the same, but greater proficiency is required, while to the list of eligible languages are added Russian, Chinese, and Japanese. These languages are to be marked three times as highly as any of the others, and leniency is to be shown in the marking of them. In the other languages, which include Italian, Spanish, Portuguese, Danish, and Swedish, candidates are expected to be able to read fluently, translate freely such works as Lessing's dramas, Ebers, Kuno Fischer, or Auerbach in German, and books of corresponding difficulty in other languages, and to write with reasonable accuracy.

If the Chamber of Commerce be successful in inducing a large number of merchants and others to appreciate the importance of this examination, and to insist on the production of one or other certificate by youths seeking employment, the examination may prove a success, but its weak point probably lies in its local character. No other certificate will be accepted in lieu of this one, and rightly so, for there is no equivalent examination in Scotland at present, and any concession of this sort would at once lower its value. If, then, the scheme is to succeed, the diploma must open the

road to employment, and offer its holder a prospect of success commensurate with the difficulty of obtaining it. In other words, the demand must create the supply.

There are in Scotland various other examinations of a commercial character, conducted by Chambers of Commerce, the Bankers' Institute, and other public bodies, but there is no general provision for guiding the education of those who have left school and are entering on or have entered on a business career. Here and there, it is true, advantages are open to youths desirous of obtaining instruction on more or less specialised lines: the Heriot-Watt College in Edinburgh, for example, offers courses of instruction suited to special business requirements at very moderate fees, and certain classes in the University are also available to the commercial student, such as the classes of Commercial and Political Economy and Mercantile Law in Edinburgh, founded by the Governors of two of the Merchant Company endowments, or the classes of French and German. It would, however, be a great economical gain if some National Examining Board could be established to grant certificates in commercial subjects on a uniform system, and take the place of the various examinations throughout the country. That the present standard for commercial education, particularly in regard to Modern Languages, is far from satisfactory may be gathered from the report issued by Sir Henry Craik, the Secretary to the Scotch Education Department, on the results of the Leaving Certificate Examinations conducted by the Department last year. In the French (Lower Grade)—the answers on commercial French were worthless; (Higher Grade)—the philological answers were poor, those on commercial French unsuccessful. German (in both grades)—the commercial questions were uniformly answered in a very unsatisfactory way.

It may here be mentioned that Mr. Heard, the Headmaster of Fettes, when giving evidence before the committee of the three commercial companies mentioned above, advocated strongly the establishment of a first-class day-school on modern lines, thoroughly well staffed and equipped, where a boy could learn his Modern Languages thoroughly, and study history and the economics of trade. There is very little doubt that there is room for one or more such schools in the big Scottish towns.

Hitherto the temptation to headmasters to adapt the curriculum of their schools to the requirements of certificate and bursary examinations, and to sacrifice education on modern lines for the 'kudos' of examination successes, has rendered nugatory any attempt to establish a thoroughly modern education, and made the modern side of public schools a hybrid affair, semi-classical, semi-modern, where the fag-ends of commercial education are toyed with, while a half-hearted show of keeping up Latin is made as a concession to the advocates of the classics. Notably is this the case in respect of Daniel Stewart's College, Edinburgh, and the Gordon College, Aberdeen, both of which were originally intended to supply an education on exclusively modern lines, but which have been turned by classically-biassed headmasters into semi-classical schools, teaching Latin, and competing with purely classical schools in the certificate and other examinations.

This leads to the question of Modern Language teaching in schools.

In Scotch high schools and the secondary departments of elementary schools, which together form the great bulk of secondary schools in Scotland, apart from the few big boarding-schools, French is almost universally taught throughout the school; in fact it is often compulsory, and a far greater number take French than Latin, while Greek is practically confined to a few aspirants for the universities. As a rule, however, the Modern Languages are taught on a grammatical basis, though in some schools conversation is encouraged, particularly in the upper classes. All the pupils reach the standard of the Lower Certificate Examination of the Scotch Education Department, which includes easy translation, composition, and a slight acquaintance with French literature; one or two questions of a commercial character are also set, which, however, are seldom attempted with success. A fair proportion of the pupils are also sent in for the Higher Certificate Examination, which is of the same character, but may be said to be two years in advance of the Lower Certificate.

The German classes are almost entirely composed of girls; and this language forms no part of the curriculum in some schools. As a rule, the large range of subjects taught makes it a matter of great difficulty for boys to take up more than one Modern Language in addition to Latin. Girls, on the other hand, do not as a rule take Latin, and consequently have time to devote to German. The result is apparent in the universities, where a large

proportion of the Modern Language students are women.

Modern Languages are usually commenced at a comparatively early age; in the high schools at eleven or twelve, while in the other schools they are often commenced in the upper classes of the Primary Department, sometimes at nine years of age. It seems a pity that advantage is not taken of the natural ability of children at this age to pick up a language conversationally, but unfortunately headmasters are bound down by results, and as the certificate examinations do not include an oral test, but are founded on a grammatical knowledge of the language, the course of study is adapted to the end in view. More than one headmaster has assured me that it would not pay him to teach Modern Languages otherwise on this account. It is probable also that the want of adequately qualified teachers, and the insufficient remuneration forthcoming to attract such in any quantity, account partly for the style of teaching. In many of the secondary departments of Primary Schools, the teachers are women, mostly graduates of Scottish universities; some of these, probably a small minority, have studied abroad. The number of hours devoted to French and German is usually not less than five a week for each, and often considerably more in the upper classes.

Judging by recent developments, however, Scotland is not likely to be behindhand in endeavouring to solve the question of Modern Language teaching. Here, perhaps more than in England, people have at last begun to grasp the fact that French and German are living languages, and that they can be taught on living principles; they are also beginning to recognise the fact that they are not being so taught; that the dreary round of grammar, translation, and composition, on the lines of the dead languages, though perhaps a more or less efficient mental discipline, is not the right means to adopt, in order to instil a working knowledge of a spoken language, whether from a literary or a colloquial point of view. Now it is generally agreed, not only in Scotland, but in England, France, Germany, and elsewhere, that the best results are obtained when teacher and taught are of the same nationality. The teacher then, in order to be able to bring home the language to the learner as a living reality, to impart his ideas to him in the language, to make him regard it as a living medium of communication, to think in it, to speak in it, to feel at home in it, must have acquired his knowledge of the language at first hand, by personal acquaintance with the life and people of the country; he must be absolutely at home in the language himself, able to express himself without hesitation, and without effort, on any subject, and to impart a living knowledge of the customs, manners, life, and literature of the people of the country.

Such men are sadly lacking. They require a special training, for which at present little provision is made, and to reward which adequate remuneration is seldom offered. For apart from school and university education, no one can consider himself thoroughly equipped as a Modern Language teacher, who has not spent from one to three years in the country whose language he professes.

The demand for such teachers is, however, growing, and it rests with the educational powers that be, to rise to the occasion and make suitable provision for training and remunerating them. Funds will assuredly be forthcoming if public interest is thoroughly aroused.

C. C. T. Parez.

THE OBJECT OF THE TEACHING OF MODERN LANGUAGES IN SECONDARY SCHOOLS, AND A DISCUSSION OF VARIOUS PRACTICAL METHODS OF ATTAINING THAT OBJECT.[1]

One of the greatest writers of modern times said about the beginning of the last century:

'I have been studying English for so many years, that if I were to go to England an Englishman would be no stranger to me. With the acquirement of every modern language a second nature is opened up.'

These were Goethe's words to Eckermann early in the nineteenth century, and they embody the feeling which every keen student of Modern Languages must possess.

[1] Paper read to the Assistant Mistresses' Association on January 15, 1901.

It would be interesting to find out what would be the answer of most English parents, if asked why they wish their children to learn Modern Languages. There would probably be three styles of answer:

(1) Because every one else does.

(2) So that the children, when they grow up, may, if necessary, be able to speak and understand the foreign language.

(3) That they may know the language sufficiently to enjoy its literature and to feel in sympathy with foreign nations.

The first answer may be dismissed as unworthy of the intelligent parent.

The second is the expression of the utilitarian view of the question, which, though of importance in itself, is by no means the sole object in teaching Modern Languages.

In the third answer, which I am afraid would be given by very few, we have the grand aim of those who have introduced the study of Modern Languages (in particular, French and German) into our school curriculum.

When reading through the Report of the Committee of Twelve of the Modern Language Association in America for the year 1900, I was glad to find that in Section II., entitled 'The Value of Modern Languages in Secondary Education,' great stress is laid on the study of foreign literature. The Report reads as follows:

'Apart from the general disciplinary value common to all linguistic and literary studies, the study of French and German in the Secondary Schools is profitable in three ways:

(1) As an introduction to the life and literature of France and Germany.

(2) As a preparation for intellectual pursuits that require the ability to read French and German for information.

(3) As the foundation of an accomplishment that may prove useful in business and travel.'

The purely utilitarian reason comes last; the insight which the study of French or German gives into the life and literature of a nation is considered all-important, and surely it is worth every one's while to learn a language which will enable the student to appreciate Goethe, who, as Carlyle says, 'possessed the greatest insight into human nature since Shakespeare.'

It is a pitiable state of things which allows many so-called educated English people to say unblushingly, that there is nothing worth reading in French and German. Apart from the subject-matter, the mere reading of a good piece of French prose or German lyric poetry affords a sense of artistic enjoyment, which can only be equalled by reading the poetry or prose of our best English writers.

To those who are following the progress of Modern Language teaching abroad, the American Report offers much interesting reading, as *their* efforts and the difficulties with which *they* have to contend agree in the main with *ours*.

In England Max Müller has taken much the same view of the question. He says in his *Science of Languages*:

'If we study living languages, it is not for their own sake we study grammars and vocabularies. We do so on account of their practical usefulness. We use them as letters of introduction to the best society, or to the best literature of the leading nations of Europe.' If I may presume to say so, he might have gone further and said—as a means of leading us to an appreciation of the greatest national characteristics of the peoples of Europe.

Our object therefore in learning Modern Languages should be:

To learn to speak, understand and write the languages fluently and correctly.

To study foreign literature for its own value, and also as a means of making us more fully appreciate our own.

To bring us into sympathy with other nations, particularly with our nearest neighbours in Europe, and so to establish that cosmopolitan humanitarianism which in Goethe's mind took a higher place than patriotism. Goethe, no doubt, saw further into the future than we do; to him therefore all petty national quarrels seemed as nothing in comparison with the great development of mankind, which could only come about by friendly intercourse between civilised nations.

Too much cannot be said against the 'insularity,' which so many Englishmen and Englishwomen mistake for patriotism. The would-be lovers of their country do incalculable harm to the fair name of England by affecting a dislike of everything foreign when they travel abroad.

I mention this matter in connection with this paper, because I feel that it should be the chief aim of our Modern Language teaching to instil into our pupils an interest in foreign nations, and to provide them, as far as possible, with the means of benefiting by intimate relations with them.

Sympathetic intercourse with other nations is what we want to attain, and this can only

be done by making the living languages a reality to our pupils, by giving them an insight into the pursuits and pleasures of other lands, by alluding to travels, foreign customs, history and political events, and finally by opening out to them new fields of literature, which after all is the best guide to the life (practical and intellectual) of a people. Every nation has its faults and its virtues, and, without wishing to disparage the English nation, I think most people would agree in saying that the average Englishman lacks the power of adaptability. The Germans possessed it too strongly in the eighteenth century, and are only now freeing their language from the many French barbarisms which had crept in under the rule of Frederick the Great.

One would think that the power of adaptability, together with a power of sympathising with the prejudices of other nations, would form one of the essential qualities in our system of colonisation, and there can be little doubt that, if Englishmen had been more careful to consider the feelings of the natives, the Sepoy mutiny would not have taken place, while in our own times, if we had been more considerate in little matters of social intercourse abroad, the feeling at the present would not be so violently anti-British, and the papers (which after all represent only the feelings of a few rabid agitators) would not have dared to put into print the virulent articles which have appeared in the last year in France and Germany.

In the December number of *Secondary Education*, Miss Gardner, speaking of the value of a year's training at one of the 'Écoles normales' in France, supports what I have just said:

'When political relations between two nations are strained, and malevolent feelings are stirred by low-class political newspapers, it is a comfort to realise that, in many regions of life, compensating forces are at work. For the give-and-take of experiences and discoveries, and the kindly duties and common pleasures of social and intellectual interest, may help to break down unnatural barriers and to bring about a state of mutual helpfulness based on mutual *respect*.'

'Mutual respect' is indeed much needed. Instead of condemning or sneeringly despising each other's mistakes, we and our neighbours have still to learn to appreciate each other's good qualities. I have dwelt rather long on this subject, because I do feel it to be a matter of such immense importance, that with the teaching of Modern Languages there should be a larger, wider spirit at work than the merely utilitarian spirit. In short the aim of Modern Language teachers should be to instil into their pupils, by means of a thorough knowledge of the language, a desire on their part to understand more fully the mind and attitude of other nations, and, while giving, to take also what is best in them. This is the end to which, as Max Müller says, language should be only a means.

Taking them as a whole the European nations are of equal mental capacity; the Teutons may and probably do possess what the Romance nations lack, and *vice versâ*, and it is the business of every nation to supply in a liberal way its own deficiencies, and to *offer* in a *tactful* way what is valuable in itself to other nations. We are inclined to hope everything from a new century, and to the many other wishes to which we have already given expression, I would add this —that by the end of the twentieth century the Czar's conception of a universal peace may be a reality, that intellectual and social intercourse between all European nations may be established on a firm basis, and that, without losing any of our best national characteristics, we may have learnt to assimilate what is good in others. In short, that the word 'insularity' may be banished from our dictionaries.

I must now pass on to the second part of my paper—a discussion of various practical methods of attaining this object, this sympathetic intercourse.

Professor Spencer, writing on the 'Aims and Practice of Teaching,' says: 'The acquirement of a living language as a direct instrument of thought will secure that everything which is now learnt will be learnt the more thoroughly, and that boys on leaving school will have the additional advantage of being able to converse easily and correctly in the foreign idiom.' The question is—how can we best secure this superior knowledge of Modern Languages?

All-important is the question as to the age at which Modern Languages should be begun, and any remarks which I make now will naturally refer more particularly to *girls' schools*.

It must be remembered by all ardent supporters of Modern Languages, that we must not claim more than a due share of the school time-table. Important as Modern Languages are in the education of *every* girl and boy, they must not be cultivated at

the expense of equally important subjects —Mathematics, Classics, Science, History, and, above all, English. It has often been uttered as a reproach — Surely children should learn their own language properly *before* learning another. True, they certainly should learn their own language, but *while* learning another. There can be no greater test of the knowledge of our language than that of a good translation from French, German or Latin into the mother-tongue. It is incomparably harder than an essay, or composition as it is called.

I think it is generally admitted that in girls' schools at any rate French should be the first language to be learnt. As early as the eighteenth century Benjamin Franklin considered that there was some inconsistency in the order in which languages were learnt. According to him, it would have been better to begin with French and proceed to Latin or Italian. At the present day a few boys' schools in England admit the superiority of the claims of French over Latin at an early age, and I believe this is very generally the case in Germany, where the classical languages are certainly not neglected and modern languages reach an infinitely higher standard. The chief reasons for giving precedence to French[1] are the following:

(1) The *elementary* syntax and construction are simple to an English child, *i.e.* the order of words to a great extent is the same as in English. This is distinctly not the case in German and Latin.

(2) The pronunciation of French is very difficult to acquire when the mouth is formed. A child's mouth is more flexible at the age of 8 than at the age of 12 or 14.

(3) It is more possible to teach French to some extent by the *oral* method to *young* children than is the case with either German or Latin.[2]

I should like to mention here that it has been suggested by one of the examiners, when complaining of the low standard of German in our schools, that French and German ought to be alternative subjects from the very beginning. I do not think that this would be at all a good plan; where the child does not receive extra help at home through a foreign nurse or foreign governess, German accidence offers almost insuperable difficulties, and the child would probably take a distaste for the language on account of those very difficulties, which at a later age may easily be surmounted. With regard to the second language to be taught, there is a great deal of discussion. It has been suggested to me that it would be well to have a Romance and a Teutonic side to our Modern Language scheme in Secondary Schools, *i.e.* French and Italian and possibly Provençal in the highest forms on the one hand, and German, English and Old English on the other. Ideal as this sounds from a scholarly point of view, I fear it would be hardly practicable, unless the staff of Modern Language teachers in our schools were to be considerably increased, and I think also it would be long before the British parent would agree to see French ousted on any consideration. And so we come to the question—Is the second foreign language to be Latin or German? The supporters on both sides have much to be said in their favour. Both, if taught in a scholarly and systematic way, are equally valuable as a means of training the intellect. Both possess an extensive and cultivated literature. Personally, after a good deal of consideration, I have come to the conclusion that, where it is possible, it is best to begin Latin about the age of 10 and German between the ages of 13 and 15. Apart from the excellent training, which, I think all will allow, accrues from the study of Latin, a knowledge of Latin on the part of the pupil is of great value in the teaching of French. Without insisting on a systematic study of historical French grammar, it is often far easier to explain apparent irregularities or exceptions, and so to fix them in the pupil's memory, if one can refer to Latin. Again, in the word-formation of both English and French, Latin has been a predominant factor. A knowledge of Latin helps to enlarge the vocabulary of both languages. The small vocabulary, we all know from experience, is the yearly complaint of examiners in French and German.

Further, three years of German from the age of 14 to 17 are almost, if not quite, equal to five years between the ages of 12 and 17. But, if German is to be begun late, not less than four lessons a week should be given to it, at any rate for the first year.

And now with regard to the number of lessons a week. We cannot demand more than our fair share. Unfortunately, judging from the late correspondence in the *Times* concerning the teaching of Modern

[1] It is of interest to compare with these views the article which Mr. Walter Rippmann contributed to the *School World* for March 1901.—Ed.

[2] The writer does not adduce evidence to prove this point. The oral method has been applied to the study of German with considerable success. —Ed.

Languages, there seems to be a tendency to set up two rival schools—the one in favour of Classics, and the other in favour of Modern Languages—when in reality they should work hand in hand and materially assist one another.

I should think in most schools the average number of lessons is three or four to each language per week. In the early stages, when French is the only foreign language learnt, four or five short lessons can be given with advantage. (This, again, is the plan adopted in the German schools and in many of our English schools.) Then when Latin is begun—and the children must have at least three lessons a week in Latin—it may be necessary to reduce the number of French lessons to three. In the fifths, where in many cases three languages will be learnt, it is impossible to hope for more than three lessons to each, though of course the teacher is devoutly thankful if by any chance she can get more.

A great deal has been said about the capacity of ordinary children for learning three languages. In most cases, it seems to me, they are quite capable of it. One language helps the other to such an extraordinary degree that, after learning three or four languages, it is said to be comparatively child's play to acquire three or four more—at any rate to some extent. D'Aubigny found this to be the case, if his imagination has not run away with him, when he says, in his *Mémoires*, that he began to speak and read Latin, Greek and Hebrew at the age of 4, and was highly proficient in them all at the age of 6.

In the sixth form, when the girls begin to specialise in Modern Languages, more time must necessarily be given to the study of French and German. Five or six hours a week to each language is the minimum, as grammar, historical grammar, literature, translation, frequent composition, idioms, conversation, and in many cases old texts have all to be included in the time-table, while, wherever it is possible, French and German history should be studied concurrently with literature.

I would now say a few words with regard to the methods employed to attain a high standard of German and French and a thorough appreciation of the language and literature. At present we hear of methods on all sides; we have, in fact, an *embarras de richesse*. At the annual meeting of the Modern Languages Association, held in Liverpool on the 3rd and 4th of January 1901, we heard of the practical method, the inductive method, the improved method, the reform method, etc. It is rather a hard task to steer a clear course through them all. I shall speak first of the work that is done simply in the school, and after that I want to say a few words on various ways by which a girl may continue her work after she has left school.

There are two distinct sides to the teaching of every modern language—the oral and the written. One without the other is worthless, because it is incomplete. There is no educational value in the system which enables the pupil to speak and read the language without being able to write it, and *vice versâ*. From the first every child should be taught to speak, understand, read, and write a modern language.

Of course, in the earlier stages, when the children are young, more time may be given to the oral work than is possible later on. Also, it is most important that the child should acquire from the first a correct pronunciation; but the written work should never at any stage be neglected. Let the child understand from the first that learning French is work and *not* play. Of course, I mean pleasant work. Drilling in verbs, pronouns, and numbers, by repetition and in writing, *cannot* be begun too early. By the age of 10, the French regular verbs and ordinary simple rules of accidence should be as well known as the multiplication-table. And the same holds good—only at a later age—with regard to the declension-table and adjectives in German. The labour which would then be spared in after years, both to the teacher and to the pupil, would be incalculable. Reading of simple stories should be begun at a very early age. The child should be taught to use the dictionary intelligently and to try to discover the meaning of a passage before referring to vocabulary or dictionary. This is the secret of unseen translation, which offers such difficulties to so many girls.

Absurd and ridiculous translations, which we see quoted by examiners in newspapers from time to time, would be practically impossible; and amusing as they frequently are, they are not greatly to the credit of the intelligence of English children, nor do they exactly bear testimony to the excellence of our teaching.

We have said then, that from the very beginning the work both in French and German should be oral and written, the oral perhaps slightly predominating, and from the very first also all spelling should

be in the foreign language. Readers should be regularly used, and anything to serve as a stimulus to the interest of the children—such as pictures, acting or conversation about subjects familiar to every child—should be most welcome. But once again, I repeat, not at the expense of the training, which accrues from a wise proportion of written work. After the earlier forms, we may in many schools, where the classes are of considerable size and the staff is large enough, have divisions in languages, which greatly simplify the work. Children who have extra advantages at home, and those who have any particular taste for languages, may then work together and make rapid progress, while those who are less gifted or who enter the school late, are able to advance steadily without being too much discouraged by the superior work of brighter children.

By the third form or forms (what I say now refers to French) a large proportion of the children should be able to understand quite simple sentences, to work out exercises bearing on their grammar and to translate fairly easy books. In this form it is well to begin simple connected composition—both the translation of English into French, and the free reproduction in French of some little anecdote told in French, or of some incident out of the reading-book. The reproduction of anecdotes in French and German is one of the most valuable methods of work in Modern Languages. For one thing, 'we kill *three* birds with one stone,' which is economical, to say the least of it. By telling the anecdote we test the child's power of *understanding* the spoken language. By the child's reproducing it we test her power of expressing herself in the *written* language. By asking short questions on the anecdote, which necessitate longer answers, we test her power of expressing herself *orally* in the foreign language. This method is valuable for both French and German after the first year in all forms throughout the school. The only difficulty is that one's stock of anecdotes is apt to get somewhat exhausted. Still this difficulty is not insurmountable: the papers, especially the *Daily Mail*, often offer something striking, and it is very advantageous to tell anecdotes of French or German kings and queens or literary men and women, and so to make them something more than a name to the children, and even in many cases to make the names known for the first time. Of course the anecdotes may last for several lessons, and this is particularly possible with the higher forms. Some books of anecdotes have been published—Lyon and Larpact's *Primary French Course* and Wittich's *German Tales* are both very convenient books for the teacher to possess. Written work in the form of this reproduction, or of translation of English into a foreign language, should be given in at least once a week, while there should be concurrently drill by means of written sentences in the peculiarities of accidence and syntax. By this means alone can we ensure a lasting knowledge of a foreign language, and the intellectual training, which upholders of classics, if we are to judge from the late correspondence in the *Times*, are so loth to acknowledge as possible in the teaching of Modern Languages.

And here I should like to say a few words with regard to the use of grammars. It is well for the children to possess some printed book of grammar to which they can refer. A printed card is perhaps sufficient for the first two years, but later on a book is necessary. Hitherto no French grammar, as far as I have seen, is entirely satisfactory, but this year, particularly as a simplification of French syntax has been accepted by the 'Académie,'[1] the market is likely to be inundated with new grammars. Among others, I should be glad to see a *really good*, systematic grammar, in which English, French, German and Latin grammar should be taught on similar lines. It is really very hard for children to distinguish clearly between the many names of tenses, which they must needs learn from the various mistresses who teach them these languages. The tenses are sufficiently difficult to use in any case, and the children are bewildered by the names and look on the whole system as hopeless; and the same holds good with regard to pronouns and adjectives. I am sure much more might be done to make one language assist another.

With regard to reading, which I have mentioned before, the great danger is to choose books too difficult for the children, and it is a danger which it is very hard to avoid. The book must be interesting and not babyish. There is nothing a child of fourteen or fifteen dislikes so much as reading a book which he or she thinks is 'silly.'

The translation lessons should be varied as much as possible, and the child should never know which form the lesson will

[1] See the Abstract in the last number of the *Modern Language Quarterly*.

take. Sometimes it may be pure translation, another time the children may read in French all the time, occasional tests by means of writing being employed to see whether the lesson has been well prepared. At other times the children may close their books, and the teacher can then read the part prepared in the foreign language, and the child can translate it orally. These are only a few suggestions, but there are no doubt a great many other ways in which the lesson may be varied. It is also well to let the children 'read on' at sight, and sometimes for about ten minutes at the end of a lesson the teacher may 'read on' in the language, and by asking questions here and there, she can quite well find out if the children are able to follow.

Sometimes instead of translation, the children can be asked to relate in French or German an account of what they have prepared for the lesson. In this way the oral work may be encouraged, but without detriment to the genuine effort necessary for a well-prepared reading-lesson.

I have dealt with two important questions in our Modern Language Teaching—the *Writing* and *Reading* of the language. There is now that very important question, especially in modern times when an oral test will soon form a part, and possibly a compulsory part, of every public examination, viz. the *Speaking* of the language. And here, it must be admitted, teachers in large schools labour under very great difficulties. In smaller schools, where the classes consist only of four or five girls, the history, geography, and literature of a land can each be learnt in its own particular language, while French or German may be spoken throughout the day. In a large school all the speaking is confined to a portion of the three or four lessons devoted to each foreign language a week. Many times have I been asked: 'But how can the children be taught to speak, when the classes are so large?' and I can only answer: 'If we do not actually attain great fluency, and if the girls leave before they reach the sixth form, still we try to ensure that they can *understand* the spoken language, and have sufficient command over it themselves to be able to learn to *speak* it quickly and to benefit by it, if they have the good fortune to go abroad after they leave school.' There are various ways in which French and German conversation may be encouraged and stimulated even in large schools:

(1) There are the Hölzel wall-pictures, dealing with everyday subjects. They are not beautiful, but they are works of art in one sense of the word. Every conceivable object bearing on the subject has been introduced into a small space, and many other objects dealing with other matters are suggested if not actually depicted. These pictures have also the advantage of being popular with children, who in this way learn numbers of words, which might possibly not occur in their reading-books. For the benefit of those who do not know them, I would add that they are large and clearly coloured, and deal with such subjects as a town, a farmyard, a winter scene, a summer scene, the interior of a house, where at least three generations are represented, and so on; and they have the advantage of being practicable for both French and German. Texts are printed with them, but they are not really necessary.

(2) Conversation Classes may be formed, consisting of six or eight girls, which can generally only be held in the afternoon. These lessons are, of course, purely conversational, and they are not very easy for the teacher, but a good deal can be done by the introduction of games which entail talking—such as charades.

(3) By the performance of French and German plays. Unfortunately these only affect a small number. To them they are highly beneficial. The accent of the girls is improved, and they are obliged to say their parts fluently, without any hesitation. Also they are brought into touch with foreign manners and colloquialisms. In one way they are beneficial to those who do not take part in them. As, generally, only the best girls are chosen, and as nearly all girls like to act, the performance of these plays serves as a stimulus to whole divisions, in which all the girls are eager to be among those selected.

Under the heading of oral work comes the great question of how far the lessons should be given in the foreign tongue. No hard and fast rule can be laid down. I would say: By all means make all ordinary remarks in French or German, 'Ouvrez les cahiers,' 'Machen Sie die Thür zu,' and so on, but do not lose time in insisting on the foreign language, where a word or two of English would make everything simple; and in most cases, except in the sixth form, where a large proportion of the girls will easily understand French or German, I think the mother-tongue is the best for questions that are purely grammatical. I should say therefore—Use the foreign

language whenever it is not absolutely essential that *every* girl in the class should understand and grasp *every* word of what you are saying; and, to facilitate the oral work, make frequent use of dictation.

With regard to the learning of poetry, it is no doubt very good for the pronunciation and is the only literary exercise a girl will get in the lower forms, and from this point of view I advocate it strongly; but as an assistance in learning style a few lines of good prose, learnt by heart, would be far more beneficial.

As to the vocabulary, that stumbling-block of nearly every girl in French, German, Latin, and even in English, how is it to be increased?

I am old-fashioned enough still to believe in the learning of small lists of words, *most* carefully selected, two or three times a week. Ten words a lesson are sufficient, and they may consist perhaps of four nouns (with gender and plural), four verbs (with any peculiarity of construction), and two adjectives or adverbs. These must be continually revised, so that it is certain that every one of them is known, and unseen compositions from time to time introducing some of them are both useful and popular. I would say the same with regard to idioms. French, even to a greater extent than German, is full of idioms, proverbial and colloquial, and I think a regular number should be learnt every week and introduced in connected sentences either orally or otherwise. It is sometimes well for two or three girls to arrange together to introduce the idioms by question and answer or in a little anecdote. Occasionally it may happen that a girl may make a wrong use of an idiom learnt in this way, but nine times out of ten she will use it in its right sense.

As to the great subject of *literature*, which, after all, is the object we all have in view, it is unnecessary to say very much in its favour, as I am sure we all feel its inestimable value from the point of view of artistic and intellectual training, as well as from its importance as a factor in making us acquainted with other nations.

The question, however, of where it should begin naturally arises—

In the fifth or only in the sixth? It has been suggested to me, that it would be a good plan to begin it in the fifth, arranging the reading-books chronologically, so that they may bear on the literature. This would be a thoroughly satisfactory plan from most points of view, but for this fact, which refers to French only: Are the books of the seventeenth century as likely to stimulate the interest of girls of sixteen as those of the nineteenth century? If the girls should fail to appreciate them, then the system would do more harm than good, for the distaste would be difficult to overcome. Of course Molière would always be enjoyed, but would this be the case with Corneille, Racine, Madame de Sévigné, Boileau, or even La Fontaine? Naturally a few girls in every division would not fail to appreciate them, but would they appeal to the majority? It might be possible, and I certainly hope it would be so, to educate the girls up to them. As far as I know, however, the plan has not yet been adopted. In the sixth form we do not have the same difficulty; the girls are more mature, the divisions are smaller, and books bearing on the literature can be passed round to be read at home or in class. The literature lessons may deal with the tendencies of some particular school, such as, for instance, the Classical or Romantic School in France or Germany, or they may turn on the life and works of some great writer such as Molière, Victor Hugo, Goethe or Schiller. Both forms of lesson interest the girls, who will probably be induced to extend their reading on the subject after they leave school. The literature lesson has also the merit of introducing a good deal of oral work. Of course the chief danger is that many of the less original girls are apt to accept criticisms and views without thinking out the matter for themselves. If they can be induced to discuss questions in class, the exercise is valuable in many ways, especially if it is conducted in the foreign language. The main difficulty in the way of discussion is that the girls have generally read so little; this may be obviated to some extent in the case of dramatists by readings, corresponding to Shakespeare readings, which would, of course, take place in the afternoon. A sixth form Modern Languages Library supplied by the girls also serves as a stimulus in this direction. Books are taken out to be read at home, especially in the holidays. I need hardly say that there must necessarily be strict supervision over books bought for such a library.

As a further stimulus to the interest taken in literature, the 'Société des Professeurs de Français en Angleterre' has served again and again. The examination held yearly by this body pays particular attention to literature, and the whole ex-

amination, both written and oral, is held in French; as I expect every one who reads this paper is well acquainted with it, I will not enlarge further on it.[1] The monthly competitions, consisting of two pieces of translation, held by the same Society for girls under 14, under 16 and under 18, are also stimulating and popular, especially as they necessitate no particular preparation.

Then there is the system of 'correspondence' between girls of French or German and girls of English schools. These letters are written entirely without school supervision,[2] sometimes in the mother-tongue, sometimes in the foreign, and tend to give insight into the life of girls abroad.

Wherever it is possible, current events, political and literary, should be made known to the girls, and I believe in some schools French and German papers are taken in regularly.

All that I have said must be regarded in the light of suggestions.

The present, as far as Modern Language Teaching is concerned, is a period of attempts, for we have hardly passed out of the nursery yet, but there is no doubt a great deal of latent energy stored up, and any one listening to the discussion of the Modern Languages Association at Liverpool would have felt assured that this pent-up energy will very shortly bear fruits in boys' as well as girls' schools.

And finally, I want to say a few words about the various ways in which teachers of Modern Languages may guide those who wish to continue their studies after they leave school.

1. First and foremost, there is the University training at Cambridge, Oxford, London, Birmingham, Liverpool and other large centres. This training is well known, and I need not say more about it.

There is also great desire at present to found travelling scholarships in connection with the universities, which, if carried out, would help to complete the educational system.

2. In France there is the year's training at one of the 'Écoles normales,' or schools for pupil-teachers. An examination must be passed, and the English girl is admitted into one of these schools, where, for a certain number of English lessons given by her each week, she receives the best the school has to offer for the small sum of £16. It is an excellent system and one that might be adopted in England; provided that the girl is willing to throw herself heart and soul into the life of one of these 'Écoles normales,' she can spend a very happy year and one from which she can derive great benefit. Unfortunately this system does not exist in Germany.

3. The Franco-English Guild is doing excellent work, chiefly in the following ways:

(1) By organising lectures in English to French people, in French to English.
(2) By directing the studies of more advanced English students, who want Sorbonne lectures and good private teaching.
(3) By recommending good and inexpensive lodgings in French households to Englishwomen studying in Paris.
(4) By arranging social gatherings and 'exchange lessons' between English and French students.
(5) By facilitating visits—long or short—of young English people to France, and of French to England.
(6) By giving introductions helpful to Englishwomen in Paris or in other parts of France.
(7) By facilitating an exchange of ideas by means of discussion, etc.

It is evident that this guild is doing exceedingly useful work, and it, I believe, has been partly instrumental in making arrangements with the 'Écoles normales.' Moreover, it is recognised and appreciated by the French Ministère and by the English embassy.

4. In Germany, France and Switzerland courses have been arranged at different centres for about a month at a time, where lectures on literature, architecture, science and languages are delivered, during which time the authorities do their utmost to make the visit a pleasant one and to give visitors an insight into French and German family life.

Lastly, for those who are unable to go abroad, I should very much like to see established in England a plan which is greatly favoured in Germany, viz. classes on literature in connection with the school for girls who have left. I am not certain whether German girls pay anything, but

[1] I am glad to hear that in all probability a German examination will before long be started on somewhat similar lines, and I am sure all enthusiasts for the German language will wish all success to the Society which intends to take this examination in hand.

[2] The general feeling is that such 'international correspondence' requires careful supervision in order to be really profitable.—Ed.

these literature classes are a regular thing. In Germany it is held in the morning, in England I think it would have to be in the afternoon; but I do think something of this sort would prevent the girl who leaves school and is busy at home from throwing aside her books with the end of her school-days and from neglecting the development of her mind and intellect, which are then peculiarly receptive. After all, school only serves to train the mind; what is there acquired should only be regarded as the foundation. The edifice is still to come, and whatever form it takes, whether it be classics, mathematics, science, history or English, the time that has been given to a systematic and scholarly study of Modern Languages will not have been ill-spent.

L. A. Lowe.

VIVÂ-VOCE EXAMINATIONS.

On the second day of the Liverpool Meeting of the Modern Language Association it was decided, on the motion of Mr. Rippmann, 'that a Sub-Committee be appointed to consider the methods of *vivâ-voce* examination adopted, or to be adopted, by examining bodies.'

The Sub-Committee was duly appointed, the following members of the Association serving on it:—Mr. H. W. Eve, Mr. F. B. Kirkman, Mr. E. L. Milner-Barry, Mr. J. W. Longsdon, Professor V. Spiers.

The Sub-Committee have made these suggestions by way of an Interim Report:—

1. Dictation is an essential part of a satisfactory oral examination.

2. Reading aloud should form part of the oral test, both for its own sake, and in order to overcome the nervousness often incident to a candidate's first meeting with an examiner. A very short time may be allowed for looking over the passage beforehand.

3. The passage should be taken as a subject for conversation, but the practice of prescribing definite questions, as adopted by the University of London, is hardly to be recommended. The examiner should be at liberty to extend the range of the conversation beyond the passage read.

4. In cases where set books are prescribed, or in the examination of classes offering a prepared book for examination, the whole or part of such set books may form the subject of conversation, care being taken not to lay undue stress on knowledge of the subject-matter.

In the first number of this volume (page 42) we printed the regulations for oral examinations in French and German, in connection with the Higher Certificates Examinations conducted by the Oxford and Cambridge Board. It will be seen that in these all the above suggestions are observed, with the exception of the first, which refers to dictation; and it may be maintained that the power of understanding and speaking French and German can be quite satisfactorily tested without dictation, which often resolves itself into tangles of participial perversity in French, while in German it practically offers no difficulty at all.

The 'suggestions' are certainly helpful; but to conduct an oral examination well remains a hard task, and one requiring rather unusual qualifications, such as a training in phonetics, a genial manner, and an easy flow of unstilted conversation.

SOCIÉTÉ NATIONALE DES PROFESSEURS DE FRANÇAIS EN ANGLETERRE.

The French Professors held their ninth Congress at Reading College on April 19 and 20. The proceedings began with a luncheon in the Town Hall, given by the Mayor of Reading, to which some three hundred and fifty guests were invited. The French Ambassador, in a very graceful speech, excellently translated by Mr. Mackinder, returned thanks for the guests, and, after the adjournment to the College for business, presented Mr. Mackinder with the badge of an *Officier de l'Instruction*

publique. Speeches by M. Beljame, the representative of the French Education Department, and by M. Brunot, the delegate of *l'Alliance Française*, followed. M. Brunot, in an admirable address, perhaps a little too long and too philosophical for the occasion, argued that for a liberal education one language at least in addition to the native tongue was necessary. Latin for a century and more had ceased to be a living force. Attempts had been made to galvanise it into life—he had seen advertisements of bicycles in Latin—but *il est mort de l'amour que les professeurs y portaient.* France did not gain its pre-eminence by force of arms, but by native intelligence, and only used it for the good of humanity. In the eighteenth century the ideas of liberty and progress were borrowed from England, but philosophised and generalised by France. In making our election of the second language there was little difficulty. The world was divided between Germanic and Latin influences. French had ousted Latin, and English had proved its superiority as a cosmopolitan language to German.

The first resolution—

'That all examinations in modern languages should (*a*) include an oral part and a dictation, both of which should be compulsory; (*b*) exclude questions bearing on exceptions of rare occurrence; and (*c*) take into consideration the list of *tolérances* recently published by the French Minister of Education, without compelling teachers to conform to them'

—was proposed by **M. Bernard Minssen**, of Harrow. He dwelt on the difficulties of teaching colloquial French, partly from the pupils' shyness—they were much more afraid of their schoolfellows than of their master—but mainly from the influence of examinations—they knew that the subject did not pay. More marks were gained by knowing the feminine of *singe* and the defective tenses of *tistre* than by ability to understand and converse in French.

A letter was read from Dr. Gray, of Bradfield, stating that a similar resolution had been proposed by him at the last Headmasters' Conference. The part relating to set books had been carried, but that insisting on *vivâ voce* in all examinations had been whittled down into a pious expression of opinion.

Mr. Brereton proposed as an amendment to include dictation under (*a*). He also urged that on every examination board there should be teachers or ex-teachers.

Mr. Verney, from his experience on the Technical Board of the London County Council, thought the resolution impracticable, and proposed to add: 'wherever oral teaching in modern languages is given by properly qualified teachers.' On hearing a French lesson in a London polytechnic, the matter of which was admirable, he had been inclined to exclaim: 'Stick to the blackboard; but for God's sake open your mouth as little as possible.'

Sir A. Rollit also doubted whether the motion was practical and business-like in view of the vast number of candidates as for the London Matriculation. At the same time he held that those who could not teach orally should not teach at all.

Mr. Verney's amendment was lost by 35 votes to 30, and the motion with Mr. Brereton's amendment (as printed above) was carried.

In the evening a conversazione was given in the Town Hall by **Mr. Palmer**, M.P. for Reading.

Saturday's session should have opened with an address by Sir R. C. Jebb, who was unavoidably absent through illness. His place was taken by **Professor York Powell**, who chose for his subject the position of modern languages at Oxford. In a few well-turned sentences, which proved him a master of French, he apologised for continuing his address in English. He then showed what the Taylorian Institute did, and what it failed to do. He added, what is not so generally known, that Oxford had by statute a Professor of the Romance Languages, though, owing to agricultural depression, the professorship was at present in abeyance. They had, too, a School of English Language and Literature, and had been within an ace of obtaining one for Modern Languages, being beaten on the post. Such a school had in fact been established, but at present only women were admitted to it. The pressure of public opinion, as revealed by the present Congress, could not fail to turn the scale. The loss to students of history from their ignorance of French and German was constantly being brought home to him; he had to advise his pupils to go abroad for the Long and learn these tongues in order that they might consult the leading authorities on their period.

The second resolution—

'That in the Universities a modern language should form part of all entrance examinations'

—was proposed by **Mr. F. Storr**, and seconded by the **Rev. W. C. Eppstein**. Mr. Storr wished to leave it an open question whether a modern language should be an

additional subject in Responsions and Littlego, or an alternative to one of the compulsory subjects. He only postulated that modern languages should be recognised by the Universities as an integral factor in a liberal education, and he dwelt on the importance of this recognition to modern sides.

Professor Strong advocated the establishment of an Honours School in Modern Languages at Oxford.

The resolution was carried *nem. con.*

The third resolution—

'(*a*) That teachers of modern languages should be allowed entire liberty in the choice of methods and books, provided that they teach modern languages as such, and not as dead languages; (*b*) that in public examinations no set books should be prescribed'

—was proposed by **M. J. Maurice Rey**, and seconded by **M. A. Huguenet**. **M. Rey** dwelt on the inappropriateness of the French books prescribed by the Universities in their Local Examinations—*Jeanne d'Arc*, *Un Philosophe sous les Toits*, *Le Philosophe sans le Savoir*. Girls who would be at their wits' end to translate 'un petit paragraphe du *Figaro*' were given *Les Femmes Savantes*, *Le Malade Imaginaire*, *L'Avare*. How could they be expected to understand Old French before they knew anything of the spoken language? The effect was pure *bourrage*. He advocated no particular method; let each teacher choose his own and be judged by results—*i.e.* by unseen translation and oral examination.

M. Huguenet said that few French masters were in the happy position of choosing their own books. The less they depended on books the better. *Le tableau noir est la manière d'arriver.*

M. Brunot disagreed with M. Rey's advocacy of free trade in methods. Modern language teachers in England must follow the example of their *confrères* in Germany, and put their heads together to discover the best method. This—at least, for children—he had no doubt was the intuitive method. Englishmen were still hide-bound by classical traditions, and taught French as a dead language.

The **Rev. Mr. Nagel** (St. Mark's, Windsor) opposed the resolution on the ground that in many schools French took the place of Latin, and should be taught, like Latin, analytically, with strict attention to the *minutiæ* of grammar. Moreover, set books were the teacher's safeguard against the extravagance of the examiner. A child's vocabulary must be extremely limited, and, unless the field were strictly defined, the examiner might ask questions quite outside his range. In Germany a small amount (*e.g.* three chapters of *Le Conscrit*) was required to be thoroughly mastered in the fifth form.

The resolution was then put: (*a*) was carried by a small majority, (*b*) almost unanimously.

The fourth resolution—

'That the best means of raising modern languages from the unimportant place they occupy in the curriculum of schools is to establish scholarships and exhibitions at Cambridge and Oxford Universities of the same value as those now offered to classics and mathematics'

—was proposed by **Prof. Spiers**. A capital sum of £2000 would found a scholarship, and to ask a hundred wealthy men to found a scholarship apiece was a modest request. He wanted deeds, not words. All the resolutions of previous congresses had been so many *coups d'épée dans l'eau.*

M. Bévenot seconded.

The following *vœux* were then put and carried:—

(*a*) 'That modern languages from a practical standpoint should be more completely introduced into the curriculum of secondary schools.'

(*b*) 'That in the weekly time-table at least four hours should be allotted to the study of a modern language.'

(*c*) 'That dictation, reading, conversation, and essays should form part of the regular study of a modern language.'

(*d*) 'That efforts should be made for the foundation by local institutions and persons having relations with foreign countries of travelling scholarships of an amount sufficient to enable teachers, deserving pupils, and especially pupil teachers to avail themselves of the information given and arrangements made by the Board of Education for holiday courses on the Continent for instruction in modern languages.'

After a vote of thanks to Mr. Mackinder for his able chairmanship, the Congress separated.

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FROM HERE AND THERE.

THE *Guardian* of June 1st contains a very lucid article on the Modern Language question from the pen of Mr. H. L. Hutton. His summing up of the attainments which a Modern Language teacher should possess may be unhesitatingly recommended for perusal by headmasters.

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Mr. Hutton argues the whole question from the point of view of the *Neuere Richtung*, laying due emphasis on *Realien*, and points out that reform in Modern Language must be preceded by improved methods in our teaching of English: 'English geography, English history, English literature must be learnt, not smattered.'

* * * * *

Important reforms are pending in the Modern Language syllabus prescribed by the Intermediate Education Board for Ireland. Hitherto there has been no oral test. The new programme is expected shortly. We hope in a future number to give its main outlines.

* * * * *

Mr. Carnegie has given the magnificent sum of two millions sterling to make education at the Scotch universities free. The total amount paid in a year to professors and lecturers in French and German at the Scotch universities probably does not amount to *two thousand pounds* all told. Here is a splendid opportunity for another philanthropist.

* * * * *

A recent leader in the *Times* discovers that Modern Languages and Science are knocking at the doors of the public schools and universities and clamouring for admission. We fail to see why the two subjects should be bracketed in this connection. We have a shrewd suspicion that Natural Science has already asserted its claims to good purpose in both the public schools and universities of this country.

* * * * *

This is not the time to confuse issues. Our claim is perfectly clear. The issue to be decided, and for which we are striving, is whether or not *Modern Languages* are to be put on an equal footing with the *Classics* at the universities and in our schools.

* * * * *

The new syllabus of the matriculation examination in the University of London has not yet made its appearance. Sundry letters which have found their way into the papers suggest that the Senate is missing its opportunity. We would point out, however, that the grumblers are science men—a significant and instructive fact for those who are familiar with the present scheme of the examination.

* * * * *

One correspondent of the *Times* urges that entrance examinations at the various colleges which form the University should be accepted in place of the matriculation examination. Such a policy should be resisted to the very utmost. English education is beset by specialism to a far greater extent than that of any country. To accept an entrance examination in, say, Theology, Mining, or Dentistry, instead of a proper *Reifezeugnis* would stultify not merely the University of London but English education generally.

* * * * *

Centralisation, not decentralisation, is what is wanted, if the University is to become 'great name,' not merely a 'shadow,' which inspires no enthusiasm and fails to win the hearty support of Londoners. This end should be aimed at by making the matriculation more elastic than at present, but restricting it to exceptional cases, *i.e.* students who enter at a later age or with a previous education of an unusual kind.

* * * * *

The large majority of admissions should be through a carefully thought-out School Leaving Examination conducted by the University, not by the Board of Education, and preferably by a Joint-Board of London, Victoria, and Birmingham.

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The University College, Sheffield, is organising its Modern Language department, and will shortly appoint professors of French and German.

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The paper sent to intending candidates for these professorships contains the

following statement as to the nature of the teaching required:—

The teaching required will be of a two-fold nature, (1) practical, (2) literary and scientific.

1. (*a*) It is hoped that the schools of French and German now to be established in University College will promote a wider and better knowledge of colloquial French and German, and therefore serve the commercial interests of the city and district. The Professors will be therefore required to conduct morning and evening classes for commercial students in which the aim should be to impart as rapidly as possible colloquial fluency in the language taught. The instruction should therefore be given to a large extent according to modern methods of teaching—in which explanations are given as far as possible in the language which is being taught, in which the pupil's ear for the language and his tongue are exercised from the beginning, and in which the rules of grammar are gradually deduced from the language as acquired by the ear and by reading.

   (*b*) It is felt that even from a practical point of view, a University College may be still more useful by providing well-trained language teachers for schools than by direct instruction of young business men. The Professors to be appointed will therefore be expected to hold classes for teachers and persons qualifying to be teachers. The teaching here given, while including practice in teaching classes and imparting the colloquial power spoken of above, should include instruction of a more literary kind.

2. It is believed that the best men for the work mentioned above will be found among those who have themselves attained a high academic culture. The Professors will accordingly be expected to undertake the teaching of Honours Students in French and German. The number of such students, while probably not large at first, may be expected to increase.

Candidates for the Chairs are therefore recommended to adduce testimony

(1) to their colloquial command of the language in question, or, if foreigners, to their colloquial command of English;

(2) to their acquaintance with methods of teaching orally in the language taught and any experience they have had in teaching according to such methods;

(3) to their theoretical and practical knowledge of phonetics;

(4) to their attainments in connection with the literature and philology of the language taught and languages akin to it.

* * * * *

We are glad to see that the authorities of the University College, Sheffield, are thoroughly alive to the importance of Modern Languages, and have listened to expert advice in determining what qualifications a Professor of French or German at such a college as theirs should possess; and we sincerely wish that they will have the good fortune to secure Englishmen for these important posts.

* * * * *

Sunderland has recently founded a technical college. Work will be begun in the autumn, and we are given to understand that a special effort will be made to give prominence to Modern Language work. It is proposed in the first instance to appoint a lecturer to have charge of both French and German. As soon as the work grows the subjects will be split up. A high standard of instruction is to be aimed at. The present intention is to prepare candidates for London degrees.

* * * * *

The death of Sir Walter Besant removes from our midst one who for several years devoted himself with enthusiasm to the study of Early French Literature. While Professor of Mathematics in the Mauritius he began to take up French seriously, and on his return to this country published *Studies in Early French Poetry*; *The French Humorists*; *Rabelais* (in the 'Ancient and Foreign Classics'); and *Readings from Rabelais*. Subsequently he translated De Banville's *Gringoire*.

* * * * *

Two years ago, when the Association

presented Professor Skeat with his portrait, Sir Walter Besant took part in the ceremony and contributed some delightful reminiscences of the Professor.

* * * * *

Mr. Fabian Ware has accepted an important educational post in South Africa. We understand that he will have a large share in reorganising the educational system in our two new colonies.

* * * * *

We are bad linguists. We are not likely to forget it. Friends and enemies do not hesitate to castigate us at all times and seasons for our shortcomings in this respect. It is some consolation to find other nationalities tripping. There has recently come into our hands an advertisement setting forth the advantages of a new route up Vesuvius, from which we print a few extracts.

Les Touristes a leur arrivèe a Pompei recevrons, 1.° le billet d'entrèe pour visiter les ruinnes de Pompei avec Guide Français.

2.° Dejeuner a l'Hôtel du Soleil le quel consiste : 1.° Hors-d'Ocuvre. 2.° Omelette. 3.° Beefsteak garnie. 4.° Fromage et Fruits. 5.° un bouteille de bon vine. 6.° Cafè, et pain a volontè.

3.° Ascension du Vesuve, depart en Voiture de l'Hôtel du Soleil jusqu'au pied du Vesuve, après a cheval jusqu'au cratère. M.rs les Touristes serons guidé par des guides autorisè par le Gouvernement lesquels rien ne laissent a dèsirer comme honètetè et connaisseurs profond du Vulcan.

Cet ascension se fait par la nouvelle route en zic-zac la plus commode et la plus agrèabbe très reccommandée. On doit pas se laisser derouter par des autres, lesquels s' offrend de vous conduire, soit pour L. 10 on pour L. 7 parceque il vous font passer par des routes dangereuse et très pènibles ou vous devez aller a cheval pendant 2 heurs 1|2 a 3 heures et après, vous devez marcher de 1 heur 1|2 a 2 heures dans les cendres et sur les laves talliantes avec une pente qui arrive jusqu'au 75 pour 1°° de manière que pas tous peuvent supporter c'est enorme fatigue, Nôtre route et la plus sure, la plus commode, et la mellieure. La Vente des Billets ce trouve.

Hôtel du Soleil Pompei, Le Prix et toujour le méme aussie de jour que de nuit.

* * * * *

Our own tongue is slightly better treated in this instance :—

The view from this road of Capri, Sorento, Castellamare di Stabia and the whole guelf of Naples is exquisite. This is the only way by which the visit to Pompeii and the mountain can be accomplished in one day, and from which a proper view is seen of the phenomenon in the crater.

Other Hotels take visitors up the mountain for 7, 8, and ten francs and make them walk in lava and ashes for one hovs and a half on the face of the cone, when all this fatigue is saved them by coming by ovs route for 5 francs more. Visitors will find it to their advantage to avail themselves of quick and comfortable service.

This tarif of Lire 16 is the Game for services by day or by night.

* * * * *

But the palm must be awarded to the following :—

The excursionists who whish to ascempt Vesuvius by Pompey are beged to adresse themselves to the well Known 'Office B. Fiorenza' the only whom is autorised by the gouvernement. The price fors the excursion is of 15 frcs and they reeeive, carriage, horse, guide and frec passage through the new roud, and not 21 frcs as the otther people ask for.

N.B.—The excurtionists are beged to pay no attention to such people whom presents as agents of Fiorenza 'sOffice on travelling from Naples to Pompey. Becausc the realy one are provided of a white cap with the inscription B. Fiorenza guide of Vesuvius.

* * * * *

The next instalment of 'Examinations,' our criticisms of various papers on Modern Languages set in recent examinations, and the whole of the second Bibliographical List for this year, will appear in the November number of the *Modern Language Quarterly.*

CORRESPONDENCE

DEAR SIR,—In your criticism of the papers set in the Scholarship Examination held by Caius and King's Colleges last December, there is an incorrect statement which may lead to misapprehension, and which therefore it will be as well to put right. You say that '*half an hour* is set aside for the writing of a French essay.' As a matter of fact, the candidates are allowed from an hour to an hour and a half for the essay, three hours being allotted for the whole composition paper, and the subjects for the essay being given out at the end of an hour and a half. The same applies to the German essay. As regards the Grammar and Criticism, it would be better to call it 'General Questions.' The questions are meant to test a candidate's general intelligence in the field of French and German, and to discourage, if possible, the reading of primers.

Yours faithfully,

ARTHUR TILLEY.

2 SELWYN GARDENS,
CAMBRIDGE, *May* 23, 1901.

[We are obliged to Mr. Tilley for pointing out a clerical error in our account of the Cambridge Scholarship papers. We observe with pleasure that the term 'Criticism' is considered unsatisfactory. Four out of the five questions which presumably are included in this category deal with literature; the fifth is the one we reprinted on page 27. It is questionable whether it was worth setting; and there is nothing corresponding to it in the German paper. Either make the 'General Questions' a reality, or stick simply to 'Literature'; in this case candidates might be told that they would have an opportunity of showing their knowledge of any recognised classics they had read. In connection with the literature questions set, it may be pertinently asked—Where would a schoolboy get a knowledge of *Les Provinciales, Les Lettres Persanes, Gil Blas,* except from 'reading a primer'?—ED.]

A CLASSIFIED LIST OF RECENT PUBLICATIONS,

WITH REVIEWS AND ANNOUNCEMENTS,

November 1st 1900 to May 31st 1901.

COMPILED BY WALTER RIPPMANN.

Reference is made to the following journals:

Acad. (The Academy).
Archiv (Archiv für das Studium der Neueren Sprachen und Litteratur).
Athen. (The Athenæum).
A.f.d.A. (Anzeiger für deutsches Altertum).
The *Bookman*.
Child Life.
Educ. News (Educational News).
Educ. Rec. (Educational Record).
Educ. Rev. (Educational Review).
Educ. Rev. Amer. (American Educational Review).
Educ. Times (Educational Times).
G. H. (Glasgow Herald).
Guard. (Guardian).
Journ. Educ. (Journal of Education).
Journ. Ped. (Journal of Pedagogy).
L.g.r.P. (Litteraturblatt für germanische und romanische Philologie).
Lit. (Literature).
Lit. Cbl. (Litterarisches Centralblatt).
Lit. World (The Literary World).
M.F. (Maître Phonétique).
Mind.
Neu. Spr. (Die Neueren Sprachen).
Neuphil. Cbl. (Neuphilologisches Centralblatt).
Notes and Queries.
Paidologist.
Ped. Sem. (Pedagogical Seminary).
Pract. Teach. (The Practical Teacher).
Rev. Intern. Ens. (Revue Internationale de l'Enseignement).
Rev. of the Week (Review of the Week).
Rev. Univ. (Revue Universitaire).
S.R. (Saturday Review).
School Board Chron. (School Board Chronicle).
School Guard. (School Guardian).
Schoolm. (The Schoolmaster).
School Rev. (School Review).
Sec. Educ. (Secondary Education).
Speaker.
Spect. (The Spectator).
Teachers' Aid.
Univ. Extens. (University Extension Journal).
Z.a.d.S. (Zeitschrift des allgemeinen deutschen Sprachvereins).
Z.f.d.A. (Zeitschrift für deutsches Altertum und deutsche Litteratur).
Z.f.d.P. (Zeitschrift für deutsche Philologie).
Z.f.d.U. (Zeitschrift für den deutschen Unterricht).
Z.f.I.S. (Zeitschrift für Indogermanische Sprach- und Altertumskunde).

Guide I. (No. 1-184, June 1896) and *Guide* II. (No. 1-157, December 1896): Nos. 1 and 2 of the *Modern Language Teachers' Guide*, edited by WALTER RIPPMANN, copies of which (price 4d., by post 4½d.) can be obtained on application to the Editor of the *Modern Language Quarterly*.

M. L. Q., '97, No. 1-243: Items in the Classified List in the *Modern Language Quarterly*, No. 1 (July 1897).

M. L. Q., '97, No. 244-423: Items in the Classified List in the *Modern Language Quarterly*, No. 2 (November 1897).

M. Q., '98, No. 1-204: Items in the Classified List in the *Modern Quarterly*, No. 1 (March 1898).

M. Q., '98, No. 205-459: Items in the Classified List in the *Modern Quarterly*, No. 2 (July 1898).

M. Q., '98, No. 460-903: Items in the Classified List in the *Modern Quarterly*, No. 3 (Nov. 1898).

M. Q., '99, No. 1-702: Items in the Classified List in the *Modern Quarterly*, No. 5 (Aug. 1899).

M. L. Q., '00, No. 1-1222: Items in the Classified List in the *Modern Language Quarterly*, No. 1 (July 1900).

M. L. Q., '00, No. 1223-2283: Items in the Classified List in the *Modern Language Quarterly*, No. 3 (Dec. 1900).

M. L. Q., '01, No. 1-713: Items in the Classified List in the *Modern Language Quarterly*, No. 1 (May 1901).

ITALIAN.

A.—LITERATURE.—I. TEXTS.

DANTE.

LIFE OF DANTE. By E. H. PLUMPTRE. Edited by ARTHUR J. BUTLER. Isbister. 1900. 12mo, 6½ × 4⅛ in., pp. 252; roan, 2s. 6d. net. 714

Notes and Queries, 9 June '00, p. 466 ('a work of much scholarship, and gives an interesting and readable, if not wholly unprejudiced, view of the influences under which Dante passed').

DANTE ALIGHIERI. La Divina Commedia illustrata da Gustavo Doré e dichiarata con note tratte dai migliori commenti, per cura di EUGENIO CAMERINI. Milano, Sonzogno. 1900. 4to, pp. 679; 10 l. 715

SELECTIONS FROM DANTE'S DIVINA COMMEDIA. By R. J. CROSS. New York, Holt. 1901. 8vo, pp. 229; . 716

NOTES ON THE 'DIVINA COMMEDIA' OF DANTE. By H. F. TOZER. Oxford, Clarendon Press. 1901. Cr. 8vo. 717

IL PARADISO DI DANTE. SEVERINO FERRARI. Bologna, Zanichelli. 1900. 8vo, pp. 49; 1 l.50. 718

WITH DANTE IN PARADISE. Readings from the 'Paradiso.' By ROSE E. SELFE. Cassell. 1899. Cr. 8vo, pp. 106; 2s. 719

M. L. Q., '00, No. 813, 1955; *Sch. Bd. Chr.*, 1 Dec. '00, p. 618 (very favourable).

READINGS ON THE 'PARADISO' OF DANTE, chiefly based on the Commentary of Benvenuto da Imola. By Hon. W. W. VERNON. In 2 vols. Macmillan. 1900. Cr. 8vo, pp. lxxxviii+552; pp. iv+524; 21s. 720

Athen., 5 Jan. '01, p. 10 (on the whole favourable. 'There is a copious and somewhat indiscriminating citation of commentators').

DANTE. La Vita Nuova, con prefazione e note di GIOVANNI CANEVAZZI. Milano, Albrighi e Segati. 1900. 8vo, pp. ; . 721

DANTE. Le opere minori novamente annotate da G. L. PASSERINI. Vol. I. La Vita Nuova. Firenze, G. Sansoni. 1900. 32mo, pp. xviii+195; 0 l.80. 722

CODICE DIPLOMATICO DANTESCO: i documenti della vita e della famiglia di Dante Alighieri, riprodotti in facsimile, trascritti e illustrati con note critiche, monumento d'arte e figure, da GUIDO BIAGI e da G. L. PASSERINI. Disp. 5. Roma, Società dantesca Italiana edit. 1900. Fo. fig., pp. 5, con facsimile. 723

DANTES SPUREN IN ITALIEN. Wanderungen und Untersuchungen. Von ALFRED BASSERMANN. Mit einer Karte von Italien. Kleine Ausgabe. München, Oldenburg. 1899. Lge. 8vo, pp. xiv+632; bound, 10m. 724

M. L. Q., '00, No. 830; *Lit. Cbl.*, 17 Nov. '00, col. 1898 ('aufs wärmste empfohlen').

DANTE ALIGHIERI. By PAGET TOYNBEE. Methuen. 1900. With 12 Illustrations. Fcap. 8vo, pp. 227; cloth, 3s. 6d.; leather, 4s. net. 725

Acad., 22 Dec. '00, p. 624 ('A clear, compact, and convenient summary of the whole subject. . . . There are some good illustrations, but we look in vain for anything in the way of a bibliography'). *Athen.*, 5 Jan. '01, p. 10 ('We hope this little book may . . . be translated into Italian. There is certainly nothing of the kind in that language so well adapted to its purpose'). *Speaker*, 23 Feb. '01, p. 574 ('It would be a very useful help to beginners in the subject who have not time for personal research if it had but been provided with an index. . . . The illustrations are not quite satisfactory').

LA EVOLUTIONE SPIRITUALE DI DANTE. FRZ. HETTINGER. Traduzione dal prof. P. A. Menzio del cap. I (La Div. Com. ed i suoi illustratori) e del cap. X (Vita Nuova, Convito e Divina Commedia nella loro reciproca relazione). Sassari, Ub. Satta. 8vo, pp. 31. 726

LA COSCIENZA RELIGIOSA E CIVILE DI DANTE ALIGHIERI. E. BATTISTI. Sondrio, E. Sonvico e figli. 1900. 16mo, pp. 47; . 727

DANTE E IL SIMBOLISMO: CONFERENZA. CAR. GIULIOZZI. Macerata, Mancini. 1900. 8vo, pp. 47; . 728

L'AUTENTICITÀ DELLA QUAESTIO DE AQUA ET TERRA. Par EDOARDO MOORE. Bologna, . 1901. 8vo, pp. 84; 2 l. 729

Sundry Essays on Dante.

EDW. ARMSTRONG: L'ideale politico in Dante. JOHN EARLE: La Vita Nova di Dante. Bologna, Zanichelli. 1901. 8vo, pp. 79; 2 l. 730

RAFF. FORNACIARI. Studi su Dante. Prima edizione fiorentina riveduta e accresciuta. Florence, Sanzoni. 1901. 16mo, pp. vi+205; 2 l. 50. Contents: 1. Sul significato allegorico della Lucia. 2. Il passagio dell' Acheronte e il sonno di Dante. 3. La Ruina di Dante. 4. Il mito delle Furie di Dante. 5. Ulisse nella Divina Commedia. 6. L'arte di Dante nell' episodio di Ugolino. 7. La trilogia Dantesca. 8. Sulle pene assegnate da Dante alle anime del Purgatorio. 9. Sui peccati e le pene dell' Inferno dantesco. 731

L. GRANDE-PERRONI. Letterine dantesche. Messina, . 1900. 16mo, pp. 96; 2 l. 732

ENR. HAUVETTE. Dante nella poesia francese del rinascimento. Traduzione di Amelia Agresta, con aggiunte dell' autore. Firenze, Sansoni. 1901. 16mo, pp. 50; 60cts. 733

WITTE'S ESSAYS ON DANTE. Translated by C. MABEL LAURENCE. Edited by PHILIP H. WICKSTEED. Duckworth. 1901. Lge. cr. 8vo, pp. 468; 7s. 6d. 734

CENTENARIO, NEL VI., DELLA VISIONE DANTESCA LE SCUOLE SECONDARIE DI PALERMO, MAGGIO. 1900. Palermo, Sandron. 1900. 16mo, pp. xxi+279; . Contents: G. CRESCIMANNO, La natura come fonte di originalità della Divina Com.; G. CIUFFO, La donna nella Divina Com.; F. TORRACA, Il regno di Sicilia nelle opere di Dante; A. CIPOLLA, I vaticini dantesche; L. LA VIA, Il concetto della nobilità in Dante. 735

ARTE, SCIENZA E FEDE AI GIORNI DI DANTE: Conferenze dantesche tenute a cura del Comitato milanese della Società Dantesca Italiana nel 1900. Milano, Hoepli. 1901. 16mo, pp. xxxi+323; 6 l. 50. Contents: La feudalità italiana nel dugento (P. DEL GIUDICE). Poeti e poesia di popolo ai tempi di Dante (F. FLAMINI). Prefazione (G. NEGRI). Vita e poesia di corte nel dugento (F. NOVATI). Il papato e la chiesa nel secolo XIII. (L. ROCCA). Saint François et le mouvement religieux au XIII^e^ siècle (P. SABATIER). Dante e lo studio della poesia classica (M. SCHERILLO). Vita di popolo nei secoli XIII. e XIV. (N. TAMASSIA.) Le correnti del pensiero filosofico nel secolo XIII. (F. TOCCO). 736

S. R., 16 Feb. '01, p. 214 ('well worth the notice of all who are making a study of Dante').

OTHER WRITERS.

L. ARIOSTO. Orlando Furioso, commentato ed annotato da GIOVANNI A. BAROTTI. Illustrato dal pittore Nicola Sanesi, arricchito di un indice alfabetico dei nomi propri e delle cose più notabili contenute nel testo. Milano, . 1901. 8vo, pp. 707; 5 l. 737

LODOVICO ARIOSTO. L'Orlando Furioso, con note di Augusto Romizi. Milano, Albrighi e Segati. 1900. 8vo, pp. ; . 738

BOCCACE, EXTRAITS DE (en Italien). Avec notes et éclaircissements en français par HENRI HAUVETTE. Paris, Garnier. 1900. 18mo, pp. iii+176, avec un portrait; . 739

BENVENUTO CELLINI, LA VITA DI. Testo critico con introduzione e note storiche per cura di Orazio Bacci. Bologna, Bibl. di opere inedite e rare. 1900. Lge. 8vo, pp. xci+453; 10 l. 740

Mod. Lang. Notes, April '01, col. 244 ('adequately and conclusively edited. . . . The work of a trained philologist.'—*R. Holbrook*).

UGO FOSCOLO. Scelta di Poesie e Prose di, per la Gioventù Italiana, a cura del Dott. PIO SPAGNOTTI. Milano, Hoepli. 1900. 8vo, pp. xii + 352; 2 l. 741

CARLO GOLDONI. La Locandiera, commedia in tre atti. Terza edizione. (Teatro italiano. Scelta di commedie italiane all' use delle scuole e degli studiosi, pubblicate per cura di Federigo Werder. Fasc. primo.) Leipzig, Rossberg. 1899. Sm. 8vo, pp. 112; . 742

—— Un Curioso Accidente. Edited by J. D. M. FORD. Isbister. 1899. 12mo, pp. ix+78; 1s. 743

Mod. Lang. Notes, March '00, col. 181, 182 ('Dr. F.'s edition of *Un Curioso Accidente* shows careful and scholarly preparation, and will certainly be of great service to the student of Italian literature.'—*O. M. Johnston*).

GASPARO GOZZI. Poesie e prose, scelte e commentate de Averardo Pippi, con prefazione di SEVERINO FERRARI. Firenze, . 1901. 16mo, pp. 174; 1 l. 20. 744

LEOPARDI. I Canti di Giacomo Leopardi illustrati per le persone colte e per le scuole, con la vita del poeta narrata di su l'epistolaria da MICHELE SCHERILLO. Milano, Hoepli. 1900. 8vo, pp. 324; 1 l., bound 2 l. 745

ALESSANDRO MANZONI. I promessi sposi. Storio Milanese del secolo XVII., della Colonna Infame. Ediz. illustr. con 278 disegni e 12 tavole in eliotipia da Gaetano Previati. Curata nel testo da Alfonso Cerquetti, preceduta da cenni biografici di Luca Beltrami. In 36 Parts. Milano, Hoepli. 1900. 4to, pp. 713; 1 l. 80 each part. 746

Lit. Cbl., 13 Oct. '00, col. 1703 ('eine prächtige Gabe für jeden Literatur- und Kunstfreund').

TORQUATO TASSO. La Gerusalemme liberata, ridotta per uso delle scuole, con annotazioni di RICCARDO CORNALI. Leipzig, Brockhaus. 1901. 16mo, pp. 358; 2 l. 747

NUOVA ANTOLOGIA MANUALE DELLA LETTERATURA ITALIANA CONTEMPORANEA, ordinata ad uso delle scuole secondarie; con note storiche e filologiche e copiosi indici. GIUSEPPE CES. MOLINERI. Nuova ediz. Leipzig, Brockhaus. 1900. 16mo, pp. 724; 4 l. 748

ANTOLOGIA DELLA LIRICA MODERNA ITALIANA annotata e corredatta di notizie metriche da SEVERINO FERRARI. 2ª ediz. notevolmente ampliata. Bologna, . 1901. 16mo, pp. 426; 2 l. 60. 749

PER L'INFANZIE E L'ADOLESCENZA: nuovissime poesie educative ad uso delle cinque classi elementari e per le famiglie. ENRICO FLORENTINI. Palermo, . 1900. 16mo, pp. 136; 1 l. 20. 750

LETTERE FAMILIARI DEI MIGLIORI SCRITTORI ITALIANI DEL SECOLO XIX. M. MELGA. 13ª ediz. Napoli, . 1900. 16mo, pp. 200; 1 l. 20. 751

TRANSLATIONS.

DANTE. The Vision of Dante Alighieri. Translated by HENRY F. CARY. Part I. Hell. Revised, with an introduction by PAGET TOYNBEE. Methuen. 1900. Cr. 8vo, pp. lxxii+227; 1s. 6d. net; leather, 2s. 6d. net. 752

Bookman, Jan. '01, p. 138 ('Good work has been done in the revising of this volume, much of the biographical section has been rewritten, errors have been corrected . . .').

—— The Vision. Part II., Purgatory. Revised Introduction by PAGET TOYNBEE. Methuen. 1901. 12mo, pp. xxx+228; 1s. 6d. net.; leather, 2s. 6d. net. 753

—— La Divine Comédie. Accompagnée d'une traduction en vers français. Avec introduction générale et introductions particulières en tête de chaque chant. Par AMÉDÉE DE MARGERIE. Paris, V. Retaux. 1900. 2 vols. Lge. 8vo, pp. ; 15f. 754

—— La Vita nuova. Traduction nouvelle par HIPPOLYTE GODEFROY. (Sonnets, Ballades, Canzones.) Nantes, Impr. Bourgeois. 1901. 18mo, pp. 156; 2f. 25. 755

DANTES GÖTTLICHE KOMÖDIE, in deutschen Stanzen frei bearbeitet von PAUL POCHHAMMER. Leipzig, Teubner. 1901. Lge. 8vo, pp. 1+460; 6m., in better binding 7m. 50. 756

—— in Wort und Bild den Deutschen gewidmet. Von BERNH. SCHULER. München, Selbstverlag. 1900. Lge. 8vo, pp. 302; . 757

DANTES HEILIGE REISE. Freie Nachdichtung der Divina commedia von J. KÖHLER. Purgatorio. Köln, Ahn. 1900. Lge. 8vo, pp. 224; 4m., bound 6m. 758

TALES FROM BOCCACCIO. Rendered into English by JOSEPH JACOBS, with an Introduction. G. Allen. 1900. Pott 4to, pp. xxiii+120; 7s. 6d. net. 759

THE POEMS OF LEOPARDI. Done into English by J. M. MORRISON. Gay & Bird. 1900. 7×4½ in., pp. 140; 3s. 6d. net. 760

Athen., 18 May '01, p. 625 (not very favourable); *Acad.*, 15 Dec. '00, p. 596 ('On the whole Mr. M. has done well a piece of work which was well worth doing'); *Bookman*, April '01, p. 29 ('Mr. M. has done useful work by his translation of this great but elusive writer').

SONNETS AND MADRIGALS OF MICHELANGELO BUONARROTI. Rendered into English Verse by WILLIAM W. NEWELL. Boston, Houghton & Mifflin. 1901. pp. ; . 761

Athen., 18 May '01, p. 625 ('It is rather as evidence that some one does read these remarkable poems, than for its intrinsic merits, that we welcome Mr. N.'s translation. With little more fidelity to the original than Symond's, it is far inferior to that version in rhythmical qualities').

F. PETRARCA. Poésies complètes de Francesco Petrarca. Traduction nouvelle par HIPPOLYTE GODEFROY. Sonnets, canzones, sestines, triomphes. Montluçon, Herbin. 1900. 16mo, pp. x+434; 3f. 762

ANTHOLOGIE DES POÈTES ITALIENS CONTEMPORAINS. Texte italien et traduction française. E. SAUSOT-ORLAND, etc. Milan, Case ed. della Anthologie Revue. 1899. 16mo, pp. 71; 1 l. 763

II. LITERARY HISTORY, &c.

THE HISTORY OF EARLY ITALIAN LITERATURE TO THE DEATH OF DANTE. Translated from the German of ADOLF GASPARY, together with the Author's additions to the Italian Translation (1887), and with supplementary Biographical Notes (1887-1899). By HERMANN OELSNER. Bell. 1901. Sm. post 8vo, 7½×5 in., pp. 414; 3s. 6d. 764

Educ. Times, April '01, p. 187 ('a good account of Italian literature . . . a somewhat exhaustive study of the subject'); *Lit.*, 30 March '01, p. 240 ('a readable and faithful translation. . . . The bibliographical index is very valuable to students; but it would be more so if there were references to it in the body of the work'); *Speaker*, 11 May '01, p. 171 (a fav. review, but regrets that the two volumes are now to be converted into four volumes); *Notes and Queries*, 16 Feb. '01, p. 140 ('What will specially commend the volume to a large class of readers is the fact that nearly half of it is occupied with the study of Dante').

STORIA DE LA LETTERATURA ITALIANA. A. GASPARY. Vol. II., tradotto da VITTORIA ROSSI con aggiunte dell' autore. La letteratura italiana del Rinascimento. Parte I. 2ª edizione rivista ed accresciuta dal traduttore. Torino, E. Loescher. 1900. , pp. xii+408; 7 l. 50. 765

DISEGNO STORICO DELLA LETTERATURA ITALIANA DAL L'ORIGINE FINO AI NOSTRI TEMPI. RAFFAELLO FORNACIARI. 6ª ediz., nuova tiratura. Firenze, . 1900. 16mo, pp. ; 2 l. 766

ITALIENISCHE LITTERATURGESCHICHTE VON Dr. CARL VOSSLER. Leipzig, Göschen. 1900. 12mo, pp. 160; 80pfg. 767

DIZIONARIO STORICO MANUALE DELLA LETTERATURA ITALIANA (1000-1900). V. TURRI. Torino, Paravia & Co. 1901. 8vo, pp. xv+404; 4 l. 768

NUOVO MANUALE DELLA LETTERATURA ITALIANA. FELICE MARTINI. Roma, A. Fiocchi. 1901. , pp. 380; 3 l. 50. 769

STORIA DELLA LETTERATURA ITALIANA PER USE DEI LICEI. Vol. I.: Il Medio Evo. Vol. II.: Il Rinascimento. Par VITTORIO ROSSI. Milano, . 1901. 2 vols. 16mo, pp. ; 5 l. 770

LA LETTERATURA ITALIANA DAL SECOLO XV. AL SECOLO XIX. STUDI. BERNARDO MANCINI. Teramo, Fabbri. 1900. , pp. 340; 2 l. 771

COMPENDIO DI STORIA DELLA LETTERATURA ITALIANA, compilato ed annotato ad use delle scuole medie tedesche, e antologia italiana dei migliori autori antichi e moderni, raccolta e commentata ad use delle scuole medie tedesche. Par Prof. F. MARCHEL. Innsbrück, Wagner. 1901. Lge. 8vo, pp. 100+vii+357; 5m. 70. 772

LETTERATURA ITALIANA MODERNA (1748-1850), aggiunti due quadri sinottici della letteratura contemporanea (1870-1901). Milano, Hoepli. 1901. 8vo, pp. vi+290; 1 l.50. 773

LETTERATURA ITALIANA MODERNA E CONTEMPORANEA (1748-1901). Par V. FERRARI. Vol. I. Milano, Hoepli. 1901. Sm. 8vo, pp. viii+405; 3m. 774

LETTERATURA ITALIANA DALLE ORIGINI AL 1748. C. FENINI. 5ª ediz. Completamente rifatta di V. FERRARI. Milano, Hoepli. 1900. 8vo, pp. xvi+292; 1 l.50. 775

GESCHICHTE DER ITALIENISCHEN LITTERATUR IM ACHTZEHNTEN JAHRHUNDERT. Dr. MARCUS LANDAU. Berlin, Felber. 1899. Large 8vo, pp. xi+709; 12m. 776

M. L. Q., '00, Nos. 583, 1974; *L. g. r. P.*, Nov. '00, col. 380 (*Karl Vossler*, in a careful review, commends the author's exceptional knowledge of his subject, but regrets the careless style in which the book is written).

I RIFORMATORI DELLA BELLA LETTERATURA ITALIANA; Eustachio Manfredi, Giampietro Zanotti; Fernand' Antonio Ghedini, Francesco Maria Zanotti: studio di storia letteraria bolognese del secolo XVIII. D. PROVENZAL. Cappelli, Rocca S. Casciano. 1900. 16mo, pp. 329; 3 l. 777

LE QUATTROCENTO, ESSAI SUR L'HISTOIRE LITTÉRAIRE DU XV^e SIÈCLE ITALIEN. PH. MONNIER. Paris, Perrin. 1901. 2 vols. 8vo, pp. 341; pp. 463; . 778

L. g. r. P., March '01, col. 125-128 ('eine brillante Synthese, aufgebaut auf der breiten Grundlage sämtlicher veröffentlichter Quellen,' it is called by *Karl Vossler*, who, in a detailed review also points out that there is redundancy, and inaccuracy in the printing; he adds that 'das grosse Verdienst, zugleich aber auch die Schwäche des glänzend geschriebenen Werks liegt in der einseitigen kulturhistorischen Beleuchtung').

ROMANISCHE, INSBESONDERE ITALIENISCHE WECHSELBEZIEHUNGEN ZUR ENGLISCHEN LITTERATUR. Von LUDWIG FRÄNKEL. 779

See No. 134.

SHAKESPEARE, VOLTAIRE E ALFIERI E LA TRAGEDIA DI CESARE: Saggio di critica psicologica. L. DE ROSA. 780

See No. 196.

DE AMICIS. Ricordi d'Infanzia e di Scuola, and Some Stories and Sketches. By EDMONDO DE AMICIS. Milano, Treves. 1901. 16mo, pp. 444; 4 l. 781

S. R., 16 Feb. '01, p. 216 (fav.).

L'ARETINO E LE SUE COMMEDIE. D. GRASSO. Palermo, Reber. 8vo, pp. 174; . 782

LODOVICO ARIOSTO: Le satire di studî critici. GIUS. ORGERA. Napoli, . 1900. 8vo, pp. 91; 2 l. 783

ANTONIO FOGAZZARO. P. MOLMENTI. Con acqueforti e la bibliografia del Fogazzaro compilata da Sb. Rumor. Milano, 1900. 16mo, pp. 245; 4 l. 784

UGO FOSCOLO. Scelta di poesi e prose per la gioventù italiana, a cura del dott. PIO SPAGNOTTI. Milano, . 1901. 16mo, pp. 364; 1 l. 785

DIVAGAZIONI LEOPARDIANI. GI. NEGRI. Vol. VI. Pavia, . 1899. 8vo, pp. iv+189; 5 l. 786

LEOPARDI. CONSIDERAZIONI GENERALI SUL PESSIMISMO E SAGGIO INTORNO AL PESSIMISMO DI GIACOMO LEOPARDI. ATTILIO LU. CRESPI. Milano, Riformatorio patronato. 1900. 8vo, pp. 120; . 787

DELLA VITA E DELLE OPERE DI SILVIO PELLICO. Ricordanza e tragedie inedite. By J. RINIERI. Vol. III. Torino, 1901. 8vo, pp. 321; 5 l. 788

PETRARCA. GLI AMORI ESTRAVAGANTI E MOLTEPLICI DI FRANCESCO PETRARCA E L'AMORE UNICO PER MADONNA LAURA DE SADE. ENRICO SICARDI. Con un' appendice e un facsimile. Milano, Hoepli. 1900. Lge. 8vo, pp. xiii+280; 4 l. 789

Lit. Cbl., 6 Oct. '00, col. 1651 ('höchst interessant'—*tta*).

DELLA VITA E DELLE OPERE DI LORENZO DA PONTE. A. MARCHESAN. Trevio, Premiata tipografia Turazza. 1900. 7½×5 in., pp. 511; . 790

POETISCHE THEORIEN IN DER ITALIENISCHEN FRÜHRENAISSANCE. Von KARL VOSSLER. Berlin, Felber. 1900. Lge. 8vo, pp. xii+88; 2m. 791

M. L. Q., '00, No. 857; *Lit. Cbl.*, 11 May '01, col. 772 (fav.): *Archiv*, cvi., p. 222 ('im grossen und ganzen zutreffend,' *Richard Wendriner*).

III. LIFE AND WAYS.

IL COMPENDIO DELLA STORIA D'ITALIA (EUG. COMBA.) Interamente rifatto da LUIGI CALAMASSI. Vol. I. Dalle origini di Roma alla dominazione dei Longobardi in Italia per le scuole tecniche complementari e ginnasiali inferiori. 2ª rist. della 4ª ediz. Torino, . 1900. 16mo, pp. 157; 1 l. 20. 792

ITALY TO-DAY. By BOLTON KING and T. OKEY. Nisbet. 1901. 2 vols. Royal 8vo, pp. 378; 12s. net each. 793

MODERN ITALY. By Prof. PIETRO ORSI. F. Unwin. 1900. Cr. 8vo, pp. 404; 5s. 794

M. L. Q., '00, Nos. 860, 1980; *Notes and Queries*, 7 April '00, p. 278 ('Prof. O. deals competently with his subject, and supplies a work that may be read with pleasure and studied with advantage').

L'ITALIA MODERNA. By PIETRO ORSI. Milano, Hoepli. 1900. , pp. ; 6 l. 50. 795

S. R., 22 Dec. '00, p. 800 (unfav.; but 'fine biographical appendix').

L'ITALIA NELLA NATURA, NELLA STORIA, NEGLI ABITANTI, NELL' ARTE E NELLA VITA PRESENTE. Disp. 1-4. Par ELISEO RECLUS e ATTILIO BRUNIATTI. Milano, . 4to, pp. 64, ogni dispensa 50c. 796

IL RE MARTIRO: La Vita e il Regno di Umberto I. (1844-1900). By UGO PESCI. Bologna, Zanichelli. 1901. , pp. , 4 l. 797

S. R., 16 Feb. '01, p. 216 (fav.).

L'ITALIE DU XVI^e SIÈCLE. Jean des Bandes-noires (1498-1526). Par P. GAUTHIEZ. Paris, . 1901. 8vo, pp. 439; 7f.50. 798

IL RINASCIMENTO IN ITALIA. L'Era dei tyranni. J. A. SYMONDS. Prima versione italiana del conte Guglielmo De La Feld. Torino, . 1901. 8vo, pp. 533; 5 l. 799

CONTRIBUTO ALLA STORIA D'ITALIA NEL MEDIO EVO: Città e campagne prima e dope il mille. GIUS. SALVIOLI. Palermo, . 1901. 4to, pp. 80; 4 l. 800

ROSES OF PAESTUM. Essays on Mediæval Italy. By EDWARD M'CURDY. G. Allen. 1900. Fcap. 8vo, pp. lviii+200; 3s. 6d. net. 801

Acad., 24 Nov. '00, p. 488 ('On the whole this is a nice little book'); *Speaker*, 19 Jan. '01, p. 435 (unfav. *J. S. P.*).

ITALIAN CITIES. By E. H. and E. W. BLASHFIELD. A. H. Bullen. 1901. 2 vols. Cr. 8vo, 7⅞×5½ in., pp. 622; 12s. 802

THE STORY OF ASSISI. By LINA D. GORDON. Dent. Fcap. 8vo, pp. 372; 3s. 6d. net. 803

Lit., 16 March '01, p. 201 (very fav.).

THE STORY OF FLORENCE. By EDMUND G. GARDNER. Illustrated by NELLIE ERICHSEN. Dent. 1900. Cr. 8vo, pp. 448; 4s. 6d. net. 804

Athen., 5 Jan. '01, p. 7 ('almost the ideal book for an intelligent visitor to the famous Tuscan city'); *Acad.*, 17 Nov. '00, p. 463 (very fav.; 'The book is beautifully and fully illustrated, and the second part describes in detail the buildings, paintings, streets, and bridges, the whole concluding with an interesting account of the country round about Florence with special reference to the Casentino so intimately associated with the life of Dante during his exile').

NAPLES: PAST AND PRESENT. By A. H. NORWAY. With 40 Illustrations by A. G. FERARD. Methuen. 1901. Cr. 8vo, pp. 374; 6s. 805

THE STORY OF ROME. By NORWOOD YOUNG. Illustrated by NELLIE ERICHSEN. Dent. 1901. Fcap. 8vo, 7×4½ in., pp. 403; cloth, 4s. 6d.; leather, 5s. 6d. net. 806

Lit., 16 March '01, p. 200 ('On the whole the story is told in a simple and interesting manner.')

IN TUSCANY. Tuscan Towns, Tuscan Types, and the Tuscan Tongue. By M. CARMICHAEL. 1900. 8vo, pp. 374; 9s. 807

THE VENETIAN REPUBLIC: Its Rise, its Growth, and its Fall (421-1797). By W. CAREW HAZLITT. Black. 1900. 2 vols. Sq. demy 8vo, pp. 1628; 42s. net. 808

Spect., 27 Apr. '01, p. 600 ('It is really a monumental work of immense learning, charged with detail derived from original research. . . . For a full account of Venice it must supersede all other works, so far as English readers are concerned. . . . We cannot say we altogether like Mr. H.'s style, for his sentences are apt to be unduly long, while his narrative never rises beyond a respectable excellence of a fair average kind'); *Acad.*, 3 Dec. '00, p. 404 ('brought up to date and much enlarged. . . . We miss the discussion of sources in a preface, or better still, at the beginning of each chapter, which is rapidly becoming imperative in such a work').

THE GOLDEN BOOK OF VENICE. By Mrs. LAWRENCE TURNBULL. New York, The Century Co. 1900. , pp. ; . 809

Mod. Lang. Notes, Jan. '01, col. 64 (a series of pictures, excellently drawn, of the life of Venice at the end of the sixteenth century).

ITALIAN INFLUENCES. By EUGENE SCHUYLER. Sampson Low, Marston. 1901. 8vo, 8½×5½ in., pp. 442; 10s. 6d. net. 810

Athen., 25 May '01, p. 653 ('They are slight, but pleasant aud scholarly little studies of subjects connected with Italian literature, past and present'). *Lit.*, 13 April '01, p. 295 ('Few [of these essays on books] really add anything to the contents of the books, but they seldom fail to summarise their contents in an interesting and instructive manner').

SELECTED ESSAYS. By E. SCHUYLER. Memoir by E. SCHUYLER SCHAEFFER. Sampson Low. 1901. 8vo, pp. 368; 10s. 6d. 811

Athen., 25 May '01, p. 653 (fav.).

B.—LANGUAGE.

LEHRBUCH DER ITALIENISCHEN SPRACHE. Von Dr. OTTO BOERNER und Prof. ROMEO LOVERA. Mit besonderer Berücksichtigung der Übungen im mündlichen und schriftlichen freien Gebrauch der Sprache. Leipzig, Teubner. 1898. , pp. xi+243; . 812

Archiv, cv., p. 220 (a favourable and careful review by *Oscar Hecker*).

GRAMMATIK DER ITALIENISCHEN UMGANGSSPRACHE. Von Dr. ROMEO LOVERA. Leipzig, Teubner. 1900. Lge. 8vo, pp. vii+177; . 813

Archiv, cv., p. 223 (*Oskar Hecker* considers it would be a good book, if thoroughly revised; he points out numerous mistakes).

NEUE THEORETISCH-PRAKTISCHE GRAMMATIK DER ITALIENISCHEN SPRACHE FÜR DEUTSCHE SCHULEN UND ZUM SELBSTUNTERRICHT. Von GIUSEPPE DE BOTAZZI. Stuttgart, Strecker & Moser. , pp. ;. . 814

Archiv, cv., p. 218 (an unfavourable notice by *Oskar Hecker*).

ITALIENISCHER SPRACHFÜHRER. Von Dr. RUD. KLEINPAUL. Konversations-Wörterbuch. 3. Aufl. neubearbeitet von Prof. Dr. BERTH. WIESE. Leipzig, Bibliograph. Institut. 1901. 16mo, pp. vi+575; 2m.50. 815

NACH MAILAND, GENUA, ROM, NEAPEL: EINSTEIGEN! Sprachführer durch Italien. Von C. DI DOMIZIO. München, Neokosmos-Verlag. 1900. pp. ; 1m.50. 816

FIRST ITALIAN BOOK: Grammar, Exercises, and Examination Papers with Vocabularies. By Rev. A. C. CLAPIN. Hachette. 1897. Sm. 8vo, pp. viii+70; cloth 1s. 817

Mod. Lang. Notes, March '00, col. 179-80 (unfavourably reviewed by *Oliver M. Johnston*. '. . . Not a suitable work for the serious student of Italian, not only because of its extreme brevity, but also because of the incorrectness of some of its statements. . . . Omissions in vocabulary').

LEZIONI ITALIANE. By A. SCANFERLATO. Leipzig, Teubner. 1899. 8vo, pp. iv+219; 2m. 818

M. L. Q., '00, No. 1984; *Archiv*, cvi., p. 230 (a moderately favourable notice by *Oscar Hecker*).

VOCABOLARIO SISTEMATICO E GUIDA DELLA CONVERSAZIONE ITALIANA. Von CARL VON REINHARDSTOETTNER. Methodische Anleitung zum italienisch Sprechen nach Dr. KARL PLOETZ, 'Vocabulaire systématique.' Zweite Auflage neu bearbeitet von Prof. R. LOVÉRA. Berlin, F. A. Herbig. 1900. 8vo, pp. vii+323; . 819

Archiv, cvi., p. 228 (a favourable notice by *Oscar Hecker*).

ITALIENISCHE BRIEFE, zum Rückübersetzen ins Italienische. Bearbeitet von Prof. H. BREITINGER. 2. Auflage, revidiert und mit einer Sammlung italienischer Original-Briefe versehen von Prof. Dr. PIZZO. Zürich, Schulthess. 1901. Lge. 8vo, pp. iv+166; 2m. 820

FOREIGN COMMERCIAL CORRESPONDENT IN ENGLISH, GERMAN, FRENCH, ITALIAN, SPANISH. By C. E. BAKER. 821

See No. 264.

GRAMMATICA STORICO-COMPARATA DELLA LINGUA ITALIANA E DIALETTI TOSCANI. Von W. MEYER-LÜBKE. Riduzione e traduzione ad use degli Studenti di lettere per cura di Matteo Bartoli e Giacomo Braun. Con aggiunte dell'Autore. Torino, Loescher. 1901. Lge. 8vo, pp. xvi+269; 12 l. 822

L'ELEMENTO GERMANICO NELLA LINGUA ITALIANA. Lessico con appendice e prospetto cronologico. D. E. ZACCARIA. Bologna, Treves. 1901. 8vo, pp. xxii+560; 6 l. 823

ALLITERATION IN ITALIAN. By R. L. TAYLOR. New Haven, Conn. 1900. 8vo, pp. xv+151; . 824

M. L. Q., '00, No. 1987; *Mod. Lang. Notes*, June '00, col. 368-376 ('Dr. T. has gone further than any preceding investigator into the subject of Alliteration in Italian. . . . Has made a careful and apparently accurate examination of some twenty-seven of the greater Italian poets. . . . The neatness of the printing and publication deserve praise generally, though the proof has been rather carelessly read in places.'—*Murray P. Brush*).

DICTIONARIES.

FÜNF SPRACHEN LEXIKON. Deutsch-English-Französisch-Italienisch-Lateinisch. Von J. KÜRSCHNER. 825

See No. 705.

NEUES DEUTSCH-ITALIENISCHES WÖRTERBUCH, aus der lebenden Sprache mit besonderer Berücksichtigung des täglichen Verkehrs zusammengestellt und mit Aussprachehilfen versehen. Von Dr. O. HECKER. Braunschweig, G. Westermann. 1900. 8vo, pp. xii+436; 3m. 826

Archiv, cv., p. 216 (a very favourable notice by *A. Tobler*); *L. g. r. P.*, May '01, col. 172 (very favonrable; *Karl Vossler*).

PRAKTISCHES WÖRTERBUCH DER ITALIENISCHEN UND DEUTSCHEN SPRACHE mit besonderer Berücksichtigung der Umgangssprache, der technischen Ausdrücke des Handels, der Gewerbe, der Wissenschaften, des Kriegs- und Seewesens, der Politik, u.s.w. In zwei Teilen. Von H. MICHAELIS. Dreizehnte, vollständig umgearbeitete und vermehrte Auflage. Leipzig, Brockhaus. 1900. 8vo, pp. xii+878, 911; each part bound 7m.50; two vols. bound 14m. 827

NUOVO DIZIONARIO ITALIANO-TEDESCO und TEDESCO-ITALIANO. Von GIUSEPPE RIGUTINI e OSCAR BULLE. Leipzig, Tauchnitz. 1896-1900. Sm. 4to, 1. Bd. Italienisch-deutsch, pp. x+916; 9m; 2. Bd. Deutsch-italienisch, pp. xii+1040; 9m. Both vols., 18m; cloth, 20m; half mor. 23m. 828

Lit. Cbl., 27 Oct. '00, col. 1783 (a very favourable notice by *Sgt.*); *L. g. r. P.*, May '01, col. 172 (very favourable indeed; *Karl Vossler*).

NUOVO DIZIONARIO SPAGNUOLO-ITALIANO E ITALIANO-SPAGNUOLO. CARLO BOSELLI. Milano, . 1900. 64mo, pp. 875; 2 l.50. 829

NUOVISSIMO DIZIONARIO TASCABILE ITALIANO-SPAGNUOLO E SPAGNUOLO-ITALIANO, compilato sopra le ultime edizioni dei vocabolari di Martinez, Quintana Salva, Delgado, Cormon e Blanc, ecc., preceduto da una piccola grammatica in ambe le lingue. ARTURO CARAFFA. Milano, A. Bietti. 1900. 2 vols., 24mo, pp. xlviij+531; xlv+457; . 830

A DICTIONARY OF FOREIGN QUOTATIONS (French and Italian). By Col. DALBIAC and T. B. HARBOTTLE. Sonnenschein. 1900. Cr. 8vo, pp. 560; cloth, 7s. 6d. 831

M. L. Q., '01, No. 538; *Notes and Queries*, 23 March '01, p. 239 ('a work of solid value and merit'); *School World*, April '01, p. 149 ('A valuable addition to our books of reference, and should be on the shelves of everyone interested in literature').

LA SAGESSE DU PEUPLE. Recueil de proverbes français, traduits, expliqués en langue italienne et suivis d'un grand nombre de proverbes correspondants italiens, allemands, latins et de la bible, par le Prof. SALVATORE PULINA. Sassari, G. Callizzi. 1900. 8vo, pp. 214; . 832

SPANISH.

A.—LITERATURE.

DON GUILLEN DE CASTRO. Ingratitud por Amor. Comedia. Edited by H. A. RENNERT. Arnold. 1899. Lge. 8vo, pp. 120; 4s. 6d. net. 833

M. L. Q., '00, No. 1991; *Mod. Lang. Notes*, Nov. '00, col. 433-440 (very full review by *Francis L. Frost*).

POEME DEL CID, nueva edicion anotada. R. MENENDEZ PIDAL. Madrid, . 1900. 4to, pp. vi+113; 5pes. 834

JUAN MANUEL. El libro de los enxiemplos del Conde Lucanor et de Patronio. Text und Anmerkungen aus dem Nachlasse von H. KNUST herausgegeben von Adf. Birch-Hirschfeld. Leipzig, Seele & Co. 1900. 8vo, pp. xxxvi+439; 12m. 835

Lit. Cbl., 23 Feb. '01, col. 336 ('ein Werk hohen Wertes und eine wahre Freude für den Freund spanischen Schrifttums.'—*P. F.*).

DON QUIXOTE DE LA MANCHA. Primera Edición del texto restituido. Con Notas y una Introducción por JAIME FITZMAURICE KELLY y JUAN ORMSBY. 2 vols. Nutt. 1898, 1899. 4to, pp. lx+510 and xiii+556; £2. 12s. 6d. 836

M. L. Q., '00, No. 896; *Mod. Lang. Notes*, Nov. '00, col. 422-426 ('It is safe to say that the edition of Mr. O. and Mr. F-K., based upon the *editio princeps*, and printed with the utmost care and exactitude, is the definitive edition of *Don Quixote*, from which all future editions must take their text. The editors have conferred an enduring favour upon all students of Spanish literature.'—*Hugo A. Rennert*).

FERNANDO DE RÓJAS. LA CELESTINA. Conforme a la Edición de Valencia de 1514, con una Introducción del Dr. D. M. MENENDEZ y PELAYO. 2 vols. Vigo, E. Krapf. 1899, 1900. 8vo, pp. lvi+237 and pp. 238-470, with a bibliography; . 837

Mod. Lang. Notes, Nov. '00, col. 426-432 ('the best and by far the handsomest edition of the *Celestina* that has yet appeared.'—*H. A. Rennert*).

LA VIDA DE LAZARILLO DE TORMES, Y DE SUS FORTUNAS Y ADUERSIDADES. Por R. FOULCHE-DELBOSC. Restitucion de la edición principe. Madrid, Bibl. Hispanica, III. 1901. 8vo, pp. ; 4pes. 838

LOPE DE VEGA, OBRAS. Publicadas por la Real Academia Española. Tomo X. Crónicas y legendas Dramáticas de España. Cuarta seccion, con prólogo y notas de D. M. Menendez y Pelayo. Madrid. 1900. 8vo, pp. clxiii+564; 20pes. 839

—— Tomo XI. Crónicas y legendas dramáticas de España. 5. sección. Madrid. 1900. 8vo, pp. clxii.+583; 20pes. 840

ANTOLOGIA DE PROSISTAS CASTELLANOS. R. MENENDEZ PIDAL. (Segunda enseñanza.) Madrid, . 1899. 8vo, pp. xvi+271; 1.50pes. 841

CALDERON'S GRÖSSTE DRAMEN RELIGIÖSEN INHALTS. Aus dem Spanischen übersetzt und mit den nötigsten Erläuterungen versehen von Dr. F. LORINSER. 3. Bdchn. Die Jungfrau des Heiligtums. Die Morgenröte in Copacabana. 2. Aufl. Freiburg i/B., Herder. 1901. 8vo, pp. vii+280; 1m.80. 842

CERVANTES. Exemplary Novels. Translated by J. MABBE. Philadelphia, . 1900. 2 vols. 16mo, pp. ; $2. 843

LITERARY HISTORY, &c.

SPANISH LITERATURE IN THE ENGLAND OF THE TUDORS. By JOHN G. UNDERHILL. Macmillan. 1899. Cr. 8vo, pp. vii+438; 8s. 6d. net. 844

M. L. Q., '00, No. 1993; *Archiv*, cv., p. 146 (a fairly favourable notice by *A. Brandl*; 'statt einer philologischen Leistung hat er mehr eine bibliographische geboten').

ROMANCES OF ROGUERY: An Episode in the History of the Novel. By F. W. CHANDLER. In two Parts. Part I. The Picaresque Novel in Spain. Macmillan. 1899. Large 8vo, pp. 492; 8s. 6d. net. 845

M. L. Q., '00, Nos. 904, 1996; *Archiv*, cv., p. 146 (a favourable notice by *A. Brandl*).

LE THÉÂTRE ESPAGNOL. Par A. MOREL FATIO et L. ROUANET. Paris, Bibl. de Bibliographies critiques. 1900. 8vo, pp. 47; . 846

MENENDEZ Y PELAYO. Estudios de crítica literaria. Tercera Serie. Bartolomé de Torres Naharro y su Propaladia, El abate Marchena. (*Coleccion de escritores castellanos. Tomo cxvii.*) Madrid, . 1900. 8vo, pp. 338; 4pes. 847

AMBROSIO DE SALAZAR ET L'ÉTUDE DE L'ESPAGNOL EN FRANCE SOUS LOUIS XIII. Par A. MOREL-FATIO. (*Bibliothèque espagnole, Tome I.*) Paris, Picard et fils. 1901. 12mo, pp. 231; 4f. 848

LE DIABLE PRÉDICATEUR. Comédie Espagnole du xvii^e^ Siècle. Par LÉO ROUANET. Paris, Picard. 1901. 8vo, pp. 274; 4f. 849

COLECCION DE AUTOS, FARSAS, Y COLOQUIOS DEL SIGLO XVI. Publ. par LÉO ROUANET. Tomo I. Madrid, Murillo. 1901. Lge. 8vo, pp. 570; 15pes. 850

JUAN RUIZ, ARCIPRESTE DE HITA, LIBRO DE BUEN AMOR. Texte du xiv^e^ siècle, publié pour la première fois avec les leçons des trois manuscrits connus, par JEAN DUCAMIN. Toulouse, Bibl. Méridionale, 1re Série, Tome VI. 1901. 8vo, pp. lvi+344; 20f. 851

Mod. Lang. Notes, April '01, col. 245 ('an invaluable contribution to our knowledge of old Spanish').

LIFE AND WAYS.

HISTORIA DE ESPAÑA Y DE LA CIVILIZACIÓN ESPAÑOLA. R. ALTAMIRA Y CREVEA. Vol. I. Madrid, . 1900. 8vo, pp. 630; 6pes.; cloth, 7pes. 852

SPAIN. The Story of a Journey. By JOSEF ISRAËLS. With Photogravure and Portrait and Thirty-Nine Reproductions of Drawings by the Author. Translated by A. T. DE MATTOS. Nimmo. 1900. , pp. ; . 853

Bookman, Oct. '00, p. 31 ('The book has nothing in common with the ordinary guide-book or tourist's diary. . . . His fascinating gift of piquant phrasing, his vivacity, simplicity and sincerity, as well as the charming drawings which adorn his pages, make the book one of the most attractive we have seen for long'); *Notes and Queries*, 2 Dec. '00, p. 470 ('will delight the artist and will recall to the traveller memories pleasant or otherwise of Spain. It is certainly a book to own. Mr. de M. seems to have executed well his duties of translator, though as to the fidelity of his renderings we cannot speak. It is at least terse, readable, and vigorous').

SPANISH HIGHWAYS AND BYWAYS. By KATHARINE L. BATES. Macmillan. 1900. $7\frac{1}{2}\times5\frac{3}{4}$ in., pp. 448; 8s. 6d. net. 854

Spect., 2 March '01, p. 316 ('A book to be read by all who wish to know Spaniards, and especially Spanish women and children, as they really are'); *Speaker*, 13 April '01, p. 48 ('often impressions produced through the medium of missionary spectacles').

B.—LANGUAGE.

INTRODUCCIÓN Á LA LENGUA CASTELLANA. By H. MARION and P. J. DES GARENNES. Baltimore, . 1900. 8vo, pp. 105; . 855

GRAMATICA PRACTICA DE LA LENGUA CASTELLANA. Par L. C. SMITH. Boston, . 1901. , pp. ; 60cts. 856

LO ESENCIAL DE LA LENGUA CASTELLANA. M. M. RAMSEY. Obra basada en el nuevo metodo para el inglés de ALBERT LE ROY BARTLETT. New York, . 1901. 8vo, pp. 404; . 857

FIRST SPANISH READER. By J. ABELARDO NUNEZ. Hirschfeld. 1901. Cr. 8vo, pp. 204; 2s. 6d. net. 858

Univ. Corr., Dec. '00, p. 814 ('This book would . . . have had a more extended sphere of usefulness if the style had been less puerile . . . Otherwise the book will be found very convenient for school use').

SECOND SPANISH READER, with brief Vocabulary and questions on the text. By J. ABELARDO NUNEZ. Hirschfeld. 1901. Cr. 8vo, pp. 258; 3s. 859

AN ELEMENTARY SPANISH READER. By L. A. LOISEAUX. New York, Silver, Burdett & Co. 1900. $7\frac{1}{2}\times5$ ins., pp. 192; $1. 860

Educ. Rev. (*Amer.*), April '01, p. 424 (very fav.).

SPANISH GRAMMAR. Exercises in Translation and Composition: Easy Reading Lessons: Extracts from Spanish Authors; List of Idioms, Glossary of Commercial Terms; General Vocabulary. By WILLIAM A. KESSEN. Blackwood. 1900. Cr. 8vo, $7\frac{1}{4}\times4\frac{5}{8}$ in., pp. 314; 3s. 6d. 861

Athen., 2 Feb. '01, p. 142 ('a great deal too long for school use . . . the book needs revision as well as compression'); *S. R., Suppl.*, 8 Dec. '00, p. xiv. (fav.); *Univ. Corr.*, 22 Dec. '00, p. 814 ('The subject is treated from the beginning with the fulness, lucidity, and wealth of illustration that have hitherto been reserved for the more favoured modern languages'); *Educ. Rev.*, 8 May '01, p. 142 ('Printed in accordance with the new system of accentuation and arranged on an excellent plan').

A SPANISH GRAMMAR FOR THE USE OF SCHOOLS AND COLLEGES. By SAMUEL GARNER. New York, American Book Co. 1901. , pp. 415; 1$.25. 862

Educ. Rev. (*Amer.*), May '01, p, 525 ('A practical text-book. . . . Unusual attention is given to colloquial Spanish and to business forms').

A BRIEF SPANISH GRAMMAR, WITH HISTORICAL INTRODUCTIONS AND EXERCISES. By A. H. EDGREN. Boston, Heath. 1900. , pp. ; . 863

Mod. Lang. Notes, April '01, col. 240 ('It has been successively improved, but it is to be regretted that the latest revision should not have been more thorough and complete.' —*F. J. A. Davidson*).

PROGRESSIVE EXERCISES IN SPANISH PROSE COMPOSITION. By M. M. RAMSEY and A. J. LEWIS. New York, H. Holt. 1900. 8vo, pp. viii+144; . 864

HANDBUCH DER SPANISCHEN UMGANGSSPRACHE. Von MOR. RAMSHORN und MANUEL DEL PINO. Stuttgart, Neff. 1901. 12mo, pp. v+704; 4m. 865

DER KLEINE SPANIER ODER DIE KUNST, DIE SPANISCHE SPRACHE IN KURZER ZEIT VERSTEHEN, LESEN, SCHREIBEN UND SPRECHEN ZU LERNEN. Mit durchgehender Angabe der Aussprache des Spanischen. Von Dr. E. SANCHEZ. Berlin, Friedberg & Mode. 1900. 12mo, pp. viii+176; 1m.25; kart. 1m. 50. 866

KONVERSATIONSUNTERRICHT IM SPANISCHEN. Von R. Y H. SANCHEZ. 1. Bd. Las cuatro estaciones. Lecciones de conversación española segun los cuadros de Hölzel. (1. *La Primavera.*) Giessen, Roth. 1900. Lge. 8vo, pp. 28, mit 1 Abbildung; 40pfg. 867

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See No. 829.

NUOVISSIMO DIZIONARIO TASCABILE ITALIANO-SPAGNUOLO E SPAGNUOLO-ITALIANO. ARTURO CARAFFA. 870
See No. 830.

DICCIONARIO ESPAÑOL-FRANCÈS. Par CORONO BUSTAMANTE. Hachette. 1901. 8vo, pp. ; 17f. 871

COMMERCIAL CORRESPONDENCE, &c.

FOREIGN COMMERCIAL CORRESPONDENT IN ENGLISH, GERMAN, FRENCH, ITALIAN, SPANISH. By C. E. BAKER. 872
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Lit. Cbl., 6 Oct. '00, col. 1649 ('aufs wärmste empfohlen'); *Athen.*, 27 April '01, p. 527 ('excellent . . . a very safe as well as comprehensive guide . . . very full and useful dialogues and vocabularies appended to this convenient little manual').

THE STORY OF BELGIUM. By CARLYLE SMITH. Hutchinson. 1900. Cr. 8vo, pp. 370; 6s. 874

M. L. Q., '00, No. 2013; *Spect.*, 27 April '01, p. 599 ('Mr. S. writes with ease and knows how to use the picturesque details of history. . . . His summaries and judgments seem to us remarkably sound').

BELGIUM AND THE BELGIANS. By CYRIL SCUDAMORE. Blackwood. 1901. Sq. cr. 8vo, pp. ; 6s. 875

(Cape Dutch.) Englishman's Guide to the Speedy and Easy Acquirement of Cape Dutch. By H. Elffers. Rees. 1901. Cr. 8vo, pp. ; limp; 2s. 876

Die Sprache der Buren. Einleitung, Sprachlehre und Sprachproben. Von Dr. Heinr. Meyer. Göttingen, F. Wunder. 1901. Lgc. 8vo, pp. xvi+105; 2m. 877

A History of Chinese Literature. By Prof. H. A. Giles, LL.D. Heinemann. 1901. Cr. 8vo, pp. viii+448; 6s. 878

Lit., 26 Jan. '01, p. 63 ('a very favourable review'); *Athen.*, 2 Feb. '01, 139 ('The subject is one difficult to present adequately, but Prof. G.'s skill as a translator and a writer has been successful in making it both intelligible and interesting'); *Bookman*, March '01, p. 200 ('A volume of very real charm and interest . . . unique'); *Educ. Times*, April '01, p. 183 ('one of the most readable of this excellent series of histories of literature'); *Speaker*, 20 April '01, p. 58 (recommended); *Ped. Sem.*, March '01, p. 155 ('certainly of much interest').

China: Her History, Diplomacy, and Commerce. By E. H. Parker. Murray. 1901. 8¼×5½ in., pp. 332; 8s. net. 879

Bookman, March '01, p. 200 ('This volume . . . embraces the geography, trade, government, religion, and characteristics—all observed with a broad observation. . . . An interesting book and a piece of good work'); *Lit.*, 2 March '01, p. 161 ('His account of present day China is the best we have seen'); *Pall Mall Gazette*, 19 Feb. '01 (fav.).

China from Within, or the Story of the Chinese Crisis. By S. P. Smith. . 1900. 8vo, pp. 260; 3s. 6d. 880

These from the Land of Sinim. Essays on the Chinese Question. By Sir Robert Hart. With Appendices and Two Plans of the Legations. Chapman & Hall. 1901. Demy 8vo, pp. x+251; 6s. 881

Bookman, May '01, p. 64 ('Five essays from an authoritative pen, the main subject of which is "How to treat China"').

China under the Searchlight. By Wm. A. Cornaby. Unwin. 1901. Cr. 8vo, pp. 264; cloth, 6s. 882

China and the Allies. By A. Henry Savage-Landor. With Illustrations and Maps by the Author. Heinemann. 1901. 2 vols. Royal 8vo, pp. 872; 30s. net. 883

Athen., 15 June '01, p. 749 ('in many respects the most complete history of the recent crisis in China that has as yet appeared').

Chinesische Konversations-Grammatik. Von A. Seidel. Heidelberg, J. Groos. 1900. Lge. 8vo, pp. xvi+304+31; 8m. Key; 2m. 884

Kleine chinesische Sprachlehre. Von A. Seidel. Heidelberg, J. Groos. 1800. Lge. 8vo, pp. vii+91; 2m. Key, 80pfg. 885

Praktische Grammatik der chinesischen Sprache für den Selbstunterricht. Von Kainz. Mit Lesestücken, einem chinesisch-deutschen und deutsch-chines. Wörterbuch und 10 kommentierten Schrifttafeln. 2. Aufl. Vienna, Hartleben. 1900. 12mo, pp. viii+191; 2m. 886

Chinese Mother Goose Rhymes. Translated and illustrated by Isaac T. Headland. New York, F. H. Revell Co. 1900. 4to, pp. 157; . 887

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(Cingalese.) Literatur und Sprache der Singhalesen. Von Wilhelm Geiger. Strassburg, Trübner. 1900. Lex. 8vo, pp. 97; to subscribers, 4m; singly, 5m. 888

(Croatian.) Deutsch-kroatisches Wörterbuch. Von J. Marak. Vienna, A. Hartleben. 1900. 12mo, pp. 187; 2m. 889

Dictionnaire français-croate, contenant la prononciation figurée de chaque mot français. Par Jul. Adamovitch. Agram. 1901. 12mo, pp. viii+575; 6m. 890

Danish.) Grammatica ed esercizi pratici della lingua Danese-norvegiana con un supplemento contenente le principali espressioni tecnico-nautiche. Gaetano Frisoni. Milano, . 1900. 8vo, pp. xx+488; 4 l.50. 891

Dutch Life in Town and Country. By a Resident at the Hague. With Illustrations. G. Newnes. 1901. Cr. 8vo., pp. ; 3s. 6d. net. [*In September.* 892

(Dutch.) Konversationsunterricht im Niederländischen (Vlämischen). Von Joh. Kesler-Sluys. Die vier Jahreszeiten für die niederländische Konversationsstunde. Die vier jaargetijden voor nederlandsche spreckoefeningen naar Hölzel's platen. 1. Der Frühling (de lente). Mit Anh: Beschreibung des Bildes. Glessen, E. Roth. 1900. Lge. 8vo, pp. 28 mit Titelbild; 40 pfg.; mit farb. Titelbild, 60 pfg. 893

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History of the People of the Netherlands. By Petrus J. Blok. Translated by Oscar A. Bierstadt and Ruth Putnam. Part III. The War of Independence, 1568-1621. Putnam. 1901. 8vo, 9¼×6¼ in., pp. 539; cloth, 12s. 6d. 895

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(Egypt.) History of Egypt in the Middle Ages. By S. L. Poole. 1901. 8vo, pp. 398; 6s. 896

The Popular Poetry of the Finns. By Charles J. Billson. Nutt. 1900. 16mo, pp. 37; 6d. 897

Songs of Modern Greece. With Introduction, Translations, and Notes. By G. F. Abbott, B.A., Cambridge University Press. 1900. Small 4to, pp. 307; half parchment, gilt top, 5s. net. 898

M. L. Q., '00, No. 2020; *Educ. Times*, Feb. '01, p. 75 (favourable); *Athen.*, 9 Feb. '01, p. 175 ('his renderings are accurate and elegant. His notes also are exceedingly good, so far as they indicate the meanings of the words. . . . While the explanations are in themselves good, Mr. A. has not arranged them well. . . . The book is beautifully produced, and is accurately printed'); *Acad.*, 17 Nov. '00, p. 461 (not very favourable).

(Greek.) Grammaire grecque moderne avec une introduction et des index. Par H. Pernot. Paris, Garnier Frères. 1897. , pp. xxi+262; . 899

Z. f. I. S. (Anzeiger) Bd. xi, '00, p. 102 (a favourable review by *Albert Thumb*).

(Greek.) Praktisches Lehrbuch der neugriechischen Volkssprache. Für den Schul- und Selbstunterricht, hrsg. von Carl Wied. Wien, A. Hartleben. 1900. 12mo, pp. viii+183; 2m. 900

Wörterbuch der neugriechischen und deutschen Sprache. Mit einem Verzeichnisse griechischer Eigennamen. Von R. A. Rhousopoulos. Leipzig, Haberland. 1901. 8vo, pp. viii+1080; 10m. 901

(Hebrew.) Sofo Chajo. Par P. L. Fischmann et M. Liebermann. 1. Abécé hébraïque illustrée, suivant la méthode de prononciation basée sur le son des lettres pour école et maison. 4. éd. Lge. 8vo, pp. 79; 75 pfg. 2. Premier livre de lecture hébraïque à l'usage pour l'école et maison. Riga (Bei der Petri-Kirche), Ernst Plates. 1900. Lge. 8vo, pp. 98; 1m.20. Compl. 1m.95. 902

(HUNGARIAN.) PRAKTISCHES LEHRBUCH DER UNGARISCHEN SPRACHE FÜR DEN SELBSTUNTERRICHT. Von FERD. GOERG. Mit zahlreichen Übungsaufgaben, Lesestücken nebst beigefügten Aumerkgn., und einem ungarisch-deutschen und deutsch-ungarischen Wörterbuche. 5. Aufl. Wien. A. Hartleben. 1900. 12mo, pp. viii+182; 2m. 903

HANDWÖRTERBUCH DER UNGARISCHEN UND DEUTSCHEN SPRACHE, etc. Von ADALBERT KELEMEN. I. Deutsch-ungarischer Teil. Budapest, A.—G. Athenäum. 1901. , pp. ; 7k.50. 904

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HISTOIRE DE LA LITTÉRATURE HONGROISE. Par C. HORVATH, A. KARDOS, A. ENDRÖDI. Ouvrage adapté du Hongrois par I. KONT. Paris, Alcan. 1900. 8vo, pp. xii+420; 8m.50. 906

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JAPAN UND DIE JAPANER. Skizzen aus dem fernsten Osten. Von GRAF HANS VON KÖNIGSMARCK. Mit 24 Vollbildern. Berlin, Allgemeiner Verein für deutsche Litteratur. 1900. Lge. 8vo, pp. viii+313; 6m; bound, 7m.50. 907

Lit. Cbl., 5 Jan. '01, col. 11-13 ('frisch und trefflich gezeichnete Lebensbilder,' favourable review by *Nachod*).

DIE GESELLSCHAFTLICHE UND WIRTSCHAFTLICHE ENTWICKELUNG IN JAPAN. Von TOKUZO FUKUDA. Stuttgart, Cotta. 1900. Lge. 8vo, pp. x+190; 4m. 908

Lit. Cbl., 9 Feb. '01, col. 240-1 (a very favourable notice by *Nachod*).

GESCHICHTE DER JAPANISCHEN NATIONALLITTERATUR VON DEN ÄLTESTEN ZEITEN BIS ZUR GEGENWART. Von TOMITSU OKASAKI. Leipzig, Brockhaus. 1900. Large 8vo, pp. xi+153; 5m. 909

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THINGS JAPANESE: Notes on various Subjects connected with Japan for use of Travellers and others. By B. H. CHAMBERLAIN. Third edition revised. Murray. 1901. Cr. 8vo, pp. 474; 7s. 6d. 910

HISTOIRE DE LA CIVILISATION JAPONAISE. Par M. REVON. Introduction. Paris, Colin. 1900. 8vo, pp. 161; . 911

JAPANISCHER HUMOR. Von C. NETTO und G. WAGENER. Mit 257 Abbildungen und 5 Chromotafeln. Leipzig, Brockhaus. 1901. 4to, pp. x+283; 15m. 912

Lit. Cbl., 20 April '01, col. 651 (a most favourable notice by *Nachod*).

JAPANESE PLAYS AND PLAYFELLOWS. By OSMAN EDWARDS. With 12 Full Page Illustrations in Colour by Japanese Artists. Heinemann. 1901. 9×6 in., pp. 306; 10s. net. 913

Lit. 2 March '01, p. 162 ('Mr. E. writes well and interestingly: must not be ranked with the common form of "globe-trotting" books').

HALF HOURS IN JAPAN. By the Rev. H. MOORE. Unwin. 1901. Cr. 8vo, pp. 272; 6s. 914

Lit., 12 Jan. '01, p. 36 ('rather an unnecessary book'); *Journ. Educ.*, Dec. '00, p. 781 ('will do equally well for a child or a grown-up person').

HISTORY OF NORWAY. From Earliest Times. By H. H. BOYESEN. New Chapter on recent History of Norway, by C. F. KEARY. Unwin. 1900. Cr. 8vo, 8×5⅛ in., pp. 604; 5s. 915

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(NORWEGIAN.) LEHRBUCH DER NORWEGISCHEN SPRACHE FÜR DEN SELBSTUNTERRICHT. Von J. C. POESTION. Nach den neuesten und besten Quellen bearbeitet. 2. verm. Auflage. Wien, Hartleben. 1900. 8vo, pp. xii+178; 2m. 916

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HENRIK IBSEN. Illustreret Norsk. Literaturhistorie: afsluttet af OTTO ANDERSSEN. 2 vols. Christiania, Hjakmar Bigkers Forlag. 1896. Bind i. 8vo, pp. viii+592; Bind ii. 8vo, pp. iv+943, 319; Bound in two vols. 917

HENRIK IBSENS SÄMTLICHE WERKE IN DEUTSCHER SPRACHE. Dritter Band: Die Helden auf Helgeland (Nordische Heerfahrt). Deutsch von EMMA KLINGENFELD. Komödie der Liebe. Deutsch von CHRISTIAN MORGENSTERN. Die Kronprätendenten. Deutsch von ADOLF STRODTMANN. Berlin, S. Fischer, o.J. . 8vo, pp. xxxi+350; . 918

Archiv, cv., p. 129 (a review by *Andreas Heusler*. 'Georg Brandes' Einleitungen sind auch diesmal Muster von gehaltvoller Eleganz'; H. objects to certain features in the translators' work).

HENRIK IBSEN. Von R. WOERNER. In 2 Bänden. 1. Band 1828-73. München, C. H. Beck. 1900. , pp. 404; . 919

—— Eene inleiding tot zijne Werken. Van J. B. MEERKERK. Groningen. 1900. 8vo, pp. 8+271; 5s. . 920

—— The Prose Dramas of: New and Revised edition by WILLIAM ARCHER. W. Scott, Ltd. 1901. 16mo, pp. 253; 175; 213; 174; paper cover, 1s. 6d.; cloth, 2s. 6d. per vol. 921

Spect., 9 March '01, p. 354 ('In this edition he [Mr. A.] has tried to follow the right course between colloquialism and pedantry in his rendering of the original').

—— Love's Comedy. Translated by Prof. C. H. HERFORD. Duckworth. 1900. Pott 4to, pp. 190; 3s. 6d. net. 922

(POLISH.) POLNISCHE GRAMMATIK. Von ASMUS SOERENSEN. 1. Hälfte. Leipzig, Haberland. 1899. Lge. 8ve, pp. iv+256; 6m. 923

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GRAMMATISCH-ALPHABETISCHES VERZEICHNIS DER POLNISCHEN VERBA, mit Bedeutungsangabe, Beispielen und Nominalableitungen. Ergänzung zur polnischen Grammatik. Von ASMUS SOERENSEN. Leipzig, Haberland. 1900. Lge. 8vo, pp. iv+207; 6m. 924

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(PORTUGUESE.) GRAMMAIRE PORTUGAISE AVEC NOMBREUX EXERCICES DE TRADUCTION, DE LECTURE ET DE CONVERSATION. Par R. ARMEZ. Heidelberg, J. Groos. 1901. Lge. 8vo, pp. viii+376; 4m.60. 927

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(Provençal.) F. Mistral. Mireio. Poème provençal. Édition publiée pour les cours universitaires par Ed. Koschwitz. Avec un glossaire par Oscar Hennicke et le portrait du poète. Marburg, Elwert. 1900. 8vo, pp. xliii+436; 7m.20. 930

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(Rotwelsch.) Quellen und Wortschatz der Gaunersprache und der verwandten Geheimsprachen. Bd. I. Rotwelsches Quellenbuch. Von F. Kluge. Strassburg, Trübner. 1901. Lge. 8vo, pp. xvi+495; 14m. 932

(Roumanian.) Grammaire Roumaine à l'usage des Français et de tous les étrangers qui possèdent la langue française. Par Louis Leist. Bucarest, Alcalay. 1899. 8vo, pp. ; 2f.50. 933

(Russian.) Neues Lehrbuch der russischen Sprache unter besonderer Berücksichtigung des Unterrichts an den Kriegsschulen, dem Kadettenkorps und bei den Regimentern. Von Hauptmann Küster. Berlin, E. S. Mittler. 1901. Lge. 8vo, pp. viii+116; 2m.75; cloth, 3m.25. 934

Elementary Russian Grammar. By Pietro Motti. Second edition, enlarged and revised. Nutt. 1901. Cr. 8vo, pp. 104; 2s. 935

Russian Conversation Grammar. By Pietro Motti. Nutt. 1901. Cr. 8vo, pp. 359; 6s. 936

Neu russische Grammatik für Kaufleute und Gewerbetreibende. Von M. W. Glikin. Leipzig, Glöckner. . Lge. 8vo, pp. ; 3m. 937

Russische Schreibschule. Ein Schnellkursus zur Erlernung der russischen Schreibschrift mit beigegebener Accentuation und Übersetzung. Von Gerhard. 4. Aufl. Leipzig, R. Gerhard. 1900. 4to, pp. 34; 60pfg. 938

Russisches Elementarbuch mit Hinweisen auf seine Grammatik. Von Ludwig v. Marnitz. Leipzig, R. Gerhard. 1900. Lge. 8vo, pp. iv+116; 1m.60; bound, 2m. 939

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Russian Life in Town and Country. By F. H. E. Palmer. Newnes. 1901. Cr. 8vo, pp. 284; 3s. 6d. net. 942

Notes sur la Russie, Tolstoï, les étudiants, la peinture russe, les pélerinages. Par A. Beaunier. Tricon. 1901. 18mo, pp. ; 3f.50. 943

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(Siamese.) Elements of Siamese Grammar with Appendices. Von Dr. O. Frankfurter. Leipzig, Karl W. Hiersemann. London, Luzac. 1900. 8vo, pp. x+141+11; 16m. 948

Athen., 16 Feb. '01, p. 209 ('As far as we have an opportunity of judging, Dr. F. seems to have covered his ground pretty fully; and he has also set a useful example in calling attention to certain words which represent loan words from the Cambojan . . . The three appendices which treat severally of the Court language, the orders of nobility, and chronology, add much to the interest of this volume, which is, of course, addressed more particularly to specialists and those who study comparative grammar and philology . . . Pains seem to have been taken by the proof-readers in revising the Siamese portion, but in the English sentences many misprints occur').

Swedish Self-taught. By C. A. Thimm. Edited by W. F. Harvey. E. Marlborough. 1901. Cr. 8vo, pp. 100; 2s.; red cloth boards, 2s. 6d. 949

G. H., 30 May '01.

(Turkish.) A History of Ottoman Poetry. By E. J. W. Gibb. Vol. I. Luzac. 1900. Roy. 8vo, pp. xxii+484; 21s. net. 950

M. L. Q., '00, No. 2038; *Lit. Cbl.*, 5 Jan. '01, col. 21 (a most favourable review: 'Wir haben nicht oft ein Buch von Anfang bis zu Ende mit gleichem Genuss gelesen, wie diese Geschichte der osmanischen Dichtkunst'); *Acad.*, 27 Oct. '00, p. 377 ('On the whole, judging from the first volume, it deserves to be what it will undoubtedly become—the standard English authority on the subject').

La Turquie sous Abdul-Hamid II. Par Ch. Hecquard. Paris, 1901. 8vo, pp. 500; 6f. 951

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Türkische Volkslitteratur. Von Georg Jacob. Ein erweiterter Vortrag. Berlin, Mayer & Müller. 1901. Lge. 8vo, pp. 50; 1m.50. 953

Le Français en Turquie. Méthode simple et facile pour parler de suite le turc à l'aide d'une prononciation figurée très ingénieuse. Par P. Kuntze. Bonn, C. Georgi. 1900. Sm. 8vo, pp. 23; 80pfg. 954

Welsh Poets of To-Day and Yesterday. Translated by Edmund O. Jones. Llandilloes, Ellis. 1901. $7\frac{3}{4} \times 5\frac{1}{4}$ in., pp. 48; 1s. net. 955

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Welshmen: A Study of their History from the Earliest Times to the Death of Llywelyn, the last Welsh Prince. By Thomas Stephens. J. J. Spriggs. 1900. , pp. ; 2s. 6d. 956

Spect., 2 Feb. '01, p. 179 ('We cannot help noticing a somewhat significant tone in this book . . . There is a certain Welsh nationalism which is becoming curiously, perhaps we might say uncomfortably, like the Irish variety').

Readings in Welsh History. By Ernest Rhys. With 73 Illustrations, including 20 Drawings by Lancelot Speed. Longmans. 1901. Cr. 8vo, pp. viii+172; 1s. 8d. 957

(Yiddish.) Dictionary of the Yiddish Language. Treatise on Yiddish reading, orthography, dialectical variations. By A. Harkavy. New York, Author. 1898. Cr. 8vo, pp. 366; . 958

THE MIDDLE AGES.

OLD AND MIDDLE ENGLISH, GOTHIC, &c.

STUDIEN ZUR ENGLISCHEN PHILOLOGIE. Edited by LORENZ MORSBACH. Vol. VI. The Devil and the Vice in the English Dramatic Literature before Shakespeare. By L. W. CUSHMAN. Halle, Niemeyer. 1900. Lge. 8vo, pp. xv+148; 5m. 959

S. R., 10 Nov. '00, p. 594 (fav.).

THE LANGUAGE OF CAXTON'S REYNARD THE FOX. By F. DE REUL. . 1901. Roy. 8vo, pp. ; sewed, 5s. 960

CHAUCER. The Prologue to the Canterbury Tales, The Knight's Tale, The Nonnes Prestes Tale. Edited in critical text, with grammatical introduction; being an elementary grammar of Middle English; Notes and Glossary by MARK H. LIDDELL Macmillan. 1901. 7×5 in., pp. cxxi+221; 3s. 6d. 961

Educ. Times, April '01, p. 188 ('a good text-book of Chaucer . . . notes are of much value and service . . . a workmanlike index and glossary . . . thoroughly well adapted for school use in the English forms'); *Educ. News*, 6 April '01, p. 231 ('prepared primarily for class room use . . . edited in a scholarly, workmanlike, and thoroughly efficient manner'); *Ped. Sem.*, March '01, p. 156 ('compact and tasteful').

CHAUCER'S SPRACHE UND VERSKUNST. Von BERNHARD TEN BRINK. Zweite durchgesehene Auflage. Leipzig, F. Kluge. 1899. Cr. 8vo, pp. 238; . 962

THE WIFE OF BATH'S TALE: Its Sources and Analogues. By G. H. MAYNADIER. (*The Grimm Library. Vol. XIII.*) Nutt. 1901. Cr. 8vo, pp. viii+224; net subscription before publication, 5s.; after publication, 6s. net. [*Shortly.* 963

MORTE ARTHURE: an Alliterative Poem of the Fourteenth Century. From the Lincoln MS., written by ROBERT OF THORNTON. With Introduction, Notes, and Glossary by MARY MACLEOD BANKS. Longmans. 1900. Fcap. 8vo, pp. vi+206; 3s. 6d. 964

Athen., 19 Jan. '01, p. 77 ('extremely unambitious in scope . . . The notes are few, and for the most part concerned with the identification of the places mentioned. The most important feature is the text . . . The glossary, while often supplying more correct renderings than that of Mr. Brock, omits many words that certainly need explanation'); *Spect.*, 8 Dec. '00, p. 849 ('too few notes and a glossary which is fairly complete'); *Bookman*, Jan. '01, p. 138 ('The editor's Introduction is a piece of careful and valuable work, and her notes and glossary are clear and most commendable'); *Educ. Rev. Amer.*, April '01, p. 426 ('The editing is thoroughly and carefully done').

THE GAST OF GY. Eine englische Dichtung des 14. Jahrhunderts nebst ihrer lateinischen Quelle De Spiritu Guidonis, hrsg. von Prof. Dr. GUSTAV SCHLEICH. Berlin, Mayer & Müller. 1898. pp. lxvii+230; 8m. 965

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YSUMBRAS. Herausgegeben von GST. SCHLEICH. (*Palaestra: Untersuchungen und Texte aus der deutschen und Englischen Philologie. XV.*) Berlin, Meyer and Müller. 1901. 8vo, pp. vii+128; 4m. 966

CHARAKTERENTWICKELUNG UND ETHISCH-THEOLOGISCHE ANSCHAUUNGEN DES VERFASSERS VON PIERS THE PLOWMAN. Von. Dr. OTTO MENSENDIECK. Wohlleben. 1900. Lge. 8vo, pp. 94; 1s. 6d. 967

FRENCH ELEMENTS in MIDDLE ENGLISH. By FREDERICK H. SYKES. Chapters illustrative of the origin and growth of Romance influence on the phrasal power of standard English in its formative period. Oxford, Hart. 1899. Lge. 8vo, pp. 64; . 968

M. L. Q., '00, No. 2045; *Lit. Cbl.*, 27 April '01, col. 688 (an appreciative notice by *W. K.*).

SCANDINAVIAN LOAN-WORDS IN MIDDLE ENGLISH. By ERIK BJÖRKMAN. Part I. Halle, Niemeyer. 1900. (*Studien zur Engl. Philologie. VII.*) 8vo, pp. vi+191; 5m. 969

Athen., 19 Jan. '01, p. 77 ('a valuable contribution to English etymology').

THE WALLACE AND THE BRUCE RESTUDIED. By J. T. T. BROWN. (*Bonner Beiträge zur Anglistik, hrsg. von Prof. Dr. Trautmann. 6 Hft.*) Bonn, P. Hanstein. 1900. Lge. 8vo, pp. viii+174; 4m.50. 970

Athen., 9 Feb. '01, p. 170 ('. . . Mr. Brown's criticism of it as poetry, as legendary history, and as replete with reminiscences of other literatures, is highly valuable and extremely interesting'); *Bookman*, ('Interesting delvings into ancient foundations. Sources of the poems, external and internal evidence, topography, etc., are thoroughly dealt with'); *Mod. Lang. Notes*, Jan. '01, col. 49-54 ('Mr. B. deserves the thanks of students of the early Scottish literature for his careful examination of this highly interesting subject, which I trust will receive further investigation at the hands of some competent scholar.'—*Wm. H. Browne*).

THE SIEGE OF TROYE, edited from MS. Karl, 525, with Introduction, Notes, and Glossary. By C. H. A. WAGER. Macmillan. 1899. Cr. 8vo, pp. cxv+126; 5s. net. 971

M. L. Q., '00, No. 959; *Archiv*, cvi., p. 182 ('ein schwaches Buch.'—*A. Brandl*).

KING ALFRED'S VERSION OF THE CONSOLATIONS OF BOETHIUS. Done into Modern English by WALTER J. SEDGEFIELD. Oxford, Clarendon Press. 1900. Fcap. 8vo, pp. 451; 4s. 6d. 972

M. L. Q., '00, No. 961, 2046; *Notes and Queries*, 2 June '00, p. 446 ('The book is, indeed, well executed in all respects, and can be read with more contentment and delight than any modern version of B. with which we are acquainted').

THE WRITINGS OF KING ALFRED, d. 901. By FREDERIC HARRISON. An address delivered at Harvard College, Mass., March 1901. Macmillan. 1901. 8vo, pp. iv+34; sewed, 1s. net. 973

DIE SYNTAX IN DEN WERKEN ALFREDS D. GROSSEN. Von J. E. WÜLFING. 2 Tl. 2 Hälfte. Adverb. Präposition. Konjunktionen. Interjektionen. Bonn, P. Hanstein. 1901. Lge. 8vo, pp. (I. b-IV. b, VIII. a-j) xv-xix, 251-712; 15m. 974

ASSER'S LIFE OF ALFRED. Edited by W. H. STEVENSON. Oxford, Clarendon Press. 1901. ; . 975

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M. L. Q., '00, No. 962; *Engl. Stud.*, xxviii. 3 (*Sarrazin*).

BEOWULF ÂND THE FIGHT AT FINNSBURG. A Translation into English Prose, with Archæological Illustrations. By Dr. J. R. CLARK HALL. Sonnenschein. 1901. Cr. 8vo, pp. xlviii+204; 5s. net. 977

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THE CHRIST OF CYNEWULF. A Poem in Three Parts. Edited by A. S. COOK. Boston, Ginn; London, Arnold. 1900. Large 8vo, pp. ciii+294; 6s. 6d. 978

M. L. Q., '00, No. 967; *L. g. r. P.*, Nov. '00, col. 369 (a favourable and valuable review by *F. Holthausen*).

—— A Poem in Three Parts. The Advent, the Ascension, and the Last Judgment. Translated into English Prose by CHARLES H. WHITMAN. E. Arnold. 1900. Large 8vo, pp. vi+62; 2s. 979

Lit. Cbl., 30 March '01, col. 540 ('suitable for the general reader'; a favourable notice by *Ldw. Pr.*).

CYNEWULFS WORTSCHATZ, ODER VOLLSTÄNDIGES WÖRTERBUCH ZU DEN SCHRIFTEN CYNEWULFS. Von RICHARD SIMONS. (*Bonner Beiträge zur Anglistik, hrsg.* v. M. TRAUTMANN. Heft III.) Bonn, Hanstein. 1899. Large 8vo, pp. iv+164; 6m. 980

M. L. Q., '00, No. 969, 2050; *Neu. Spr.*, Oct. '00, p. 379 (*H. Jantzen*, favourable); *Archiv*, cv., p. 134 (a useful criticism by *A. Brandl*); *Mod. Lang Notes*, Dec. '00, col. 491-494 ('Dr. S.'s Glossary will be especially helpful to students who wish to read the "Cynwulfian" poems and are not fortunate enough to have old Grein at their service.'—*F. Klaeber*); *Z. f. d. P.*, xxiii., p. 547 (a favourable notice by *G. Sarrazin*).

HAVELOK. Edited by F. HOLTHAUSEN. (*Old and Middle English Texts*, No. 1.) Sampson Low. 1900. Lge. 8vo, pp xii+101; 2m.40; bound, 3s. 981

Educ. Times, Dec. '00, p. 498; *Schoolm.*, 1 Dec. '00, p. 990 ('most carefully done'); *Pract. Teach.*, March '01, p. 491 ('The notes deal mainly with textual criticisms, and the glossary is confined to words not found in Stratmann-Bradley's *Middle English Dictionary*').

WAERFERTH VON WORCESTER: Übersetzung der Dialoge Gregors des Grossen über das Leben und die Wunderthaten der italienischen Väter und über die Unsterblichkeit der Seelen. Aus dem Nachlasse von J. ZUPITZA. Nach einer Copie von H. Johnson, hrsg. von H. HECHT. (*Bibliothek der angelsächsischen Prosa.* 5 Bd.) Leipzig, Wigandt. 1900. Lge. 8vo, pp. xiii+374; 20m. 982

OLD ENGLISH GLOSSES, chiefly unpublished. (Anecdota Oxoniensia: Series IV. Part XI.) Edited by ARTHUR S. NAPIER. Oxford University Press. 1900. Small 4to, pp. xl+304; paper covers, 15s.; cloth, 17s. 6d. 983

Athen., 5 Jan. '01, p. 8 (fav. 'Work of this sort is not showy in the ordinary sense, but of real value'); *L. g. r. P.*, May '01, col. 159-161 (very favourable, *Alois Pogatscher*); *Notes and Queries*, 19 Jan. '01, p. 59 (very favourable).

ANGLO-SAXON BISHOPS, KINGS, AND NOBLES; the Succession of the Bishops, and the Pedigrees of the Kings and Nobles. Cambridge University Press. 1899. Royal 8vo, pp. xii+476; 20s. net. 984

M. L. Q., '00, No. 2050; *Notes and Queries*, 23 Dec. '00 p. 529 ('Useful perhaps to be consulted, but impossible to read . . . Nevertheless . . . it represents a large amount of condensed research and digested information from early documents').

DIE LITTERARISCHEN BESTREBUNGEN VON WORCESTER IN ANGELSÄCHSISCHER ZEIT. Von W. KELLER. Strassburg, Trübner. 1900. 8vo, pp. 104; 2m.50. 985

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LEHRBUCH DER ALTENGLISCHEN (ANGELSÄCHSISCHEN) SPRACHE FÜR DEN SELBSTUNTERRICHT. Von E. SOKOLL. Wien, A. Hartleben. 1901. 12mo, pp. viii+183; 2m. 986

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BOSWORTH'S ANGLO-SAXON DICTIONARY. Supplement by T. N. TOLLER. Oxford, Clarendon Press. 1901. Demy 4to, ; . 990

KURZE EINFÜHRUNG IN DAS STUDIUM DES GOTISCHEN. Von WILH. GLIESE. Heidelberg, C. Winter. 1900. 8vo, pp. iv+103; 2m. 991

M. L. Q., '00, No. 2060; *L. g. r. P.*, Oct. '00, col. 321 (not particularly favourable, *H. Jantzen*).

KURZGEFASSTES ETYMOLOGISCHES WÖRTERBUCH DER GOTISCHEN SPRACHE. Von C. C. UHLENBECK. 2. verbesserte Auflage. Amsterdam, Müller. 1900. Lex. 8vo, pp. iv+179; 5m. 992

Lit. Cbl., 23 Feb. '01, col. 337 ('im ganzen durchaus lobenswert.'—*W. B.*).

OLD FRENCH.

LE THÉÂTRE FRANÇAIS AVANT LA PÉRIODE CLASSIQUE. Par EUG. RIGAL. Hachette. 1901. 16mo, pp. ; 3f.50. 993

POÈMES ET LÉGENDES DU MOYEN-AGE. Par GASTON PARIS. Paris, Société d'Edition Artistique. 1900. 8vo, pp. viii+269; . 994

ALAIN CHARTIER. LE CURIAL. Texte français du XV^me^ siècle avec l'original latin publié d'après les manuscrits par FERD. HEUCKENCAMP. Halle, Niemeyer. 1899. Lge. 8vo, pp. xlv+54; 2m.80. 995

Archiv, ciii., p. 430 (*A. Krause*, favourable); *L. g. r. P.*, Dec. '00, col. 415 (a very favourable notice by *W. Söderhjelm*).

SPRACHE UND VERSKUNST DER MYSTÈRES INÉDITS DU XV. SIÈCLE. (Abgedruckt von A. JUBINAL, Paris, 1837.) Von JULIUS POEWE. Inaugural-Dissertation aus Halle a. S. Halle a. S., Kaemmerer & Co. 1900. 8vo , pp. 93.; . (Giebt auch zahlreiche Besserungsvorschläge und das ziemlich reiche Ergebnis einer Nachvergleichung des Jubinalschen Druckes mit der Handschrift.) 996

LA FARCE DE MAÎTRE PATHELIN, très bonne et fort joyeuse, à cinq personnages, arrangée et mise en nouveau langage par GASSIES DES BRULIES. Illustrations de BOUTET DE MONVEL. Paris, Delagrave. 1900. 16mo, pp. 102; 2f. 997

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LE ROMAN DE BERTE AUX GRANDS PIEDS, renouvelé par RAPHAËL PÉRIÉ. Hachette. 1900. 16mo, pp. 134; . 1000

ADAM DE LA HALE, LE BOCHU D'ARAS, CANCHONS UND PARTURES DES ALTFRANZÖSISCHEN TROUVERE, herausgegeben von RUDOLF BERGER. 1. Band. Canchons. Halle a. S., Niemeyer. 1900. Lge. 8vo, pp. viii+530; 12m. 1001

Lit. Cbl., 6 April '01, col. 582 (most favourable; [*Schu*]*tz-G*[*ora*]).

JEAN FROISSART, MÉLIADOR. Roman comprenant les poésies lyriques de Wenceslas de Bohême, Due de Luxembourg et de Brabant, publié pour la première fois. Par AUGUSTE LONGNON. Tome III. Paris, Firmin Didot et Cie. 1899. 8vo, pp. iv+381; . 1002

MARIE DE FRANCE: DIE LAIS. Von KARL WARNCKE. Mit vergleichenden Anmerkungen von REINHOLD KÖHLER. 2. Aufl. (*Bibliotheca normannica. Denkmäler normann. Litteratur und Sprache, hrsg. v. Herm. Suchier. III.*) Halle, M. Niemeyer. 1900. Lge. 8vo, pp. xi, clx+303; 12m. 1003

ARTHURIAN ROMANCES UNREPRESENTED IN MALORY. No. 3. Guingamor; Lanval; Tyolet; The Were-Wolf. Four Lais translated from the French of Marie de France and others by JESSIE L. WESTON. D. Nutt. 1900. Min. 4to, pp. xv+101; cloth, gilt top, 2s. net. 1004

Spect., Suppl., 17 Nov. '00, p. 689 ('on the whole not inferior

to the average of the Malory romances'); *Bookman*, Dec. '00, p. 11 ('an exceedingly dainty edition'); *Acad.*, 22 Dec. '00, p. 625 ('Miss W. has given a translation which faithfully possesses much of the spirit of the originals, has added some useful notes, and has provided a short introduction on the literary history of the lais and their relation to the Arthurian cycle').

LE ROMAN DE FLAMENCA, publié d'après le manuscrit unique de Carcassonne. Traduit et accompagné d'un vocabulaire par PAUL MEYER. 2e édition, entièrement refondue. T. 1er. Paris, Bouillon. 1901. 16mo, pp. v+425; 1005

LE ROMAN DE TRISTAN ET YSEULT. Traduit et restauré par JOS. BÉDIER. Préface de GASTON PARIS. Paris, H. Piazza. 1900. 8vo, pp. ; 3f.50. 1006

THE ROMANCE OF THE ROSE, 'The Poet's Bible of the Middle Ages.' Now first rendered into modern verse from the Old French, by F. S. ELLIS. In 3 volumes. Dent. 1900. 12mo, 6×3⅞ in. Vol. i. pp. 264; vol. ii. pp. 268; vol. iii. pp. 260; 1s. 6d. cloth net; roan, 2s. net per vol. 1007

Athen., 12 Jan. '01, p. 50 (very fav.); *Notes and Queries*, 12 Jan. '01, p. 38 ('fluent, able, and most readable version').

LE BESTIAIRE DE PHILIPPE DE THAÜN, texte critique publié avec introduction, notes, et glossaire par EMMANUEL WALBERG. Paris, Welter. 1900. 8vo, pp. cxiv+175; 7f. 1008

Archiv, cv., p. 194 (a very favourable notice by *Adolf Tobler*).

ZWEI ALTFRANZÖSISCHE DICHTUNGEN: LA CHASTELAINE DE SAINTE-GILLE. DU CHEVALIER AU BARISEL. Neu herausgegeben mit Einleitungen, Anmerkungen und Glossar von O. SCHULTZ-GORA. Halle a. S., Niemeyer. 1899. 8vo, pp. vi+193; . 1009

M. L. Q., '00, No. 986; *Archiv*, cv., p. 445-450 (a full review by *A. Risop*).

CHRISTIAN VON TROYES, DER KARRENRITTER (Lancelot), UND DAS WILHELMSLEBEN (Guillaume d'Angleterre), hrsg. von WENDELIN FÖRSTER. Halle a. S., Niemeyer. 1899. Lge. 8vo, pp. clxxxiv+499; 20m. 1010

Lit. Cbl., 8 Dec. '00, col. 2072 ('Viele und lehrreiche Anmerkungen machen den Wert dieser Publication vollständig').

ZUR KRITIK UND INTERPRETATION ROMANISCHER TEXTE. 5. Beitrag. (Der Karrenritter.) Von AD. MUSSAFIA. In Sitzungsberichte der Akad. der Wiss. in Wien. Phil.-historische Klasse. Bd. CXLIII. Wien, Gerolds Sohn. 1900. 8vo, pp. 27; . 1011

DIE COMPOSITION DES HUON VON BORDEAUX, nebst kritischen Bemerkungen über Begriff und Bedeutung der Sage. Von CARL VORETSCH. Halle a. S., Niemeyer. 1900. Lge. 8vo, pp. xiii+420; 10m. 1012

Lit. Cbl., 12 Jan. '01, col. 80 (a most favourable review by [*Schu*]*ltz-G*[*ora*]).

ORSON DE BEAUVAIS. Chanson de geste du XIIe siècle, publiée d'après le manuscrit unique de Cheltenham par GASTON PARIS. Paris, Société des anciens textes français. 1899. 8vo, pp. lxxx+191; . 1013

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DAS ALTFRANZÖSISCHE ROLANDSLIED. Kritische Ausgabe, besorgt von E. STENGEL. Bd. I. Text, Variantenapparat und vollständ. Namenverzeichnis. Leipzig, Dietrich. 1900. Lge. 8vo, pp. ix+404; 12s. 1014

Lit. Cbl., 4 May '01, col. 734 (a short notice by [*Schu*]*ltz-G*[*ora*]).

LA CHANSON DE ROLAND. Texte critique, traduction et commentaire, grammaire et glossaire, par LÉON GAUTIER. 25e édition, revue avec soin. Édition classique. Tours, Mame et fils. 1900. 18mo, pp. liii+605; . 1015

EXTRAITS DE LA CHANSON DE ROLAND ET DES MÉMOIRES DE JOINVILLE, à l'usage de la classe de seconde, avec introduction historique et littéraire, notes philologiques et glossaires; par E. TALBOT. Paris, Delalain. 1900. 16mo, pp. viii+208; 2f.50. 1016

ÉTUDES LITTÉRAIRES SUR LES CLASSIQUES FRANÇAIS DES CLASSES SUPÉRIEURS: par G. MERLET. Nouvelle éd. entièrement refondue, par EUGÈNE LINTILHAC. II. Chanson de Roland; Villehardouin, Joinville, Froissart, Commynes; Marot, Ronsard, Du Bellay, etc. Hachette. 1900. 16mo, pp. 782; 4f. 1017

LOIS DE GUILLAUME LE CONQUÉRANT EN FRANÇAIS ET EN LATIN. Textes et études critiques publ. par JOHN E. MATZKE. Avec une préface historique par CH. BÉMONT. Paris, Picard. 1900. 8vo, pp. liv+33; . 1018

L. g. r. P., March '01, col. 119 (very favourable; *Hermann Suchier*).

LA LÉGENDE HÉROÏQUE FRANÇAISE. Par CARL VORETZSCH. Traduction de B. JOFÉ. Bruxelles, Lefèvre. 1901. Lge. 8vo, pp. 31; . 1019

LES PERSONNAGES DE L'ÉPOPÉE ROMANE. Par VIC. CH. DE LA LANDE DE CALAN. Paris, Bouillon. 1901. 8vo, pp. x+357; 5f. 1020

PEIRE'S V. AUVERGNE LIEDER, kritisch hrsg. mit Einleitung, Übersetzung, Kommentar und Glossar von Prof. RUD. ZENKER. Erlangen, F. Junge. 1900. Lge. 8vo, pp. x+266; 4m. 1021

LE ROMAN BRETON EN FRANCE AU MOYEN AGE. Par PAUL MARCHOT. Fribourg, Fischbacher. 1899. 12mo, pp. ; 1f.50. 1022

ROMANISCHE SPRACHWISSENSCHAFT. Von A. ZAUNER. Leipzig, Göschen. 1900. , pp. ; bound, 80pfg. 1023

PRAKTISCHES LEHRBUCH DER ALTFRANZÖSISCHEN SPRACHE. Mit Bruchstücken altfranzösischer Texte, Anmerkungen dazu und einem Glossar. Von Dr. E. NONNENMACHER. Leipzig, Hartleben. Lge. 8vo, pp. viii+182; 2m. 1024

M. L. Q., '00, No. 2061; *Archiv*, cv., p. 454 (a favourable notice by *A. Risop*).

HISTORICAL PRIMER OF FRENCH PHONETICS AND INFLECTION. By MARGARET S. BRITTAIN. Introductory Note by PAGET TOYNBEE. Oxford, University Press. 1901. Extra fcap. 8vo, pp. xii +108; cloth, 2s. 6d. 1025

M. L. Q., '01, No. 525; *Educ. Times*, Feb. '01, p. 77 ('A chapter on the Germanic elements in French might, perhaps, be a welcome edition to this carefully written and useful little book').

LES VRAIES ORIGINES DE LA LANGUE FRANÇAISE. Par MARSILLAC. Paris, Schleicher frères. 1901. 8vo, pp. ; 3f.50. 1026

DIE INDIREKTE REDE IM ALTFRANZÖSISCHEN. Von A. FISCHER. 1900. , pp. ; 2m.40. 1027

ÉTUDES SUR LA LANGUE DES FRANCS À L'ÉPOQUE MÉROVINGIENNE. Par H. D'ARBOIS DE JUBAINVILLE. Paris, Bouillon. 1900. 8vo, xii+232+ 110; 6f. 1028

M. L. Q., '00, No. 2069; *Lit. Cbl.*, 20 Oct. '00, col. 1737 (a fairly favourable notice by [*Schu*]*ltz-G*[*ora*]).

LES PLUS ANCIENS MOTS D'EMPRUNT DU FRANÇAIS. Par GASTON PARIS. Extrait du *Journal des Savants*. Paris, Bouillon. 1900. 4to, pp. ; . 1029

LEXIQUE DE L'ANCIEN FRANÇAIS. Par F. GODEFROY. Paris, Welter. 1900. Lge. 8vo, pp. 544; 20f. 1030

LATEINISCH-ROMANISCHES WÖRTERBUCH. Von GUSTAV KÖRTING. Paderborn, F. Schöningh. Zweite vermehrte und verbesserte Ausgabe. 1901. 4to, pp. vii+1252 col.; 22m.; 25m. 1031

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THEOLOGIA DEUTSCH . . . NACH DER EINZIGEN BIS JETZT BEKANNTEN HANDSCHRIFT, herausgegeben und mit einer neudeutschen Übersetzung versehen von FRANZ PFEIFFER. 4. unveränderte Auflage. Gütersloh, Bertelsmann. 1900. 8vo, pp. xxxii+239; 3m. 1032

A. d. f. A., xxvi., p. 331 (a notice by *E. Sch[roeder]*).

(HARTMANN VON AUE). DAS SOGENANNTE II. BÜCHLEIN UND HARTMANN'S WERKE. Von C. KRAUS. Halle, Niemeyer. 1899. 8vo, pp. 62; 2m. 1033

Z. f. d. P., xxxii., p. 384 (*F. Saran* agrees with K. in regarding the ii. *Büchlein* as not a work of Hartmann's).

WOLFRAM VON ESCHENBACH. Parzival und Titurel, herausgegeben und erklärt von E. Martin. (*Germanistische Handbibliothek. Begründet von J. Zacher. IX. I.*). Halle a/S., Waisenhaus. 1900. Lge. 8vo, pp. lvi+315; 5m. 1034

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M. L. Q., '00, No. 1015; *Engl. Stud.*, xxviii., 3 (*Bang*).

WALTHER VON DER VOGELWEIDE. Ausgewählte Lieder und Sprüche. Übertragen und herausgegeben von E. SAMHABER. Leipzig, Freytag. 1900. 12mo, pp. 144; 80pfg. 1037

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Z. f. d. P., xxxii., p. 382 (not a very favourable notice by *Gustav Kühl*).

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DIE ALTSÄCHSISCHE BIBELDICHTUNG (Heliand und Genesis). Erster Teil: Text. (*Denkmäler der älteren deutschen litteratur* I.) Herausgegeben von PAUL PIPER. Stuttgart, Cotta. 1897, pp. cvi+487; 10m. 1049

Z. f. d. P., xxiii., '00, p. 509 (a very important review by *Friedrich Kaufmann*).

KLEINERE ALTSÄCHSISCHE SPRACHDENKMÄLER. Mit Anmerkungen und Glossar, herausgegeben von ELIS WADSTEIN. Leipzig, Soltau. 1900. 8vo, pp. xv+250; 7m.20. 1050

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DIE VARIATION IN HELIAND UND IN DER ALTSÄCHSISCHEN GENESIS. Von Dr. PAUL PACHALY. (*Schriften zur germanischen Philologie, hrsg. von Dr. Max Roediger. IX.*) Berlin, Weidmann. 1899. Lge. 8vo, pp. 118; 4m. 1052

Neu. Spr., viii., p. 375 (commended as useful by *H. Jantzen*); *A. f. d. A.*, xxvi., p. 277 (a careful review by *John Ries*); *Archiv*, cvi., p. 171 ('fleissige und sorgfältige Materialsammlung,' *Heinrich Spies*).

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Mod. Lang. Notes, March '01, col. 163-170 ('. . . the book will prove serviceable and meet with a welcome among all interested in Germanic Philology.'—*Francis A. Wood*).

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L. g. r. P., March '01, col. 97 (a favourable notice by *Gustav Ehrismann*); *Z. f. d. P.*, xxxii., '00, p. 502 (unfavourable: *H. Hirt*).

DAS DEUTSCHE ALTERTUM IN DEN ANSCHAUUNGEN DES 16. UND 17. JHS. Von FRIEDR. GOTTHELF. Berlin, A. Duncker. 1900. , pp. viii+68; 1m.50. 1056

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M. L. Q., '00, No. 2086; *L. g. r. P.*, Dec. '00, col. 401 (a review, not altogether favourable, by *E. Mogk*).

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Neu. Spr., viii., p. 436 (a favourable notice by *H. Jantzen*).

THE ROMANCE CYCLE OF CHARLEMAGNE AND HIS PEERS. By J. L. WESTON (*Popular Studies in Romance, Mythology, and Folklore*, No. 10). Nutt. 1900. 16mo, pp. 46; sewed, 6d. net (post free 7d.). 1060

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School Journal, 4 May '01, p. 507 ('Taken altogether it is the most satisfactory collection of the legends of early Britain we have yet seen').

THE LEGEND OF SIR LANCELOT DU LAC. Studies upon its Origin, Development, and Position in the Arthurian Romantic Cycle. By JESSIE L. WESTON. (*The Grimm Library*, vol. xii.) Nutt. 1901. Cr. 8vo, pp. xii+252; 7s. 6d. net. 1066

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L. g. r. P., Nov. '00, col. 366 (a review by *E. Mogk*, not altogether favourable).

THE LANDNÁMA-BÓC. Edited by the late G. VIGFUSSON and F. YORK POWELL. Oxford, Clarendon Press. 1901. 1071

LANDNÁMABOK I.-III. Hausbók. Sturlubók. Melabók. Udgiven af det koneglige nordiske Oldskrift-Selskab. Copenhagen, Thieles Bogtryk. 1900. Lex. 8vo, pp. lx+404. 1072

Lit. Cbl. 24 Nov. '00, col. 1946 (favourable).

SNORRI STURLUSON. Edda udg. af Finnur Jonsson. Copenhagen, E. C. Gad. 1900. 8vo, pp. xii+237; 1073

L. g. r. P., March '01, col. 99-102 (an interesting review by *E. Mogk*).

GLOSSAR ZU DEN LIEDERN DER EDDA (SAEMUNDAR EDDA). Von H. GERING. 2. Aufl. (Bibliothek der ältesten deutschen Litteratur-Denkmäler, viii. Bd.) Paderborn, Schöningh. 1896. 8vo, pp. xv+212; 4m. 1074

Z. f. I. S. (*Anzeiger*), Bd. xi, '00, p. 112 (a valuable notice of the new edition by *F. Detter*).

HAMLET IN ICELAND: BEING THE ICELANDIC ROMANTIC AMBALES SAGA. Edited and translated, with an Introductory Essay by ISRAEL GOLLANCZ, M.A. Nutt. 1899. 4to, pp. xcviii+284; 15s. net. 1075

M. L. Q., '00, No. 210, 1425; *A. f. d. A.*, xxvi, p. 274 (an interesting notice by *F. Detter*).

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L. g. r. P., Jan. '01, col. 6-8 (*August Gebhardt* warmly commends the introduction, and praises the translation); *Lit. Cbl.*, 2 March '01, col. 370 (favourable; *-nn-*.).

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L. g. r. P., May '01, col. 154-159 (a favourable and valuable review by *August Gebhardt*).

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Lit. Cbl., 15 Dec. '00, col. 2111 (a favourable notice by *Wi.*).

La civilisation des Celtes et celle de l'épopée homérique. Par H. d'Arbois de Jubainville. Paris, Fontemoing. 1899. 8vo, pp. 418; 8f. 1087

Rev. Intern. Ens., Jan. '01, p. 93-95 (a full and favourable review by *A. Hauvette*).

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The Transition Period. By G. G. Smith, M.A. Blackwood. 1900. Cr. 8vo, pp. 422; 5s. net. 1100

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S. R., 9 March '01, p. 305 ('As literature and as criticism alike Pater's 'Mérimée' is by far the finest; seems indeed to belong to another world'); *Lit.*, 12 Jan. '01, p. 30 ('not all of equal merit'); *Journ. Educ.*, March '01, p. 186 ('most varied and interesting, and the treatment popular. Will generally be found to be suggestive and stimulating. . . . One would have, perhaps, anticipated that a larger proportion of the lectures would contribute more of solid and essential criticism and less of matter that ought to be readily accessible in the ordinary literary histories and biographies'); *Athen.*, 26 Jan. '01, p. 113 ('The subjects of the lectures are very diverse, and consequently the volume possesses no real unity').

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Ephemera Critica: Plain Truths about Modern Literature. By Churton Collins. Constable. 1901. $7\frac{3}{4} \times 5\frac{1}{4}$ in., pp. 379; 7s. 6d. 1104

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Colloquies of Criticism: or, Literature and Democratic Patronage. Unwin. 1901. Cr. 8vo, pp. 186; 3s. 6d. net. 1106

Lit., 11 May '01, p. 393 ('contains a good deal of sound criticism').

A HISTORY OF LITERARY CRITICISM IN THE RENAISSANCE. By J. E. SPINGARN. Macmillan. 1899. 8vo, pp. 330; 6s. net. 1107

M. L. Q., '00, Nos. 1037, 2118; *L. g. r. P.*, Oct. '00, col. 341 ('eine übersichtlicher, gedrängte und treffende Darstellung,' *Karl Vossler*); *Archiv*, cv., p. 393-396 ('eine gelungene Rekognoszierung.'—*A. Brandl*).

THE PHILOSOPHY OF THE SHORT STORY. By Prof. BRANDER MATTHEWS Longmans. 1901. 18mo, pp. x+74; 1s. 6d. net. 1108

Spect., 30 March '01, p. 467 ('a new and enlarged edition of a paper that appeared some time ago'); *Educ. Rev.* (*Amer.*), May '01, p. 524 ('a delight to read').

LE ROMAN (Collection 'Les Genres littéraires'). Par L. LEVRAULT. Paris, Delaplane. 1900. 16mo, pp. ; 75cts. 1109

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THE METAPHOR: A Study in the Psychology of Rhetoric. By GERTRUDE BUCK, Ph.D. Michigan, Ann Arbor. 1899. , pp. 78; . 1115

Mod. Lang. Notes, April '00, col. 234-237 ('The study merits a word of special commendation for the perfect clearness and the amplitude with which it is presented. Perhaps the germs of many of the main ideas are to be found in Gerber; but to compare the present orderly statement with G.'s chaos is to bring out most emphatically the best qualities of the study.'—*G. P. Krapp*).

A POLITICAL HISTORY OF CONTEMPORARY EUROPE SINCE 1814. From the French of CHARLES SEIGNOBOS. Heinemann. 1900. 2 vols. Demy 8vo, pp. 880; £1 net. 1116

Educ. Times, Feb. '01, p. 74 (very favourable); *Athen.*, 12 Jan. '01, p. 49 (unfavourable; 'We do not find that clearness of guidance which is expected from a well-known historian'); *Speaker*, 6 April '01, p. 22 ('A really accurate survey of modern European history.'—*H. A. L. Fisher*).

A REVIEW OF THE NINETEENTH CENTURY. 'Un Siècle; Mouvement du Monde de 1800 à 1900.' Paris, H. Oudin. 1900. , pp. ; . 1117

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HISTORICAL DEVELOPMENT OF MODERN EUROPE, 1815-1897. Student's edition. By C. M. ANDREWS. . 1901. 8vo, pp. ; 12s. 6d. 1118

AN ESSAY ON WESTERN CIVILISATION IN ITS ECONOMIC ASPECTS. Vol. I. (Ancient Times). By W. CUNNINGHAM. Cambridge University Press. 1900. Cr. 8vo, pp. xii+220; with 5 maps, 4s. 6d. 1119

—— Vol. II. (Mediæval and Modern Times). By W. CUNNINGHAM. Cambridge University Press. 1900. Cr. 8vo, pp. 312; 4s. 6d. 1120

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AN EPITOME OF MEDIEVAL HISTORY. By CARL PLOETZ. Translated with extensive additions by W. H. TILLINGHAST. Blackie. 1901. Part II., Cr. 8vo., pp. 110; 2s. 6d. 1121

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Educ. Times, April '01, p. 185 ('The whole work has been very scrupulously and laboriously done, and must have cost Mr. G. and his assistants a prolonged toil which can only be adequately remunerated by the gratitude of those who will enter into the fruit of their labours'); *Athen.*, 6 April '01, p. 432 ('Undeniably useful. . . . The bibliography will be useful. . . . The book will be indispensable in a library'); *Notes and Queries*, 20 April '01, p. 319 ('It would much conduce to clearness if the titles of books were either italicised or put within quotation marks . . . but the commendation prefixed from an expert such as Lord Acton may well overrule any doubts as to its substantial value as a whole'); *Lit.*, 16 March '01, p. 203 (fav.; 'Historical novelists as well as historical students may be recommended to use it in order to avoid anachronisms'); *Bookman*, April '01, p. 30 ('It is a compact history, from 1492 to 1899, and an invaluable volume of reference'); *Speaker*, 30 March '01, p. 715 ('good but far from complete, and there are some errors'; *H. A. L. Fisher* advises Index should be revised carefully for a second edition).

KULTURGESCHICHTE DER NEUZEIT. Von K. BREYSIG. Vergleichende Entwicklungsgeschichte der führenden Völker Europas und ihres sozialen und geistigen Lebens. Bd. I. Aufgaben und Massstäbe einer allgemeinen Geschichtschreibung. Bd. II. Altertum und Mittelalter als Vorstufen der Neuzeit. I. Hälfte: Urzeit, Griechen, Römer. Berlin, Bondi. 1901. Lge. 8vo, pp. xxxv+291; xxii+518; Bd. I. 6m., bound 7m.; Bd. II. 8m., bound 9m. 1123

Lit. Cbl., 1 Dec. '00, col. 1971 (a very appreciative notice by *K. Lamprecht*).

WELTGESCHICHTE. Von den ältesten Zeiten bis zum Anfang des 20. Jahrhunderts. Ein Handbuch. II. Bd. Geschichte des Mittelalters. Par HM. SCHILLER. Berlin, . 1901. 8vo, pp. vii+656+74; 8m. 1124

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GIERKE'S POLITICAL THEORIES OF THE MIDDLE AGES. Translated by F. W. MAITLAND. Cambridge University Press. 1901. Royal 8vo, pp. lxxx+197; 10s. 1126

Notes and Queries, 18 May '01, p. 399 ('admirably translated. The notes are the best guide that we know among the hitherto almost pathless wilderness of mediæval political pamphleteering'); *Speaker*, 2 March '01, p. 624 ('A splendid piece of compact learning and bold generalisation').

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MANUAL OF COMPARATIVE PHILOLOGY. By P. GILES. Second edition. Macmillan. 1901. $7\frac{1}{4} \times 4\frac{3}{4}$, pp. xl+619; 14s. 1129

Educ. Times, April '01, p. 185 ('We notice many improvements in the book . . . thoroughly deserves the success it has attained'); *School World*, May '01, p. 187 ('There is not much new matter. . . but the revision has been careful and thorough. The introductory pages contain additions in nearly every paragraph').

THE HISTORY OF LANGUAGE. By HENRY SWEET, M.A. Dent. 1900. 5⅞ × 4 in. pp. 160; 1s. net. 1130

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HERDER'S ABHANDLUNG ÜBER DEN URSPRUNG DER SPRACHE. Hrsg. und mit e. Einleitung und Aumerkungen versehen von TH. MATTHIAS. Leipzig, F. Brandstetter. 1900. 8vo, pp. 153; 1m.20. 1135

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SEMANTICS—THE SCIENCE OF MEANING. From the French of M. Bréal. Translated by Mrs. HENRY CUST. Introduction by Prof. J. P. POSTGATE. Heinemann. 1900. Lge. Cr. 8vo, pp. lxvi+341; 7s. 6d. net. 1137

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Lit. Cbl., 1 Dec. '00, col. 1988 (favourable on the whole); *Z. f. d. P.*, xxiii. '00, p. 546 ('Von einer inneren Verwandtschaft der behandelten sprachlichen Vorgänge mit biologischen u.s.w. Processen kann keine Rede sein'—*E. Zupitza*).

VOM SUPPLETIVWESEN DER INDOGERMANISCHEN SPRACHEN. Von H. OSTHOFF. Prorektoratsrede, gehalten am 22 Nov. 1899 zu Heidelberg. Heidelberg, A. Wolf in Komm. 1899. Lge 4to, pp. 95; 4m. 1142

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TWO LECTURES INTRODUCTORY TO THE STUDY OF POETRY. By Prof. H. C. BEECHING. Cambridge University Press. 1901. Cr. 8vo, pp. 57; 2s. 1145

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ARBEIT UND RHYTHMUS. Von KARL BÜCHER. 2. stark vermehrte Auflage. Leipzig, Teubner. 1899. 8vo, pp. x+412; 6m. 1146

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DAS WICHTIGSTE AUS DER POETIK. Von FR. NADLER. 2. verbesserte Auflage. Wiesbaden, E. Behrend. 1901. , pp. 44; . 1150

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Studies from the Yale Psychological Laboratory. Edited by Edward W. Scripture. Vol. VII. Researches in Experimental Phonetics. New Haven, Conn., Yale Univ. 1899. 8vo, pp. 108; $1. 1156

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Introduction to English, French, and German Phonetics. By Laura Soames. New ed. by Wilhelm Vietor. Sonnenschein. 1899. Cr. 8vo, pp. 296; 6s. 1161

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Praktische Übungen zur Aussprache des Französischen in methodischer Anordnung. Von A. Zünd Burguet. Paris, H. Welter. 1900. 12mo, pp. 153; 1m. 1167

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Ausführliche Grammatik der französischen Sprache. Von P. Plattner. Eine Darstellung des modernen französischen Sprachgebrauchs mit Berücksichtigung der Volkssprache. II Teil. Ergänzungen. Erstes Heft. Wörterbuch der Schwierigkeiten der französischen Aussprache und Rechtschreibung. Karlsruhe, J. Bielefeld. 1900. Lge. 8vo, pp. 147; 4m.; 1st and 2nd parts= 6m.80. 1169

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A New Practical Guide to French Pronunciation. By L. B. Meunier. Liverpool, Philip. 1900. Cr. 8vo, pp. 31; 1s. 1173

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French Pronunciation Exemplified by English Phonetics. By Dr. Krisch. Murby. 1901. Cr. 8vo, pp. 80; 1s. 1174

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Deutsches Lesebuch in Lautschrift (zugleich in der preussischen Schulschreibung) als Hilfsbuch zur Erwerbung einer mustergültigen Aussprache herausgegeben von Wilhelm Vietor. 1. Teil. Fibel und erstes Lesebuch. Leipzig, Teubner. 1899. Sm. 8vo, pp. xii+159; 3m. 1176

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GRUNDZÜGE DER BÜHNENAUSSPRACHE. Kleine Ausgabe. Von THEOD. SIEBS. Berlin, A. Ahn. 1900. Lge. 8vo, pp. 64; 1m.50. 1178

ELEMENTE DER PHONETIK, zur Selbstbelehrung mit Rücksicht auf die besonderen Bedürfnisse des Seminars. Von Dr. KARL LANG. Berlin, Reuther & Reichard. 1900. Lge. 8vo, pp. iv+52 mit 3 Tafeln; 80 pfg. 1179

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Athen., 6 April '01, p. 443 ('Mr. R. is, we dare say, as good a guide as others where none is good. On some matters concerning the stage, on make-up and the like, his book may be consulted with possible advantage').

NOTES ON SPEECH-MAKING. By Prof. BRANDER MATTHEWS. Longmans. 1901. 18mo, pp. xii+80; 1s. 6d. net. 1186

Contents: 1. The Four Ways of Delivering an Address. 2. The Real Secret of After-Dinner Oratory. 3. Appendix: I. How to be Heard when Speaking in Public, By J. W. Churchill. 2. Hints on Speaking out of doors, By B. F. Hughes. 3. An Open Letter, by Lyman Abbot.

Spect., 30 Mareh '01, p. 467.

FOR THE TEACHER.

GENERAL.

EDUCATION AND THE PHILOSOPHICAL IDEAL. By HORATIO W. DRESSER. Putnam's Sons. 1900. Cr. 8vo, pp. v+255; cloth, 5s. 1187

Educ. Times, Dec. '00, p. 494 ('The book is, altogether, a suggestive one, both in itself and for the light it throws on the working of the *Zeitgeist*, in dealing boldly and earnestly, if not always on sound principles, with the great problems of existence'); *Spect.*, 26 Jan. '01, p. 120 ('An interesting, though at times rather vague, discussion as to the true ideal of education'); *Journ. Educ.*, April '01, p. 293 (fav., but disagrees with part under the head of 'Equanimity,' which treats of something very like faith-healing).

LOGIC AND EDUCATION: an Elementary Text-Book of Deductive and Inductive Logic. By the Rev. JOHN LIGHTFOOT. Ralph, Holland & Co. 1900. Cr. 8vo, pp. 114; 1s. 6d. 1188

Educ. Times, March '01, p. 149 (favourable); *Teachers' Aid*, 7 April '00.

ORGANIC EDUCATION. A Manual for Teachers, by HARRIET M. SCOTT. Assisted by GERTRUDE BUCK. Isbister. 1900. Cr. 8vo, pp. 352; 5s. 1189

Schoolm., 4 Aug. '00 (very favourable).

HANDBUCH DER ALLGEMEINEN PÄDAGOGIK. Von JOHANN HELM. 2. verb. Aufl. Erlangen, Deichert. 1900. Lge. 8vo, pp. ix+285; 4m.60. 1190

Lit. Cbl., 16 Feb. '01, col. 286 (very favourable; 'Der Verfasser ist ein Anhänger der Herbartschen Pädagogik, bekundet aber durchaus eine gewisse Selbständigkeit.')

LEBENDIGE BILDUNG UND IHRE WAHREN, ERNSTEN GRUNDGESETZE. Beitrag zur Volkserziehung. Von ALFR. WOLF. Leipzig, . 1901. 8vo, pp. 160; 2m.40. 1191

PRINCIPI DE PEDAGOGIA GENERALE. GL. CESCA. Torino. 1900. 16mo, pp. 174; 2 l.25. 1192

THE SCHOOL AND SOCIETY. By JOHN DEWEY. P. S. King. 1900. 3rd ed. 7¾×5 in., pp. 129; 4s. net. 1193

M. L. Q., '00, No. 1072, 2197; *Child Life*, Jan. '01, p. 48 (favourable).

L'ÉDUCATION AU POINT DE VUE SOCIOLOGIQUE. Par J. ELSLANDER. Paris, Le Soudier. 1899. 8vo, pp. 836; 3m.50. 1194

Ped. Sem., Dec. '00, p. 586.

SOZIALE PÄDAGOGIK AUF ERFAHRUNGSWISSENSCHAFTLICHER GRUNDLAGE und mit Hilfe der induktiven Methode als universalistische oder Kultur-Pedagogik dargestellt. Von PAUL BERGMANN. Gera, Th. Hofmann. 1900. Lge. 8vo, pp. xvi+615; 10m., bound, 11m.60. 1195

GEMÜT UND GEMÜTSBILDUNG. Von PAUL RÖNTGEN. Sozial-pädagogische Studien über die Erziehung des Volkes in Familie, Schule und Leben. Ein Beitrag zur Lösung der sozialen Frage. Kempten, J. Kösel. 1900. 8vo, pp. xi+368; 3m.20; bound linen, 3m.80. 1196

SECONDARY TEACHING. By CHRISTABEL OSBORN and FLORENCE B. LOW. With an Introduction by E. P. HUGHES. W. Scott. 1900. Fcap. 8vo, pp. 82; stiff paper cover, 1s.; or in limp cloth. 1s. 6d. 1197

Spect., 22 Dec. '00, p. 940; *Bookman*, Feb. '01, p. 165 ('The low price, the simple guidance, and the sensible advice offered make this a valuable series'); *Educ. Times*, March '01, p. 150 ('practical and business-like, . . . an index would be an advantage'); *Lit.*, 9 March '01, p. 184 (fav.).

ELEMENTARY TEACHING. By CHRISTABEL OSBORN. With an Introduction by SIR JOSHUA FITCH. W. Scott. 1900. Fcap. 8vo, pp. 142; stiff paper cover, 1s., limp cloth, 1s. 6d. 1198

Spect., 22 Dec. '00, p. 940; *Bookman*, Feb. '01, p. 165 ('calculated to give real help in the matter of choosing a profession, and training for that profession when chosen'); *Educ. Times*, March '01, p. 150 ('admirably adapted for the end in view'); *Lit.*, 9 March '01, p. 184 (fav.).

SCHOOL MANAGEMENT AND METHODS OF INSTRUCTION. With special Reference to Elementary Schools. By GEORGE COLLAR and CHARLES W. CROOK. Macmillan. 1901. Globe 8vo, 7×4¾ in., pp. 336; 3s. 6d. 1199

Schoolm., 16 Feb. '01, p. 282 (fav.; 'we should like to have seen some hints on methods of concentration or correlation'); *Educ. Rec.*, Feb. '01, pp. 516-519 ('Our main criticism comes to this, that the authors have not carried their own ideas nearly far enough'); *Pract. Teach.*, March '01, p. 492 ('recommend strongly'); *Educ. Times*, March '01, p. 148 ('much of general interest and usefulness to all, but more particularly to young teachers learning their work. The general reader, however, will find it necessary to discount

some of the criticisms of the authors which are evidently based on an imperfect knowledge of the work of schools other than elementary'); *Educ. Rev. Amer.*, May '01, p. 525 ('Seems to us to rely too much upon specifically prescribed methods rather than upon principles which are to be turned into methods as circumstances may dictate or suggest. . . . It is a useful book and deserves attention'); *Ped. Sem.*, March '01, p. 147 ('The topics are treated concisely and conservatively').

NEW METHODS IN EDUCATION. By J. LIBERTY TADD. Sampson Low. 1900. Imp. 8vo, 9¼×7 in., pp. 352; cloth, 8s. 6d. net. 1200

Bookman, March '01, p. 202 ('This is the abridgment of the author's original work on Education'); *Educ. Rev.*, 8 April '01, p. 110 ('The real strength of the book is not in its rhapsody, but in the underlying hypothesis that the teacher shall himself be an educationalist imbued with the significance of all that he is doing'); *School Guard.*, 6 April '01, p. 282 ('It contains all that elementary teachers will be able to make use of'); *Athen.*, 18 May '01, p. 629 ('recommended to all who are interested in the introduction into our schools of real and profitable art training').

PROBLEMS IN EDUCATION. By W. H. WINCH. Sonnenschein. 1900. Cr. 8vo, 7⅞×5 in., pp. 158; 4s. 6d. 1201

M. L. Q., '00, No. 2194; *Athen.*, 19 Jan. '01, p. 75 ('the obscurity of the matter of the volume is not enlightened by the manner adopted in its treatment. . . . The appendices, however, are to a large extent free from the blemishes that disfigure the essay itself'); *Journ. Educ.*, Feb. '01, p. 118 (unfavourable); *Educ. Rev.*, 22 Feb. '01, p. 62 ('We regret that we cannot speak favourably of the writer's style, which is in many places obscure to a fault. . . . Later on Mr. Winch improves and becomes more vigorous'); *Child Life*, April '01, p. 119 ('The essays are good and useful'); *Paidologist*, April '01, p. 37 ('On the whole, a critical up-to-date review').

EDUCATION AND LIFE. By JAMES H. BAKER. Longmans. 1901. Cr. 8vo, pp. x+254; 4s. 6d. 1202

Ped. Sem., Dec. '00, p. 579 ('Pres. Baker . . . here publishes his various papers and addresses during a number of recent years').

PÄDAGOGIK UND POESIE. Vermischte Aufsätze. Von Prof. Dr. A. BIESE. Berlin, R. Gärtner. 1900. Lge. 8vo, pp. vii+320; . 1203

M. L. Q., '00, No. 654; *Mod. Lang. Notes*, Dec. '00, col. 494, 495 ('We hope the essays will find their way into the possession of many teachers, . . . his book cannot help encouraging the best aims of high-minded pedagogues,' *C. von Klenze*); *Z. f. d. U.*, xiv. p. 748 (a very favourable notice by *K. Löschhorn*).

PÄDAGOGISCHE SCHNITZEL UND SPÄNE. Von C. F. JANKE. Hannover, . 1900. 8vo, pp. 108; 1m. 1204

ERZIEHUNG UND ERZIEHER. Von RUDOLF LEHMANN. Berlin, Weidmann. 1900. Lge. 8vo, pp. viii+344; bound cloth, 7m. 1205

Ped. Sem., March '01, p. 156 (commended to 'those who desire an interesting inside view of German secondary education, together with the pedagogical opinions of an experienced German teacher.'—*W. H. B.*).

AUS SCHULE, UNTERRICHT UND ERZIEHUNG. Gesammelte Aufsätze. Von Dr. ADOLF MATTHIAS. München, C. H. Beck. 1901. Lge. 8vo, pp. x+476; 8m. 1206

Z. f. d. U., xv., p. 133 (a full and eminently appreciative notice by *Karl Menge*); *Ped. Sem.*, March '01, p. 158.

LEHRBUCH DER REFORM-PÄDAGOGIK FÜR HÖHERE LEHRANSTALTEN. 2. Bd. Von CLEMENS NOHL. Essen, Baedeker. 1901. Lge. 8vo, pp. v+607; m. 1207

DER KAMPF UM DAS HUMANISTISCHE GYMNASIUM. Aufsätze zur Reform des höheren Schulwesens. Von O. KAEMMEL. Leipzig, . 1901. 8vo, pp. 96; 1m.20. 1208

KERNFRAGEN DES HÖHEREN UNTERRICHTS. Von OSKAR WEISSENFELS. Berlin, Gaertner. 1901. Lge. 8vo, pp. xvi+352; 6m. 1209

Lit. Cbl., 4 May '01, col. 740 (a full and very favourable notice by *Segr.*).

PÄDAGOGISCHE IRRTÜMER IN SCHULE UND HAUS. Von Dr. HUGO GRUBER. Essen, Baedeker. 1900. 8vo, pp. 72; 1m.20. 1210

Ped. Sem., March '01, p. 147 ('A contribution of some significance to pedagogical pathology').

QUESTIONI SCHOLASTICI-PEDAGOGICHE. A. PIRODDA. Trani, . 1899. 16mo, pp. 147; 1s. 6d. 1211

PSYCHOLOGY, &c.

MANUAL OF PSYCHOLOGY. By G. F. STOUT. Second edition, revised and enlarged. Clive. 1901. 7×5 in., pp. xvi+661; 8s. 6d. 1212

PSYCHOLOGY: EMPIRICAL AND RATIONAL. By MICHAEL MAHER, S.J. Fourth edition, rewritten and enlarged. Longmans. 1901. 7¼×5 in., pp. xx+602+xii; 6s. 6d. 1213

Journ. Educ., May '01, p. 312 ('in the main, deals rather with mental philosophy than with psychology, in the accepted modern sense').

EXPERIMENTAL PSYCHOLOGY. A Manual of Laboratory Practice. By EDWARD B. TITCHENER. Vol. I. Qualitative Experiments. Part I. Students' Manual. Macmillan. 1901. 8vo, pp. 214; 8s. 6d. 1214

Educ. Rev. Amer., April '01, p. 425 ('It is very complete and excellently adapted to its purpose'); *Bookman*, May '01, p. 64 ('There are clear and practical chapters on Sensation and Perception, and the whole work is designed as a manual for laboratory practice').

SYLLABUS OF PSYCHOLOGY. By JAMES H. HYSLOP. (Columbia University Contributions to Philosophy, Psychology, and Education.) Macmillan & Co. 1899. , pp. viii+116; $1. 1215

Educ. Rev. Amer., Jan. '01, p. 93 (reviewed by *F. C. French*).

LEHRBUCH DER PSYCHOLOGIE. Für den Gebrauch an höheren Lehranstalten und zum Selbstunterrichte. Mit Benutz. von weil. Dr. G. A. LINDNER'S Lehrbuch der empir. Psychologie. Verf. von FRZ. LUKAS. Mit 22 Abbildgn. Wien, Gerrold's Sohn. 1900. Lge. 8vo, pp. vi+184; 3m. 1216

LEITFADEN DER PHYSIOLOGISCHEN PSYCHOLOGIE IN 14 VORLESUNGEN. Von TH. ZIEHEN. Mit 27 Abb. im Text. 5. teilweise umgearbeitete Aufl. Jena, Fischer. 1900. Lge. 8vo, pp. iv+267; 5m.; bound, 6m. 1217

Lit. Cbl., 13 Oct. '00, col. 1694 (commends the improvements in the new edition).

DIE KUNST DES PSYCHOLOGISCHEN BEOBACHTENS. Praktische Fragen der pädagogischen Psychologie. Von Dr. O. ALTENBURG. Berlin, Reuther & Reichard. 1901. Large 8vo, pp. 76; 1m.60. 1218

DAS VERHÄLTNIS DER HERBARTSCHEN PSYCHOLOGIE ZUR PHYSIOLOGISCH EXPERIMENTELLEN PSYCHOLOGIE. Von Dr. TH. ZIEHEN. Berlin, Reuther & Reichard. 1901. Large 8vo, pp. 79; 1m.30. 1219

PSYCHOLOGIE APPLIQUÉE À LA MORALE ET À L'ÉDUCATION. Par RAUH et REVAULT D'ALLONNES. Hachette. 1900. 16mo, pp. ; 5f. 1220

PSYCHOLOGIE UND ERZIEHUNG. Von WILLIAM JAMES. Aus dem Englischen von FRIEDRICH KIESOW. Mit 2 Fig. Autorisierte Übersetzung. Leipzig, Engelmann. 1900. Lge. 8vo, pp. x+150; 1221

FACT AND FABLE IN PSYCHOLOGY. By JOSEPH JASTROW. Macmillan. 1901. 8vo, pp. xvii+370; 8s. 6d. net. 1222

Athen., 9 March '01, p. 300 (not altogether favourable).

SANITY OF MIND: a Study of its Conditions and of the Means to its Development and Preservation. By D. F. LINCOLN, M.D. Putnam's Sons. 1900. , pp. vi+177; . 1223

Ped. Sem., March '01, p. 144 ('sound in method, wholesome in tone. It cannot fail to be of value to intelligent teachers, clergymen, and that large and (happily) increasing class of parents who are interesting themselves in the scientific aspects of education.'—*W. S. Small*).

THINKING AND LEARNING TO THINK. By N. C. SCHAEFFER. Lippincott. 1900. , pp. 351; $1.50. 1224

Educ. Rev. Amer., June '01, p. 100 ('practical suggestions are most helpful, and the tone of the book is sane').

THINKING, FEELING, DOING. By E. W. SCRIPTURE. Revised edition with new material. With 210 illustrations. Putnam's. 1901. Cr. 8vo, pp. ; cloth, . 1225

THE STORY OF THOUGHT AND FEELING. By F. RYLAND. G. Newnes. 1901. Pott 8vo, pp. 220; 1s. 1225*

Speaker, 13 April '01, p. 53 (fav.; 'We can only hope that Mr. R. will publish a great work on the subject, for he seems to have no common gift for the exposition of an obscure subject,' *H. C. M.*); *Bookman*, Feb. '01, p. 165 ('A lucidly expressed guide to some portions of the study of psychology').

THE HUMAN-NATURE CLUB: an Introduction to the Study of Mental Life. By E. THORNDIKE. Longmans. 1901. Cr. 8vo, pp. viii+236; 5s. net. 1226

MEMORY, an Inductive Study. By F. W. COLGROVE. Bell. 1901. Cr. 8vo, pp. xii+369; 6s. net. 1227

School Rev., Feb. '01, p. 127 ('well calculated to broaden as well as clarify the usual notions and perhaps particularly the teacher's notion on the subject of memory. . . . It is compact, well-written, well-printed, and continuously interesting,' *Colin A. Scott*); *Ped. Sem.*, Dec. '00, p. 575 ('In many respects this is a book that deserves the careful attention and study of teachers, and one in which they are sure to be interested,' *D. E. Phillips*).

DAS GEDÄCHTNIS. Von Dr. FRANZ FAUTH. Berlin, Reuther & Reichard. 1901. Large 8vo, pp. iv+88; 1m.80. 1228

IMITATION IN EDUCATION: its Nature, Scope, and Significance by JASPAR N. DEAHL. Macmillan & Co. 1900. 8vo, pp. 99; pamphlet, 60cts. n. 1229

DAS WESEN DER ANSCHAUUNG. Ein Beitrag zur psychologischen Terminologie. Von Dr. ULR. DIEM. Bern, Sturzenegger. 1899. Lge. 8vo, pp. iv+147; 1m.50. 1230

Lit. Cbl., 18 May '01, col. 823 (a favourable notice).

GESAMMELTE SCHRIFTEN. Von F. W. DÖRPFELD. 1. Bd. 1. Tl.: Beiträge zur pädagogischen Psychologie. 2. Tl: Die schulgemässe Bildung der Begriffe. 4. Auflage. Gütersloh, C. Bertelsmann. 1901. Lge. 8vo, pp. 47; 50pfg. 1231

INTERESSE UND SELBSTTHÄTIGKEIT. Von Dr. S. M. OKANOWITSCH. (*Pädagogisches Magazin. Abhandlungen vom Gebiete der Pädagogik und ihrer Hilfswissenschaften. Hrsg. v. F. Mann. Hft.* 159.) Langensalza, H. Beyer & Söhne. 1901. Lge. 8vo, pp. 17; 20pfg. 1232

L'ART D'INTÉRESSER EN CLASSE. Par VICTOR F. BERNARD. New York, W. R. Jenkins. 1901. 12mo, pp. 34, . 1233

FRAGE UND ANTWORT: Eine psychologische Betrachtuug. Von FRDR. BÖRINGER. (*Pädagogisches Magazin. Abhandlungen vom Gebiete der Pädagogik und ihrer Hilfswisscnschaften. Hrsg. v. F. Mann. Hft. No.* 158.) Langensalza, H. Beyer & Sons. 1901. Lge. 8vo, pp. 27; 35pf. 1234

VERSPRECHEN UND VERLESEN, eine psychologisch-linguistische Studie von RUDOLF MERINGER und KARL MEYER. Stuttgart, . 1895. 8vo, pp. xiv+204; 4m.50. 1235

A. f. d. A., xxvi., pp. 89-91 (a favourable notice by *Theodor von Grienberger*.)

DIE BELOHNUNG IM DIENSTE DER ERZIEHUNG. Von J. ROTERS. (*Pädagogische Abhandlungen. Neue Folge. Bd. VI.*, 3.) Bielefeld, . 1901. 8vo, pp. 20; 40pfg. 1236

ÜBER NACHHILFE AN SCHÜLER. Von P. MEYER. (*Pädagogische Abhandlungen. Neue Folge. Bd. VI.*, 2.) Bielefeld, . 1901. 8vo, pp. 13; 40pfg. 1237

DIE SCHWACHEN IN DER SCHULE. (Aus *Pädagogische Studien.*) Von Dr. LANGE. Dresden, Biehl & Kaemmerer. 1901. Lge. 8vo, pp. 16; 1m. 1238

HYPNOTISM AND SUGGESTION IN THERAPEUTICS, EDUCATION AND REFORM. By R. O. MASON. New York, . 1901. 12mo, pp. ; 7s. 6d. 1239

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FIRST STAGE HYGIENE. By ROBERT A. LYSTER, B.Sc. Clive. 1901. 7×4¾ in., pp. vii+199; 2s. 1240

Journ. Educ., April '01, p. 274 ('clearly and simply written. . . . It seems likely to prove a useful little book').

A MANUAL OF SCHOOL HYGIENE. Written for the Guidance of Teachers in Day Schools. By EDWARD W. HOPE and EDGAR A. BROWNE. With Plans and Illustrations. Cambridge University Press. 1901. Cr. 8vo, pp. 207; 3s. 6d. 1241

SCHULGESUNDHEITSLEHRE. Von E. EULENBERG and THEOD. BACH. Zweite umgearbeitete Auflage. Berlin, J. J. Heine. 1900. 8vo, pp. xii+848; pp. vi+849-1388; 28m. 1242

DIE GESUNDHEIT IN DER SCHULE. Von Dr. A. BAUR. Bau und Thätigkeit des menschlichen Körpers. Allgemeine Gesundheitslehre. Schulgesundheitspflege im besonderen. Für Schulvorstände, Lehrer und Schulamtskandidaten bearbeitet. Stuttgart, Muth. 1900. Lge. 8vo, pp. viii+383 (mit 37 Abbildungen und 7 farbigen Tafeln); 3m.60; cloth 4m.20. 1243

PRAKTISCHE GESUNDHEITSPFLEGE ZUM SCHULGEBRAUCH. Von J. BOHN. Trier, F. Ling. 1900. 8vo, pp. iv.+54, mit 24 Abbildungen; 80pfg. 1244

GESUNDHEIT UND ERZIEHUNG. Von G. STICKER. Giessen, J. Ricker. 1900. , pp. 238; . 1245

Ped. Sem., Dec. '00, p. 582 ('This physician writes in a very entertaining and somewhat hortatory way of the general conditions of health, especially for young children, interspersing his precepts with interesting incidents').

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Educ. Rev., 15 Dec. '00, p. 700 (favourable).

BRAIN IN RELATION TO MIND. By J. S. CHRISTISON, M.D. Chicago, . 1900. 7½×5¼ in., pp. 143, illustrated; 5s. 1248

Journ. Educ., March '01, p. 188 ('a concise treatise . . . the author's aim is rather to present facts than to produce arguments').

MENTAL DISEASES: With Special Reference to the Pathological Aspects of Insanity. By W. BEVAN LEWIS. Second edition, revised and enlarged, and in part re-written. Griffin. 1900. , pp. ; 30s. 1249

THE ANATOMY OF THE CENTRAL NERVOUS ORGANS IN HEALTH AND DISEASE. By Prof. OBERSTEINER. Translated from the Fourth German Edition by ALEX. HILL. Second English edition. Griffin. 1900. , pp. ; 30s. 1250

THE PHYSICAL BASIS OF MEMORY. By WILLIAM ELDER, M.D. Oliver & Boyd. 1900. 8½×5½ in., pp. 24; 6d. 1251

Journ. Educ., Jan. '01, p. 45.

MOUTH BREATHING, AND ITS RELATION TO DISEASES OF THE THROAT, EAR, NOSE, AND ACCESSORY CAVITIES. By M. COLLIER. H. J. Glaisher. 1901. 8vo, 3¾×5½ in., pp. 32; 2s. 6d. net. 1252

EDUCATION OF WOMEN, &c.

WOMAN: A Scientific Study and Defence. By M. ALFRED FOUILLÉE. Adapted from the French by Rev. T. A. SEED. Greening. 1900. , pp. ; 2s. 6d. 1253

Bookman, Jan. '01, 139 ('Woman here finds a champion, who states his case, and hers, with thought, knowledge, and vigour'); *Speaker*, 26 Jan. '01, p. 461 ('The work . . . contains a considerable amount of sound and suggestive argument against the scientific theories of the inferiority of woman; but the plan of the book is a mistake.'—*G. K. C.*).

PSYCHOLOGIE DE LA FEMME. By the late Prof. HENRI MARION. Paris, Colin, 1900. 1254

Athen., 1 Dec. '00, p. 723.

THE SOCIAL POSITION OF WOMEN. By C. F. SMITH. Sonnenschein. 1901. Cr. 8vo, pp. ; . [*Shortly.* 1255

MÄDCHENERZIEHUNG UND FRAUENBERUF. Von ALB. MOLLBERG. Berlin, L. Oehmigke. 1900. Lge. 8vo, pp. vii+168; 2m. 1256

DER DEUTSCHE UNTERRICHT IN DER HÖHEREN MÄDCHENSCHULE. Von Prof. Dr. B. RITTER. Lehrstoffe, Lehrgänge und Lehrmethode. 1. Bd. A. Didaktik des deutschen Unterrichts. B. Lehrstoffe, Lehrgänge und Lehrbeispiele für das 1. bis 3. Schuljahr. Leipzig, Teubner. 1900. Lge. 8vo, pp. xii+446; 6m. 1257

ZIELE, WEGE UND LEISTUNGEN UNSERER MÄDCHENSCHULEN UND VORSCHLAG EINER REFORMSCHULE. Von Frau Dr. ADELINE RITTERSHAUS. Jena, G. Fischer. 1901. Lge. 8vo, pp. v+42; 80pfg. 1258

WAS SOLLEN UNSERE TÖCHTER LESEN? Wegweiser für Haus, Schule und Seminar, sowie zur Vorbereitung auf pädagogische Prüfungen. Von H. F. LINDNER. . 1900. , pp. ; 1m.50. 1259

L'EDUCAZIONE DELLA DONNA AI TEMPI NOSTRI: studio pedagogico critico. Par G. ALIANI. Roma, . 1901. 16mo, pp. 152; 1 l.75. 1260

DOMESTIC SCIENCE. By Thomas Cartwright, B.A., B.Sc. Nelson. 1900. 7×5 in., pp. 215, illustrated; 2s. 1261

Journ. Educ., Feb. '01, p. 118 (favourable).

CHILD STUDY, &c.

THE CHILD: A STUDY IN THE EVOLUTION OF MAN. By ALEXANDER F. CHAMBERLAIN. Walter Scott. 1900. Cr. 8vo, pp. 498; 6s. 1262

Bookman, Dec. '00, p. 104 ('The resemblances of the young; the child as a revealer of the past; the meanings of helplessness, youth, and play; the child's arts and languages; these are among some of the points touched on in this deep yet entertaining volume').

THE CHILD: HIS NATURE AND NURTURE. By W. B. DRUMMOND. Dent. 1901. Pott 8vo, pp. 140; 1s. net. 1263

School World, May '01, p. 188 ('A sensible statement of factors involved in the physical and mental development of a child. Though more particularly suitable for maternal parents, many matters of interest to teachers are described'); *Spect.*, 23 March '01, p. 433 ('His book is an admirable example of practice judiciously inspired by wise theory').

DIE ENTWICKLUNG DER KINDESSEELE. Par GABRIEL COMPAYRÉ. Von der französischen Akademie gekrönt. Mit Erlaubnis des Verfassers nach der 2. Aufl. des Originals übersetzt, mit ergänzenden Anmerkungen von CHR. UFER. Altenburg, Bonde. 1900. Large 8vo, pp. 460; 8m. 1264

Lit. Cbl., 23 Feb. '01, col. 318 (favourable).

THE BIOGRAPHY OF A BABY. By MILICENT W. SHINN. Boston, Houghton, Mifflin. 1900. , pp. 247; $1.50. 1265

Paidologist, April '01, p. 35 (very favourable; 'will not only take its place as a standard for the student, but should be the companion of every parent who would wish for a fuller insight into, and appreciation of, the unnoticed processes which so rapidly transform the helpless baby into the wonderful organism of one year old.'—*R. Langdon-Down*); *Ped. Sem.*, March '01, p. 149 ('By far the best introduction to child study that has yet appeared').

ESQUISSE D'UN ENSEIGNEMENT BASÉ SUR LA PSYCHOLOGIE DE L'ENFANT. Par PAUL LACOMBE. Paris, Colin. 1899. 16mo, pp. 212; 3f. 1266

Ped. Sem., Dec. '00, p. 578 (not very favourable).

DER WERT DER KINDERPSYCHOLOGIE FÜR DEN LEHRER. Von Dr. J. STIMPFL. (Aus *Pädagogische Blätter für Lehrerbildung.*) Gotha, Thienemann. 1900. Large 8vo, pp. 28; 60pfg. 1267

DIE IDEENASSOCIATION DES KINDES. Von TH. ZIEHEN. Berlin, Reuter und Reichard. 1900. Large 8vo, pp. 59; 1m.60. 1268

Lit. Cbl., 26 Jan. 01, col. 148 (brief notice).

EARLY CHILDHOOD. By MARGARET MCMILLAN. With 5 Illustrations. (The Primary School—Impressions—Movements—Arm and Manual Training—Oral Training—Moral Training—Literature and Children—The Feeble-Minded Child—Fatigue, etc.) Sonnenschein. 1900. Cr. 8vo, pp. xii+211; 3s. 6d. 1269

M. L. Q., '00, Nos. 1134, 2211; *Educ. Rev. Amer.*, Jan. '01, p. 100 ('an interesting little book, showing real insight and sympathy with the subject').

CONCERNING CHILDREN. By Mrs. CHARLOTTE PERKINS (STETSON) GILMAN. Putnam's. 1901. Cr. 8vo, pp. 306; 6s. 1270

Contents: The Precious Ten—The Effect of Minding on the Mind—Two and Two Together—The Burnt Child dreads the Slipper—Teachable Ethics—The Respect due to Youth—Too much Consideration—A Place for Children—Unconscious Schooling—Mothers, Natural and Unnatural—Children and Servants—Meditation on the Nursemaid—Six Mothers—Presumptuous Age—Social Parentage.

Ped. Sem., Dec. '00, p. 580 ('An interesting practical talk by a mother on the plays of childhood'); *Educ. Times*, April '01, p. 185 ('In spite of much that is unpractical and chimerical, the book has a great deal of sound sense embodied in it'); *Athen.*, 18 May '01, p. 628 ('the book as a whole is likely to do as much harm as good'); *Bookman*, April '01, p. 31 ('we think we should like Mrs. G.'s books better than her children').

PSYCHOLOGIE UND PÄDAGOGIK DES KINDERSPIELS. Von G. A. COLOZZA. Mit einer Einleitung von Prof. N. FORNELLI. Aus dem italienischen von CH. UFER. Altenburg, O. Bonde. 1900. Large 8vo, pp. viii+272; 5m.; bound, 6m.50. 1271

Educ. Rev. Amer., Jan. '01, p. 97 ('the treatment is far more satisfactory than is usual in books upon this subject, as large use is made of the historical and comparative methods').

THE MESSAGE OF FROEBEL AND OTHER ESSAYS. By NORA A. SMITH. Springfield, Mass., Milton Bradley Co. 1900. , pp. ; . 1272

Child Life, Jan. '01, p. 49 (favourable).

NATURE STUDY AND THE CHILD. By C. B. SCOTT. With Frontispiece and other Illustrations. Isbister. 1901. Cr. 8vo, pp. 652; 6s. 1273

Child Life, April '01, p. 117 ('Mr. S. presents a well-balanced view of the possibilities of Nature Study').

CHILDREN'S SAYINGS. Collected and Edited by WILLIAM CANTON. Isbister. 1900. Fcap. 8vo, pp. 158; 2s. 6d. 1274

Spect., 15 Dec. '00, p. 888 ('will be read with pleasure').

DIE KUNST IM LEBEN DES KINDES. Künstlerischer Wandschmuck für Schule und Haus. Bilderbücher. Das Kind als Künstler. Katalog der Ausstellung im Hause der Berliner Secession, März, 1901. Leipzig, Seemann. 1901. 12mo, pp. 128 mit 3 Abbildungen; 50pfg. 1275

THE NERVOUS SYSTEM OF THE CHILD. By FRANCIS WARNER, M.D. Macmillan. 1900. Cr. 8vo, pp. xvii×233; 4s. 6d. net. 1276

M. L. Q., '00, No. 1132, 2213; *Paidologist*, Nov. '00, p. 147 ('There is much . . . that is valuable and helpful . . . We cannot help thinking that the book has been written in somewhat of a hurry. The style is by no means faultless.'—*H. H.*).

ÜBER DIE AUSSERHALB DER SCHULE LIEGENDEN URSACHEN DER NERVOSITÄT DER KINDER. Von Prof. Dr. A. CRAMER. Berlin, Reuther & Reichard. 1901. Large 8vo, pp. 28; 75pfg. 1277

DIE BEHANDLUNG IDIOTISCHER UND IMBECILLER KINDER IN ÄRZTLICHER UND PÄDAGOGISCHER BEZIEHUNG. Von WILHELM WEYGANDT. Würzburg, Stuber. 1900. Large 8vo, pp. vi+103; 2m.50. 1278

HISTORY OF TEACHING, &c.

THE HISTORY OF EDUCATION. By THOMAS DAVIDSON. Constable. 1900. Cr. 8vo, pp. vii+292; 6s. 1279

M. L. Q., '00, No. 2222; *Athen.*, 22 Dec. '00, p. 817; *Educ. Rev. Amer.*, Dec. '00, p. 522-5 ('despite defects . . . the work will be classed as the best sketch of the history of education in our language'); *Educ. Rev.*, 22 Feb. '01, p. 62 ('We recommend this book as containing much excellent matter abiy arranged, and as likeiy to prove stimulating and broadening to the teaching profession and to educationalists generaiiy'); *Educ. Rec.*, Feb. '01, p. 521 ('too viewy and pretentious'); *Univ. Extens.*, Aprii '01, p. 109 ('Taken as a whoie the book wiii be no less interesting to the student of Socioiogy than to the student of the history of Education'); *Educ. Rev. Amer.*, May '01, p. 530 ('A noteworthy achievement and has no peer in its fieid in recent literature').

HANDBUCH DER PÄDAGOGIK. Von D. K. HEILMANN. 3. Bd. Geschichte der Pädagogik. Mit Abbildungen und Kartenskizzen. Leipzig, Durr. 1900. Large 8vo, pp. 167; 2m.50. 1280

UEBERSICHTLICHE DARSTELLUNG DES VOLKSERZIEHUNGSWESENS DER EUROPÄISCHEN UND AUSSEREUROPÄISCHEN CULTURVÖLKER. Hrsg. von R. SENDLER und O. KOBEL. Bd. I. Breslau, Woywod. 1901. Large 8vo, pp. ; 6m. 1281

A HISTORY OF EDUCATION FROM THE BEGINNINGS OF THE RENAISSANCE. By WILLIAM H. WOODWARD. Cambridge University Press. 1901. Ext. fcap. 8vo, pp. ; . [*In preparation.* 1282

EDUCATION IN THE NINETEENTH CENTURY. By R. D. ROBERTS. Cambridge University Press. 1901. 7¾×5¼ in., pp. 274; 4s. 1283

School World, April '01, p. 151 ('The essays, taken separately are clear, scholarly expositions of the work accomplished in individual plots of the extensive fieid of our national education. . . . The circumstances in which the lectures were delivered are sufficient to explain the shortcomings of the book as an account of education in the nineteenth century, though we cannot but wish the editor had taken steps to supplement the lectures in such a manner that a complete sketch of the subject mentioned in the title of the voiume should be at the disposal of the reader'); *Educ. Times*, April '01, p. 182 ('The Syndics of the University Press have done a real service to education by publishing in a single volume the lectures delivered at the University Extension Meeting last August'); *School Guard.*, 6 April '01, p. 282 ('. . . It is obvious that such a collection must be of unequal units, but we have no hesitation in saying that the Master of Trinity and Mr. Sadler have produced very striking essays which alone will commend the volume to its readers'); *Pract. Teach.*, May '01, p. 603 ('As a whole, deserving of being thus rendered widely and permanently accessible to all the workers in the educational field'); *Spect.*, 16 March '01, p. 394 ('Thirteen essays which deal with most of the educational subjects now prominent'); *Athen.*, 18 May '01, p. 628 ('All the lectures deserve attentive perusal, and the volume, containing as it does the opinions of recognised experts in education on the departments of theoretical and practical pedagogy in which they are severally distinguished, wiii appeai to readers far more numerous than the University extension students who attended the lectures last summer'); *Lit.*, 16 March '01, p. 202 ('A coiiection of exceedingly able and interesting papers . . . mainiy historical; some of them touch more than others on present day problems'); *Speaker*, 20 April '01, p. 66 (*F. S. Marvin* mentions Mr. Withers', Mr. Sadler's, and Dr. Rein's essays as among the most interesting).

HISTORICAL SURVEY OF PRE-CHRISTIAN EDUCATION. By S. S. LAURIE. 2nd rev. edition. Longmans. 1900. Cr. 8vo, 8¼×5¼ in., pp. 424; 7s. 6d. 1284

Educ. Times, Feb. '01, p. 74 (very favourable); *Educ. News*, 16 Feb. '01, p. 119 ('of more than ordinary merit').

EDUCATIONAL THEORIES IN ENGLAND. By H. T. MARK. Sonnenschein. 1899. Cr. 8vo, pp. 152; 3s. 1285

M. Q., '99, No. 671; *M. L. Q.*, '00, No. 1140; *Educ. Rev. Amer.*, Jan. '01, p. 88 (reviewed by *F. B. Brandt*. 'The value of the book would be enhanced by a better index, by exact references for the numerous quotations, and by topical reading references to the original texts').

OUR PUBLIC SCHOOLS: THEIR INFLUENCE ON ENGLISH HISTORY. By J. G. C. MINCHIN. Sonnenschein. 1901. Cr. 8vo, pp. xii+462; 6s. 1286

DICKENS AS AN EDUCATOR. By JAMES L. HUGHES. E. Arnold. 1900. 8vo, pp. 332; 6s. 1287

Spect., 2 Feb. '01, p. 178 ('Mr. H. puts together a number of passages from D. about the treatment of children, in the way of education and otherwise. . . . We do not wish to underrate D., but it is not fair to deal with his books in this fashion').

ALTENGLANDS UNTERRICHTS- UND SCHULWESEN. Von JOHANNES LEITRITZ. Leipzig, C. A. Koch. 1898. , pp. ; . 1288

Archiv, cv., p. 133 ('durchaus unselbständig nnd für die Wissenschaft von geringem Wert,' *Wolfgang Kellner*).

FIFTY YEARS OF WORK IN CANADA, SCIENTIFIC AND EDUCATIONAL. Being Autobiographical Notes by SIR WILLIAM DAWSON. Ballantyne, Hanson. 1901. , pp. ; . 1289

Athen., 18 May '01, p. 627 ('readable and most instructive').

EDUCATION IN THE UNITED STATES. By BUTLER. 1900. 2 vols. , pp. 464; 514; $3.50. 1290

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COLLEGE ADMINISTRATION. By CHARLES F. THWING, LL.D. New York, The Century Co. 1900. , pp. 321; $2. 1291

Educ. Rev. Amer., May '01, p. 519 ('It abonnds in accurate information, in keen insight, and in kindly judgments. It is the first book of the kind, and one that students of college life and administration will not be able to do without').

NOTES SUR L'ÉDUCATION PUBLIQUE. Par P. DE COUBERTIN. Hachette. 1901. 7½×4¾ in., pp. 320; 3f.50. 1292

Athen., 30 March '01, p. 400 ('Happily M. de C. has not compiled a mannal of education; he simpiy presents a coiiection of notes, written with much care, great judgment, and no little vivacity'); *Educ. Times*, May '01, p. 219 ('a very suggestive and interesting voiume').

L'ENSEIGNEMENT SECONDAIRE SELON LE VŒU DE LA FRANCE. Par EMILE BOURGEOIS. Paris, A. Chevalier Marescq. 1900. 18mo, pp. ; 3f. 1293

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LA RÉFORME DE L'ENSEIGNEMENT SECONDAIRE. Par C. M. COUYBA. Classiques et Modernes. Paris, Flammarion. 1901. 18mo, pp. ; 3f.50. 1294

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M. L. Q., '00, No. 2247; *Ped. Sem.*, Dec. '00, p. 586 ('First part discnsses the reform of the *lycée* . . . second part education in general . . . third compares public and private education'); *Athen.*, 18 May '01, p. 629 ('Like many reformers, M. R. is more successful as a critic than as a constructor. His criticisms are weli founded, but his remedies do not inspire confidence').

LÉGISLATION DE L'INSTRUCTION PRIMAIRE EN FRANCE, DE 1789 À NOS JOURS. Par M. GRÉARD. Paris, Delalain frères. 1900. 8vo, pp. ; 10f. 1296

ESSAI CRITIQUE SUR L'ENSEIGNEMENT PRIMAIRE EN FRANCE DE 1800 À 1900. Par E. GOSSOT. Paris, Téqui. 1901. Lge. 8vo, pp. xxiii+372; 5f. 1297

DAS ÖFFENTLICHE UNTERRICHTSWESEN DEUTSCHLANDS IN DER GEGENWART. Von Dr. PAUL STÖTZNER. Leipzig, Göschen. 1901. 12mo, pp. 168; 80pfg. 1298

VOLKSBILDUNG UND VOLKSWOHLFAHRT AM AUSGANGE DES NEUNZEHNTEN JAHRHUNDERTS. Von LUDWIG FLEISCHNER. (*Sammlung gemeinnütziger Vorträge*, 271.) Prag, F. Haerpfer in Komm. 1901. Lge. 8vo, pp. 15; 30pfg. 1299

THE SECONDARY SCHOOL SYSTEM OF GERMANY. By FREDERICK E. BOLTON. Arnold. 1900. 12mo, pp. xix+398; 6s. 1300

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L'ENSEIGNEMENT SECONDAIRE EN ALLEMAGNE D'APRÈS LES DOCUMENTS OFFICIELS. Par A. PINLOCHE. Paris, Delagrave. 1900. 8vo, pp. xxvii+129; 1301

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DIE VOLKSSCHULERZIEHUNG IM ZEITALTER DER SOZIALREFORM. Sozialpädagogische Studien. Von A. LUER. Leipzig, Wunderlich. 1899. 8vo, pp. viii+324; 3m., bound, 3m.60. 1303

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ERZIEHENDER UNTERRICHT UND DIDAKTISCHER FORMALISMUS, zwei Schlagwörter in der Beurteilung des Unterrichtsbetriebes der modernen Volksschule. Eine Abwehr ungerechtfertigter Angriffe auf Volksschule und Seminar. Von O. KOHLMEYER. Gotha, E. F. Thienemann. 1900. Lge. 8vo, pp. iii+88; 1m.80. 1304

DIE ZUKUNFTSSCHULE. Lehrgang. Einrichtungen und Begründung. Von B. OTTO. 1. Tl. Lehrgang. . 1901. , pp. ; 4m., 5m. 1305

PREUSSISCHE PÄDAGOGEN DER NEUZEIT. 30 Charakterbilder als Beitrag zur Schulgeschichte. Von F. WIENSTEIN. Arnsberg, . 1900. 8vo, pp. iv+185; 2m.25. 1306

DAS NEUNZEHNTE JAHRHUNDERT. (*Geschichte der Pädagogik.* IV. Tl.). Leipzig, C. Bange. 1901. 8vo, pp. 60; 30pfg. 1307

VON DER REFORMATION BIS PESTALOZZI. (*Geschichte der Pädagogik.* III. Tl.). Leipzig, C. Bange. 1901. 8vo, pp. 62; 30pfg. 1308

DAS SCHULWESEN DER DEUTSCHEN REFORMATION IM 16. JAHRHUNDERT. 1. Lfg. Von G. MERTZ. Heidelberg, . 1901. 8vo, pp. 1-64; subscr. price, 1m.20. 1309

Will appear in ten numbers.

DEUTSCHE SCHULEN UND DEUTSCHER UNTERRICHT IM AUSLANDE. Von J. P. MÜLLER. Antwerp. . 1901. 8vo, pp. xviii+412; 12m. 1310

LA PEDAGOGIA ITALIANA ANTICA E CONTEMPORANEA: STUDIO STORICO. G. ALLIEVO. Torino, . 1901. 4to, pp. 191; 2 l.60. 1311

BIDRAG TIL DEN DANSKE FOLKESKOLES HISTORIE 1818-1898. By JOAKIM LARSEN. Kopenhagen, Schubothe. 1899. 8vo, pp. viii+524; 4kr. 1312

Lit. Cbl., 30 March '01, col. 542 (a favourable notice by *A. L.*).

A DICTIONARY OF EDUCATIONAL BIOGRAPHY. By C. W. BARDEEN. Syracuse, New York, C. Bardeen. 1901. , pp. iv+287; $2. 1313

Educ. News, 11 May '01, p. 324 ('The collection is very complete considering the difficulties to be overcome').

AUSWAHL PÄDAGOGISCHER KLASSIKER. Ausführliche Inhaltsangabe wichtiger pädagogischer Quellenschriften nebst vielen wörtlich angeführten Kernstellen. Eine Ergänzung zu jeder Geschichte der Pädagogik und jeder pädagogischen Chrestomathie. Für den Unterricht und die Vorbereitung auf pädagogische Prüfungen bearbeitet von Jos. SCHIFFELS. Paderborn, F. Schöningh. 1901. Lge 8vo, pp. iv+248; 2m.60. 1314

COMENIUS AND THE BEGINNINGS OF EDUCATIONAL REFORM. By W. S. MUNROE. Heinemann. 1900. , pp. 184; 4s. 1315

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LIFE OF FREDERIK FROEBEL, FOUNDER OF THE KINDERGARTEN. By D. J. SNIDER. Chicago, . 1900. 8vo, pp. x+470; $1.25. 1316

OUTLINES OF EDUCATIONAL DOCTRINE. By JOHN F. HERBART. Translated by Prof. ALEXIS E. LANGE. Annotated by Prof. CHARLES DE GARMO. Macmillan. 1901. 8vo, pp. xi+331; gilt top, 5s. net. 1317

School World, May '01, p. 188 ('The book should find a place on the shelves of all teachers who have no edition of these lectures already'); *Ped. Sem.*, March '01 p. 147.

AN INTRODUCTION TO THE HERBARTIAN PRINCIPLES OF TEACHING. By CATHERINE DODD. Sonnenschein. 1898. , pp. 198; 4s. 6d. 1318

M. L. Q., '00, No. 1158; *Ped. Sem.*, March '01, p. 147 ('the author takes the general standpoint of Rein, and gives many illustrative outline lectures').

(HERBART) L'ÉDUCATION PAR L'INSTRUCTION, ET LES THÉORIES PÉDAGOGIQUES DE HERBART. Par MARCEL MAUXION. Paris, Alcan. 1901. , pp. 188; 2f.50. 1319

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LA PEDAGOGIA DI HERBART. L. CREDARO. Rome, Società Dante Alighieri. 1900. 8vo, pp. ; 3 l.50. 1320

PESTALOZZI. (De Guimps' *Histoire de P.*). Translated from the French by J. RUSSELL. Introduction by R. H. QUICK. Second edition. Sonnenschein. $7\frac{1}{2} \times 4\frac{3}{4}$ in., pp. x+438; 6s. 1321

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—— Lienhard und Gertrud für den Gebrauch der Seminarzöglinge und Lehrer eingerichtet von FR. WILH. BÜRGEL. 4. Auflage. Paderborn, F. Schöningh. 1900. 12mo, pp. v+40; 80pfg. 1322

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LEARNING AND TEACHING OF LANGUAGES.

THE PRACTICAL STUDY OF LANGUAGES. By H. SWEET. Dent. 1899. 8vo, pp. xiv+280; 6s. net. 1325

M. L. Q., '00, Nos. 1181, 2256; *Pract. Teach.*, Dec. '00, p. 335 (a very favourable and full review); *L. g. r. P.*, Jan. '01, col. 38 (an eminently favourable notice by *W. Borsdorf*); *Lit. Cbl.*, 23 Feb. '01, col. 331-334 (a most interesting review by *W. V[ietor]*).

KRITISCHE UNTERSUCHUNGEN ÜBER DENKEN, SPRECHEN UND SPRACHUNTERRICHT. Von Dr. A. MESSER. Berlin, Reuther & Reichard. 1900. 8vo, pp. 51; 1m.25. 1326

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DIE REFORM DES NEUSPRACHLICHEN UNTERRICHTS AUF SCHULE UND UNIVERSITÄT. Von M. WALTER. Mit einem Nachwort von W. VIETOR. Marburg, Elwert. 1900. Lge. 8vo, pp. 24; 50pfg. 1328

Neu. Spr., April '01, p. 29 (reviews by *H. Klinghardt* and *A. Stimming*; Reply by *W. Vietor*: *Neu. Spr.*, May '01, p. 111).

DER KAMPF UM DIE NEUSPRACHLICHE UNTERRICHTSMETHODE. Von P. WOHLFEIL. Flugschrift des neuen Frankfurter Verlags. IV. 1901. pp. 27; 60pfg. 1329

Replies by *W. Vietor, Dr. Pitschel, F. Dörr, Kühn, Rossmann, Walter* in *Neu. Spr.* ix. 124-128.

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HOW TO LEARN A FOREIGN LANGUAGE. By WILLIAM PULLMAN. G. Philip. 1900. 7¼×5 in., pp. 66; 6d. 1331

M. L. Q., '00, No. 2258; *Educ. Rev.*, 15 Nov. '00, p. 638 ('really an exposition and advocacy of the Gouin method').

ÜBER GYMNASIALREFORM UND DIE REIHENFOLGE DER FREMDEN SPRACHEN BEIM UNTERRICHT. Vortrag, gehalten auf der 20. Generalversammlung des bayr. Gymnasiallehrervereins zu Nürnberg. Von CHR. EIDAM. München, J. Lindauer. 1899. 8vo, pp. 20; 50pfg. 1332

Neu. Spr., viii., p. 350 (*H. Klinghardt* very warmly recommends this excellent lecture).

DE LA MÉTHODE DIRECTE DANS L'ENSEIGNEMENT DES LANGUES VIVANTES. Mémoires. Par MM. PASSY, DELOBEL, LAUDENBACH. Paris, Colin. 1899. 8vo, pp. 76; 1f.50. 1333

Pract. Teach., April '01, p. 545 ('Three prize essays. . . . These are problems of so deep an interest that we need not give the solution offered by the three learned medallists, since our readers' curiosity will doubtless prompt them to study the essays . . . for themselves').

HINTS ON TEACHING FRENCH. By WALTER RIPPMANN. Second edition, revised and enlarged. Dent. 1901. Extra fcap. 8vo, pp. xiv+117; 1s. 6d. net. 1334

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DE L'ENSEIGNEMENT DES LANGUES VIVANTES, rapport présenté à l'assemblée des maîtres secondaires du Canton de Vaud. Par J. HÜBSCHER. Lausanne, V. Fatio. 1897. , pp. ; . 1335

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LES LANGUES VIVANTES PARLÉES. PH. KUHFF. 2e partie: La Méthode. Paris, Société d'études scientifiques. 1898. , pp. xl+368; 6f. 1336

Neu. Spr., viii., p. 352 (*G. Herberich*).

DIE ANSCHAUUNG IM NEUSPRACHLICHEN UNTERRICHT. Vortrag von Dr. HARTMANN. Leipzig, . 1900. , pp. ; . 1337

Pract. Teach., April '01, p. 544 ('An important lecture delivered by Dr. H. some years ago, and should certainly be read by teachers who know German').

WIDER DIE METHODENKÜNSTELEI IM NEUSPRACHLICHEN UNTERRICHT. Von Dr. WEHRMANN. Wissenschaftliche Beilage zum Programme der Realschule zu Kreuznach, Ostern. 1899. , . 1900. 4to, pp. 12. 1338

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REPORT OF THE COMMITTEE OF TWELVE OF THE MODERN LANGUAGE ASSOCIATION OF AMERICA. With an Introduction by Prof. CALVIN THOMAS. Isbister. 1901. Sm. cr. 8vo, pp. vi+99; 1s. 6d. 1339

See the notice by *Dr. Breul* in *M. L. Q.*, '00, p. 145.

ZUR METHODIK DES SCHREIB- UND LESEUNTERRICHTS IM ERSTEN SCHULJAHRE. Von P. WENDLING. Neuwied, Heuser. 1900. Lge. 8vo, pp. 52; 80pfg. 1340

DER ANSCHAUUNGS-UNTERRICHT IN DEN ERSTEN ZWEI SCHULJAHREN UND DER VORBEREITUNGS-CURS IN DEN ERSTEN SCHULWOCHEN. Von DR. EIDAM. Wien, . . 1901. 8vo, pp. vii+88; 1m.20. 1341

PARLIAMENTARY PAPERS, ETC.

REPORT OF THE BOARD OF EDUCATION. 1899-1900. Vol. III. Appendix to Report. (Elementary Education.) Eyre & Spottiswoode. 1900. 8vo, pp. vi+698; 3s. 6d. 1342

Speaker, 4 May '01, p. 144 (a review by *F. B. Kirkman*).

BOARD OF EDUCATION: Special Reports on Educational Subjects. Vol. IV. Educational Systems of the Chief Colonies of the British Empire (Canada, Newfoundland, West Indies). Eyre & Spottiswoode. 1901. 8vo, pp. xxxii+834; 4s. 8d. 1343

—— —— Vol. V. Educational Systems of the Chief Colonies of the British Empire (Cape Colony, Natal, Australia, New Zealand, Ceylon, Malta). Eyre & Spottiswoode. 1901. 8vo, pp. xxvi+838; 4s. 1344

REPORT OF THE BOARD OF EDUCATION, TRAINING COLLEGES. By Mr. RANKIN. Eyre & Spottiswoode. 1901. 8vo, pp. 66; 3½d. 1345

PREPARATORY SCHOOLS FOR BOYS: their place in English Secondary Education, being the Sixth Volume of Special Reports to the Board of Education on Educational subjects. Edited by M. E. SADLER and C. C. COTTERILL. Eyre & Spottiswoode. 1900. 8vo, pp. xv+531; 2s. 3½d. 1346

Educ. Rec., Feb. '01, p. 514-516 ('The topics raised by such a volume range over the whole field of education, and it would take long to study and digest their treatment here. We would rather commend these pages to our readers as a work of unusual importance to all students of education'); *Athen.*, 30 March '01, p. 400 ('Mr. S. and his contributors have brought before the reading public everything (or almost everything) that they can desire to know, and have done it in the best possible manner').

REPORT OF THE EDUCATIONAL COMMISSION OF THE CITY OF CHICAGO. 2nd ed. Univ. Chicago publication. 1900. , pp. 184; $1. 1347

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EDUCATIONAL FOUNDATIONS OF TRADE AND INDUSTRY. By FABIAN WARE. Harper Bros. 1901. Cr. 8vo. pp. 312; cloth, 3s. 6d. 1348

Contents: 1. The Growth of National Systems of Education. 2. Voluntary Efforts in England to lay Educational Foundations. 3. The Attempts of the English Government to lay Educational Foundations. 4. The Foundations laid by German Government. 5. France. 6. America. 7. Conclusions.

THE CURSE OF EDUCATION. By H. E. GORST. Richards. 1901. Cr. 8vo, 7¾×5 in., pp. 152; 2s. 6d. 1349

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Athen., 19 Jan. '01, p. 75 (fav., the usefulness of the book is increased by a carefully made and comprehensive index'); *Bookman*, Jan. '01, p. 139 ('An extremely valuable manual for all engaged in the work of administering education'); *School Board Chron.*, 12 Jan. '01, p. 46 (favourable); *School World*, Jan. '01, p. 35 (favourable); *Pract. Teach.*, Jan. '01, p. 373 ('a really clever treatise on school law'); *Educ. Times*, Feb. '01, p. 75 (not very favourable); *Journ. Educ.*, Feb. '01 ('Mr. O. is standing counsel of the N. U. T., and has had exceptional opportunities for mastering all the intricacies of school law. A table of cases and a very full index make reference easy'); *School Guard.*, 12 Jan. '01, p. 21 ('On the whole a very valuable and compact manual. . . . The only important omission which we notice is the non-recognition of the National Society's new Union Clause').

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THE MODERN LANGUAGE ASSOCIATION: REPORT OF THE MEETING AT QUEEN'S COLLEGE.

A MEETING arranged by the Modern Language Association was held in the Pfeiffer Hall, Queen's College, Harley Street, London, on Wednesday afternoon, June 26, 1901.

Sir Richard C. Jebb, M.P., Litt.D., Regius Professor of Greek in the University of Cambridge, in the Chair.

The **Hon. Secretary** said: 'I have received many letters expressing interest in our meeting and wishing us all success in our efforts. Lord Rosebery writes: "I am much honoured by the invitation that you have extended to me on behalf of the Modern Language Association. I greatly sympathise with its objects. If you could appoint a meeting at some time in the months of May or June I would do my very best to attend and speak at it." Since then, as we have all heard with regret, a family bereavement has debarred Lord Rosebery from taking part in any public meetings. The Duke of Argyll wrote to say that he was entirely with us in our movement, but that, to his regret, Wednesday, June 26, was too crowded with other engagements to allow him to be present. Sir Philip Magnus wrote: "I very much regret that an important engagement in the city at four o'clock prevents my having the pleasure of being present and saying a few words at your meeting. I took up my pen to accept your invitation, but on consulting my diary, found unfortunately I could not." I regret to say that Dr. Gray is ill and forbidden by his doctor to do work of any kind at present, so that he will be unable to move the resolution that stands in his name. As soon as I knew this I wrote to ask Mr. Burge, the Headmaster of Winchester, to move the resolution, and I have the following reply from him: "I regret to say that it is quite impossible for me to attend the meeting of the Modern Language Association to be held in London on Wednesday next. I should have been most interested in the subject under discussion, as I have strong feelings about it; and I should have much appreciated the honour of moving Dr. Gray's resolution, though very sorry indeed for the cause which necessitated it." Canon Spooner wrote to me from Oxford: "I feel much honoured by the request of the Modern Language Association that I should move the second resolution at your public meeting on the 26th, and I am entirely in sympathy with, and should wish to give my energetic support to, the principle which the resolution embodies. As, however, I am taking part in an examination up here which, I fear, may not be finished by the 26th, I do not think it would be safe to undertake to move the resolution. Would you, please, express to the meeting how sorry I am not to be present and to raise my voice in so good and, in my judgment, so important a cause."

'The Headmaster of Sherborne, Mr. Westcott, after expressing regret at being unable to be present at the meeting, says: "I am very strongly of opinion that it is very desirable that the universities shall require a knowledge of French at entrance—provided the examination be not in '*set*' books." Mr. Tracy, the Headmaster of the United Services College, Westward Ho! writes: "Personally, I need no converting to the opinions expressed by the resolutions to be put. I most heartily support all three, and am only sorry that I cannot be present to add my vote. I could wish that the Association could put some pressure upon the Committee at present considering the education of officers. The compulsory abandonment of either French or German at Woolwich and Sandhurst by a candidate who has studied the two languages, and the practical inequality of standard (though nominally marked on equality), tells heavily against German. And for purposes of culture and profit purely utilitarian, it is desirable that both languages should be encouraged amongst army candidates as amongst others."

'Lastly, Dr. Breul has just put into my hands a letter from Dr. Adolphus Ward, the Master of Peterhouse, and formerly Principal of Owens College, Manchester. He says: "I very much regret to be unable

to attend the meeting at Queen's College to-morrow. I take the greatest interest in the objects of your meeting, over which I am glad that Sir Richard Jebb is to preside. This will help to show that what is wanted and what is aimed at is the encouragement of a *thorough* study of modern languages, and it is in this sense that if present I should warmly have supported the resolution to be moved by Professor York Powell, and seconded by yourself. Modern Languages should not come into our system as usurpers, but with claims not less well founded than those of the classical languages."'

The Chairman's Address.

Sir Richard C. Jebb then delivered the following address:—

LADIES AND GENTLEMEN,—The demand in this country for increased attention to modern languages has received a fresh stimulus during the last few years. This growing demand has naturally given new encouragement to the teachers and students of these languages. They have good reason to hope that in the near future the importance of their work will be more fully recognised; that it will take a higher place at our seats of education; that its opportunities will become larger and its rewards more adequate. I share their hope, and have little doubt that it will ultimately be realised. But the situation at this moment is a peculiar one. It calls for care and tact on the part of those who, like the members of this Association, can influence the course of the movement. The metaphor of a flowing tide would not be quite exact. There is, indeed, a new stirring of the waters, but the direction in which they shall be swayed does not depend on any inexorable law. It depends largely on the action of such bodies as yours.

THE UTILITARIAN DEMAND.

What are the causes to which this recent quickening of the British interest in foreign language study is more immediately due? They are mainly two. First, there is an apprehension that other nations are overtaking or outstripping us in the race for commercial and industrial supremacy, and there is a growing sense that, if this be so, the result is partly attributable to defects in our education. So far as the great bulk of the nation is concerned, this is probably the chief cause. But there is another cause, of much older date, which has been made more active by the extension of our scientific and technical instruction during the last few years. Students of these subjects feel the need of knowing modern languages, both for the purpose of reading books and for that of intercourse with foreigners. In respect of both these causes, the motive is utilitarian; and, speaking broadly, one may say that in this country the new force which has lately accrued to the demand for modern languages is a force springing from a new perception that they are indispensable for certain practical purposes.

Now the first duty which rests on the guides of this movement is a simple one. Utilitarianism, in this matter, has different degrees. In its crudest form, the utilitarian wish is that the pupil should be taught what is called commercial French and German—that is, the technical phraseology of business—with a view to commercial correspondence. A slightly higher requirement is that he should be able to speak the languages sufficiently for certain practical purposes. But it is, perhaps, not sufficiently realised that attainments on this level are wholly inadequate for the purpose which is supposed to be in view—namely, to give our commercial men an advantage corresponding to that which our foreign competitors derive from their knowledge of English. The foreign commercial agent, who has been thoroughly taught English at school, and then has improved his knowledge by residence in this country, can not only converse with ease in our language, but knows our manners and customs, is at home with our national peculiarities, mental and social. He can tread firmly on ground where Ollendorf is as a broken reed; for he can persuade—and to be persuasive in a foreign language is no easy matter. That is the only kind of acquaintance with a foreign language which can be materially useful for purposes of commerce. It is of importance, therefore, to make the utilitarians see that, even for their own objects, modern languages, if they are to be useful, must be learned thoroughly. A smattering will not merely be useless, but may be actually mischievous, because it may lead to misunderstandings in transactions. It is true, no doubt, that in commercial as in other pursuits there are lower positions in which it is useful that a clerk should be able to translate foreign correspondence, or to write simple letters, though nothing further may be required of him in respect of modern languages. But the broad commercial argument for studying modern languages postulates a different kind of knowledge.

Humanism.

The advocates of modern language study have, however, a higher task than to guard the utilitarian aim against becoming too narrow or too low. They may boldly affirm that the modern languages and literatures are worthy to be studied, for their own sakes, as instruments of the highest intellectual culture. Let us remember what humanism means. The Romans used the word *humanitas* to denote the civilising and refining influences of literature and art; as when Cicero says that Romans ought to treat Greeks with *humanitas*, because it was from Greece that Italy had first received *humanitas*. To the Italian pioneers of the Renaissance, to such men as Petrarch and Boccaccio, the great writers of classical antiquity were not only models of style, not only masters of fancy and thought, but also interpreters of an intellectual, moral, and social life, larger, freer, and, to them, more truly human than any which the middle ages had known. And for them, accordingly, the term *humanity*, in reference to liberal letters and arts, had a peculiarly forcible meaning. The ancients applied the epithet *humanus* to a character humanised by culture, but not to the instruments of that culture; they never spoke of humane letters or arts. But the men of the earlier Renaissance, to whom the literature of antiquity was not merely the supreme and unique culture, but, in itself, a new life, found it natural to speak of *litterae humanae*, a phrase which seems to have become current before the end of the fifteenth century; and, by a stylistic refinement, they also used the comparative, *litterae humaniores*; meaning, thereby, not 'secular rather than theological,' but 'distinctively humane.' A humanist meant a student of these humane letters; the term *umanista* is already known to Ariosto.

Now, in the idea of humanism, as it has come down to us from the Renaissance, there are two principal elements. One is the study of language, as a discipline of logical and elegant expression. At the period of the Renaissance this was represented by the *imitatio veterum*, the writing of Latin prose, especially letters and orations, and of Latin verse, after the classical models; also by the study of ancient grammar and idiom. The other element is the study of excellent literature, both verse and prose, not only in regard to its form, but also in regard to the elucidation of its contents. But, when we consider the idea of humanism as a whole, there is this to be added: it presupposed that the influence of this twofold discipline, the study of language and the study of literature, was to penetrate the whole nature of the student. It presumed not merely diligence, but ardour: it required that the mind and imagination should be explored and possessed by the subtle power of the master-spirits to whose converse they were admitted; it meant the quest of a new inner life; it aspired to the conquest of possessions which should enrich and dignify existence in joy and in sorrow, in good fortune and evil, from youth to old age; nor is it possible to estimate how much of human happiness, how much of high endeavour, or of fortitude under suffering, has flowed in the course of centuries from those springs which were opened anew by the men of the Renaissance. And, if the enthusiasm has now partly died out or assumed more prosaic shapes, if much of the radiance which illumined the dawn of those studies has faded into the light of common day, it remains as true as ever that the benefits which humanism confers can be reaped only by thoroughness and sincerity of work. Now, as ever, humanism is, by its essence, abhorrent from smattering, from cram, from that kind of study which is not inspired by love of the subject or by desire of knowledge, but by the pursuit of success in examinations. Humanism, as an agent of culture, is concerned, not only with the reason, but with the moral and spiritual nature; its office is not merely to instruct, but also to educate.

Ancient and Modern Humanities.

If the meaning of humanism is such as I have attempted, however imperfectly, to indicate, it follows that modern languages, and the great literatures of the modern world, differ from the classical languages and literatures, considered as instruments of humanistic training, not in respect to the general character of the culture which they can impart, but only in respect to certain particular attributes of that culture. I cannot now attempt a full comparison; but I may indicate one or two points. The interest of the Greek and Roman literatures is, in some respects, unrivalled. They present some supreme masterpieces of artistic form, inspired by a genius different from the modern, and so enlarging our conception of human capacity. It is as irrelevant as it would be absurd to inquire whether Homer is greater than Dante, or the *Agamemnon* than *Hamlet*; the question is of supreme intrinsic

excellence. Again, these ancient literatures are the sources from which the main currents of literary tradition have flowed, and from which the chief types in literature have been derived; the *history* of modern literature cannot be fully understood without them. They also embody what might be called the moral contents of the ancient societies which generated them—a wealth of observation, reflection, emotion, and practical wisdom. On the other hand, the great modern literatures have their points of superiority for the humanistic student. Of the classical literatures we have, after all, only a comparatively scanty salvage. The modern literatures offer an immensely greater variety, both in poetry and in prose. Further, any thorough and worthy study of modern literature will be at the same time a study of the character, the modes of thinking, the institutions, and the manners of the modern nation to which that literature belongs. It is quite true that, in reading the classical literatures also, the student seeks to learn these things; but our means of information there are at many points so defective that curiosity must often rest content with conjecture. In a word, the modern literatures are lit up by modern history or by living experience to such a degree that the strictly literary interest is constantly quickened by other kinds of interest.

Prose Composition.

When we turn from the study of literature to that of language, the differences between the ancient and modern instruments of humanism become more marked. It is now universally allowed that a modern language should be taught as a living language; the pupil should gradually learn to speak it, without being too much harassed with grammar; easy original composition will be more useful for him in the earlier stages than the attempt to translate, say, from English into French. But it is also generally conceded that in the higher study of a modern language, as at the university, translation into a foreign language is a desirable test. Prose composition is a common ground on which it is comparatively easy, as it certainly is interesting, to compare the classical and the modern discipline in their higher phases. In rendering a fairly difficult piece of English into Latin or Greek, the chances are that the translator will have to recast parts of his original, and to throw the sentences into new moulds. He may have to find classical equivalents for ideas or things which are wholly modern. In choosing his words, in turning his phrases, he will be guided by the ancient literary models, and by the literary instinct for classical usage which his study of them has trained. The translator from English into a modern language will also be required at times to recast, in some degree, the moulds of the sentences. The genius of French prose, for instance, is more formally logical than that of English, and the translator from English will sometimes have to alter the framework of the sentence in order to exhibit more clearly the sequence of ideas. Again, just as in writing classical Latin or Greek prose, the translator will draw for his diction and phraseology on his literary study of the acknowledged masters of style.

Standards of Idiom.

But there is one great difference between the two cases. The student who essays to write Latin or Greek necessarily relies, for the correctness of his diction, wholly on his observation of the ancient literary models. It is sometimes assumed, especially by those who have not themselves gone through a classical training, that the result which he produces must usually be full of offences against classical idiom which, in the eyes of an ancient literary critic, would have made the effect of the whole composition seem bizarre, or even grotesque; in short, that the result can have no literary value. This view involves, I venture to think, an excessive exaggeration. It is, no doubt, very probable that now and again the modern writer of Latin or Greek, however careful and skilful, will unknowingly offend against some nicety of ancient usage. But, if his study of ancient models has been as minute, as intelligent, as sympathetic as it usually is in the case of the best classical students; if, further, he has some natural feeling for language, improved and severely disciplined by study—another condition which such men normally fulfil—then it is reasonable to believe that the work which he produces is such as an ancient critic would have read, not, doubtless, without perceiving faults, but without much offence, and sometimes, at least, with pleasure. That is to say, it is reasonable to believe that the best modern work in Latin and Greek composition may claim to possess some literary value. The Englishman who essays to write prose in a modern language can, on the other hand, appeal to

living arbiters of idiom. In all cases of doubt, he has recourse to that tribunal, and the verdict is final. The cultivated Frenchman or German, Italian or Spaniard, to whom his difficulty is submitted, replies at once: 'We should scarcely say that,' or 'We could not possibly say that'; and the question is settled. No scholarly student who has ever studied a living language, even a little, with a scholarly master can have failed to find a special interest in those questions as to equivalence of words or phrases or idioms which, in the course of translating, he must have discussed with his teacher. It is one thing to ponder and weigh the literary evidence for idiom, to scrutinise literary contexts, and thence to gather light on the refinements of usage. It is quite another thing to interrogate the competent living witness, whose judgment—as we know from the experience of our mother-tongue—must be accepted as decisive, and to observe how the shades of meaning present themselves to his mind. By watching the workings of his mind on problems of equivalence we can acquire a kind of insight into the life of the language which no merely literary study can yield.

Now, this fundamental advantage which the student of modern language possesses has two aspects, and, if we wish to be perfectly fair in our comparison of the ancient with the modern instruments of humanistic study, we should distinguish them. One aspect is relative to the absolute value of the result. That is to say, the Englishman who writes French, if his composition has passed the ordeal of French criticism, is certain that his work is fairly good, or at least correct. The Englishman who writes Latin or Greek may have grounds for confidence that his work is, on the whole, correct, or even fairly good; but he cannot be certain that he has not somewhere sinned against idiom.

That is one aspect of the matter. The other aspect is relative to the educational character of the process involved in each case. The composer in Latin or Greek, whose evidence for usage is purely literary, is compelled by that very limitation to examine his evidence with the most scrupulous care; he is compelled to exercise his judgment, his taste, his literary imagination on nice questions in which absolute certainty is unattainable; and that exercise is in itself an educational benefit. The composer in the modern language may often be tempted to spare himself such trouble by turning to the living arbiter of usage, who, as he knows, can, after all, tell him more than he could learn from books. On the other hand, the fact that he is brought closer to the inmost life and heart of the language is for him, in his turn, an educational advantage somewhat different in kind from that which the classical man reaps. It is also one which more directly stimulates intellectual interest, and it is one which brings a certain freshness, a play of life, into his studies of modern literature.

The ancient humanism affords, perhaps, the more strenuous mental gymnastic, owing to the greater width of the gulf that has to be bridged in regard to structure of language, modes of thought and of life. The student moves in a region which makes a more arduous and more constant demand on imaginative insight. A larger element of the ideal enters into his work. But the modern humanism is a thoroughly adequate vehicle of the distinctive benefits which humanism, as such, seeks to confer; and, as we have seen, it has several advantages which are peculiar to itself. It is too much to expect that the same student should often find time both for the ancient and for the modern humanities. But those who have the best right to speak in the name of modern humanism would probably agree that there can be no better foundation for the study of modern literatures than some acquaintance with the chief masterpieces of classical antiquity.

Higher Study of Modern Languages.

It is now seventeen years since the University of Cambridge established its Tripos for Medieval and Modern Languages, in which, up to the present time, nearly two hundred and fifty students have obtained Honours. Any one who will carefully look through the papers set in that examination —which are published year by year—will, I think, see that they represent a serious and comprehensive school of humanistic study, fully comparable, in the modern province, with an Honours school of classics. A high standard has been steadily maintained; and the number of students is showing a tendency to increase, though it is still smaller than could be wished. The Tripos is in six sections, of which a student normally takes two, devoting not less than two years—usually three—to preparation. Sections A, C, and E deal respectively with English, French, and German, chiefly in regard to the more modern forms of the

languages and literatures. Sections B, D, and E deal with the older forms of those languages and literatures, and are more philological. A student who has obtained Honours may in a subsequent year go in again, and take either one or two sections other than those in which he has already passed. Without trespassing on the ground of the resolutions which will shortly be proposed, I may observe that, while the secondary schools are looking to the universities for more encouragement in this field, the university study of modern languages requires to be fed by a larger supply of well-trained candidates from the schools. The school study and the higher study are mutually interdependent. In so far as I may venture to speak for the university to which I have the honour to belong, I should anticipate that the study of modern languages will gradually gain ground there, just as other modern studies have done. High attainments, and original work in modern languages and literatures, have already been recognised as proper qualifications for a college Fellowship. The great point to be kept in view is that no pressure of utilitarianism in its narrower forms should discourage teachers of modern languages from pursuing high and liberal aims. They may have many difficulties to fight against; but, if they are true, as assuredly they will be, to such aims, the future is theirs.

Literary Studies in Education.

To conclude—and I have already trespassed too long upon your patience—no requirement of national education in this country is more urgent than that a proper equipoise should be preserved between scientific and technical studies, on the one part, and literary studies on the other. Even for the practical pursuits of every day, a man is but poorly equipped if his training has not included some development of the faculties, the sympathies, the emotions which converse with great literature evokes and educates. Ancient and modern humanism here make common cause. Those to whom ancient Athens and Rome have been the mother-cities of their spiritual life, if they have used that franchise aright—if they are loyal to the deeper lessons which the classical past has to teach—will see, not rivals or antagonists, but their natural friends and allies, in those whose work is to enlarge our horizon and to enrich our sources of knowledge and of enjoyment, by making the people of this country intelligently familiar with the languages and literatures of modern Europe.

International Good-will.

But the mission of modern humanism does not end there. It has also an international importance. Those prejudices, pervading the mass of a people, which are sometimes impediments to international cordiality are usually traceable, in a very large measure, to want of comprehension. The part which mere ignorance plays in them may be verified by observing the simple fact that, the lower you go down in the strata of education, the stronger you will usually find such prejudices and antipathies to be. Nothing would contribute more to good international relations than increased facilities for oral intercourse between persons belonging to the more educated classes. It is, I think, no exaggeration to say that, over and above the educational reasons for promoting the study of modern languages, there is this further reason, that such a study will greatly tend to promote international good-will, and thereby to safeguard the peace of the world. This may be noted as a further reason, and a weighty one, for making the study of the modern language thorough; that is, for treating it as inseparable from a study of foreign thought, sentiment, and manners. Yes; it is indeed a great task with which the modern humanists are charged, a great reward which they may reap; and, in sitting down, I thank you for having permitted an ancient humanist to address you to-day.

Mr. Storr moved the first resolution: 'It is desirable that Modern Languages should occupy a more important position than they do at present in Secondary Schools.' He said: 'Ladies and Gentlemen, in moving this resolution I must begin with an explanation and an apology. As you have heard from our Secretary, I am here as a stopgap, an understudy, I might say an under-understudy. Perhaps in a rash moment, I consented, if other and better men failed, to fill the gap, and were it not that our Secretary is a man without guile, I should have suspected him of selecting me as the best foil he could find to our Chairman.

> "Et sibi consul
> Ne placeat, curru servus portetur eodem."

One advantage you will reap at any rate.

I shall be short. As to the little I have to say, I can only plead that it comes from a long experience, perhaps as long an experience as that of any one in this room, and a double experience—an experience first as a teacher of classics, and afterwards as a teacher of modern languages. I think that our Chairman has set one point at rest, and that is, that there is no real antagonism between the two studies. All we modern language teachers ask is a fair field and no favour. As I think my resolution implies, we have not hitherto quite had this fair field. I am not complaining. We could not expect it. We cannot get it all at once. The study of modern languages is comparatively a recent thing. To put the utmost limit, till within the last fifty years modern languages, at any rate in schools, have been a per *parergon* accomplishment put on the same footing as fencing or dancing. The result of this is naturally—again I am not complaining—I think I am within the mark if I say, that three headmasters out of every four are classics. With the best intentions they cannot help somewhat favouring their own branch of study. It is the headmaster who makes, for instance, our time-tables for us, and till quite recent years we modern language masters, I do complain, have been expected to make bricks without straw. If I may give a bit of my own experience, it took me twenty years to get more than one hour a week allowed for the beginners in French in the lowest class. You cannot do very much with one hour a week. May I refer to one other seemingly personal matter which has, however, a general bearing? I ventured in the last number of our organ, *The Modern Language Quarterly*, to make public some of the obstacles or hindrances which my particular school found in running the course. I have been taken to task by more than one friend; in fact, to put it in vulgar words, they said, "You ought not to have cried stinking fish." That was not, as I said in the article, the least my intention. I do not believe, for a moment, that Merchant Taylors' is a greater sinner than other public schools—I think that it is, in fact, in some ways, a very favourable specimen—but I do think that the public should know what are the conditions under which we modern language masters work. Only a day or two ago I had sent to me by a distinguished headmaster of a very distinguished school in the north a prospectus of a proposed Latin-German side; and with your leave I will just pick out one or two sentences showing—he is a most enlightened man—that he hardly appreciates what we want or what modern languages can do for the education of a boy. He says that he is starting this Latin-German side with the more hesitation because the headmaster of Rugby tried the experiment at Cheltenham and found it a failure. Well, suppose—I think it is a fair parallel—that Lord Coleridge made a report on the advantages of vivisection in a physiological laboratory, we should hardly take his report as final on the question. Then he goes on: "So long as the English universities require a certain amount of Greek, however unwise their requirements may be, no boy should leave the classical side till it is irrevocably decided that he shall not go to English universities." I complain that this condemns us of the modern side to take a back seat, to be in the second rank. I wish as earnestly as any one that this modicum of Greek might be done away with. However, I am not going to enter on that point. After all, it is not a very great hindrance. I, as the head of a modern side, mean to send as many boys as I can to the university. Then he goes on: "The greatest care will have to be taken that the German boys do not crow over the Greek boys that they have the easier work. There are undoubtedly fewer logical processes to be gone through in construing or composing in German than is the case in Greek, and we must therefore take care that the exaction of work is more rigorous on the new than on the classical side." My experience, as having taught both, does not agree. I think myself that in the earlier stages, with the accidence, German is rather the harder language of the two. As to the higher stages, I cannot pretend to be an authority, but I remember one—and those who knew him will recognise him as a competent judge—the late Mr. E. E. Bowen, of Harrow, who said, and said publicly, that having had himself experience of both, he thought that French prose was as difficult to write as Latin prose, and German prose rather harder than Greek prose.

'I must not detain you longer; but there are one or two other things in this paper that I hold in my hand. "On the other hand, German is the one language which claims a place in education both as a literary and a spoken language. No one wishes to talk ancient Greek. Few, I think, care very much about reading French books in the original." (Laughter.) I think that the only explanation of that is that they do

not know French. Finally: "But it may be asked, Cannot German do as much for a boy as Greek in this respect? I think it may do something, but there is no German literature which can take the place of Homer." Now as to the supremacy in some respects of Greek, I certainly am not going to break a lance with Sir Richard; but I do contend that for those who can only devote a certain amount of time, say, for a boy whose studies end at the age of eighteen, on the whole it is better for him to have known French and German literature than to have known what the ordinary boy in that time can know of Latin and Greek literature. As to the difficulties, I remember that when that interesting correspondence went on in the *Times* at the beginning of this year, my old friend Canon Lyttelton maintained that any fool could translate English into French or German if you gave him a good dictionary. I thought at the time that I should like to set down the Canon to a page of Carlyle or Burke or even of Macaulay; he might have all the dictionaries he liked, but I doubt whether he could produce a version that would pass muster in the University of Paris or Berlin. Take even the simpler task of turning French or German into English. I have had some experience of that. I have been condemned, for my sins, to look over a great many thousand pieces of translations from German and French into English. It is not often that I find even educated men and women who can turn a piece of any difficulty in French or German into decent English, and those who have tried it themselves will acknowledge that it is a desperate—I should say impossible—task to transfer the higher qualities of French prose, to say nothing of verse.

'What, then, is it that I desiderate? I have a very bad memory, and before I came here I refreshed it by glancing over what I wrote four years ago in a book published by Canon Barnett, *Teaching and Organisation*. I am afraid that what I desiderated then is still to seek. The reform must first begin with preparatory schools. There I have a bone to pick with the headmasters. I mean particularly the headmasters of our great public schools. So long as they give their scholarships mainly for Latin and Greek and admit Greek into their scholarship examination, so long the preparatory schoolmasters will teach Latin and Greek, and for boys under the age of thirteen a third language is an absurdity. We want as the first reform that boys before they go to a public school should, first and foremost, know something of their own language and then something of French, not simply the accidence, but something of colloquial French. I think that we are all agreed as to that. At the other end of the scale come the universities. I am not going to forestall the next resolution, but may note once more that we seem in this matter to move in a vicious circle. The universities say, "We are prepared to give distinctions if only you teach modern languages properly at school." We, the schools—that is the headmasters—say, "What is the good of a boy's devoting much time to French or German when there are only two or three beggarly scholarships for the whole of the kingdom? Classics and Mathematics are the only paying concerns." And so there is a deadlock. I plead, as I began, for a fair field. I am not concerned with the utility of modern languages. *Cela va sans dire.* I am not an adherent of Herbert Spencer. I do not believe that the most practical studies are the best from an educative point of view. I plead for modern languages as a liberal education, and as, in my opinion, as good a gymnastic, at any rate within the school limit, as classics. I say that a boy who leaves school, having read and having learned to appreciate his Molière, his Fontaine, his Victor Hugo, his Saint-Simon, his Pascal, his Renan, and in German, his Goethe, his Schiller, his Heine, his Lessing, his Ranke, his Mommsen, will have received a truly liberal education.'

Mr. J. L. Paton, M.A., Headmaster of University College School—Mr. Storr's personal reminiscence takes me back to my own school days. We had one modern language, and we had one lesson a week in which to learn it. That lesson was knocked off directly we reached the position of the Upper Sixth. Even that lesson was in an hour which was encroached upon at one end by school prayers, and at the other end by keen anticipations of coming breakfast. The results of that system were, at the time, that everybody, except the unfortunate masters, realised the whole thing to be a farce, and that at present, pending my further education, both in England and in France, but especially in France, I never allow anybody to know that I am a member of an Association of modern language teachers. In order to be clear about this resolution, it is important, I think, to know what we are aiming at. I leave the question of the university, which has already been discussed, and I take that point of view

which really affects the greater number of teachers met here, and that is the point of view of pupils who leave us at the age of sixteen or seventeen. If we aim at anything, we aim at giving them an acquaintance with one or more modern languages sufficient for them to keep their feet in a conversation or to deal with the language as written as well as spoken. We aim at giving them, as the last speaker said, some glimpse into, some foretaste of, the higher literature of those languages and, still more important, at creating in them a spontaneous appetite for those same literatures. It is practically a matter, as Mr. Storr has said, of time-table. Without being too rigid, I think that I may say that at the beginning, when the whole thing is strange, it is indispensable, and it is indeed economical in point of time, that there should be one lesson—I do not say one hour—every day in the new language which the boy is taking up. Later on, of course, that proportion of time has to be diminished as other subjects become more obtrusive; but at first it is important that there should be an impression renewed every day on the boy's mind. Of course there must be differentiation of schools. There must be, and always will be, the scholarship type of the ancient humanities; and there must be, and there increasingly will be, the science school. But taking the special point of view of London at the present time, we have in London not so much to train the ancient humanist and not so much to train the industrial expert and scientist, for London depends only in a very small degree upon its manufactures. (We still make furniture in Shoreditch, and we tan hides down in Bermondsey.) But we have to consider the needs of boys who will find employment in the great distributing centre of the world, the great financial market, and the great depôt of the world's goods. Nothing can be for them of greater importance than modern languages. Therefore in a London school, speaking from my own point of view at the present time, I think that it is not at all extravagant to claim for each modern language, in the case of a boy who is leaving school at seventeen, at least three or four hours a week in his programme. There are two bearings of this resolution on which I will not expatiate; but they ought not to be left out of account. Mr. Storr said that headmasters made the time-tables. Mr. Storr did not speak of the great power behind the throne to which we all conform. We are supposed to be omnipotent people, who do as we like. As a matter of fact, there are examiners behind us, and they say to us 'Go,' and we go, and 'Come,' and we come, and 'Teach this,' and we teach it. The bearing of this resolution on examinations is all-important, because examinations control the whole educational machine in England. There has already been some allusion made in one of the letters read by the Secretary to the army examinations. I should like, as I hear that regulations for the London Matriculation Examination are again in the crucible, to ask our Chairman to bring home to the committee that is considering the matter the indirect result of the last issue of regulations. They have crippled the teaching of German in the schools of London at any rate. Then there is the question of teachers which leads up, really, to the next resolution. If we are to have a more important position for modern languages in the curriculum of our schools, we must have more efficient teaching. We must have more teachers who are highly trained and qualified, and we must have a more specialised curriculum for them. It is rather painful to read some of the advertisements asking for teachers who will teach 'Latin, French, English, chemistry, and book-keeping.' One only sees such advertisements in English newspapers. It will be impossible in the future, if modern languages are to be really a liberal education, for French or German to be considered as a sort of stopgap subject. I am looking forward to the time when the Cambridge school, and I hope also a new school at Oxford, will supply us with men who in the higher classes will, I will not say be able to teach the history of the languages, but who will know the history of the languages, and will know some of their philology, and will be able, when a boy asks a question, as a boy does in higher classes, at any rate to lift the curtain and give him a sort of search-light into the more educative study of the language, and its scientific history, a glimpse which will stimulate his appetite for further knowledge. And I hope such teachers may form a bridge from the higher classes of modern schools to the modern language studies of the university. It is because this Modern Language Association is working in those two directions, beneficially as I believe, on the controllers of examinations who control us, and beneficially in the direction of more efficient training for teachers, that I have much pleasure in seconding this resolution. (Applause.)

The motion was carried unanimously.

Dr. Karl Breul, Litt.D. (Reader in Germanic in the University of Cambridge)—I am extremely sorry that Professor York Powell, who had kindly promised to move the resolution which stands as No. 2 on our agenda paper of to-day—'That additional encouragement should be given to Modern Languages at the universities'—is not here to speak for his own university and for others. As Sir Richard Jebb has now called upon me to move this resolution, I shall begin by saying that I sincerely hope that the University of Oxford will before long also join those universities which propose to establish an honours school of modern languages in this country.

In speaking of my own university, I should like to lay very great stress on the little words 'additional encouragement,' because, as Sir Richard has pointed out to you, the University of Cambridge *has* for seventeen years been fighting the battle of modern languages, and has been the first English university to provide a high-class scientific and literary training in these subjects. Therefore I think the nation owes a great debt of gratitude to the university which came forward at a time when it was difficult to be a modern language teacher, and difficult—it must be admitted—to find pupils who would listen to such a teacher. Matters have now become better. We have got the Medieval and Modern Language Tripos, which is no longer the somewhat one-sided and too exclusively philological examination it used to be, but which has been remodelled in the light of experience. And we have recently added to it a new *vivâ-voce* examination in spoken French and spoken German, which was sadly needed. The standard in that examination has been purposely made very high, and it is intended that this standard shall be maintained.

The University has also added *vivâ-voce* tests, which the Modern Language Association has long demanded, to the Higher Local Examination, and also—which does not yet seem to be generally known—to the Joint-Board Examinations. Moreover, I hope that very soon the other Cambridge Local Examinations will have the much-needed *vivâ-voce* tests too. At present the oral examination is optional, but I hope that some day it will be made compulsory. At least all facilities for showing proficiency, and having such proficiency officially recognised, are now afforded by the University.

If, then, the University of Cambridge has done much through its higher teaching and its various examinations to promote the scientific study of modern languages and the efficient training of teachers, it is not our fault if the number of teachers has so far not been greater. We wish for the number of modern language students to increase, because much of what has so far been achieved for modern languages in this country has been achieved by men and women trained in the Cambridge Tripos school.

The demand for English-born teachers, trained at Cambridge and conversant with the more recent methods of modern language study and teaching, is ever growing, and, although up to the present time the best teachers trained in our school have not yet been appointed to headmasterships of modern schools, it seems to me that the time is not far distant when such posts will be entrusted to them. They will then be placed in exactly the same position as eminent German modern language teachers who at the present moment are heads of *Realgymnasien*, *Oberrealschulen*, and *Realschulen*.

Apart from the students who will be teachers in secondary schools we are also training a number of men who wish to enter the Civil Service or go into business, men who have become literary critics or librarians, and a great number of those who now hold professorial positions in our university colleges have received their academic training in the modern language school of the University of Cambridge.

So much I can say Cambridge *has* done, but I think that at Cambridge many people feel that more should be done. What, then, are those things which it would be desirable that not only the University of Cambridge but the University of Oxford and other universities, as far as they have not yet provided for these wants, should now be asked to do?

Among the various things which are desirable, and even necessary, if modern languages are to prosper at the universities, I will mention only the following:—

First of all, we ought to have some modern language introduced as a compulsory subject into any matriculation examination at any university. This is not at present the case. I hope it will soon become a regulation of the London University. The beneficent effect of the requirement of one modern language in any matriculation upon schools and also on our students, cannot, I think, be over-

estimated. I should like to see sight translation of German and French of ordinary difficulty, with *no* set book, required in all matriculation examinations. (Applause.) That would be an aim, I think, which would be a worthy ambition for the schools to attain.

Secondly, I am anxious to see more oral tests in our university examinations; the existing ones should be made compulsory as soon as possible.

Thirdly, I think that it is of the greatest importance to encourage original research on the part not only of the professors, but also of the better students. In the case of the professors, it would, of course, be necessary to relieve them to a great extent of the more elementary work. The University of Birmingham has appointed assistants to the professors of French and German. The Victoria University has begun to do the same. And as to the students, they might be encouraged either by the offering of university prizes for original work or—perhaps also—by allowing some original work to take the place of part of the paper work in our great written examinations.

Again, there might be university prizes for any original philological and literary work in modern languages *after* the regular university course. In the case of the better B.A.s, or of men elected to College fellowships, this would be most desirable. We have at present only one good College prize, and we have just been told that the prizes offered at the universities are not large enough and are not sufficiently numerous to tempt good men. So I hope that if an opportunity arises, the University, or the University helped by some benefactor, will be able to offer some such prizes, and thus encourage our better students to do some original thinking and writing.

Then, university scholarships for foreign study, in the form of travelling studentships, should be instituted as soon as the necessary funds are available.

Again, students' reference libraries ought to exist in all our universities. There should be a library which the students could use at all times and from which they could freely borrow books—a library such as the University of Oxford possesses, a building which it is difficult to pass without envying the University for possessing such a magnificent palace of study, well stocked with modern language literature and periodicals. At Cambridge, as well as in our other universities, we still sorely need such a reference library; on the other hand, no German or Swiss university is without its *Seminarbibliothek*. The speedy establishment of well-equipped reference libraries for modern language students is, I think, one of the great duties of every university.

Phonetic apparatus should be obtained and duly qualified teachers of phonetics should be appointed as soon as funds permit.

And, finally, we want some means of studying, at the university itself, foreign *realia*; hence we must have maps, photographs, illustrations, lantern slides, and all those many things which will help to prepare our students for a profitable stay abroad, and will enable them to remember what they have seen in foreign countries.

These are some important points which the universities might consider as soon as an opportunity offers. By adopting these reforms they would materially encourage the study of modern languages, and I think it is high time that this should be done. We should strain every nerve. Every year will count. Because, if we look around us, we see that we do not live alone in the world, and everywhere around us we find modern language schools of the highest type established. There is excellent provision for the best and most advanced modern language teaching on the Continent and in America, and on the Continent not only in Germany and France, but in Switzerland, Scandinavia, and other countries. We notice the excellence of the Scandinavian teachers at our university extension courses at Oxford and Cambridge. We see Swedes and Danes and Norwegians coming over and speaking English in a marvellous way which gives evidence of the excellent training which they have received at home. Many of the before-mentioned demands for the further support of modern languages at the universities are recognised as well justified, at least at Cambridge; but what prevents my own university, to a large extent, from giving modern languages the desirable additional encouragement is the lack of funds at its disposal. The old endowments of Cambridge are not nearly sufficient to satisfy our most pressing modern requirements. This has been publicly acknowledged by the formation of the 'University of Cambridge Association,' but it does not yet seem to be sufficiently realised by the outside world.

What is wanted to bring about a real improvement with us is some benefactions

on a large scale, such as have been given quite recently, as we all know, to the Scotch universities, and such as have been given in a most liberal way to the University of Birmingham, equipping their modern language department splendidly. The name of Mr. Taylor will be for ever linked with his beautiful institute at Oxford. In the same way it would be possible that the name of the benefactor, or benefactors, who showed their public spirit by coming to the rescue to-day, should be for ever linked to some institution or benefaction at Cambridge.

I think that if we were now to strongly urge the universities to finish that edifice which they have begun to build, and to complete that great national task to which they have committed themselves, we might hope that the universities, more especially those of Oxford and Cambridge, would be willing to reconsider their position, and see whether something cannot be done. The spirit at my own university, as far as I have been able to ascertain, is in favour of giving us what can be given. At the same time I should mention that the number of good things for which we may wish, and which we may urge the universities to give us, will not be, and cannot be, given for a long time to come, unless the public comes forward and supports the universities, not only morally, but also by what in centuries long past was frequently done for the universities—by some endowments for a great and important branch of studies, the pressing needs of which could not be satisfied by the means of the university itself. I have much pleasure in proposing the second resolution, 'That additional encouragement should be given by the universities to modern language study.'

The **Rev. Dr. Haig-Brown** (Headmaster of Charter House)—After what you have heard from Dr. Breul you will expect very little from me. I am fully in accord with him as to the great work which has been done by the University of Cambridge, my own university, and the University of Oxford in spreading this new learning and training teachers who will carry their skill into our public schools. Such matters move slowly in England perhaps, but I am quite sure that the country has now awakened to the necessity which has been created for the improvement of the teaching of modern languages, and I cordially agree that they should be studied not merely from a commercial point of view, not merely from a utilitarian point of view, but much more as a means of conveying to the minds of the students all that is meant by a liberal education. Such means you will find, I dare say, in the literature of the Continent. For myself, I can claim to have derived the very highest benefit from the study of the literature to which I have referred. I do not want to say that I am a great proficient in these languages, but at the same time they have been to me an enormous help not merely from the point of view of intellectual enjoyment, but also from the point of view of culture; and I do think that there is in them that material which may be employed by an intelligent master to raise the mind of the schoolboy to any level to which it might be raised by the ancient system of teaching. I have great pleasure in seconding the resolution.

Mr. P. E. Matheson (Oxford)—As my friend, Professor York Powell, was unable to come here, I venture, as coming from Oxford, to say one word on the aspect of this resolution as viewed from Oxford. Dr. Breul has already spoken for Cambridge, and I may say that I think those who are interested in the study at Oxford are quite in agreement with him. Of course we have to remember, in considering questions of this kind, that the universities fulfil two functions. They are places of general education, and they are also to a certain extent places of professional education. They have to educate the ordinary Englishman, and they have to educate the scholar and the teacher. Both those things have to be considered in this question of the encouragement of modern languages.

With regard to the first, the education of the ordinary man, I will only say that at the present time the question as to whether modern languages may be encouraged in Responsions, which is the first examination at Oxford, is being carefully considered, and I hope that the outcome of the consideration may be to give to French and German, at all events, a place in responsions which will give a decided encouragement to the teaching of those languages in the public schools of the country.

But for my own part, interested as I am in that, and supporting it as I do, I should consider it quite inadequate by itself to meet the demands of the times. What is wanted, as our Chairman has told you, is to put modern languages in the universities in their proper place as a serious subject of higher study. It is not merely that we want the ordinary students to be able to

make use of Mommsen or of many French writers on modern history who are so important to that study, but we want French and German and, if possible, Italian and Spanish to be made subjects of real scientific and literary study in the older universities. What is being done at present? I can only speak for Oxford, where, as you probably know, we have no final school for modern languages except the higher modern languages examination which is confined to women students. I hope that before long the University will see its way to make a final modern language school to take its place side by side with the other final honour schools in the University That cannot be done satisfactorily to my mind, without, of course, increasing the provision of teaching in the University. At present we have, as Dr. Breul has reminded you, the Taylor foundation, which not only provides a magnificent library, but also provides modern language teaching; but that teaching will need to be supplemented by further chairs or further readerships if it is to be satisfactory and complete. The way is open, as Dr. Breul has told you, for the benefactor who professes to be interested in modern studies, and I hope that he may flourish and abound. But besides that, no doubt, encouragement would be given to these studies if scholarships were given in greater number. At present, at Oxford, we have the Taylorian scholarships which have done some good. The question of entrance scholarships is a more difficult matter. I think it would be advisable to have some for modern languages, provided that the examination for them was made sufficiently general. The experience certainly of recent years, with regard to scholarships in Natural Science at Oxford, has been that a completely special examination in these studies is bad for the scholars and for the studies; and I hope that if scholarships are offered at the beginning of a man's career at the University for French and German, care will be taken to make the examinations sufficiently general. As has already been suggested, we want such a final school of modern languages for two reasons. One reason is because we believe that these languages — the language of Dante and Goethe and Victor Hugo—can be important instruments of culture. We want them also because it is most desirable that those Englishmen and Englishwomen who will teach these subjects in schools should be largely, at all events, educated in England and at the English universities along with the students who are going to teach other subjects.

Finally, I cannot sit down without expressing very strongly my own personal feeling that the national consideration of this matter, to which our Chairman has alluded, is of the most important kind. I should myself take comparatively little interest in some aspects of the subject if I did not feel this. During the course of the last two years we have seen what mischief has been done on all hands by rash writing in foreign and English papers as to the character of our neighbours and of ourselves. At this moment, when feeling has been so much aroused in these matters, it is most important that the universities should take their part in enabling the men and women of England to share in the thoughts and in the ideas of those civilised peoples with whom we have to live in neighbourly friendship. I have great pleasure in supporting this resolution.

The motion was put to the meeting and carried unanimously.

Sir Hubert E. H. Jerningham, K.C.M.G.— Before moving the resolution with which I have been intrusted, I must thank Mr. Storr and the Committee for inviting me to be here on this interesting occasion; and I must especially thank them, inasmuch as they have given me the opportunity of concurring with the objects of the Modern Language Association, namely, promoting in England the study of modern language—a subject in which I have had some experience, an experience sometimes sad and at other times gratifying.

When I began life I was very much struck by a saying of the Emperor Charles v., or at least a saying attributed to him, namely, that a man who knows four languages is worth four men. Whether that is merely a mock pearl of history or not, it is of no use to analyse now, but it is very possible that Charles v. said it. As he had to reign over four races and only knew one language, he naturally desired to know the other three. Whether that was so or not, Madame de Staël has told you, in those admirable Conversations which have been published as her work, that any one who becomes acquainted with the literature of a language, has opened to himself a new sphere of ideas, and has therefore a field wherein he can work an extra mine of wealth from which he can derive benefit. Those are two sayings which impressed themselves upon me when I was a mere boy.

Circumstances of religion did not permit me to go where I ambitioned to go, namely, Oxford, and the result was that I turned my attention to the University of France, and took my degrees in Paris. It was then that that saying of Charles v. came to my mind, and I resolved to occupy my attention with the study of foreign languages. I told you that I have had a sad experience in some way. When I was appointed at Athens I tried to apply the Greek which I had learned, and rather successfully learned, as a student, but not a single soul in Athens understood me. The reason of that is that the pronunciation of Greek at Athens is so totally different from the pronunciation of Greek, whether in England or in France, that the people there could not make head or tail of what I said. And this was not a solitary example, for one of the greatest English scholars in Greek came to Athens at the time that I was at the legation, and he tried and was nonplussed.

The next experienee was when I went to Turkey. I tried to learn Turkish at the embassy there, and when I had learned Turkish I tried to apply it. I was very quick in my young days in acquiring these languages, but when I applied the Turkish that I had learned to the common people, they did not understand. I went to my master complaining, and asked him, 'Is so and so correct?' He said, 'Quite correct.' I said, 'The people to whom I spoke did not understand.' So he said, 'Oh no, the Turkish that I teach you is that which is spoken with the Sultan, and not with the people.' The result was that I begged of him to teach me that which was spoken to the people, inasmuch as I never could at that age have a conversation with the Sultan, for he reserved all that he had to say for my chief, the ambassador.

But this has a moral, namely, that in the teaching of languages there are two essential points. Perhaps you will excuse me if I mention them to you. One is sound, and the other is construction. The sound, I should say, ought to be taught, not in seeondary schools or at the university, but at the very earliest age, when the child's ear is impressible, and ean be made to understand all the various differences that there are between the various sounds whieh are the peculiarity of German, English, French, Italian, and so forth.

I have dwelt upon this beeause I have known English men and women who spoke French absolutely grammatically, and even eloquently and fluently, and who really could not make themselves understood, simply because they would preserve in French not only the sound which we have in English, but likewise the song which we have in the English language, and which does not exist in French. They will not understand that each language has its peculiarity; or, perhaps, I should not say that they will not understand it, but when the time comes to apply their knowledge they do not observe that in French, for instance, every syllable is absolutely the same. You must be a very great proficient in the French language before you can afford to play tricks with that feature of it. In the seeond place, they will not pay attention to the fact that the mispronunciation of one single vowel in a foreign word may make it mean something totally different from what you intended to convey; and yet those persons are surprised that they are not understood.

I make these few remarks because modern languages form a most interesting subject. If I had the time—and I am afraid that I am taking up too much—I could tell you one or two rather amusing stories about sounds, but I will keep them for a future occasion. (Voices: 'No, no.') Well, if you want a story, I will tell you. [The speaker related an anecdote descriptive of the efforts of a professor of the French language to teach Freneh pronunciation to Mr. Smith, a nervous Englishman.]

I now come to the resolution which I have to propose: 'That the study of Modern Languages is no less important from a commercial point of view than as an instrument of culture.' When I first read that resolution I thought that it was a sort of truism that required no demonstration. It is an absolute certainty that the study of languages is useful. If it is 'desirable that modern languages should occupy a more important position than they do at present in schools,' it is quite evident that that applies still more to the commercial point of view, namely, that which concerns this eountry. When I eame to look into the matter at first, I did not like the words 'no less important,' and I thought it should be 'still more important.' But on reflection I agree with the words as they stand. I think that this resolution has been very studiously, very carefully, and very properly worded, and I am very proud to have an opportunity of moving it, because from the commercial point of view the study of modern languages prepares for whatever difficulties to-morrow

or the future may have with regard to commercial pre-eminence in England. We have had that pre-eminence, and we have it still, but I do not know whether that pre-eminence will last. You know those beautiful lines of Victor Hugo:

> 'Ah demain c'est la grande chose
> De quoi demain sera-t-il fait?
> L'homme aujourd'hui sème la cause
> Demain Dieu fait mûrir l'effet.'

Those are the lines of a poet. 'Man sows to-day what God matures to-morrow.' And what is the object of this Association? It is to sow seed which will profit the youth of England. There is an enormous link between the classics and the foreign languages. Any man who has the time to go through a classical education, whether he reads one single word of modern foreign languages or not, is making an enormous stride towards knowing them as soon as he begins to study them properly. Take French and Latin. Latin is a passport to French. Cicero's periods and those you find in the French classics are the same. The French aim at being Latin in all their writings and in all their discourses, and they have obtained a greater superiority in that respect than almost any country in the world. A classical education is not likely to do any harm at any time to the study and acquirement of a foreign language, but what we do want is colloquial language. As to the technical terms which may be required, they will come when a man is in such a position or has entered upon such a career as will necessitate the employment of technicalities; but we do want that the attention of the people of England should be more called to the necessity of foreign languages quite apart from any benefit which the individual may derive from them. There is nothing which brings the heart of a foreigner so much to the man who is speaking to him as the show of a knowledge of the man's language. It is not only a work of utility, but I maintain it is a work of benevolence and philanthropy, to learn a foreign language, because there is no doubt that, as Sir Richard so beautifully put it in the address which he gave us this afternoon, that Humanitas is Humanitas when it is shared with another; but how can you share it when you cannot understand the other; and how much you can share it when not only you understand one another, but when you speak to one another.

Statistics are a very disagreeable thing, and I am not going to weary you with them. But there is a very curious thing in the census of 1891. I take that year because the census of 1901 is, as yet, only an enumeration of population, and the other volumes have not yet appeared. If you take the census of 1891 you find that in England there are 198,113 foreigners. Foreigners are described as persons born outside the United Kingdom, and who were not described as British subjects in the householders' schedule. From that number I deduct those who had not reached the age of fifteen and those who had exceeded sixty-five. These amount to 20,000, and deducting these 20,000 from the 198,113, we have remaining upwards of 178,000 foreigners. That was the number at the time of that census. The emigration and the immigration have been almost equal, and practically you may take this number as very much that which exists at the present time. But what does that mean —178,000 men and women between the ages of fifteen and sixty-five? These people during the whole of the energetic and useful period of their lives are living outside their own native country and finding employment in England, and thus there are 178,000 people who are earning money which, under different circumstances, might possibly be earned by English boys and English girls, if they benefited by the teaching of modern languages which schools and universities can afford. People engaged in commerce have no time to go to universities, but certainly they ought to profit more by modern language teaching, and they ought to be shown that languages are pleasant studies instead of being disagreeable ones. That has been the general feeling in England hitherto, but it should not remain. And if the majority of people think as I do, that languages are things to be learnt, and if parents are led to the idea that they will be conferring an advantage upon their children in giving them an education in modern languages, I think this Association will have done an enormous service to this country in promoting the desire.

Mr. Albert Spicer—I have been asked to second this resolution, and I do so with the greatest pleasure. I have been wondering since I entered this room and heard the opening speeches why I have been invited to occupy this position. I have found myself in the presence of distinguished professors and teachers, men learned in the law and in languages. By the way in which the audience has been addressed, I take it that I am speaking mainly to persons connected with the teaching pro-

fession, and therefore why I, a humble man in the street, who has been described by a higher authority than I am as a perfect child, should be called upon to second this resolution, I do not know. I am wondering whether the Committee of this Association were anxious to have at least one specimen of that unreasonable being, the parent, in your midst!

At any rate I can speak to this resolution from two standpoints. First as regards the past. After thirty-six years' experience in commerce, I can say that the period I spent in Germany acquiring the German language, before entering business, has been of the greatest value to me, not only from a commercial standpoint, but from the standpoint of culture. After all, I believe that those of us who are connected by commercial relations with people of other nations, do come into a perfectly different attitude with those friends through being able to speak their own language. And, whether it be in our offices on this side of the Channel or in their own homes on the other side of the Channel—for, after all, that is what it leads to—we are able to discuss matters, not only connected with commerce, but with our international relations. I am quite sure that if the majority of the persons connected with our great commercial firms could speak the languages of the countries with which they are doing business, it would wonderfully influence for good the international relations of Europe. So much for that standpoint.

My second standpoint is that of a parent of a family of nine who is anxious that his children shall have the best advantages. And here I am bold enough even to criticise the universities. I believed that I could not do a better thing for my son, in looking forward to his having a commercial career, than to give him the benefit of a university training; but I did hope that during the very short vacation that is given to them in those seats of learning he might be able to utilise some portion of the vacation for the acquisition of foreign languages. But the authorities expect them to do so much during their vacations in the way of ordinary work for the university that I confess that I have been thwarted altogether at present in my hopes, and I feel a little sore with the university authorities for making those arrangements which have so unexpectedly cut into my hopes and wishes with regard to foreign languages. At any rate, let me say, speaking from the standpoint of a parent, that I do trust that in what is done you will bear in mind what the Chairman has said to us—that whatever we do needs to be thorough.

This matter of the learning of foreign languages is all-important, and especially to-day. There is no doubt that England will have to meet with universal competition in the future such as was unknown in the past; and we do want that amongst the ordinary public, if I may say so—the rank and file, and not simply amongst those who are producing the scholarship boys and the scholars—the governing class, if I may say so—those who are going to be at the head and going to be the principals of the rank and file of our great commercial concerns—those boys who are looking forward to such positions—should be able to obtain during their school period at least a good elementary knowledge of one foreign language.

I have been surprised and perhaps a little amused this afternoon from the standpoint of the parent to notice that, after all, the time-tables are not always arranged in harmony with the desires and wishes of the headmaster, but that the headmaster is compelled to conform to the wishes and desires of some authorities above him; and so, although we trust our boys to the headmasters, we are not even then getting the best of their judgment carried out in connection with the education of our boys. We put our boys with certain headmasters, perhaps because we trust those headmasters, but it has come out quietly to-day that even the wishes of the headmasters are not carried out, and that there is some higher authority, some man in the clouds, to whom the education of our children is submitted. Or perhaps I ought not to say some man in the clouds, for I am afraid he is too solid for that. I have had great pleasure in listening to the speeches which have been delivered this afternoon, and especially the address of the Chairman, and I do trust that the work of this Modern Language Association may be very helpful in cultivating education in foreign languages.

The resolution was then carried unanimously.

Dr. Richard Garnett moved that the thanks of the Modern Language Association be given to the authorities of Queen's College for placing the hall at their disposal for the meeting. He remarked that it was by no means inappropriate that that room should be used on the occasion of the meeting of the Modern Language Association, for the

room bore the name of a lady who, though she was not a foreigner by birth, had a foreign name. He knew the late Mrs. Pfeiffer, and he could conceive the pleasure with which she would have looked forward to her munificent bequest serving such a useful purpose as that of a meeting of the Modern Language Association.

Mr. Milner-Barry said that he had much pleasure in seconding the resolution. He took it as a happy augury for the future welfare and work of the Modern Language Association that, by the kindness of Queen's College, they had been able to meet in that hall, for Queen's College was, he believed, the pioneer college in the higher education of women, just as the Modern Language Association was the pioneer association in promoting a thorough knowledge of modern languages.

The motion was carried unanimously.

Professor Rippmann said that he thought that he was the only professor in Queen's College who had not been prevented by his duties from being present at the meeting. He need hardly say that the authorities of the College were delighted to welcome the members of the Association. In some respects the College was not 'up to date,' for it did not go in for examinations. The students worked for the love of the work itself. But, though they were not 'up to date,' they had done good work; and in modern languages, he ventured to think, a good deal had been done by Queen's College. The College authorities would be extremely glad if the Modern Language Association would again make use of their hospitality.

Mr. Storr—I shall now ask Miss Faithfull, the Principal of the Ladies' Department of King's College, to move a vote which cannot be moved from the Chair.

Miss L. M. Faithfull—Perhaps I may say that the honour of being the only woman speaking at this meeting is an honour which has been thrust upon me; but it has been accompanied by a request that I should perform a task which is as easy as it is pleasant—the task of proposing a vote of thanks to the Chairman of to-day, whose speech has been to us all a speech that we want to read, I think, as well as to hear. It contains more matter of permanent interest to us than we can possibly take in and understand and fully realise at present. I think that to the Modern Language Association it must be a very special pleasure to have as Chairman to-day Sir Richard Jebb, who is one of the greatest of our classical scholars, and who by his speech and by his presence shows that, classical scholar as he is, he does not depreciate the value of living languages and modern literature.

There is one modern language and one modern literature which I think I may say has received somewhat scant attention to-day, and it is not uncommon for that language and that literature to receive that sort of scant civility which some people are observed to show to their closest relations. I mean the English language and English literature. In the very few minutes that I may perhaps keep you, I would like to plead, and plead extremely earnestly, for some reform in the method of teaching English, and for some attention to be paid to the proper and systematic study of English both in our schools and in our colleges; for Oxford, which has been accused of not paying sufficient attention to modern languages, has given sufficient attention at any rate to that modern language, and has instituted a school of English literature and language. To English has also been accorded a place in the medieval and modern language tripos of Cambridge.

But we cannot, of course, urge a utilitarian motive for learning and studying English. We can, I think, urge, and urge with very great energy, that it is a disgrace to our English girls and boys that they know so extremely little of English language and literature. They know very little how to write it, and they know very little of the best specimens of English literature—the really classical specimens of it.

It has been said that Swedes and Danes talk English much more easily than we talk foreign languages. It is still more notable that Swedes and Danes know English literature much better than our own people—at any rate of eighteen or nineteen years of age—do, and they put us to shame in that respect.

With regard to English language and English style, we know quite well that there are different views. Hazlitt has told us that a good style in English is allied to conversation. Ruskin has told us that the style of books is different from the style of conversation. Personally, I hold with Ruskin, and think that 'English as she is written' is far too apt to be identical with 'English as she is spoken.' Except for an occasional lesson in parsing and analysis, boys and girls are expected to write correctly, and to appreciate their own

literature by nature. But the proof of the pudding is in the eating, and they do neither. They care less, and often know less, about English literature than a Swede or a Dane. English girls at all events know less—far less—of English literature than of English history, and are less interested in it. And why? First, because there is little system in the teaching from the outset in political history. Children begin, as a matter of course, with a brief outline; and an orderly sequence of historical incidents is placed before them. Details are omitted, but certain people and events, landmarks as it were, are fixed once and for all in their minds, and never afterwards effaced. As they grow older, having got that outline map, it is easy enough to fill in details, and in time English history expands into European history. Nothing has to be unlearnt. The only task before them is to amplify and constantly extend their knowledge. Now I believe that this is a sound method, and that precisely the same course should be adopted in the study of English literature. Let the children first become acquainted with the names of the great men of letters, and know how they were grouped, and with what great movements in literature they were associated; let them learn to realise these men as men—Shakespeare, Sidney, Spenser, Milton—and be taught about them as they would be taught about John Hampden or Simon de Montfort. Let an attempt be made to present them vividly, dramatically. The personality of Swift is not less interesting or less important in its effect on his works than the personality of Strafford and his influence on the situation of his day. To many children these authors in literary history are mere writers, sitting in their studies with pen and paper doing their lessons. Let the pupils realise Burke and Pitt in the House of Commons, see Sidney at Zutphen and Addison at Holland House, and Johnson in Fleet Street. Cultivate from the beginning a sense of proportion by giving first only people and events of primary importance. Then, when they know the man, take them to his books, and they will soon learn his language. Many of the characteristics of those books will then need no explanation—and no notes. Avoid extracts of course as far as may be—I would say, let the grammar, the literature and the recitation lesson be all combined. Let some passages from the author under consideration be learnt by heart, let the scholars have an interesting, not a dull grammar lesson, by noting for themselves any peculiarities of diction or construction in the passage learnt or studied. This perhaps gives more trouble to the teacher in the preparation of lessons, but we feel sure that as soon as such a method of teaching is established, the ever-ready University Tutorial Series, or some other series, will have volumes of ready-made lessons covering the whole of the ground. At present examinations have much to answer for as regards the mistakes made in the teaching of literature, and I would plead for reform in the London University in this respect. As long as it remains the custom to demand a knowledge of only a Clarendon Press edition of one of Shakespeare's plays, or, to be quite impartial, a Pitt Press edition of Gray's *Elegy*—and as long as value is attached to what we may term fancy work or embroidery of the minutiæ of the text rather than to good plain work on the poem as a whole, its scope and meaning, the spirit and tone of it, so long will the teaching of literature be fragmentary and unsatisfactory. This is no new outcry. 'We read,' says the authoress of a new history of literature, 'the five greatest books, but we read them in the wrong spirit, not for the wisdom and the beauty they contain, but only as so much raw material for lessons in philology and grammar.' That is true enough, but if, as I have suggested, the right note be struck first, no harm will be done by making the study of Milton a lesson on the periodic style, or using Addison's writings as an example of proper words in their proper places. Further, with more advanced students we shall not, I think, be attempting to be too comprehensive if we make an historical survey of language run side by side with the historical survey of literature. The influences, foreign and social, brought to bear on both will often prove to be the same, and time will not be wasted by going over the ground twice. When an elementary knowledge of Historical Grammar has been gained, the way is paved for the student of Old and Middle English, and the scholar starts well equipped for university work. It is in a college career that the time comes to attack points of textual criticism, the debt of one writer to another, internal and external evidence of the year in which a play was written. These questions are for students with time for specialisation, and a background of general knowledge—not for the child.

With all older students it goes without saying that it is essential to avoid the use of books about books—to insist on criticism at first hand, and to encourage a wide outlook and a comparative study of literature.

I will conclude by proposing a vote of thanks to Sir Richard Jebb.

Mr. Israel Gollancz wished to second very briefly the vote of thanks to the Chairman. He felt, as any Cambridge man would feel, proud indeed that they had Sir Richard Jebb in the Chair at that meeting. The proposer of the resolution, Miss Faithfull, had dealt with a very important subject, and he might say honestly that he had just the same feeling, and he had wondered what would happen to English literature and the English language between classics on the one hand and modern continental languages on the other.

The vote of thanks was carried unanimously and the Chairman made a brief acknowledgment.

The Modern Language Quarterly

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language added, he (the Admiral) would gladly give its elaboration his time and most careful study.

From Genoa, Signor Romairone, sworn translator to the Tribunal and Chamber of Commerce, writes: "I never in my life saw such a wonderful and complete compilation of technical terms respecting shipping, and I should be greatly obliged to you if you would grant me the favour of allowing me to translate (with the assistance of several specialists) your publication into Italian," adding that he would do all this without any charge, his only aim being to bring the valuable contents of the work before his countrymen in their own language.

Encouraged therefore by the success of past efforts, I began, in September 1898, to prepare a third, revised and considerably enlarged edition, and since that time have devoted myself incessantly to making it as complete as it was possible to do in the space of time. In addition to the information given in the second edition, this book contains illustrations and descriptions of Turret-deck-, Trunk-deck-, Petroleum- and Turbine-steamers and numerous terms and descriptions respecting ships and shipping affairs in general.

Although steam, in our present days, is ruling the world, I have not neglected the sailing-vessel, because it cannot be doubted that a man is but half a sailor who has not served his time in a sailing-ship; and furthermore, the fact should not be lost sight of that even to-day there are still as many sailing-vessels as steamers.

Two years have been devoted to the additions which have increased the contents of the work by about 35 %. The labour has been conscientious, and no stone has been left unturned to supply, as far as possible, a term in each of the three languages for every item that can be imagined in connection with nautical matters. Four months have been devoted to the elaboration and arrangement of the index, which contains upwards of **ten thousand** terms in each language, with a view to facilitating research to the fullest extent.

And yet I by no means claim that the work is complete, that it contains all the terms connected with ships or shipping, or that it is free from all and every error, because nothing in this world is perfect or unimprovable; but I venture to say that few people possess, in any one language, the amount of technical information given herein in three, and I therefore submit it, like its predecessors, to the maritime world with utmost confidence in its success.

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H. FRANK HEATH

With the assistance of
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W. RIPPMANN, and W. W. GREG (Sub-Editor)

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THE ENGLISH GOETHE SOCIETY.

THE English Goethe Society was founded on February 26th, 1886, for the purpose of promoting the study of Goethe's work and thought; and in 1891 its scope was extended, so that, while always keeping Goethe as the central figure, the attention of the members might also be directed to other fields of German literature, art, and science. The Society pursues its aims by means of meetings, discussions, the publication of transactions, and in any other mode which may from time to time seem advisable to the governing body.

The early steps of the Society were full of promise and not without gratifying success. The foundations were laid by Mr. Alfred Nutt. The late Professor Max Müller was elected its first president, and delivered on May 28, 1886, at the Westminster Town Hall, a brilliant inaugural address on Goethe and Carlyle. It was much appreciated by a numerous audience, printed in the *Contemporary Review*, and, in a special edition, formed the first of the publications of the English Goethe Society. Direct communication was established with the Weimar Society, and shortly afterwards with the Vienna *Goethe-Verein*. Both these connections have been satisfactorily upheld, and later on friendly relations were also formed with the *Hochstift* at Frankfort a. M. Numerous branches sprang up, with the hope of active collaboration, at Manchester, Oxford, Cambridge, Liverpool, Birmingham, Huddersfield, Edinburgh, North and West London. All of these, however, soon collapsed, with the exception of the first and the two last. The ordinary meetings of the Society were held at University College, London. Later on (1889) the Galleries of the Royal Society of British Artists, in Suffolk Street, were engaged for most meetings.

A second volume of Transactions was published in 1887. It consisted chiefly of papers read before the Society. Professor Max Müller's term of office having expired, the presidentship (the then existing rules excluded immediate re-eligibility) was offered to Professor Dowden, and by him accepted. He delivered his inaugural address on June 28, 1888, selecting for his subject 'Goethe in Italy.' It was much appreciated, and published first by the *Fortnightly Review*, then as Publications of the English Goethe Society, No. III. A fourth number soon followed in the same year, containing, among others, Dr. Althaus's paper on the 'Personal Relations between Goethe and Byron,' and Miss Carr's essay on 'Goethe in his connection with English

Literature.' The rather ambitious plan of a 'Goethe Handbook,' later on modified into a 'General Introduction to the Works of Goethe,' which had been in the hands of a committee for some time, had to be given up as impracticable. Subscriptions began to fall into arrear. The treasurership was conferred on Mr. Alford.

On Professor Dowden's vacating the presidency, Professor Blackie was appointed as his successor; and thus the three countries of England, Ireland, and Scotland successively were represented in this honourable office. Dr. Coupland resigned the office of secretary, in which he had manifested much zeal, and which passed on to Mr. T. F. Hobson. A sixth volume of Transactions was prepared, and Professor Blackie delivered his inaugural address at the public meeting.

But this was to be the last bright evening for some time to come. A general slackness set in. The idea of revising the Rules is first found in the Minutes of the Council Meeting of October 29, 1890. The downward movement continues, and the Minutes of November 18 first speak of considering the dissolution of the Society. In January 1891 disunion appeared in the Council, and resignations were sent in. The membership decreased from 276 to 206. It was proposed to shift the seat of the Society from London to Manchester, to substitute for the close of the formula expressing the Society's aim, the words 'Goethe and his Literary Contemporaries.' Manchester was consulted and declined.

At last the crash came. On May 8, 1891, Dr. Coupland in the chair, it was formally proposed 'that this Society be dissolved.' It was rejected on an amendment by Dr. Oswald, supported by Dr. Leonard Thorne, Mr. (now Professor) F. E. Weiss, and Mr. W. Miller. Modifications in the management and the extension of the programme were resolved upon. A Committee of three was appointed to carry out the alterations; they were Messrs. Thorne, Weiss, and Oswald. The latter was appointed secretary of this Executive Committee, and Mr. Alford consented to remain treasurer *pro tem.*

The proof was considered ample that a Society exclusively devoted to Goethe did not contain the element of longevity. The formula chosen by the Executive Committee, and subsequently approved by a General Meeting, is the one at the head of this paper, and under it the Society has essentially prospered, even though its existence is in so far precarious, as its only resources lie in the contributions of members.

The Executive Committee found its task by no means an easy one. It was found that above eighty resignations had taken place during the last year and only one accession. Efforts, not always unsuccessful, were made to bring back members, and to obtain new ones. It took some time to counteract the report, apparently widely spread, of the decease of the Society. Without the least delay a drawing-room meeting with readings and music was arranged at Mrs. Garnett's,—Dr. Garnett, Mrs. Coupland, Miss Constance Hill, and others giving valuable help.

The task of the Committee was very unexpectedly aggravated by a circular, issued by the Weimar Society, in which, on the ground of information received, reference was made to a *bevorstehende Auflösung* of our Society, and individual members of our Society were invited to join them in a direct manner. This very regrettable incident led to our issuing a circular, on June 29th, to our members, and to a correspondence with the Weimar authorities, with ultimately satisfactory results. In the meanwhile the matter added considerably to our difficulties. The Manchester branch, for instance, calling itself the Manchester Goethe Society, put themselves into direct relations with Weimar, and were lost to us. After publishing an interesting volume of papers, and after the decease of its energetic secretaries, Dr. Hager and Mr. Preisinger, the Manchester branch died, leaving its library to Owens College.

On the other hand, even some members who had been wavering in the preceding period of slackening, came forth on this occasion in declaring that the new Committee were 'putting new life into the Society.' The drawing-room meeting, above referred to, took place with entire success on July 16, 1891, and was of good augury for further success. It was the first meeting of the Society since Professor Blackie spoke in June 1890. Some original letters of Goethe's, and one from Minna Herzlieb, the Ottilie of the *Wahlverwandtschaften*, were shown.

A number of new members were introduced by the Executive Committee; a new Members' List prepared, a new set of Rules printed and distributed for consideration by members. A meeting of the North London Branch was held at Mr. Weiss's, on October 24th, when *Der Neue Pausias* was read, with distribution of the parts, by Miss Carey and Dr. Oswald; some of the minor poems also, and Geibel's *Tod des Tiberius*, were read and discussed. This was followed on October

26th by an ordinary meeting of the Society, at the British Artists, Suffolk Street, when Mr. Alford read a paper on *Early English Criticism on Goethe*, Mr. Alfred Nutt presiding, and a discussion following; and Dr. Oswald reading Geibel's dialogue between Faust and Mephisto. A further general meeting was held on December 14th, at the British Artists, when Dr. Oswald gave a paper on *Chamisso*, about which seven press notices were obtained, the *Athenæum* observing that the English Goethe Society 'is, it seems, not dead, as was rumoured.' A further meeting of the North London Branch took place at Mrs. Cash's, Bankshill, Hampstead, on January 15th, 1892, Mr. F. E. Weiss reading a paper on *Luise von Ploennis*, a general meeting at the British Artists on January 22nd, when Dr. Coupland gave an address on *Recent Contributions to the Study of Faust*, and again our proceedings received notice in the press. A number of such as had resigned returned to the fold. A further general meeting took place at Mr. Roche's, 28 Somerset Street, W., on February 12, 1892, when Dr. Fiedler read a paper on *Gustav Freytag*. At the same place the Annual Business Meeting was held according to the then existing (original) Rules; the Executive Committee made its Report, and the thanks of the Society were accorded to them.

It is not necessary to go into much detail about the proceedings of the Society in the interval up to the year now about to elapse. It was on the whole active and successful. The presidency was conferred, a second time, on Professor Dowden, who by two successive re-elections continues to hold it. The Executive Committee retained as a permanent institution, was by yearly re-election, on the whole, kept as it was, Mr. Henry W. Macrosty stepping into Mr. Weiss's place, when the latter entered on his professorship at the Victoria University. A new branch was founded at Glasgow, but after a year proved unsatisfactory, caused us much expense, declared itself an independent society, and ceased to exist. A volume VII. of Transactions was issued, considerably larger than the former ones, 288 pp., and favourably received by the press. The statutory number of lectures were given, and the statutory Council and business meetings were held. Members came and went, the numbers, after the departure of the eighty Glasgow ones, not sensibly fluctuating.

To the Anniversary Birthday Meeting of Frankfort a. M., to which we were invited, we delegated our member Professor Fiedler, who was exceedingly well received. Our own Birthday Meeting had to be postponed to the month of October, when Dr. Oswald spoke *In Memoriam*, and Dr. Fiedler enthusiastically reported on the Frankfort festival. Later on, in common with the *Deutsche Sprachverein* we invited the *German Athenæum* to join in a more general London commemoration, in which the latter Society played a great part, and which came off with much *éclat* at Her Majesty's Theatre, graciously placed at the disposal of the combined Committee by Mr. Tree, when Professor Bulthaupt of Bremen delivered the *Festrede*, and an excellent musical treat was provided by Mr. Henry Wood and his orchestra. These events have been recorded with some detail, in our publication, No. IX., 'Goethe Commemoration,' 1899.

We ought also to mention, within this period, the publication of 'Goethe in England and America,' a piece of bibliographical work by the Secretary of the Society, which was favourably received by the press in England, Germany, and America.

The history of the last twelvemonth need only be sketched rapidly. At the first meeting of the winter session, our President, Professor Dowden, being prevented from speaking *In Memoriam* of his first predecessor, Max Müller, whose passing away had already led to the expression of our deep regret at a preceding Council Meeting, the duty became incumbent on Dr. Oswald, who had been in personal relations with the deceased, and on Mr. Romesh Dutt, the author of a condensed translation of the Mahabharata. A warm letter of thanks was read from the widow for the condolence already offered by the Executive Committee, in the name of the Society. We had also to regret the loss of Mr. Feis, an old member, translator of Tennyson's *In Memoriam*. On the other hand we were allowed to rejoice in Mrs. Humphry Ward's joining our ranks in the beginning of the year, and now can add, at its close, that of Viscount Goschen. Dr. Oswald read the first part of his essay on the Legend of Helen of Troy, as treated by Homer, Goethe, and others, of which a special syllabus was distributed. The second part of this essay was read on December 14th, and an interesting discussion took place, in which Mr. Batalha-Reis, the Consul-General for Portugal, and Mr. Romesh Dutt took part. An evening of Recitations and Music, on March 26, at Mr. Brinsmead's Concert Room, took place, and the talents of Mrs. Driller-Krause

and Miss Blumenthal were fully appreciated. The last meeting of the season was again held at the British Artists, when Mr. Hermann Meyer discoursed on the German Romantic Poets and Shakespeare. The discussion following was, perhaps, more than usually lively.

An important episode was the unveiling of the Goethe Statue by the Emperor of Austria, at Vienna, on December 15th, to which festivity we were cordially invited. We delegated our member, Dr. Ernest Sieper, who went there from Munich, and met with a very excellent and friendly reception.

And thus the Goethe Society still lives and strives; and is still in want of greater support. Members go and members come; our desire to be useful, and to have the means of being more and more so, remains. Any one desirous of joining us should write to the Secretary, 49 Blomfield Road, Maida Hill, London, W., who will forward all needful information.

EUG. OSWALD.

THE USE OF SO-CALLED CLASSICAL METRES IN ELIZABETHAN VERSE.—I.

THE question of the applicability of classical, *i.e.* Greek and Roman, systems of versification to English is not one that would seem on the face of it to have any great interest or importance. One might say that the matter had been settled once for all by the verdict, expressed in deeds if not in words by some of the greatest of the national poets, who, even though they may have played at times with such metrical experiments, confided all that was best in them, all for which they desired immortality, to forms of verse quite other than these.

Experiments in classical metres are still made at the present day, but it is only the earliest that I have to discuss here. The general confusion that seems to exist in the minds of students of English literature on the subject will be perhaps a sufficient justification for the attempt, even though, instead of clearing up the confusion, I may perhaps only succeed in showing how great it really is.

Before beginning the history of the movement it will be well to indicate in a few words what is meant by classical metres, for it is over this that many have stumbled.

The Elizabethans are not in general very careful in their use of terms of this sort; some of them seem even to have considered any unrimed metre as classical, but the sense in which we generally use the expression now, and in which it will be used in this paper, is that of verse depending for its rhythm on the regular recurrence or alternation of long and short vowels or syllables, no regard being paid, except for the purposes of ornament or variation, to stress (accentuation).

There is nothing in this that forbids the use of rime, and indeed at one period we find that rimed hexameters had some popularity, but the rime, such as it is, was merely added as an ornament, and has nothing to do with the essential quality of the verse.

It will be well to see what kinds of rimeless verse are possible in English. We shall find that practically all verse that has ever been called classical will fall under one of the following headings:

A. Verse written according to stress—that in which the rhythm is produced by the regular recurrence or alternation of stressed and unstressed syllables.

Some verse of this kind is not generally known as classical, such as the ordinary ten-syllabled 'iambic' verse.

Other metres are those in which a classical verse-form has been taken as basis, the long syllables, or the first long syllable of each foot, being replaced by stressed syllables. Of such are the well-known hexameters of Kingsley and Longfellow, and, in fact, most of the attempts at classical metres in the last century.

B. Metres written according to quantity. Those in which the rhythm is attained or supposed to be attained by the regular recurrence or alternation of long and short vowels or syllables.

Of these also there are two kinds, according to the manner in which the quantity (length or shortness) of the syllables is

determined, whether by classical or other arbitrary rules, or by the ordinary pronunciation, the most important point being the observance or non-observance of the rule that a syllable containing a vowel followed by two consonants is long (*i.e.* the law of 'position').

Thus, briefly we have four kinds of rimeless verse:—

1. Accentual verse not based on classical rhythms.
2. Accentual verse based on classical rhythms.
3. Quantitative verse in which the 'quantity' is determined by the actual pronunciation.
4. Quantitative verse in which the 'quantity' is at least partially determined by rules borrowed from classical prosody.

As we study the history of the classical metre movement in Elizabethan times we shall, I think, find a distinct progress, partly, no doubt, unconscious, from the fourth type of verse, with which the movement started, to the second. This progress is, however, obscured by the natural tendency for writers of quantitative verse to affect words in which the long syllables coincide with the stressed ones, for whether or not a purely quantitative rhythm is perceptible to English ears, it is perfectly certain that an accentual rhythm is much more easily perceptible.

Who first started the movement, we cannot say. No doubt from the earliest times, and especially since the dawn of the Renaissance, classical metres had been held in honour by scholars, and popular rimes looked down upon as something almost too barbarous for notice. But so far as I know, the first attempt to introduce such methods of scansion into English was not made until nearly the middle of the sixteenth century.

We hear, indeed, that Sir Thomas More had leanings in that direction and advocated such an experiment, but he seems to have done little or nothing himself, except to utter a general protest against rime.

In *Toxophilus* (1544), Roger Ascham gives two or three hexameters translated from the *Iliad*. Here is one of them:

'Eighte good shaftes have I shot sithe I came,
eche one with a forke head.'
(*Tox.*, Arber, p. 135.)

And another:

'Up to the pappe his string did he pull, his shaft to the harde yron' (p. 134.)

Then 'one Master *Watson*, fellowe of S. *Johns* Colledge in Cambrydge about 40. yeeres past' (*i.e.* about 1546), made the famous couplet:

'All travellers doo gladlie report great praise to Ulisses
For that he knewe manie mens maners, and saw many eitties.'[1]

These lines, which are referred to by every one and frequently quoted,[2] are praised by Webbe as perfection. It is to be noticed that they scan accentually, with the doubtful exception of the word *travellers*, to which word exception was also taken by Spenser on the ground of its quantity.

We may in passing just refer to the *Complaynt of Cadwallader* in the second part of the *Mirrour for Magistrates*, written by Thomas Blenerhasset in or before 1577. A few lines will show the general style of this rather odd production. It is, as will be seen, alliterative, and fairly regularly so.

Cadwallader is explaining why he has abdicated the crown and become a monk at Rome. He speaks of the hard life of people of every class, kings, nobles, countrymen, merchants, handicraftsmen, workmen, soldiers, serving-men, lawyers, and doctors:

'But churchmen they be blest, they turne a leafe or two,
They sometime sing a psalme, and for the people pray,
For which they honour have, and sit in highest place:
What can they wishe or seeke, that is not hard at hande?
They labour not at al, they knowe no kinde of payne,
No daunger dooth with dreade their happy lives distresse,
Ceasse you therefore to muse what madnesse made me leave,
The courte and courtly pompe of wearing royal crowne.'
(*Mirror for Magistrates*, ed. Haslewood, vol. i. p. 424.)

In the succeeding 'Induction' there is a reference to the metre of this piece. *Inquisition* says 'it agreeth very wel with the Roman verse called Iambus, which consisteth on sixe feete, every foote on two syllables, one short and another long, so proper for the Englishe toung, that it is greate marvaile that these ripe-witted gentlemen of England have not left of their

[1] Webbe's *Discourse of English Poetrie*, ed. Arber, p. 72. In all quotations in this paper the use of *u* and *v*, *i* and *j*, has been made to fall in with modern custom. *W* has also been written for *vv*.

[2] As, for instance, by Aseham in *The Schole-master* (1570), and from him by Timothy Kendall in his *Flowers of Epigrammes* (1577).

Gotish kinde of ryming (for the rude Gothes brought that kind of writing fyrst) and imitated the learned Latines and Greekes.'

There is no suggestion of any change such as the substitution of quantity for accent here; the verse is on a purely accentual basis.

Two years after the last of these vague attempts, the movement seems to have begun in earnest. No doubt Drant and Gabriel Harvey, at least, had given some attention to the matter before 1579, but no work of theirs previous to this date has come down to us.

But now Sidney and Dyer took the matter up, and Spenser was drawn into the movement. 'And nowe,' says he in a letter to Harvey, 'they have proclaimed in their ἀρειωπάγῳ a generall surceasing and silence of balde Rymers, and also of the verie beste to: in steade whereof, they have, by authoritie of their whole Senate, prescribed certaine Lawes and rules of Quantities of English sillables for English Verse: having had thereof already great practice, and drawen mee to their faction.' (*Gabriel Harvey*, ed. Grosart, i. 7.)

Before we go further, let us try to make out, as well as we can, what it was that they desired in this movement of theirs, for it is surely more than a little strange to find such men as these seeking to overthrow that very rime which they did so much to perfect, and to which their immortality is so largely due.

And yet it is, I think, a stranger thing to rest content, as so many have done, knowing no better explanation of their wishes and experiments than that of mere perversity. And to accuse such men of simple folly were surely a still more simple presumption in ourselves.

We must remember that it was no small change for which they looked, but a radical one. They were not merely experimenting to obtain new harmonies in addition to the old, they wished to dispossess the old altogether. If we can, we must see why this should have been desirable.

I think that if we consider the circumstances under which these men lived and wrote, we shall find two possible reasons for their dissatisfaction with the condition of poetry, one based on the state of the language generally, the other on the manifest imperfections of the actual poetical productions of the time.

We must remember that the language had by no means the same homogeneity that it has at present; not only was there much uncertainty about the accentuation of polysyllables, especially those derived from French, but also the dialects were much more extended in their influence, affecting not only the less educated portion of the population, but the learned as well. They had not then the same absolute certainty of the metrical value of a word that we have now, and any attempt to investigate the technique of the verse with a view to determining the laws of its harmony must have been made under enormous disadvantages. We know how much talk there was of improving and regulating the language, in grammar, in vocabulary, in orthography; we see that here critical instinct is at work. And all criticism of poetry was of Latin poetry. Latin had that regularity of pronunciation and fixity of grammar and orthography which they desired for English; it was only natural that they should turn for their rules of prosody to the only language that possessed a defined metric.

So the condition of the language in general would dissatisfy critics and drive them to Latin in the search for stability. And the trivial scope and poverty of rhythmical invention in the poetry of the time would drive them to Latin in the search for new harmonies worthy of noble themes.

Something was clearly wanting in the verse then current. Let us see what it was.

The year was 1579; the most recent books of poetry worthy of the name had been:

Churchyardes Chippes in 1575.
Nicholas Breton's *Small Handful of Fragrant Flowers*, 1575.
Gascoigne's *Steel Glas*, 1575.
Whetstone's *Rocke of Regard*, 1576.
The Paradyse of Daintie Devices, 1576.
The Seconde part of the Mirrour for Magistrates, 1578.
A Gorgious Gallery of Gallant Inventions, 1578.

Watson had published nothing. Daniel was about seventeen years old, Drayton a little younger; Spenser had published a few sonnets, and it was the year of the *Shepheardes Calender*.

Besides this, much existed in manuscript, but there is no reason to suppose that it differed materially from what had appeared in print.

There was, no doubt, the 'uncountable rabble of rhyming Ballet makers and compylers of senseless sonets,' and those

others who 'in a certaine corragious heate gaped after glory by wryting verses,' but who did not obtain it; but of these we need here make no mention.

I think that on the whole we may fairly say that though some of these productions are not without music at times, the music seems uncertain, one might almost say accidental, and that though between the publication of Sackville's *Induction* and the *Shepheardes Calender* there is much of interest, and some which gives proof of a certain skill, there is little that either possesses beauty of rhythm or shows a conscious attempt at it.

But, after all, this is not the chief point. Rimed verse such as this might be well enough for ballads, for epigrams, for short conceits of love, but the whole mass of these and all that might by that system be produced, might well seem worthless and infinitely little by the side of even one of the great masterpieces of Greece or Rome.

We cannot blame Sidney and his friends for not being prophets, and they were nearly prophets too, for a rimeless, only not hexametral verse, was the thing required. At least they saw that there was then no metre existing in which a satisfactory poem of any length could be written.

Surrey's translation of the first four books of the *Æneid* was unique, and had been written many years before; still one cannot help a feeling of surprise that this did not afford them the hint of what might be successful. From a metrical point of view, it is of course far superior to the *Steele Glas*. This latter gives one a continuous impression that it was meant to be in rimed couplets, an impression created no doubt by the frequent similarity in rhythm of consecutive lines and the rarity of *enjambement*.

Yet these two poems might well have seemed the indication of a possibility. A certain monotony in spite of its beauty in Sackville's *Induction* and *Complaint of Buckingham*, and the monotony without beauty of many of the other poems in the *Mirrour for Magistrates*, might seem to bar the way to stanzaic form. Riding rime seems to have had no great popularity, among critics at least. Gascoigne says that it 'serveth most aptly to write a merie tale,' an idea induced perhaps by a conception of it as irregular in the length of its lines.[1]

If they wished then for poetry that should rival that of classical times in grandeur and sweep of rhythm, it was only natural that they should try to follow the main characteristics of classical metres. And the most noticeable of these is perhaps absence of rime.

But from rimeless to wholly classical is but a short step when no rimeless English verse intervenes. For it seems clear that if your verse has not the aid of rime, it is more absolutely and continuously necessary that it shall be harmonious according to some internal rhythm easily caught up and recognised by the ear. Of course the rhythm must not be the same in every line, or the verse will be insufferably monotonous. It must be varied, but the variations must by some rule be kept strictly within bounds. Such means of variety was the regular replacement of a dactyl by a spondee in certain feet of the classical epic verse. Here was the very thing required, and what more natural than to try to attain it by following as closely as possible the classical rules.

Having thus seen that a movement in the direction of classical verse was not a thing to be wondered at, let us see what the members of the group actually performed.

It is important that we should know exactly, or as exactly as may be, what was the opinion of these Elizabethan critics on such important points as accent and quantity.

At present we divide all vowels conventionally into two classes, long and short. I say *conventionally*, because, as a matter of fact, some of the 'long' vowels are in certain cases shorter than some of the 'short' ones.[2] We should thus say that the vowels in *man*, *men*, *miss*, *moss*, *put*, *but*, etc., were short, while those in *far*, *fur*, *north*, *there*, *know*, etc., were long.

Were we now to try to write quantitative verse, we should naturally consider those syllables in which a long vowel occurs as long and all others as short, unless perhaps we held that syllables ending in long or awkward sounding consonants should count as long, even when the vowel was short.

The matter is simple enough. There seems no reason for any elaborate system of rules to determine the length of syllables. Our ear would tell us.

[1] Gascoigne does not define riding rime as a verse of a certain number of syllables, as he does all the other verses with which he deals, but merely says it is 'suche as our Mayster and Father Chaucer used in his Canterburie tales.'

[2] See for the best short discussion of this matter Prof. Vietor's *Elemente der Phonetik* (4th ed. 1898), § 134 and note.

Why then did the Elizabethans want rules and talk so much of rules? One would think that the only point which could possibly require settlement was whether the Latin rules of 'position' should hold or not. But when we come to investigate, we find that it is those syllables with which the rules of position have nothing to do which seem of doubtful quantity. Why does Webbe consider *prettie* as two short syllables, but *cittie* as a long and a short? Why does Puttenham say that *bodie* and *maner* are trochees, while *many*, *money*, *penie*, and *silie* consist each of two short syllables? Why is *holiness* an anapæst?

We are forced to the conclusion, strange as it may at first sight appear, that either they did not consider vowels independently as either long or short, as when we say that the vowel in *mane* is long (popularly known as long *a*) and that in *man* short, or else that while making the same distinction in the vowels themselves as we do, they did not consider that a syllable containing a long vowel was necessarily itself long.

The former seems to have been the case with the majority of critics, who make no reference at all to long and short vowels, but only to long and short syllables; but some persons at least, as Sir Thomas Smith,[1] made just the same division of vowels according to length as we do now. Whether his opinion was generally received or not, I do not know; Gabriel Harvey refers to his book as well known, but then Gabriel Harvey was a friend of his, and Smith's theories on orthography at least were not accepted.

We have therefore to suppose that though they may have called some vowels long, others short, they did not see any connection between this and the length of the syllable in which they occurred.

To them then quantity was not an affair of pronunciation, of actual length in time; it was merely that conventionally established attribute of a syllable that determined where it could be placed in verse.

If it were not so, how could so sensible a man as Puttenham write thus? 'If we should seeke in every point to egall our speach with the Greeke and Latin in their *metricall* observations, it could not possible be by us perfourmed, because their sillables came to be timed some of them long, some of them short, not by reason of any evident or apparant cause in writing or sounde remaining upon one more than another, for many times they shortned the sillable of sharpe accent and made long that of the flat, and therefore we must needes say, it was in many of their wordes done by preelection in the first Poetes, not having regard altogether to the *ortographie*, and hardnesse or softnesse of a sillable, consonant, vowell, or dipthong, but at their pleasure, or as it fell out: so as he that first put in a verse this word [*Penelope*] which might be *Homer* or some other of his antiquitie, where he made [*pē*] in both places long and [*nĕ*] and [*lŏ*] short, he might have made them otherwise and with as good reason, nothing in the world appearing that might move them to make such (preelection) more in th' one sillable than in the other, for *pe*, *ne*, and *lo*, being sillables vocals be egally smoth and currant upon the toung, and might beare aswel the long as the short time, but it pleased the Poet otherwise: so he that first shortened *ca*, in this word *cano*, and made long *tro*, in *troia*, and *o*, in *oris*, might have aswell done the contrary, but because he that first put them into a verse, found, as it is to be supposed, a more sweetness in his owne eare to have them so tymed, therefore all other Poets who followed were fayne to doe the like. . . .' (*The Arte of English Poesie*, ed. Arber, p. 131.)

Further, with regard to the rule that *ca* in *cano* should be short, *tro* in *troia* long, he says:

'Neither truely doe I see any other reason in that lawe (though in other rules of shortning and prolonging a sillable there may be reason) but that it stands vpon bare tradition' (page 132).

Gabriel Harvey has a very similar passage. '. . . *we Beginners* have the start, and advantage of our Followers, who are to frame and conforme both their Examples and Precepts, according to that President which they have of us: as no doubt *Homer* or some other in *Greek*, and *Ennius*, or I know not who else in *Latine*, did prejudice, and overrule those, that followed them, as well for the quantities of syllables, as number of feete, and the like; their onely Examples going for current payment, and standing in steade of Lawes, and Rules with the posteritie. In so much that it seemed a sufficient warrant (as still it doth in our Common Grammar Schooles) to make τῑ in τιμὴ, and ū in *Unus* long, because the one hath τίμη δ' ἐκ δίος ἐστὶ, and the other, *Unus homo nobis*, and so consequently in the rest' (*G. H.*, i. pp. 77 and 78).

[1] *De recta & emendata Linguæ Anglicæ Scriptione*, 1568.

Clearly, then, quantity is an attribute of syllables only in verse; it has nothing to do with their ordinary pronunciation. Probably, or at least possibly, Puttenham thought that in reading or reciting their poetry, the Greeks and Romans drawled or prolonged those syllables which by convention were supposed to be long, but that the quantity was, except by tradition, no more inherent in a syllable than the note to which a syllable in a song should be sung is an inherent quality of that syllable.

And, indeed, if quantity is a natural attribute of a word or syllable and in any way dependent on the usual pronunciation, how are we to understand what they say about orthography? Why should they need to alter the spelling of a word in order to indicate the quantity of it, unless quantity were some new thing altogether distinct from the ordinary pronunciation? Of course there are cases in which this alteration of spelling is useful in order to indicate a contraction, as when we write *e'en* for *even* or *e'er* for *ever*, and as when Harvey advised Spenser to write *Heavnli Virgnals* for *Heavenli Virginals* in order to show that they were to be contracted (*G. H.*, i. 20). But when Stanyhurst says '*passage* is short, yf you make yt long, *passadge* with "*d*" would bee written,' I think we must infer that as this '*d*' would not alter the quality of the sound at all, he must mean it as an indication of the manner of reading, namely, that the syllable was to be drawled. So when Puttenham proposes to write *delite* for *delight*, *hye* for *high*, he cannot mean to alter the pronunciation in any other way; the reader seeing the two consonants would prolong the vowel as he supposed the Romans would have done, and this Puttenham wishes to avoid.

But perhaps the most convincing proof that quantity was a thing peculiar to verse, and to be interpreted as a peculiar manner of reading, is this from a letter of Spenser to Harvey: '. . . *Carpenter*, the middle syllable being used shorte in speache, when it shall be read long in Verse, seemeth like *a lame Gosling that draweth one legge after hir*: and *Heauen* being used shorte as one sillable, when it is in verse stretched out with a *Diastole*, is like *a lame Dogge that holdes up one legge*' (*G. H.*, i. 35).

Now, if they really took this view of quantity as purely conventional, we have evidently all the materials for most admirable confusion. And this is what we actually get.

What happens when an attempt is made to introduce classical metres?

The suggestion of Gascoigne will give us light on this point. He laments that we only use one foot in English though in times past others were used. His feet are accentual feet. If he had tried to write hexameters he would probably have produced something similar to Watson's famous couplet. An accentual imitation of the rhythm of a hexameter would naturally be his first attempt. But what is the rhythm of a hexameter?

I doubt not that they read hexameters then as they are read in schools now:

'Árma virúmque canó, Trojáe qui prímus ab óris,'

that is, replacing the long quantity in the first syllable of each foot by a strong stress.

But no Latinist would take that as the real rhythm of a hexameter. If one is to imitate classical rhythms one must have the real rhythms, no bastard imitation produced by the union of Latin metre and 'Gotish' rime. The Elizabethan critics seem to have realised more clearly than we do now that hexameters of the type of Longfellow's have nothing whatever to do with the classical hexameter either in rhythm or in anything else, except perhaps in average number of syllables in a line.

The group of scholars who first took the matter up knew perfectly well that in classical hexameters the accent only fell on the first syllable of a foot occasionally, only regularly in the last two feet, while the laws of the pentameter seemed framed with the special purpose of avoiding such a coincidence. However they were to obtain the classical rhythms, they knew they could not do so by imitating the way a schoolboy read Vergil. They must somehow introduce this mysterious 'quantity' into English, and make it as much an attribute of English syllables, for the purpose of versification, as it was of Latin ones.

I do not think they had any precise idea of what they were aiming at. They knew that the Latin forms of verse were satisfactory to the Romans, and supposed that if introduced into English they would prove to be equally satisfactory. They knew too that the classical metres were not native in Italy, but introduced, so to speak, by force. There was every reason then to suppose that they might equally well be introduced into England.

They acknowledged that it would have been more satisfactory if the earlier English

poets had used such metres, for then the quantities of all words would have been fixed by custom, beyond the possibility of dispute; but since this was not so, rules to determine them had to be found.

Of the Latin rules they would naturally think first, but these would have but limited application. The rule of 'position' would fix many syllables as long, and the rule that if the penultimate is accented, it is long, if not accented, short, applies of course to trisyllables and polysyllables, but still many cases were left doubtful. Rules were made in imitation of the Latin to apply to certain terminations and to monosyllables. The first group of experimenters were at least consistent in avoiding confusion with accent. But before long a change came; the syllables which were long by the rules of quantity were often the ones that bore the accent. They were often what we may call the 'weightiest' of the word. Moreover, it must soon have become apparent that only when accent and long syllables coincided was any rhythm at all perceptible in the verse. There naturally arose in people's minds the question whether the true representative of the Latin quantity, in English, was not accent. Gabriel Harvey seems to have had some idea of this sort, but it was more fully and clearly expressed by Puttenham than by any one else, in a passage that we shall have occasion to quote later. There is always much confusion, however, between quantity and accent; some seem either by design or ignorance to confound or even identify the two things; others seem to follow accent in cases where the Latin rules fail, or when the effect of applying them is manifestly absurd; some think the Latin rules cannot be applied to English at all.

We shall have to study the views of the more important writers in some detail when we come to them in following the history of the movement—we must not spend more time over them now—but all the while we must keep this clearly before us, that until the time of Daniel there does not seem to have been one critic who clearly understood that quantity was not an affair of verse only, but existed in prose and in ordinary speech as well.

We have already referred to the letter from Spenser to Harvey in which is found the first mention of this attempt to introduce quantity into English verse. We may note also that Harvey, with whom this English versifying was an 'old exercise,' had long before counselled Spenser to practise it.

The oldest member of the group was Drant, Spenser's 'Master' in this art, whose rules, afterwards modified by Sidney, seem to have been taken as the standard.

Whether Drant himself practised this English versification, we do not know. No specimen of it has come down to us. He, or Gabriel Harvey for him, has enriched our language with the verb *to Drant*, but with this alone.

Of Dyer's poetry little is known to us, just as little was known to his contemporaries, albeit he was praised by all. He was one of those of whom Puttenham says that they have 'written excellently well as it would appeare if their doings could be found out and made publicke with the rest,' and Bolton in *Hypercritica* says, 'I have not seen much of *Sir Edward Dyer's* Poetry.'

Some of his verses are to be found in the various miscellanies, notably in *England's Helicon*, but he probably wrote much more than has come down to us. Puttenham quotes from three poems of his which are otherwise unknown.

He is absent from *England's Parnassus*, the compiler of which seems to direct his attention chiefly to printed books.

What little there is of Dyer's is of no interest to us at present, for none of it is in any unrimed measure, though we know that he wrote such. Harvey in one of his letters speaks of the 'delicate and choyce, elegant Poesie' that he and Sidney wrote. (*G. H.*, i. 86).

Of Spenser we have of course the piece beginning:

> 'Unhappie Verse, the witnesse of my unhappie state.'

We need not go further with it here, for it seems to be quoted by nearly every writer on English literature, no doubt for the sake of the very obvious jest that can be made of it.

There remain also two other short pieces of his, of six lines altogether, but they are not of sufficient importance to warrant our spending time over them Spenser seems to have taken the matter up even less seriously than his friends, and to have sooner tired of it.

Of Sidney we have eight pieces in the *Arcadia*, written in six different classical metres.

The first four lines of the first of these may serve as well as any others for an example of his style. They are in elegiac verse.

'Fortune, Nature, Love, long have contended about me,
Which should most miseries cast on a worme that I am.
Fortune thus 'gan say: miserye and misfortune is all one,
And of misfortune Fortune hath only the gift.'
(*Sidney*, ed. Grosart, 1877, vol. ii. p. 103.)

I wish to call attention particularly to the last line, for it shows clearly the method employed.

It will be seen that the natural length of the *u*-vowel in *fortune* and *misfortune* is entirely disregarded, the syllable being in one place regarded as long, in another as short, according to the consonants which follow, according to 'position.'

It is unneeessary to point out that Sidney pays no regard to aeeent; his verses, as those of the other members of the group, are quantitative in intention, only sometimes accentual by chanee and because Sidney had an ear for rhythm.

The rules seem to be very close to those of Latin prosody; we cannot reconstruct them, however, for they were modified from time to time to suit them better to the language. And indeed if we could do so, nothing would be gained by it, for the principle is all that is of importance.

The question whether the Latin rules of position should apply to English was a point in dispute between the men of this group and Gabriel Harvey.

The latter took what at first sight seems the common-sense point of view.

'I dare sweare,' says he, 'privately to your selfe, and will defende publiquely against any, it is neither Heresie, nor Paradox, to sette downe, and stande uppon this assertion (notwithstanding all the Prejudices and Presumptions to the eontrarie, if they were tenne times as manye more), that it is not, either Position, or Dipthong or Diastole, or anye like Grammer Schoole Device, that doeth, or can indeede, either make long or short, or encrease, or diminish the number of Sillables, but onely the common allowed, and received *Prosodye* taken up by an universal consent of all, and continued by a generall use, and Custome of all' (i. 105); 'and therefore in shorte, this is the verie shorte, and the long: Position neither maketh shorte, nor long in oure Tongue, but so far as we can get hir (our Mother Prosodye's) good leave' (i. 106).

It is not easy to see what he means by 'prosody,' unless, indeed, he simply means pronunciation, at least the pronunciation that is given to a word in reading verse. To take it as the science of metrics, as other writers use the word, will hardly give an intelligible sense.

And yet, if we eonsider that Harvey means ordinary pronunciation, he must mean to count such a syllable as *hint* short, making no distinction between long vowels and long syllables; and to do this seems, in faet, equivalent to giving up the whole position.

Harvey, though according to Webbe he took the matter up 'between jest and earnest' (*Webbe*, p. 36), seems to have written a considerable amount of verse of this kind. His letters to Spenser are full of references to his work and eontain several specimens of it, the only ones, I think, which have been preserved. Certain letters of his, and the statement of Webbe's that he made a 'great company of verses of this sort,' which were 'not unknown to any,' and were 'to be viewed at all times,' may perhaps be taken to indicate the publication of a collection of his experiments, but there are strong reasons against considering the specimen title-page given in his Letter-book as having any connection with it.

In any case there is no doubt that he was of great importance in the movement. I have already referred to Spenser's aeknowledgment that Harvey had, long before 1579, urged him to try his hand at verses of this sort, and Harvey even suggests, in a somewhat irreverent passage, that the idea may first have eome to Sidney and Dyer through him. 'I cannot choose, but thanke and honour the good Aungell, whether it were Gabriell or some other that put so good a notion into the heads of those two excellent Gentlemen . . . as to helpe forwarde our new famous enterprise for the Exchanging of Barbarous and Balductum Rymes with Artificial Verses.' (*G. H.*, i. 75).

But I do not think it is quite fair to say, as his last editor has done, that he boasts of being the 'Inventor of Hexameter.'

Some one, Green[1] apparently this time, had scoffed at him for having invented English Hexameters, and he retorts that he would rather be 'Epitaphed, The Inventor of the English Hexameter; whom learned M. Stanihurst imitated in his Virgill: and exeellent Sir Philip Sidney disdained not to follow in his *Arcadia*, and

[1] Green himself wrote some English hexameters, but only I think in a joking vein. They will be found in the second part of *Mamillia* (*c.* 1583, but apparently not printed until 1593), *Greenes Mourning Garment* (?1590), *Greenes Farewell to Folly* (1591), and do not amount altogether to much more than a hundred lines.

elsewhere: than be chronicled, The greene maister of the Black Arte: or the founder of ugly oathes: or the father of misbegotten *Infortunatus*: or' . . . etc., etc. (i. 182).

This is merely a figure of speech, whether the 'fleering frumpe' or the 'bitter taunt' I am unable to say, such as is at present more used by quarrelsome children than by members of learned institutions, but surely it is nothing more than that.

Harvey, in his letters, refers frequently to rules of versification, but unfortunately never gives those which he himself used. His clearest and most decisive pronouncement on the subject has been already quoted, and nothing would be gained by investigating the details of his opinion or practice in minor points.

He seems to have continued the practice of hexameters longer than any of those with whom he was associated, for the letter from which we last quoted was written in September 1592, and proves by the insertion of passages of this verse that he was at least still interested in the subject, though they are not apparently recent productions.

Later than this I do not know of any references on his part to hexameter verse or indeed to verse of any kind, and not long afterwards he disappears entirely from literary history, though he lived on until 1630.

Perhaps the merciless mockery of Nash tired him of hexameter-writing, as it well might. Nash misses no opportunity of scoffing at them.

He tells us that 'The first motive, or caller foorth, of *Gabriels* English Hexameters, was his falling in love with *Kate Cotton*, and *Widdowes* his wife, the Butler of *Saint Johns*.' (*Nash*, Grosart, iii. 118.)

He tells us how he himself is going to write '*A pleasant Enterlude of No Foole to the old Foole*, with a Jigge at the latter ende in English Hexameters of, *O neighbour Gabriell, and his wooing of Kate Cotton*.' (iii. 169.)

But perhaps the most annoying of all Nash's sarcasms was his quotation of the following lines as heard from Thomas Watson one night at supper at the Nag's Head in Cheape:

> 'But O what newes of that good Gabriell Harvey,
> Knowne to the world for a foole and clapt in the Fleet for a Rimer.'
>
> (iii. 188.)

There must have been something especially galling in being abused as a rimer in one's own particular rimeless verse.

One word and we will leave Harvey. His opinion about 'position' is clear enough, but his practice is by no means in accordance with it.

The majority of his verses will scan according to accent more or less well, but when we come to investigate them quantitatively we find considerable irregularity. He allows position to lengthen a short stressed syllable, and usually a short unstressed one also, as in the two lines following:

> 'So the rewarde of Famous Vertue makes many wealthy':
>
> 'O Blessed Vertue, blessed Fame, blessed Abundaunce.'
>
> (i. 79.)

But on the other hand he objects to such scannings as *Honēstie*, *Sciēnces*.

He seems to pay no regard to doubled letters, nor to letters which are not pronounced, and scans *bŏnny*, *hăppy*, *mĭght*. Before *h* he occasionally lengthens a short syllable, but more often does not, as *nōt halfe*,[1] *Emperŏur himself*. *And* is generally counted short.[2]

R. B. McKERROW.

(*To be continued.*)

[1] *Not* may be considered long or indifferent as being a monosyllable. It is elsewhere short before *one*.

[2] Gabriel's brother, John Harvey, also wrote verse of this kind. Specimens are given in one of the *Three Proper . . . Letters* (*G. H.*, vol. i. 87), but as they seem to have been done under compulsion as a 'hollydayes exercise,' it would be hardly fair to quote them. They much resemble Gabriel's.

MINNESONG AND THE ELIZABETHAN SONNETS.

THE student who begins to work at German Minnesong is confronted with more difficulties than those of the language. He may see well enough how the poems should be translated, and yet be considerably puzzled as to how they should be *read*; he is often perplexed by the style and contents of compositions which on the surface express strong individual passion and yet are for the most part so uniform and monotonous. Is he to

accept the sentiments, which they profess, as genuine, and the circumstances, of which they treat, as real, or is he to regard the whole thing as a play of imagination and a conventional assumption? Obviously his judgment of the poems will be vitally affected by the conclusion at which he arrives, and indeed, until he has formed some sort of opinion in the matter, he finds it hard to estimate them critically at all.

German scholars of Minnesong are, as we know, more or less agreed upon its main problems, although in several not unimportant details there is still much diversity of opinion. The English student generally accepts such of their views as seem to him most sensible, and, somewhat doubtingly, makes his judgment accordingly, but he is apt to retain an exaggerated impression of the strangeness and remoteness of the art; he cannot readily find a parallel to it. He might perhaps be helped by a reference to his own literature, which can show at least one class of poems similar in many respects to that of the older German love-songs. The present note is intended to suggest that a comparison of the Elizabethan sonnets with Minnesong may prove of some value and interest to the English student of the latter. Our knowledge of the Elizabethans, though not particularly full, is at least greater than that we possess of the Minnesinger, and thus if we see certain marked peculiarities common to both, we may thereby gain a better understanding of the latter.

As a preliminary to this comparison we may notice very briefly some general characteristics of either age. Both were periods of historical greatness, and both experienced a widening of interest beyond former limits. Travel was an important factor in the development of both; the constant crusades of the earlier time and the numerous foreign expeditions of the later introduced new thought and culture, and favoured a spirit of innovation. Life was stirring and adventurous, full of possibilities, and very picturesque. Both ages delighted in shows and pageantry of all kinds, and the older tournaments, with all their gorgeous accompaniments, are not unfitly represented by the tiltyard contests, the masques, and other spectacles of the later period. Enthusiasm for beauty was strong and general, and the influence of women upon at least the higher ranks of society was extraordinarily great. For the age of Minnesong this is unhesitatingly granted, and things could hardly be otherwise in the time of Elizabeth, who inspired her subjects with a genuine admiration and enthusiasm, and thus cast a glory on the whole sex. Active and important forces in the life of the times were the courts—those of the various princes throughout Germany, and that of Elizabeth, which was by no means restricted to the capital alone, for she travelled much up and down the country, and her court went with her. Thus the nobles exercised a strong influence, and next to the nobles their retainers. Just as every medieval lord had his retinue of ministerials, so the Elizabethan noble of sufficient means regularly kept a number of dependants—the 'gentlemen' of the household. In both periods these played an important part in literature.

Alongside of the active and practical life there may be seen the sharp and inevitable contrast—the tendency to live in a world of ideas. From the bustle of actual experience men escaped into a half imaginary existence, and attempted to form an ideal society, hedged in with the strictest conventions of good breeding and refinement. The typical medieval knighthood of Minnesong and the courtly epics may be compared with the so-called euphuism of the Elizabethan age. Both had a good many extravagant features, but they were a natural outcome of the spirit of the times, and their influence on literature was exceedingly great.

Literature itself was intensely active in both periods. Broadly speaking, it was primarily fostered by the court, which had been struck with a keen enthusiasm for poetry. The nobles themselves eagerly practised, or at any rate patronised, the art; the chief representatives of early Minnesong were members of the higher nobility, and in England the 'courtly makers,' as Puttenham calls them, were ardent and successful authors. The fondness for translation and imitation of foreign works is extremely characteristic of the times. It is well known how the Germans at the close of the twelfth century delighted in productions modelled on French or Provençal originals, and the Elizabethan translations from the classical or Italian authors amply prove the popularity of that type of literature in England; it was, indeed, our golden age of translation, and such renderings as those of North, Chapman, Fairfax, and Florio have not been surpassed. The translators, English and German, did not work in the modern spirit of minute accuracy; they generally gave themselves plenty of freedom, evidently wrote with a zest, and thus infused an astonishing vigour and life into their performances. In short,

they put a great deal of themselves into their work (as a translator always must do, if he allows himself the smallest latitude), so that their writings may be fairly regarded as to a considerable extent original. Frequently, indeed, they went still further, and instead of translating merely adapted or modified, and this was more particularly the case with Minnesong and with the Elizabethan sonnets, which we may now proceed to discuss a little more fully.

Roughly speaking, Minnesong comprises nearly all the lyric verse of the period, while the sonnets form only a portion of the Elizabethan lyric. And yet for a considerable time the sonnet dominated Elizabethan literature to such a degree that it is hardly unfair to class it in a line with Minnesong. Both forms of verse became suddenly fashionable, had for a while a quite extraordinary vogue, and then gradually abated their popularity. Both were, in the first instance, intended mainly for audiences in the higher circles of society; early Minnesong was confined to the courts, and only by degrees descended to the lower classes, and it is well known that many of the Elizabethan sonnets were first of all circulated in manuscript among the friends and patrons of the poets, and were not printed for the general public till later on. Neither class was of national origin; both went back to foreign sources, and always remained deeply indebted to foreign models. The Minnesinger took the foundations of their art from Provence; the Elizabethans, directly or indirectly, from Italy. Many of the latter had travelled into Italy and been influenced by the verse of Dante, Ariosto, and more particularly of Petrarch, who may be fairly styled, in Drummond's phrase, 'the father of our sonnets'; or the influence might come indirectly through France, where Ronsard and his school, from whom the Elizabethan writers drew very largely, had popularised the sonnet on the Italian model. Thus they borrowed in both cases from foreign sources, sometimes translating almost literally (though this is not so common, and as far as Minnesong is concerned only occurs in the earlier period, and not often then), more frequently adapting and varying the themes and treatment of their originals.

Turning to an examination of the two classes of poetry with regard to their subject-matter, we find that each readily subdivides into three corresponding sections. In Minnesong we have (1) the poems of *Frauendienst*, or Minnesong proper, and corresponding to them the sonnets addressed to the poet's mistress; (2) the poems of *Herrendienst*, and corresponding to them the sonnets addressed to the poet's patron; (3) the poems of *Gottesdienst* and the *Sprüche*, corresponding to the sonnets, which treat of religious or philosophical subjects.

The first section naturally comprises the great bulk of the poems in either case, and it is with it that we are principally concerned. It is noticeable, to begin with, that the love of which it treats is of a conventional character, and probably in the majority of cases artificial; it is doubtful if more than a few of the poems can be accepted as expressions of a real and direct emotion. They were addressed in the case of the Minnesinger to married women of high rank, in the case of the Elizabethans to mistresses, who often had no actual existence at all. And even when we may reasonably assume that the poet had some particular lady in his mind, the themes remain conventional, and are generally treated in the conventional manner. No wonder, therefore, that the poems are monotonous; the Elizabethans are little better in this respect than the Minnesinger, although they command a greater variety in expression, drawing as they did upon the Italian and French poets with their large stock of classical allusions. They also borrowed from the classical authors themselves—especially from Ovid—to a much greater extent than the Minnesinger. How far the latter were affected by a direct study of the ancients is a question which still awaits a definite answer (Schönbach, for instance, has proved pretty conclusively that Morungen is repeatedly under obligation to Ovid), but it is safe to affirm that they show few such traces in comparison with the Elizabethans, who often adopt the classical phraseology, address Venus and Cupid, and fill their poems with references to ancient mythology.

But in *spirit* the sonnets are far more medieval than classical, and by no means unlike the German love-songs. In both a very limited number of similar themes is treated in a very similar manner. The poet appears as completely subject to his mistress, generally unsuccessful in his suit, and disposed to complain of the coldness which he encounters. The note of melancholy is almost always present, but rarely sounds as the expression of strong and genuine grief; it is rather one of the many conventions of the art. And in this connection there arises the inter-

esting question as to how far these poems may reasonably be regarded as in any sense autobiographical. The point is an important one, and claims more space than we can afford to give it here, but a brief discussion of it may be allowed. German scholars, as we know, are not yet fully agreed upon the biographical value of Minnesong; while some accept a great number of the poems as giving trustworthy evidence about the writer's life, others consider it impossible to gain any reliable information on that point from such a source. In the case of the sonnets we are better able to form a judgment, and they may thus throw some light upon Minnesong.

It is quite certain that many of the Elizabethan poems have no background of fact whatsoever. Perhaps the best-known example of this is to be found in Thomas Watson's *Hecatompathia*—about the earliest collection of sonnets in the period. In the preface to this volume the author expressly says: 'I hope that thou' [*i.e.* the reader] 'wilt in respect of my travaile in penning these love-passions, or for pitie of my pains in suffering them (although but supposed), so survey the faults herein escaped, as either to winke at them . . . or to excuse them'; and at the head of each particular sonnet he quotes the sources from which it was taken. Giles Fletcher is another good instance: his *Licia, or poems of love in honour of the admirable and singular vertues of his Lady to the imitation of the best Latin Poets and others*, was written 'onelie to try his humour,' and beyond question this was the case with many of the sonneteers. Just in the same way the Minnesinger would compose imaginary love-passions to the imitation of the Provençal poets and others. Probably it was not far otherwise even with the singers of a higher genius, in whose poems many critics have thought to discover traces of personal experience; no doubt their imagination might be strong enough to make the passion they feigned half genuine, as in the case, say, of Reinmar or of Daniel, but their writings give us no knowledge of their *life*, only of their temperament. It is quite conceivable, indeed, that certain spirits, naturally prone to dwell in an ideal world (and there was a strong tendency towards this at both periods), might write of imaginary experiences, which to themselves were very real, yet they give us no clue to their actual history. Finally there is the third group, consisting of poems so individual and lifelike, that it is hard to deny them a biographical value. The love-songs of Morungen and the sonnets of Sir Philip Sidney may be taken as illustrations. Here it is difficult to come to any definite conclusion. As far as Sidney is concerned, the main facts bearing upon the case are, of course, sufficiently familiar, and his sonnets seem to be in accordance with them. Lady Penelope Rich had been married at the age of seventeen to a husband for whom she had no affection, and Sidney paid court to her after her marriage; so far the sonnets are to be depended on. But the real question is whether the passion they treat of so ardently was a genuine one, and that is not so easily answered. Sidney had had the chance of marrying Lady Penelope earlier, and he did actually marry another lady not long afterwards, so that it is at least permissible to regard his poems as exaggerated; moreover, many of them have been shown to be modelled on Italian and French originals, and thus their biographical value can be accepted only with reservations. Indeed, in verse of this sort it may be taken as a rule that the better the poet, the harder it is to judge whether his poems are drawn from life or not. It would, of course, be absurd to maintain that the poets never sang their own experiences; they may have done so not unfrequently, but it is very dangerous to claim any particular poem or set of poems as autobiographical, for a writer with imagination and the gift of dramatic expression would depict supposed events as convincingly as real ones.

Of the literary style of the poems little need be said. In the sonnets the form was necessarily prescribed, while in Minnesong it was endlessly varied; but the general literary characteristics are much the same in both cases. As might be expected, the style is for the most part very artificial; the singer of the twelfth, and still more of the thirteenth, and the sonneteer of the sixteenth century would have thought it strange and barbarous to write in a simple and unaffected strain. The technique is generally careful and finished, and there was a very decided fondness for playing clever tricks with the language—witness the frequent puns of the Elizabethans, the *rührende Reime* of the Minnesinger, the repetition of particular words in a poem, the use of *reduplicatio*, and so on. Both ages delighted in such technical *tours de force*. Watson says of an artificially constructed sonnet of his own: 'The oftener it is read of him that is no great clarke, the more pleasure he shall have in it,' and no doubt

the audiences of the Minnesinger felt a thrill of satisfaction in discovering the subtleties of a composition enhanced, no doubt, by widely varying rhythms of music. Of course this sort of thing sometimes degenerated into the worst affectation, and indeed both in subject and style the love-songs and the sonnets soon afforded excellent matter for parody, which, as we know, they did not escape. A poem like that of Tannhäuser, which ridicules the fondness of the German knights for French words and phrases, may be aptly compared, for example, with Sir John Davies's 'Sonnet on Zephyria,' where he burlesques the excessive use of legal terms in the sonnets of the Elizabethans.

The two minor groups of either class present few difficulties, and do not call for discussion here. Addresses to patrons admit of little variety, and remain more or less alike at all times; naturally they were often very extravagant in their adulation. The Elizabethans frequently addressed sonnets to ladies of noble birth, who in that age exercised a more direct influence than they did in the time of Minnesong. Thus Constable, for instance, wrote a series of 'sonets to particular ladies whom he most honoured,' and of course Elizabeth herself received a full share of such addresses.

The religious group may be regarded as a sort of protest against the sovereignty of the love-song proper. We know how often the Minnesinger say that they will renounce the world and turn their thoughts towards Heaven, and the Elizabethans do the same. Barnes's 'spiritual sonnets,' followed his earlier love-sonnets, and Constable wrote a series to God and His Saints, as a kind of counterpart to his collection in praise of 'Diana.' It is noticeable that some of his sonnets to 'our Blessed Lady,' Mary Magdalen, and others (he was a Catholic, it must be remembered), read very much as though they were addressed to an earthly mistress—a feature also characteristic of the poems and Leiche of the Minnesinger in praise of the Virgin Mary.

The Sprüche are most nearly represented by the sonnets on metaphysical subjects. Here the poems seem to sound a personal note, but here too we must hesitate to read a personal experience into them. The themes, even of the best of them, are sometimes conventional and borrowed. Yet in some cases, as in certain of Walther's Sprüche and Shakespeare's sonnets of reflection, it is difficult to refuse belief in their absolute individuality and sincerity. (The political Sprüche, of course, do not here come into consideration.)

Such is a brief summary of the more obvious points of resemblance between the two classes of poetry. Naturally, it is not pretended that numberless wide differences do not exist; it is merely as regards the general spirit of the poems that a comparison has been suggested. Between Minnesong and the sonnets there is no direct connection whatsoever. Thus they show few cases of minute similarity in word or phrase; occasionally indeed, we meet with some turn of thought in the one, which strikingly recalls a passage in the other, and it is rather curious to reflect that a common origin may really be assumed for some of these cases. It is not impossible that a conceit, originating in Provence and reappearing in Minnesong, may have come to England later on by the route of Italy or France—the Italians had been considerably influenced by the poetry of the Trobadors. These, however, are isolated examples; the main points of similarity must be sought in the social and literary conventions which dominated both those fashionable crazes.

No doubt the comparative method is always a little untrustworthy. It is easy to fancy resemblances, which do not really exist, or to make more of existing ones than they deserve. Yet, with all due allowance for this, there should remain, we think, sufficient points of likeness between Minnesong and the Elizabethan sonnets to make their comparison of some interest and profit to the literary student.

F. C. NICHOLSON.

KARL WEINHOLD.

BY the death of Karl Weinhold—the greatest authority of his time on German dialects, as he is characterised in Meyer's *Deutsche Litteratur des 19. Jahrhunderts*—the Berlin University has lost one of those remarkable veterans whose grey hairs lent an added dignity to its professional chairs, and the world at large has lost one whose fine scholarship had ripened to the humanism which Sir Richard Jebb so ably defined in

his presidential address to the M.L.A. last June. Born in 1823 at Reichenbach in Silesia, he entered the Halle University at the age of nineteen with the intention of studying theology. Later at Berlin, under the influence of Lachmann and the brothers Grimm, however, he recognised his truer vocation and applied himself with ardour to the study of the Germanic languages. He early perceived the necessity of supplementing Jacob Grimm's *Historical German Grammar* by an examination of all German dialects. His epoch-making book, *Ueber deutsche Dialectforschung* (1853), laid the foundation of all later systematic investigations into German dialectic variations. Apart from his philological writings, several valuable books on *Culturgeschichte* came from his pen, among which *Die deutschen Frauen im Mittelalter*, published in 1851, was a favourite of his to the last. His professorships at Cracow, Gratz, Kiel, Breslau, and, finally, Berlin covered a period of more than fifty years. He died on the 15th of August during his vacation retirement at Bad Nauheim, having attained the ripe age of seventy-eight.

P. BAUER.

REVIEWS

The Works of Thomas Kyd. Edited from the original texts, with introduction, notes, and facsimiles, by FREDERICK S. BOAS, M.A. Oxford, at the Clarendon Press. 1901. 8vo, pp. cxvi + 470. 15s. net.

THE present is the first to appear of several editions of old dramatists which have been announced by the Clarendon Press for some time past, and it will therefore be worth while examining it somewhat closely as the first instalment of what may prove a considerable undertaking and a permanent monument to English dramatic literature.

There is a certain appropriateness, which Professor Boas has not overlooked, in the appearance of an edition of Kyd at the present moment, for curiously enough, in spite of the vast and almost unparalleled popularity of that author's most famous play during the first half of the seventeenth century, soon after the Restoration his name was scarce known even to the curious, and it is comparatively within the last few years that his importance in the history of dramatic art and poetry alike has come to be fully recognised. Professor Boas, moreover, gave students a foretaste of his work, and whetted their appetites, in his article on the charges of 'atheism' against Kyd, Marlowe, and others, which appeared in the *Fortnightly* for February 1899. The documents upon which that article was based are now printed for the first time, and throw a vivid and somewhat lurid light upon life in Elizabethan London. Of these, the whole of Kyd's letter to Sir John Puckering, the Lord Keeper, defending himself from the charges of sedition and 'atheism,' as well as a specimen page of the heretical disputation found on search among his papers, and 'which he affirmethe that he had from Marlowe,' are reproduced in facsimile. The third document reprinted in the present volume is the original of the 'athcistic' charges made against Marlowe by the crack-rope Richard Baines, which have hitherto only been known from an official copy. As, however, the variations are trifling and as, moreover, the nature of the contents prevents it being reproduced *in extenso*, the omission of this often printed document would not have been felt.

The Introduction itself, to which these documents form an appendix, runs to over a hundred pages, and is divided into eight sections, dealing respectively with (i) Kyd's early life and education; (ii) the *Spanish Tragedy*; (iii) the *First Part of Jeronimo*; (iv) the *Ur-Hamlet*; (v) *Soliman and Perseda*; (vi) translations and last years; (vii) Kyd's influence and reputation; and (viii) modern editions of Kyd's works. Then, after the documents, follow the texts of the works, each with a facsimile reproduction of the old title-page. First comes the *Spanish Tragedy*, then in order of publication, *Cornelia*, the only play to which Kyd put his name. Next we have *Soliman and Perseda*, a play which, though admitting that the evidence falls short of proof, Professor Boas nevertheless feels justified in including in the canon of his author's works. Then, after the *Householder's Philosophy* and the *Murder of John Brewen*, neither of which is

dramatic, and fragments of lost works preserved in *England's Parnassus*, comes the *First Part of Jeronimo*, which the professor no doubt rightly ascribes to some inferior craftsman, though he does not relegate it to the Appendix. This last contains certain poems relating to the author or his work, together with the *Tragedia von dem Griegischen Keyser zu Constantinopel*, Jacob Ayrer's adaptation of the *Spanish Tragedy*. We might perhaps have expected a reprint of the much closer and far more popular anonymous Dutch version, *Don Jeronimo, Marshalk von Spanje*, but it appears from a note that a critical edition of all the Dutch versions is in preparation in Germany. Notes and Indexes complete the volume.

It will be worth while to go systematically through the book, noting any points which appear to call for comment. I begin then with the cover. It is true that it does not lack that look of distinction which characterises most of the important works issued of recent years by the Clarendon Press, but the boards are much too flimsy for a book of the size and weight of the present—an unusual fault in the Oxford publications. Opening the book, too, it will be noticed that the paper is decidedly thin. It is true that it is fairly opaque, but you cannot get six hundred pages into an inch and a quarter without a considerable sacrifice of durability; while rough edges are particularly liable to tear. The volume would have lost nothing in being half an inch thicker, which would have easily allowed for a stouter paper being used.

To turn to the matter of the book. In the Introduction (p. xx), while speaking of Kyd's linguistic achievements, the editor writes: 'He twice quotes Italian couplets in *The Spanish Tragedy*, and makes Balthasar use that language as the Bashaw in Hieronimo's play.' Balthasar, however, takes the part of Sultan, not Bashaw.

When considering the question of Kyd's authorship of certain *Verses*, he further writes (p. xxvi): 'In some of the verses we find phrases that may be matched from Kyd's works, *e.g.*—

> "Raigne, liue and blissfull days enioy,
> Thou shining lampe of th' earth,"

compared with—

> "Perseda, blissfull lampe of Excellence."'

It is quite possible that Kyd did write the *Verses* in question, but the parallel here adduced, in so far as it exists, is no evidence of the fact. The use of the word 'blissful' in the same passage as 'lampe' can only be due to accident or else to deliberate imitation, since it qualifies different words in the two quotations, and in neither case, therefore, is it any argument of common authorship. The parallel thus reduces itself to the application of the term 'lampe' to a person —a not very remarkable use; while 'lampe of th' earth' and 'lampe of Excellence' represent by no means the same conception. The point is, of course, a very unimportant one in this instance, but some of the parallels quoted in the notes (particularly in that to *Soliman*, IV. ii. 43-46) are equally wide of the mark, and in any case it is worth calling attention to, in view of the insane lengths to which it is the habit in some quarters to push parallels, a practice to which attention is called in another column.

In the second section of the Introduction we have an elaborate account of the *Spanish Tragedy*, from the bibliographical, historical, and literary standpoints considered. The text of the play reproduced in the present edition is that of the undated quarto in the British Museum, which, in spite of certain difficulties connected with the publication, there can be little doubt is the earliest. This is collated with all subsequent old editions, nine in number, including the earliest dated edition, that of 1594, of which the only known copy was sent from the University Library of Göttingen to the British Museum for the purpose, and all variants beyond mere accidents of orthography are recorded at the foot of the page. The 'additions' are printed in smaller type from the Bodleian quarto of 1602, or where this fails us, from the Devonshire quarto of 1602-3. They have been inserted on a new principle, the arrangement alike of previous editions and of the old copies being held unsatisfactory. The title-page reproduced in facsimile, is that of the 1615 quarto, on which the well-known woodcut appeared for the first time. The bibliographical account of the play is somewhat disjointed, owing to the later quartos being only considered in connection with the 'additions' in section VII. It will, however, be best to speak of them all together here.

No one with any practical knowledge of bibliography will expect absolute and unvarying accuracy in matters of detail from the imperfect human machine, but there are some obvious bounds within which one is justified in expecting that an editor, even if innocent of any special bibliographical knowledge, shall keep his inaccuracies. For

instance, one is justified, it seems to me, in demanding that when an editor gives a facsimile and a reprint of the same original, they shall not present glaring and startling variations. Yet this is what we find in Professor Boas's work, both in the case of the present play and of *Soliman and Perseda*. This is such a particularly ingenious manner of blundering (since, where a facsimile is given, a reprint is wholly superfluous), that I feel I must give the actual facts or else run a danger of leaving the reader sceptical. Here then are the variations in the case of the 1615 quarto of the *Spanish Tragedy*. *Facsimile*, Tragedie: *Reprint*, Tragedie—*F.*, OR, *R.*, OR—*F.*, againe. *R.*, againe—*F.*, Containing *R.*, containing—*F.*, pittifull *R.*, pittiful—*F.*, *Hieronimo*. *R.*, *Hieronimo*—*F.*, part, *R.*, part—*F.*, LONDON, *R.*, LONDON—*F.*, W. White, *R.*, W. White—*F.*, New-gate. *R.*, New-gate,—. In the case of *Soliman and Perseda*, the title-page reproduced in facsimile, though the fact is nowhere stated, is evidently that of the undated edition (the date never occurs except in the colophon), and the variations are as follows: *Facsimile*, THE *Reprint*, THE—*F.*, *PERSEDA*. *R.*, *PERSEDA*—*F.*, *Wherein is laide open, Loues R.*, wherein is laide open, Loues—*F.*, Fortunes *R.*, Fortune's—*F.*, incon- | stancy, *R.*, incon- | stancy—*F.*, Triumphs. *R.*, Triumphs—*F.*, *Edward Allde R.*, Edward Allde—*F.*, doore *R.*, doores—. Naturally in either case it is the facsimile that is correct, and it will be well also to mention that in every case in which I have had the opportunity of comparing the reprint of a title-page with the original, it has offered similar variations; the most astounding of these being where the reprint of the 1610-11 title-page reads 'other (*sic*),' although British Museum copy of the original actually has 'others,' correctly. All this argues a carelessness, not to say an utter indifference to accuracy, which it is impossible to pass over in silence. If an editor can make as many as ten slips in the course of a short title-page, what are we to expect of his text? Again, in the account of the later editions of the *Spanish Tragedy*, we read (p. lxxxvi): 'Another edition appeared in 1618, the only change in the title being the substitution of John for William [rather for W.] White as printer.' The editor appears then not to have noticed that the words 'of the Painter's part, and others,' which he elsewhere (p. lxxxix) refers to as figuring 'in all the seventeenth-century title-pages,' are omitted in this and subsequent editions. Lastly, while he correctly states that there were two issues of the quarto of 1623 for different booksellers, and likewise that the title-pages of 1615 also vary, it does not appear whether he ascertained that in the latter case the variations are confined to the title-page, a point on which unfortunately I was unable to pronounce with certainty when compiling my *List of English Plays*. It is also much to be regretted that Professor Boas was not acquainted with the excellent edition of the *Spanish Tragedy* in Professor Manly's *Pre-Shaksperean Drama* (vol. ii. 1897), which presents on the whole a very accurate reprint of the original edition.

The dramatic analysis of the *Spanish Tragedy*, given on p. xxxi. and following, is an admirable piece of work of an unusual kind; only towards the end do we come upon a phrase of rather questionable import. Professor Boas writes: 'The crucial point is whether such episodes (*i.e.* murders, etc.) are vital to the action or superfluous, and whether they have adequate psychological justification, or are dragged in from sheer lust after the horrible for its own sake.' This is in a way true; but it must be remembered that if ever a writer had a 'lust after the horrible for its own sake'—not murders of necessity, but undoubtedly the horrible—that writer was Webster, yet few stand the test better. The point is, that without dramatic propriety and a convincing psychology, murder and outrage cease to affect us as horrible, and merely become either revolting or ludicrous.

Passing over the discussion of the *First Part of Hieronimo*, which, while able and adequate, presents no points of particular interest, we reach the section devoted to the *Ur-Hamlet*. The introduction of this phrase, which is unnecessarily pretentious even in the language of its coining, to indicate the early dramatisation of the Hamlet story, now commonly assigned to Kyd, is a gratuitous piece of pedantry, which is all the more to be regretted in view of the very able nature of the discussion of this difficult problem which Professor Boas offers to his readers.

We pass on again, to *Soliman and Perseda*. I have already noticed the inaccuracy of the transcript of the title-page (p. lv), but much as this must necessarily shake our confidence in Professor Boas as a scientific editor, it hardly prepares us for what follows. And at this point I must put in a word of personal explanation. I regret extremely that, through an error in my *List of Plays*, I

may have been the cause of the professor's blunder, or at least that I may have failed to warn him of the danger. But what is, I have no wish to deny, a serious oversight in my *List*, in which I was dealing with some seven hundred plays, running to close on a thousand editions, becomes a very grave matter indeed when the editor of the play in question is concerned.[1] On p. lv we learn that there are two editions belonging to the year 1599, but that one of these, 'represented by a single extant copy in the British Museum (11773. c. 11)' [now C. 57. c. 15], differs from the other in the type used and in a number of readings. This edition, however, as *now* duly noted in the British Museum catalogue, is a forgery printed about 1815! This fact was kindly pointed out to me some time ago by Prof. Schick, and it is much to be regretted that he did not point it out to the present editor likewise; but no doubt it never occurred to him, as it certainly never occurred to me, that it would be possible for any one actually to collate the text without perceiving that the regularity of the type is such as is never even approached in the best sixteenth-century printing. Professor Boas is, however, further wrong in stating that the edition is represented by a single copy, for another occurs in the British Museum (G. 18612) which has *always* been marked as spurious in the catalogue. I may mention lastly, that the editions are wrongly described as quartos; all the genuine issues are octavos. Since, however, they are the shape and size of the ordinary quarto, and are moreover sewn in fours, the oversight may well be pardoned in one who apparently has little special knowledge of bibliography. The following, therefore, is the true relation of the old editions. The undated edition (B. M., C. 34. b. 44) is undoubtedly the oldest, and is correctly made the basis of the present text. The two copies C. 34. b. 45 and 161. b. 4, represent two different issues of a second edition, differing merely in the addition of the words 'newly corrected and amended' on the title-page of the latter. The readings of this edition are distinguished in the collations by the mark '1599A.' The readings marked '1599' are those of the forgery, which was printed from the first issue of the second edition, but not very correctly. A careful comparison of the originals has satisfied me that in all cases of divergence between '1599' and '1599A,' the original issue of the dated edition (C. 34. b. 45), which the editor does not appear to have collated throughout, agrees with '1599A,' and not '1599.' Finally, I must warn readers that although in the 'Editor's Note,' Professor Boas speaks of 'the amended edition of 1599,' it must be borne in mind that in the collations, the contraction 'emend. ed.' does not refer to this, but apparently stands for 'emendation of the editor,' though the fact nowhere appears to be mentioned.

Professor Boas is evidently not a little troubled about the unlikelihood of Kyd's having written the tract on the *Murder of John Brewen*. 'Yet its genuineness cannot be questioned,' he writes, and proceeds to find in it an application of Kyd's doctrine that 'murder will out,' and to quote parallels in which, with the best intentions, it is next to impossible to trace even the remotest resemblance.[2] 'In the unique copy at Lambeth, Kyd's name is written in a contemporary hand at the foot of the title-page and at the close,' continues the editor, thus clearly implying that the two signatures are identical. That at the end is reprinted as THO. KYDD, while that on the title-page is luckily reproduced in facsimile. It is obvious to any one acquainted with sixteenth-century writing, that this latter reads 'Jhō Kyde,' *i.e.* John Kid the publisher! The spelling Jhon was very common at the time, and ō is of course the common contraction for *on*. Thus, *if* the editor is right in implying that the two are identical, his transliteration of that at the end is wrong, and there is no reason to suppose that the dramatist had anything whatever to do with the tract. According to Collier, however, who reprinted the tract in 1863, the names on the title-page and at the end are respectively 'John Kyd' and 'Th. Kydde.'[3] If this is so, the tract may have been by our author, but it is worth while pointing out that the names printed by Collier in neither case correspond exactly to those that appear in the present volume; moreover, one would like to know

[1] I may mention that I have already pointed out that one of the editions included in my *List* is spurious, in a paper read before the Bibliographical Society in January 1901.

[2] So also the reference to the use of rare words is beside the mark. Two out of the four cited, 'checkt' and 'shadow,' are of quite common occurrence; 'confection' is such an extraordinary use as to suggest that it is a misprint for 'corruption,' while the use of 'quibd,' though apparently unrecorded in the standard dictionaries, could probably be paralleled by a little seeking. In any case their occurrence is no argument whatever, unless they can be paralleled from Kyd's own writings. The reference to the notes is misprinted (406 should be 458).

[3] Schick, who had examined the tract, gives the inscription at the end as 'Thomas Kydde.'

whether the name at the end was there *before* Collier had the tract in hand, for it was he apparently who first sought to establish a connection between Thomas Kyd the dramatist and John Kid the printer.

The Introduction need not detain us further, except for two passages in Section VII., dealing with Kyd's posthumous reputation. When speaking of the influence exercised on subsequent writers by the *Spanish Tragedy*, Professor Boas remarks, concerning the imitations found in the old play *Wily Beguiled*, that 'the noticeable point is that they come chiefly from the sentimental, not the tragic, scenes of the earlier piece'; whence he concludes that the popularity of Kyd's play was due chiefly 'to the love-intrigue in the earlier acts.' But since the play in question is a love comedy, it is surely only natural that it should borrow from the sentimental rather than from the tragic parts, and the inference is therefore wholly illegitimate.

The other point is an emendation I should like to suggest in the lines from Goodridge quoted on p. xcviii. They run:

> 'Were thy story of as much direful woe
> As that of Juliet and Hieronimo,
> Here's that would cure you.'

It seems to me that 'Hieronimo' is here almost certainly a printer's or transcriber's error for 'her Romeo.' The letters do not differ much, and a craftsman in 1640 would have been quite as likely to be familiar with Kyd's as with Shakespeare's hero; the last line of Shakespeare's play, coupled with the fact that the sense would almost necessarily demand 'or Hieronimo,' appears to me to make the emendation all but certain.

Apart from the errors to which attention has been called above, and which it must be admitted are in some cases of a serious nature, Professor Boas's Introduction is a valuable and indeed a notable piece of work which maintains the best traditions of English criticism. If I have devoted a good deal of space to fault-finding, it is because I hope that an opportunity may occur of rectifying errors, and that in any case a record of such is useful; it is impossible to be blind to the very positive merit of the work, and nought but churlishness would grudge the acknowledgment of them. To appreciate them fully, however, it is necessary to read the work itself and with care, which all interested in the English drama should do; to seek to abstract them here would not only make an already lengthy notice excessive, but could hardly in any case do justice to a really valuable piece of work.

An exhaustive criticism of the text and notes is obviously impossible. The former is evidently the outcome of much patient and careful labour; it aims in each case at an exact reproduction of the original edition, corrected by and collated with all subsequent ones, except in the matter of punctuation, which has very properly been modernised. I have, however, already given reasons for supposing that the accuracy of the work might be open to question, and a comparison with the original editions shows this actually to be the case. Thus, taking the *Spanish Tragedy*, I find in the course of five pages (pp. 5-9) no less than thirty-seven variations other than those recorded in the notes. The great majority of these, it is true, are of very slight importance, such as the use of capitals and italics and similar points of typography. It was, however, perfectly open to the editor to modernise the use of these, a course adopted by Professor Manly, and which I, for one, should be inclined to recommend, and consequently, since he deliberately elected to abide by the original in this respect, we were entitled to demand that care should be taken to secure that the original was accurately reproduced. The fact is that the text has been printed from a late edition, imperfectly collated with the first, instead of from a careful transcript of the first edition itself. This is evident, for instance, from I. ii. 92, where Professor Boas has '*Vice-roy*,' a reading which is first found, so far as I have been able to discover, in the quarto of 1615, the older quartos reading 'Viceroy.' The variations, other than purely typographical ones, occurring in the pages above mentioned are as follows:—I. i. 64, *Quarto*, downfall *Boas*, dounfall—77, *Q.*, pasport *B.*, passport—ii. 4, *Q.*, cheereful *B.*, cheerful—30, *Q.*, hils *B.*, hills—45, *Q.*, mallice *B.*, malice—90, *Q.*, paid *B.*, paide—92 (s.d.), *Q.*, K[ing] *B.*, King—94, *Q.*, shalbe truely paid *B.*, shal be truly paide. I may mention that the use of long *s* and of *vv* for *w* have happily not been retained; the obsolete conventions respecting *u* and *v*, and *i* and *j*, might also with advantage have been discarded.

With regard to the *Householder's Philosophy*, it is perhaps worth noting that the editor makes a special point of having retained in the 'Catalogue or Index' the references to the original paging of the quarto; since, however, he did not indicate this paging in the reprint, to retain the

original references was merely to make the Index totally useless.

The notes to the *Spanish Tragedy* are on the whole full and satisfactory, a good deal of use having been made of those in Professor Schick's edition for the 'Temple Dramatists,' which is natural and right enough; the same, however, cannot be said of the notes to *Soliman and Perseda*, which are very inadequate, and on occasions rather foolish. Throughout, a large number would be more properly relegated to a glossary, but since an index is supplied, the main objection is, of course, removed. It is, nevertheless, decidedly trying, when reading a play, to have the editor constantly jogging one's elbow to inform one, for instance, that to 'jutty' means to project, that 'coile' means tumult, or that to 'jet' means to strut (which it does not, being often used in reference to the dress, and not the gait). Any one likely to read Kyd may surely be supposed to know as much English as an average schoolboy who has read a few plays of Shakespeare in class. The notes to the *First Part of Jeronimo*, again, only fill two pages, which is absolutely inadequate. If it was worth while editing the play at all, it was worth while doing it properly.

While, then, the present work remains an important one, which in many ways does credit to its editor, it is nevertheless by no means all that could be desired, and we can only look forward to the dramatic publications yet to appear in the hope that they may combine the positive merits of the present work, which are certainly considerable, with a greater freedom from errors alike great and small. If the Clarendon Press wishes a reputation for scientific scholarship to attach to its English publications, it must insist upon a distinctly higher standard of accuracy from its editors.

W. W. GREG.

The Legend of Sir Lancelot du Lac. By JESSIE L. WESTON. (The Grimm Library.—No. XII.) London: David Nutt. 1901. [7s. 6d. net.]

THE romance of Lancelot du Lac was, as is now universally acknowledged, one of the later developments of the Arthurian cycle. That it was one of the most popular is proved by the very numerous manuscripts of the later prose recensions of it, which are scattered in public and in private libraries throughout Europe. And it is no doubt the great number of these manuscripts, and their very considerable length, that is responsible for the comparative neglect with which, up to the present, this branch of Arthurian studies has been treated. No critical edition of the text has yet been attempted, and even the printed editions, of which there were seven or more between 1488 and 1533, have not as yet been thoroughly compared. Indeed it has been left to Miss Weston to point out that they by no means present the uniform text which has usually been assumed.

This inaccessibility of the material naturally renders a satisfactory study of the internal growth of the legend, in its later and more interesting development, for the present impossible. The most that can now be done, with a fair prospect of permanent result, is to study its earlier forms, to determine its relationship with the main body of Arthurian story, to ascertain as far as possible when Lancelot first comes on the scene, and how it is that, unknown in the middle of the twelfth century, he is looked upon little more than a generation later as the foremost of Arthur's knights.

Questions such as these can only be solved by a careful study and comparison of all the early stories in which Lancelot plays a part, and this is what Miss Weston has done. We have in her book the results of a careful reading and minute comparison of all the more important texts.

For all its importance and popularity, the Lancelot legend, like Lancelot himself, is singularly wanting in characteristic and distinguishing features. Seeking for something constant in all the widely divergent forms of the story, Miss Weston finds the one distinctive mark of the hero in his surname 'du Lac,' and his one unvarying characteristic in some connection with that mysterious personage, the Lady of the Lake.

The most important of the extant works representing the early forms of the legend is the *Lanzelet* of Ulrich von Zatzikhoven, which Miss Weston regards as compiled from a number of independent *lais* concerning the hero. And little enough is there in this *Lanzelet* of the Lancelot we know so well, the Lancelot of Malory. Lanzelet was a king's son, carried off in childhood by a water-fairy and brought up, somewhat as Percival was, in ignorance of all the arts of war and courtliness. And his story is merely that he goes forth seeking adventures, and meets with them. There is

nothing distinctive about these adventures; they might equally well have been attributed to any other of the less important knights of the cycle. They consist in the usual combats and rescuing of distressed damsels, and in each case Lancelot marries the lady whom he has befriended, and each time the lady drops out of sight as soon as he starts on a fresh adventure. Finally, having won back his father's territory, he settles down as its ruler, dying at last a grandfather, full of years and honour. The adventures are without connection, for the most part even without congruity. Lancelot's connection with Guinevere is here of the slightest; he does indeed fight as her champion against a certain King Valerîn, who wishes to carry her off, but in this he is only doing what any other knight of Arthur's court might perfectly well have done. He is in no way Guinevere's special favourite, much less her lover. All this, again, throws little light on what is one of the most important questions of all, namely, as to why, when it was thought necessary to revive the tale of Guinevere's infidelity, a tale which, according to Miss Weston, had been for a time lost sight of, Lancelot, rather than any other of Arthur's knights, was chosen for her lover. That Lancelot must have been already a knight of some repute we should naturally suppose, and Miss Weston's evidence that stories rightly belonging to others were made over to him seems to justify this supposition. But for what was he in repute? What deed of arms or what traditional trait of character caused him to be singled out in this way?

Perhaps, after all, we are wrong in expecting to find any particular reason for this choice. We must allow a very considerable power of invention to some at least of the compilers of these legends, and no wise man intending to make a new story would take a character already too well known, a man whose loves and adventures were fixed. Lancelot may have been a name and little else, a name made popular, perhaps, by some especially pleasing lay, or, as Miss Weston suggests, a taking tune.

Perhaps the most interesting feature of the book is the study of the source of the Galahad legend. Miss Weston's theory—a theory which looks at first sight, as she anticipates, almost too neat to be correct—is that Galahad achieves the Grail merely as a substitute for Lancelot. When Lancelot became the chief of Arthur's knights, it seemed unfitting that he should not also be successful in what was the crowning adventure of the cycle. But this, in his own person, was clearly impossible. The best thing, the only thing that could be done, was to make him the Grail winner's father, since he could not be the Grail winner himself. Galahad is born, and achieves the Grail, but, his achievement being merely vicarious, he disappears, leaving his father to enjoy the added honour of the adventure.

Miss Weston's arguments are strong, and they are strengthened by the fact that, as far as we know at present, the Galahad story suddenly sprang into being at a late date; there are no early forms extant. Unless some previous redaction should come to light, which may give a different aspect to the matter, most students will probably accept the views here put forward as conclusive.

Miss Weston has read the interminable Dutch Lancelot from beginning to end, and besides giving a comparison of it with the Lancelot story in some other of its chief forms, she has also printed a detailed summary in an Appendix. This version seems to be considerably more interesting and important than has been generally supposed, and one cannot but wish that Miss Weston, or some other competent scholar, would furnish us with a translation of the whole work. This would be no doubt an enormous labour, but the advantage of it would be great, for the number of those who can read the poem in the original must always be restricted, and a summary is, after all, but an unsatisfactory substitute; it is often just those minute details of phrase and arrangement that one does not get in a summary, often indeed omissions to which a summary can give no clue, that are of most value in tracing the source of a story, and the relation between various redactions of it.

And in speaking of the Dutch Lancelot, perhaps I may be permitted one little grumble against Miss Weston. I think that she forgets that we have not all of us the linguistic abilities and knowledge of the translator of *Parzival*, of *Gawaine and the Greene Knight*, and of the *lais* of Marie de France. Old French most Arthurian students can read, Middle High German they are supposed to be able to read, but there must be many to whom Middle Dutch presents considerable difficulties, and to whom translations of the quoted passages would at least be welcome.

But that is, after all, a small matter, and

detracts but little from the value of the book. And great value it certainly has, for while it cannot be denied that a really satisfactory study of the Lancelot legend is impossible until the numerous manuscripts of the *Prose Lancelot* are compared, and a critical edition made, Miss Weston's book is a very notable contribution to our knowledge of the subject. Founded, as it obviously is, on an actual careful study of the texts themselves, and not on other people's summaries of them, it is without doubt the most important contribution to the history of the Lancelot legend that has yet appeared, and as such is of the greatest value to all who take an interest in the most wonderful group of stories that the world has yet produced.

R. B. McKerrow.

Kieler Studien zur englischen Philologie, herausgegeben von Dr. F. Holthausen. Heft 1. **Die Pronomina im Frühmittelenglischen,** Laut- und Flexionslehre, von Otto Diehn. Heft 2. **The Life and Death of Jack Straw,** ein Beitrag zur Geschichte des elisabethanischen Dramas, von Hugo Schütt. Heidelberg, Carl Winter. 1901.[1]

We have received the first two numbers of yet another series of German studies devoted to English language and literature. The first is one of those exhaustive and minute compilations which German students are fond of elaborating from their doctorship dissertations, which are spoken of with condescending respect by the professor who suggested the task, receive appreciative notice from a few reviewers, who in the nature of the case have seldom much special knowledge on the minute point in question, and finally in the vast majority of cases, and whether the work they contain be good or bad, sink alike into a quiet oblivion. In the present case the study consists of a complete philology and accidence of the pronouns in Early Middle English, illustrated by all the varying forms found in a large number of texts, which are apportioned to the various dialects (*Südosten, Mittlerer Süden, Südwesten, Südöstliches Mittelland,* etc.), with a definiteness and certainty, for which we confess to having seldom found adequate ground in an unfaked manuscript.

The second of the studies is literary, being a critical edition of the old chronicle play of *Jack Straw,* with an elaborate introduction. The work has been carried out with conscientious care, and no pains have been spared to reach reliable results, though it has not been possible in all cases to achieve that desirable end. The subject-matter of the play, which deals with the peasants' rising of 1381, is shown to be derived from the narratives of Holinshed, Grafton, and possibly Stow, though Wat Tyler, the hero of the chronicles and the well-known figure of historical legend, is replaced in the front rank by Jack Straw, the hero of a more popular tradition, as preserved in certain political ballads, for instance one in Wright's collections :

> Vulgaris populus in regem sub duce Jack Straw
> Consurgitque necat, et loca plura cremat,

and alluded to in the *Nonne Prestes Tale* :

> Certes, he Jakke Straw and his meynee,
> Na maden ever shoutes half so shrille.

The authorship of the piece is much disputed, and the evidence available at present can at best be made to afford but a very slight presumption in favour of any particular ascription. The present editor finds the first mention of the piece in the *Biographia Dramatica* of 1812, but it was of course known to Langbaine and his followers, to say nothing of Kirkman. Mr. Fleay confidently ascribed the play to Peele, on grounds, however, quite unworthy of serious consideration. The present editor, while at once dismissing these and speaking throughout with caution, yet advocates Peele's claims on what appears to us almost equally flimsy evidence. His arguments depend chiefly upon regarding the play as primarily written to honour the memory of William Walworth, Lord Mayor at the time of the rising, and through him of the Fishmongers' Company, and so connecting it with Peele's work as City Poet. Then, in spite of repeated admissions as to the unreliable character of such evidence, there

[1] The methods of German publishers appear to differ somewhat from those prevalent in this country. In the covering notice received with the present publications from Herr Winter's *Universitätsbuchhandlung,* we are not only asked for a speedy and *appreciative* notice of the works and for two copies of the number in which such notice appears, but in the event of a notice not appearing we are requested to return the books! We shall be very glad to supply Herr Winter with two *Freiexemplare* of our present issue, prepaid as requested, but we must warn publishers, alike abroad and at home, that any book we review will be treated entirely on its own merits, while in no case can we undertake to return review copies.—Ed.

follow long lists of parallel passages from *Jack Straw* and Peele's admitted works, in which we are apparently expected to see resemblances of expression. This in some three-quarters of the cases we utterly fail to do, while in nearly all the remaining ones the resemblances consist merely in the use of stock phrases to be found almost anywhere in the literature of the period. The only instances which we should for one moment suppose could indicate any closer connection, are 'true succeeding Prince' (*J. S.* I. ii. 11, and *B. of Alc.* I. i. 94), 'sacrifice of thanks' (*J. S.* IV. 9, and *Ang. Ter.* 103), and the description of loyalty as 'the greatest treasure that a prince can have' (*Dixie Pageant*, 72; 'loyal harts, the treasure of a prince,' *J. S.* IV. 196), nor will these be likely to strike English readers as in any way more cogent arguments than the similar 'parallels' with the help of which another German Scholar, Herr Laemmerhirt, sought to establish Peele's authorship of *Sir Clyomon*. When, in the name of sanity, may we ask, are we to have done with this childish raking together of irrelevant rubbish, which an average schoolboy would be ashamed to show up to an indulgent form-master? After this exhibition of misapplied ingenuity and critical perverseness, we do not for our part feel inclined to attach much importance to the editor's opinions as to the style of the piece, nor are we the more ready to do so when we find him dubbing a particularly *banal* passage from the *Battle of Alcazar* as 'wunderbar schöne Verse.' Personally we are by no means inclined to consider the unrimed portions of the play as in any way worthy of Peele, who wrote some of the best blank-verse to be found previous to Marlowe. The editor further considers the relations of *Jack Straw* to certain other plays of the period, notably *Sir Thomas More*, with which he finds resemblances, and attempts to assign relative dates by a consideration of the nature of the dramatic treatment of the subject-matter. This is a line of investigation which has been so far almost entirely neglected, but which, pursued with judgment, might be made to yield results of the highest importance. The text is carefully edited from a collation of the two extant quartos of 1593 and 1604, and the reprint in Hazlitt's *Dodsley*; all variants are recorded and notes added at the end. These appear adequate and scholarly, though the editor has been somewhat unnecessarily ready to conjecture the omission of lines at points where the riming is irregular. The work is, as we have said, throughout of a careful and conscientious nature, and we have to thank Herr Schütt and the editor of the *Kieler Studien* for a useful and scientific edition of this not very important old play.

W. W. G.

Shakespeare-Bibliographie, 1900. Von Dr. Richard Schröder. Separat-Abdruck aus dem Jahrbuch der Deutschen Shakespeare-Gesellschaft. Berlin, Langenscheidtsche Verlagsbuchhandlung. 1901. 8vo. 72 pp.

We have received a copy of the bibliography of recent publications relating to Shakespeare, published by the German Shakespeare Society. The present issue, which begins a new series, has been compiled with great care by Dr. Schröder, librarian of the University Library at Berlin. Up to now nineteen issues have appeared, averaging one every two years, the idea having been started in 1864. The bibliography includes not only separate works but articles in periodicals, and even quite short notes sometimes from *Notes and Queries*, or such as Dr. J. Lawrence's 'Interpretation' of the opening words of *Hamlet* in the *Modern Language Quarterly* for March 1898. Reviews are noted and quotations occasionally made. The arrangement, in which certain alterations have been made, appears good, though we hardly see the use of classing publications according to different countries. A full index is added, and we gather that it is the intention of the editor to publish general indexes from time to time. The list should be of considerable interest and use to students not only of Shakespeare but of English literature generally, though we could have wished that its scope had been wider.

W. W. G.

Historical Reader of Early French, containing passages illustrative of the growth of the French Language, from the earliest times to the end of the Fifteenth Century. By Professor Strong and Dr. L. D. Barnett. Blackwood. 1901. Pp. ix. + 200. Price 3s.

The plan of this little book is good, and we looked forward with much pleasure to find

in the introduction (67 pages) a selection of carefully chosen passages from early and post-classical authors, which should point out clearly the place of such Latinity in the study of Romance languages. We must confess to a feeling of disappointment. The first passage selected is from the *Amphitruo* of Plautus, with an excellent translation, but no notes of any kind to show why this passage was chosen, or to trace any words or phrases it may contain, down to their modern forms in Romance.

Many passages from this author (notably *Epidicus* II. 2) are full of early uses of suffixes and expressions of great value to the student. The Romance languages themselves are perhaps the best source for study of the common speech of the Roman people, yet it is always satisfactory to have the conclusions thus arrived at confirmed. In Plautus we find evidence of *bucca* > bouche; *calcius* > *calciolarius* > calzolaio; the diminutes *apicula* > abeille; *auricula* > oreille; *minaciæ* > menace, and *rivalis* > rival; the adjectives, *bellus, ebrius* > ivre; *minutus pop(u)lus* > menu peuple; the verbs *manduco, sapio* in sense of Fr. manger and savoir, etc., etc.

To the Note on Cicero (p. 5) might well have been added some remark on the use of popular expressions in his letters (cp. Tyrrell, *Correspondence of Cicero*, vol. I.). A number of very interesting epitaphs are taken from the *Corpus Inscriptionum Latinarum*, but instead of dismissing one of them lightly as 'a would-be metrical epitaph' (p. 17), would it not have been better to show how syllables have to be counted in such inscriptions? Further, an inscription, quoted on page 19, contains several instances of the confusion of *b* and *v*, which are passed over unnoticed. We are surprised to find in this section nothing from Ennius, Cato, Lucilius, or Varro.

In section IV. §§ 2 ff. it would be much better to use the terms 'free' and 'blocked.' § 5. It is misleading to say *é* + consonantal *i* becomes *i*; *legit* became *lieit and then lit. (In West French dialects, where *é* does not become *ie*, but remains *e*, *legit* > leit.)

§ 6. The examples are badly chosen; proie is the outcome of the variant form *præda*; siècle and ciment are special cases.

§ 9. The *i* (i.e. close *e*) in *consilium* is blocked and consequently remains *e*, the *i* of Fr. conseil is only part of the diacritic sign of *l mouillée*.

§ 10. It is misleading to say *ō* becomes *eu* (cp. Roland, p. 87 *color*); it did not reach this stage of development till the thirteenth century; also as the base of œuf we must suppose a popular form with *ŏ* (short), cp. It. uovo.

§ 11. prier < *precare* finds a place by mistake under *ŏ* and in § 13 there is a misprint *ā* for *ō*.

§ 15. The *i* of pavillon is not the outcome of first *i* of *papilionem* (cp. O. Fr. paveillon), but part of the sign for *l mouillée*.

§ 19. The development of *cr* is obscurely stated; *cr* > ir, as *lucere* > luire; aigre < *acrem* does not show normal development, while the groups *rcr* and *ncr* become in O. Fr. *rtr, ntr, e.g. carc(e)rem* > chartre, *vinc(e)re* > veintre, (cp. Eulalia l. 3; vaincre is a form due to analogy); église is not a normal form.

§ 21. The correct result of *æqualem* is O. Fr. evel; and of *aqua*, aive or eve; Aigues is dialectic.

§ 32. Note. We read 'paix was always declinable,' yet it has been shown that certain O. Fr. forms lead us to suppose a nom. pais and Acc. paiz.

The remarks on Conjugation are very inadequate and sometimes inaccurate, thus the *s* of fais < *facio* is said to be regular, whereas it is due to the 2nd pers. sing., and again the *s* of finis is a correct development.

On page 77 we are told that the *f* of soif dates only from fifteenth century, whereas it is found in a poem on St. Gregory in twelfth century; it is due probably to analogy with O. Fr. boif < *bibo*.

In the extracts from the *Chanson de Roland*, it would have been better to point out that *d* between vowels was on the point of disappearing, and to have used the sign *d̨*.

Page 90. Note 1. It should have been pointed out that the archaic form die is the correct outcome of *dicat*.

Page 93. trezime incorrectly translated third.

Page 96. O. Fr. antif should have been explained as due to analogy with the fem. antive < *antiqua*; *antiquum* > antiu.

Page 110. It would be better to write **tentiare* not *tenti(um)are* and add mod. Fr. tancer.

Page 124. In the account of Raoul de Cambrai, we should have been told that Bernier turns on Raoul because his mother has perished in the burning of Origny.

In the historians there are some strange mistakes of dating.

In conclusion we must say that very little use has been made of the opportunities presented by the texts.

If an appendix could be added giving full notes to the Latin passages, the book would be of some considerable value; at present they are only suitable for an advanced class with a very skilful teacher.

A. T. B.

La Formation du Style par l'Assimilation des Auteurs. Par M. ANTOINE ALBALAT. Pp. viii+308. 18°. Librairie Armand Colin, rue de Mézières 5, Paris. 1901. 3fr.50.

THE present volume may be recommended as a supplement to the same author's *L'Art d'écrire enseigné en vingt leçons*, which gave an account of the fundamental principles of the art of writing, and of the way how individual talent may be developed by their application. The object of the new volume is to show how the art of writing may be acquired by studying and assimilating the method of good writers, both in what the author calls the descriptive and the abstract style. M. Albalat himself sees (p. 298) that one might object to his book: *Le vrai style n'est pas celui qu'on apprend par le travail: c'est un don de facilité. Le vrai style n'a ni procédés ni rhétorique. C'est l'expression de la pensée à l'état spontané et inconscient*, but he shares (p. 301) Condillac's opinion that *le naturel est l'art passé en habitude.* As models of the descriptive style he names Homer, Chateaubriand (especially his *Mémoires d'Outre-Tombe*), and—J. Vallès's *L'Enfant*; as models of the abstract or antithetic style, Demosthenes, Cicero, Tacitus, Seneca, Montaigne, Pascal, Bossuet, Montesquieu, J.-J. Rousseau; and as the great master of *style sans rhétorique* or *atticisme*, Voltaire. The book, though somewhat prolix, will be found instructive, like its predecessor, both by its practical suggestions and its critical remarks on the style of various authors.

E. Bz.

The Complete Works of Miguel de Cervantes Saavedra. Vols. III. and IV. Edited by JAS. FITZMAURICE-KELLY. (*Don Quixote*, translated by JOHN ORMSBY, Vols. I.—III.) Gowans and Gray, Glasgow. 1901. Pp. xxxviii +184, viii+245, and xii+243. 8°. 1s. each volume.

MESSRS. GOWANS and GRAY are entitled to the gratitude of all students and lovers of Spanish literature for deciding to include in their 'Complete Library' an edition of the complete works of Cervantes, and for having intrusted it to the care of so competent an editor as Mr. Fitzmaurice-Kelly, well known as one of the first among living Cervantes scholars, author of the best critical edition of *Don Quixote* and of an excellent history of Spanish literature.

Of the twelve volumes of which the edition of Cervantes will consist, three have till now appeared comprehending part i. and chapters 1-38 of part ii. of *Don Quixote* in the late Mr. J. Ormsby's rendering, together with the explanatory notes of that distinguished scholar. The merits of Mr. Ormsby's version are well known, and we need not here expatiate on them. It was regarded by Mr. J. A. Froude as 'the best which has yet been produced in English,' a judgment which Mr. Fitzmaurice-Kelly endorses, adding that 'Mr. Ormsby came as near his original as any translator can hope to come.'

The present reprint of Mr. Ormsby's translation differs materially from the original edition, which appeared in 1885. On the one hand, it contains many corrections and additions made from Mr. Ormsby's private copy; on the other hand, the translator's introduction, the map of La Mancha, and two of the Appendices (those on the 'Spanish Romances of Chivalry,' and on the 'Bibliography of Don Quixote') have been omitted. But in return we receive a valuable introduction from Mr. Fitzmaurice-Kelly's own pen, which gives an admirably lucid and up-to-date account of the history of the text and of the aim, influence, and literary value of Cervantes' masterpiece.

We can warmly recommend this solid, well-got-up, and at the same time cheap edition of the works of the great Spanish author, and are looking forward to its speedy continuation and completion.

E. Bz.

Modern Language Teaching

Edited by

E. L. MILNER-BARRY and WALTER RIPPMANN

MODERN LANGUAGES AT CLIFTON COLLEGE.

THE clearest way of putting before others the arrangement of the Modern Language teaching at Clifton will be to give a list of the Forms and Sets, and to follow a boy through his career.

By way of preface it should be explained that French and German are taught in Sets, not in Forms, except in the three bottom forms of the Junior School. Further, forms on the Classical Side are numbered in Roman, those on the Modern Side in Arabic figures: thus 'V' signifies Fifth Form Classical; '3,' Third Form Modern. For the present purpose we need not deal with the Military Side. Below is a list of the Forms and of the number of French Sets formed out of them.

	Forms.	No. of Sets.	No. of Sets.
JUNIOR SCHOOL.	I	1	
	IIβ	1	
	IIα	1	
		Classical.	Modern.
	3 / III	2	2
COLLEGE.	3		4
	III	2	
	IV	2	
	V	3	
	4 / 5		5

For the sake of convenient quotation, abbreviations are used and will be referred to again: *e.g.* $3J/_1$ signifies First Set of the Modern Thirds in the Junior School; $IV/_2$, Second Set of Classical Fourths; $5/_5$, Fifth Set of the Modern Fifths, and so on.

In the case then of FRENCH, a boy starting at the bottom of the Junior School has 4 hours a week in the first three forms. Then he has to decide between the attractions of the Classical and Modern Sides. If he goes on to the Modern, he gets 6 hours a week. At the age of 14 he leaves the Junior School for the Senior School, or the College, as it is generally termed. Supposing he is placed in a 3rd Form—there are several of them—he still has 6 hours, but in the 4ths and 5ths he has but 4 hours a week.

If the boy goes on to the Classical Side in the Junior School, he has 2 hours a week for the rest of his time in the Junior, 2 hours again in the IVths, but 4 hours in the Vths.

Boys in the Sixth Form, whether Classical or Modern, work in Fifth Form Sets.

In the case of GERMAN, a boy on the Modern Side starts the subject in the 4ths, and all the way up he gets 4 hours a week. On the Classical Side, the number of boys taking German is steadily diminishing: this term there are two Sets only with 4 hours a week each.

Besides these normal hours, boys on the Modern Side, when they have reached the Upper Fourth Form, can do 2 more hours French and 2 more hours German with the Classical Fifths; and later, in the Fifth Form, if they wish to specialise for a Modern Language Scholarship, they are able to spend altogether eighteen hours over French and German. Boys on the Classical Side can specialise by dropping some Latin and doing 4 more hours French.

This account would not be complete without a reference to an arrangement for French Grammar teaching which has been on trial for nearly a year. It will be realised that the work of a high Set in the 3rds probably overlaps that of a low Set in the 4ths. Partly to help in placing a

boy in his right Set who has changed his form, partly to organise the French Grammar into a connected whole, and partly to group Sets together for examination, all the French Grammar done by the School is divided into 9 Grades, which may be compared to rungs of a ladder. No boy, whatever his remove, can skip a rung unobserved. I quote below sufficient data, I hope, to make clear both the overlapping of Sets and the work of the Grades.

THE GRADES.

No. of Grade.	Junior School.		College.		
9				V/1	5/1
8				V/2	5/2
7				V/3	5/3
6			3/1	IV/1	5/4
5	3J/1		3/2	IV/2	5/5
4	3J/2	IIIJ/1, IIIJ/2	3/3	III/1, III/2	
3	IIα		3/4		
2	IIβ				
1	I				

GRADE V.

3J/1, 3/2, 5/5, IV/2.

1. Revision of work of Grade IV.
2. Verbs: *s'en aller, tenir, vivre,* etc.
3. Personal Pronouns.
4. Comparison of Adjectives.
5. The use of Prepositions with names of places.

GRADE VI.

3/1, 5/4, IV/1.

1. Revision of work of Grade V.
2. Verbs: *s'asseoir, pourvoir,* etc.
3. Possessive and Demonstrative Pronouns.
4. Relative and Interrogative Pronouns.

Thus for example, a boy in 3/2, who gets his form remove from a 3rd Form to a 4th Form (which works with a 5th Form in Sets), is placed in French in 5/4.

I have no doubt that this system will soon be adopted for German.

Such are the general lines on which Modern Languages are taught. But that they are final and unalterable, no one would suggest; there is indeed a scheme on foot by which all boys on the Modern Side would be able to drop Latin, and to have at their disposal altogether twelve hours a week to devote to Modern Languages, exclusive of special work. If this Bill becomes law, then we shall see here French and German occupying on the Modern Side that position which Latin and Greek hold on the Classical, and we shall be able, in a peculiar degree, to test the true educational value of a *bonâ fide* Modern Side. The inferior mental calibre of Modern boys is as noticeable here as elsewhere. Sets on the Classical with two hours' French hold their own in examination against Sets on the Modern with twice the number of hours. I notice this especially in the Junior School, where the division first takes place.

As regards methods of teaching, I think our ideas are still in the melting-pot. At any rate there is opportunity and encouragement for any one who wishes to experiment. A great deal of the teaching is done with help of Mr. Siepmann's Series, especially in the middle Sets of the School, and a large amount of *vivâ voce* work is done during the term and in examination. Phonetics are used in the bottom Sets of the Junior School, and find a few devotees elsewhere. But there is no tendency to follow those advocates of the new method who abandon the use of the mother-tongue, except that translation from English into French is not begun before the Third Forms. The feeling in favour of more *vivâ voce* work is very marked, but side by side with it is the fear lest it should want a definite aim, lest it should involve either a loss of that mental training at present obtained in the use of the mother-tongue, or a general deterioration in knowledge of grammar.

Class singing has been tried by one or two of the modern language staff; personally I have found it of use as an aid to good pronunciation, but it is difficult to find time with every set for it, considering the time at one's disposal.

Finally, the problems, here as elsewhere, may be generally stated thus: firstly, how to combat the idea that the demand for more Modern Languages on Modern Sides is purely a utilitarian one; and secondly, how are German and French as living languages to be rightly used as a true educational force. We want in fact a Faith and a Practice.

E. H. ARKWRIGHT.

POSSIBILITIES OF MODERN LANGUAGE TEACHING UNDER THE CENTRAL WELSH BOARD.

GREAT were the expectations of the teachers in Welsh County Schools before the first copy of the Regulations and Examination Schedules of the Central Welsh Board was issued. Here surely was a splendid opportunity for an entirely new body, with no traditions to hamper it, to establish examinations in Modern Languages and to guide the work of Welsh County Schools on the best lines. Unfortunately the mantle of the past fell on the framers of the regulations, and there seemed to be no difference between this examining body and any other save in its name. All blame, however, must not be ascribed to the Board, for much latitude was allowed at the first, and information was collected from all schools as to the work that was being done, and papers were set accordingly. Had the teachers with common consent demanded new methods in the examining of their work, no doubt such would have been adopted. Some teachers had indeed looked to the Board for fresh inspiration to help them in getting out of the old rut.

There was, however, a germ of life in this apparently dead body, and it lay hidden in this: an opportunity is given annually to every school to send up suggestions for the alteration of the schedules, and these receive the careful consideration of the Board. A comparison of the schedules for different years shows a considerable development in the regulations. At first only set books were arranged for (alternatives for those prescribed in the schedules being accepted for the first two years). Later there appeared in the schedules an alternative of Unseen Translations; now these stand first, and the set books are suggested as an alternative. There is here a growth in the right direction.

It should be said also that from the beginning pupils have been expected to be able 'to read fluently, intelligently, and correctly a passage of the Modern Language studied.' Now an examination in conversational work exists, and the Board's certificates bear testimony to the efficiency of the candidate if he succeeds in satisfying the examiner. Original composition has been added to some stages of the work set for this year.

Further, the highest total of marks obtainable in a Modern Language was not as great as in either of the Classical Languages, for each of which 1000 marks are given. Although 800 marks is still the maximum for the written work, 200 are to be given this year for oral work in that stage, and thus Modern Languages will be on a par with the Classics.

There is surely in all this a sign of healthy evolution. The Board is evidently prepared to advance *pari passu* with the work done in the schools, and further improvement may therefore be expected, if teachers are desirous of having it. Many a teacher in English schools who reads these lines will no doubt be envious of the opportunities afforded to men in Welsh schools. It therefore behoves all Modern Language teachers in these schools to acquaint themselves with the latest methods, and in that way to bring about a thorough reform in the methods of examination. As a matter of fact, a scheme of work has been drawn up at the request of the Board such as would satisfy most teachers of the *Neuere Richtung*. It would consist of the examining of the work that would naturally be done during the year by the teacher, and the teacher and his class would no longer live for the sake of the examiner.

The work of the teacher in the County School is simplified in that he has only to prepare for one examination in the year—such is not, perhaps, the case everywhere as yet, but it certainly is in most schools—for that of the Central Welsh Board is the annual examination. It also exempts from Matriculation of the University of Wales under certain conditions, and it is becoming rapidly recognised by various public bodies as equivalent to the Locals and other examinations of a similar character. In that way all outside examinations are rendered unnecessary.

Reference has been made to the schedules issued annually by the Board, and, before giving a description of work that is being done in a County School, it will not be amiss to state what is required at present for the various examinations. The schedules contain four stages of work in each Modern Language. The *first* consists of easy trans-

lation into English and questions on the elements of accidence with a translation of easy sentences in the language. Dictation of easy sentences is also given. The *second* stage is for the Junior Certificate. It consists of translation of moderate difficulty, a piece of easy continuous prose to be translated into the language. Grammar consists of accidence and elementary syntax, and, as in all the stages, there is dictation. The *third* stage is for the Senior Certificate, and consists of translation of prose and easy verse passages, a paper on accidence and syntax, and a piece of prose to be translated into the language. The *fourth* stage is for the Honours Certificate. Papers are set in prose and verse translation, grammar, including word formation, and elementary notions of historical grammar, or as an alternative, the study of a period of literature and of some characteristic works of the period. Two pieces are given for translation into the language. The work required for this last stage is quite equal to, if not higher than, that for the Higher Certificate of the Oxford and Cambridge Combined Board.

Such are the regulations for the written examinations. It should be added that boys in the first year are only examined orally, and in some cases the written examination for the first stage might be omitted. Here, if the headmaster so wills it, a free hand can be given to the Modern Language teacher for the first year, and sometimes for the scond.

From a perusal of this scheme of work it will be evident that, for a teacher who wishes to adopt the direct method in his teaching, some compromise must be made. In the Welsh schools, as a general rule, more time is devoted to Modern Languages than in most secondary schools. At least one modern language is learnt seriously by every pupil in the school. It might be mentioned, by the way, that the Modern Language teacher is treated as perfectly equal to any other on the staff, and in one or two cases—*mirabile dictu*—he has even been known to be headmaster; regard is also paid to the progress made in Modern Languages by a pupil when his promotion is under consideration.

To convey some idea of what can be done in a Welsh County School the work of one is here given in some detail. For the junior classes an ordinary school period of fifty minutes is divided by the French master and a mathematical master between two forms, thus enabling each form to have a lesson every day, while not disturbing the time-table for the rest of the school, and taking up really only three periods a week for French. That is done for the first and second year forms. An extra period a week is given to the second year.

In the *first year* oral work is done with the help of Hölzel's Pictures of 'the Seasons' and of a book containing short pieces dealing with everyday life in the house, school, and town. Pupils also answer in writing questions in French and reproduce short stories. Here, as in every class in the school, dictation is done frequently.

In the *second year* short anecdotes and a continuous story of moderate difficulty are read; grammar being taught from the reader, and explanations on the subject-matter of the text-book being often given in French. A grammar written in French is used for purposes of reference, and also, unfortunately, to satisfy the requirements of the examination for which the form may have to enter. This form is almost up to the Junior Certificate stage in most of its work.

In the *third year* an ordinary text book is read. Conversation forms part of every lesson, and the work of the class is carried on, with rare exceptions, in French. Here however, the translation of English into French must begin, as this form is expected to take the work for the Junior Certificate, but reproduction continues to be practised as well. The grammar is studied in the French grammar as previously mentioned.

The *fourth year* pupils work for the Senior Certificate, translating from and into the language. Conversation is practised and original composition is done.

The highest class works for the Honours Certificate as above described.

The time devoted to French in the last three classes is five periods a week. It will perhaps be interesting to state that, although so much time is given to French, boys from the school have won open scholarships for Classics at Oxford, and Mathematics and Science are flourishing under the same roof. The work is accomplished without any exceptional length in the school hours.

It is regrettable that the term 'Modern Languages' means in most cases no more than the study of French. It must, however, be remembered that in Wales, for many children, English is a foreign language, and more time has to be devoted to it than in English schools. In Wales also, it seems desirable to take French first rather than German, as there is more in common between French and Welsh than between

German and Welsh. Unhappily in those schools where French is still treated to a great extent as a dead language, as much English as French is taught during the French lessons, for the teacher not unnaturally insists on a decent translation of the original, and the pupil hears little but English from his teacher's lips.

The ideal way to teach any foreign language in Welsh secondary schools, in Welsh speaking districts, would be to banish English entirely from the class-room for at least two years; any necessary explanations of the French being given in Welsh. At the end of two years, or later, if possible, translation into English might be practised; it would then be found that the rendering of the original would be far more accurate and idiomatic, for then the pupil would have a much more exact idea of the meaning of the French, and his command of the use of English would by that time have increased sufficiently to give at least a fair translation of the French.

Every teacher of foreign languages in Wales should have some knowledge of Welsh. If he has not, he will find himself very much handicapped, for he should be able to avail himself of the similarity between the sounds of the Welsh language and those of French and other European languages. If a right use is made of this advantage, many of the difficulties of pronunciation are at once overcome, and a fluency and correctness of speech can be obtained from Welsh children, that often requires months, if not years of labour, in the case of English boys and girls.

These concluding remarks may seem strange to the majority of the readers of this article, but it is the opinion of one who has been working in Wales for seven years, and who has studied the difficulties of Welsh children; it is also his firm belief that Welshmen are eminently fitted to become Modern Language teachers. In many cases bilingual from their earliest days, with a special ability for speaking foreign languages, and a natural love for literature, there can surely be no better foundation for any man wishing to prepare himself for the work of a teacher of Modern Languages.

J. DE GRUCHY GAUDIN.

FRENCH AND GERMAN IN SCOTCH SCHOOLS.

THE following important circular has been issued:—

SCOTCH EDUCATION DEPARTMENT,
August 1, 1901.

SIR,—In the circular addressed to you on 15th June 1901, it was stated that in future no purely commercial questions are to be included in the papers set for ordinary leaving certificates in French and German. This modification was one of several which My Lords have had for some time under consideration. It was deemed desirable to make early and special announcement regarding it in order to facilitate such changes of arrangement as managers might wish to adopt in view of the proposal to issue separate leaving certificates in commercial French and German. I am now to inform you that in one or two other important respects the ordinary French and German papers will henceforth differ from those that have been set in recent years.

When literary questions were first introduced into the examination it was the hope of their Lordships that encouragement would thereby be given to the genuine study of one or two classical authors, or of some particular phase of foreign literature. Experience has conclusively shown that there is a very marked and a constantly increasing tendency to subject candidates to a course of instruction in "literature" which can bring no educational benefit whatever. The temptation to teach pupils to rely on handbooks has been too strong, and the resulting effect on the schools has not been healthy. My Lords have, therefore, decided that henceforth literary questions shall have no place in the examination.

Further, it will now be possible to simplify to some extent the general arrangement and grouping of the papers. The papers for the lower and higher grades will each be divided into two sections, instead of several as heretofore. The first section will consist of translation and composition; the second will contain questions in grammar and (in the case of the higher grade) such elementary philology as is really helpful in grammatical study. No candidate will be allowed to pass who does not attain a certain minimum in translation and composi-

tion. The papers set for honours will be entirely distinct from that set for the higher grade. They will be two in number—the first consisting mainly of composition; and the second of translation, and more advanced grammar and philology. This separation of the honours papers from the higher grade paper opens the way for a further change. The innovation introduced in 1900 of requesting candidates in all grades to reproduce in French or German a story that has been read aloud to them in English has turned out to be a very valuable and interesting test so far as lower and higher grade candidates are concerned. Honours candidates, however, have as a rule found it rather easy. It will not therefore be required of them in future. Instead they will be afforded an opportunity in the first honours paper of showing their powers of free composition in an essay on some simple theme.

In conclusion, I am to say that My Lords are fully alive to the importance of the oral side of modern language teaching, and that they are carefully considering whether it may not before long be possible to introduce some test of this into the leaving certificate examination. The practical difficulties in the way are obvious. But their Lordships are not without hope that these may in course of time be successfully overcome.—I have the honour to be, Sir, your obedient servant,

H. Craik.

EXAMINATIONS.

EXAMINATIONS FOR APPOINTMENTS IN THE HOME CIVIL SERVICE (FIRST CLASS CLERKSHIPS) AND THE INDIA CIVIL SERVICE (August 1901).

English Literature (141 candidates). The General Paper contains 15 questions, of which 8 may be answered: the first question, giving 14 quotations, is obligatory. The quotations are more judiciously selected than some we have seen in former years; but perhaps (4) is too familiar, and (3), (8), (9), and (10) have so little significance that any one who had read might be excused for not remembering them.

Most of the questions are far from happily expressed. No. 3 is as follows:

> Consider the justice of discovering 'unreality' and 'affectation' in Spenser's handling of subjects.

Surely, if 'unreality' and 'affectation' are not there, they cannot be discovered; and if they are there, it cannot be unjust to discover them. Is it unjust to discover affectation in such a way of putting a question?

The 4th question asks what advances Shakespeare's early plays make, compared with their predecessors, in 'dramatic and poetical workmanship and results.' What sort of 'results'? We do not know, unless it be profits!

The 6th question asks for an account of the Sonnet in the hands of Rossetti amongst others, although the published directions of the Commissioners limit the general examination in English literature by the accession of Victoria.

> Question 10. Distinguish, accurately, the phases of Prose style which may be observed in succession from the death of Dryden to that of Burke, and consider how far a standard English style can be said to have been evolved by and from them.

Now (*a*) it is impossible to distinguish phases of style 'accurately': the demand for accuracy is out of place and needlessly dismaying. (*b*) Why are the phases to be observed 'in succession' only? Two or more often coexist, as (for example) Bolingbroke, Berkeley, Swift; or Johnson, Goldsmith, Smollett. And (*c*) what is meant by the evolving of a standard style by and from the phases of style? Is the standard style supposed to be expressed *in* the phases, or to be a cumulative result of them? Surely a candidate would have been justified in saying—'Ask me another one.'

In the Special Paper (period: 1600-1700) there are 17 questions, of which 8 may be answered. The quotations given in the first question are fair and good, and indeed most of the questions would be good if they were not too easy. But this paper is a very difficult one to set. Not to allow alternative questions on the most important books would be too exacting; but it is impossible to allow them without enabling a candidate to get nearly full marks, though he may have read only half the 'set subjects.'

Still, two questions are rather poor:

7. Milton spoke of Spenser as his 'master.' What traces of the influence of the earlier poet or his followers can be found in the works of the latter?

The starting-point of this question is too familiar; and the question itself merely makes a draught upon the candidate's memory—which probably will soon be exhausted. The word 'latter' seems to be a misprint for 'later'; but it obscures the sense.

14. Discuss and illustrate the distinctive merits of the Caroline group of lyrists.

(*a*) Does this mean the distinctive merits of the group as a whole, or of its members? (*b*) Was there only one group of lyrists from 1625 to 1685?

These papers might have been greatly improved with a little painstaking.

FRENCH (candidates). We notice with pleasure an improvement in the paper in Unseen Translation and Composition. The whole is not too long to be satisfactorily done in the three hours by a good candidate. The French passages are carefully chosen, and present real difficulties; they are not merely collections of out of the way words. The English passages similarly prove that the examiner is a scholar and has a delicate sense of what is really idiomatic, and will be a true test of proficiency in the foreign language.

The questions on Language are hardly as good as last year. Philology proper is hardly represented; there is practically no phonology, and very little morphology. The following is badly expressed:—

Give instances of the uses of suffixes by way of intercalation.

In the questions on Literature we observe an innovation: a question, consisting of quotations, is made obligatory. The candidate is expected to quote or indicate the context of ten out of fifteen passages. It is well known that a memory for quotations is not given to all, even among good scholars; and it is therefore not right to make such a question compulsory. In any case, the examiner should confine himself to familiar quotations. Of the fifteen set, only two are to be found in Harbottle and Dalbiac's dictionary. The other questions are straightforward; and most of them could be answered from the pages of a cram-book.

GERMAN (candidates). As usual, the paper in Unseen Translation and Composition is well set. The first German passage is distinctly hard, though there is not a word which would be unfamiliar even to an average candidate; the verse passage is almost too easy.

The questions on the Language are good, on the whole. Rather awkward is the following:

Compare the words *schlecht* and *schlicht*, and show not only the present difference, but the original common meaning, explaining, if possible by examples, the change in the word-signification. Can you justify the common phrase *schlecht und recht*?

The answer to this would hardly take up more room than the question, which suggests half of it. There is another question about *sehr*, which can be answered in four words. This would of course not matter, if all questions had to be answered; but where only three or four out of nine are to be selected, they should all be as nearly as possible of equal difficulty. The following question asks for too much:

How do you account for the Umlaut? Explain also the Brechung and the Ablaut.

There is no question on metre; and hardly any syntax.

In the questions on Literature there are passages from the *Hildebrandslied* and from *Der arme Heinrich* for translation into English, the latter with a confusing mistake in the printing. It is to be hoped that a passage from Middle High German will always be set; indeed it might well be made obligatory. It should, however, then be included in the Language section of the paper. The following question is rather far fetched, and not well expressed:

State what you know of the Manessische Handschrift, its origin and fate, expatriation and recent recovery.

This is again a question which suggests half the answer; the second half is superfluous. A question is given to Thomasin of Circlaria, who certainly is undeserving of such honour. The quotations in the last question are almost all 'familiar.'

Comparing the French and German papers of the last and indeed of all the examinations under new regulations, we are struck by the lack of uniformity. There seem to be no general guiding principles for the examiners. This is to be regretted. Of course we do not wish to see them hampered by such ill-devised directions as are given them in the case of the Sandhurst and Woolwich papers and have made these

typical examples of how not to examine in a modern language.

There is another matter of general interest which may be mentioned here: why do the commissioners keep back the names of the examiners? The only possible explanation seems to be, that they fear there may be some risk of the examiners being unduly influenced from without. But surely this is as little likely as in London University Examinations, where the names of the examiners are always well-known.

Finally, to touch on a smaller matter, why should the love of anonymity be carried so far, that the names of the authors of passages for translation are studiously omitted. Surely there can be no harm in satisfying the candidate's natural curiosity.

MILITARY ENTRANCE EXAMINATIONS (*June* 1901).

Statistics (S = successful, U = unsuccessful candidates):—

	Woolwich.			Sandhurst.		
	S.	U.	Total.	S.	U.	Total.
French only,	60	172	232	102	132	234
French and German,	7	35	42	61	69	130
German only,	3	—	3	—	—	—

In the Woolwich examination only one of the optional subjects in Class II. can be taken, but two in the Sandhurst examination; hence the greater number of candidates who take both French and German in the latter examination.

The remarks made on p. 24 above with regard to the papers set last December apply with equal force to the latest papers. There is no improvement, at least in the French paper. Surely, if anywhere, a reform is needed here. This is probably the least satisfactory of all public examinations in modern languages; and nowhere do we require true tests of knowledge more immediately than in Army examinations. The wearisome war we are fighting must open our eyes as to the need for more brains in the army.

Looking through the FRENCH paper, we notice various points. The second piece of Unseen Translation is too hard. For composition a piece of good modern prose would have been preferable to dialogue from Sheridan's *Critic*. The three questions on Literature and History are of the usual stamp; but what is an examiner to do, as long as he thinks he must introduce questions on 'allusions of obvious and general interest.' How 'allusions' are dragged in, is well shown by the following question:—

Apropos of *Mme. de Buffon* (Extract II.), give (*a*) a short account of the life of Buffon, and (*b*) mention the titles of his principal works?

There is also a question on etymology, which is altogether out of place in a paper of this kind:

Give the derivation of:—*enseigne, hier, neveu, dénigrer, verre, dépouiller, hors, parmi, quêter.*

The GERMAN paper is better; we observe with pleasure that a piece of narrative has been chosen for translation into German, as we suggested in criticising the December papers. The questions on grammar also show a distinct improvement; that on idioms is rather hard:

Give the English for *eine Hand wäscht die andere*; *er schiebt alles auf die lange Bank*; *eile mit Weile*; *aufgeschoben ist nicht aufgehoben*; and render idiomatically: to laugh in one's sleeve; by word of mouth; ill-weeds grow apace; goods and chattels; he is home-sick.

There is a fair question on literature:

What were the literary fruits of the friendship between Schiller and Goethe?

and an altogether unfair one on history:

What have been the relations of Würtemberg to Prussia in the last forty years?

When will the commissioners recognise the utter worthlessness of setting such questions to boys? When will this modern language examination grow to be a genuine test of knowledge?

UNIVERSITY OF LONDON: MATRICULATION (*June* 1901).

ENGLISH (2688 candidates). Two parts to the paper, one on Language and one on Language and Literature, for which the three hours allowed should be ample. Both papers are good, the questions being admirably adapted to ensure in successful candidates a fair knowledge of the subject, combined with a readiness to use their wits in thinking points out for themselves. The grammatical questions are evidently based on, and consequently can only be answered from, a first-hand knowledge of the spoken language, while a well-devised question on orthography demands thought and some original observation; throughout the text-book-candidate would be at a loss. For a good candidate, however, the paper is perhaps rather too easy; since only a given number of the questions are to be attempted, it might have been well to insert one or two of a rather stiffer nature. Another criticism we have to make is that in Part II. only three out of five questions

are to be attempted. As any candidate fairly well up in the subject could answer the first three in less than half an hour, we see no particular reason for this, and, moreover, as the last two alone are literary, it is possible for a candidate to get full marks without any knowledge beyond philology, composition, and metric; one of the literary questions at least should have been made obligatory. With this exception the paper seems to us as good as could be wished.

FRENCH (1692 candidates). The passages for translation are again well chosen; but we would suggest the advisability of including among the passages for unseen translation some lines of poetry. Those who prepare for an examination of this kind are largely guided by the papers set; and it is a pity if they read no French poetry, because 'it does not pay.'

The following questions on grammar are good:—

Compose French sentences (which must be translated) to illustrate the uses and constructions of *autant, quel que, quelque* (adjective), *quelque* (adverb), *quoi que.*

Re-write the following sentences, substituting the locution [why not expression?]: *dire quelque-chose* for *parler* throughout, and making any other changes which may seem necessary. Add a note on the syntax of each sentence:—

(*a*) Nous les ferons parler.
(*b*) Je n'ignore pas qu'il parle.
(*c*) Elle ne saurait trouver un perroquet qui parle.
(*d*) Tais-toi jusqu'à ce que je parle.
(*e*) S'il vient et qu'il vous parle, écoutez-le.

The other grammar questions offer nothing of interest.

GERMAN (68 candidates). The German passages for translation are good, particularly the first (from Bismarck's *Letters*). The passage for translation into German is a boy's letter to his friend, an excellent test of a knowledge of the everyday language; but 'I am a good sailor' must have proved a stumbling-block to many.

The first and second 'Grammatical Questions' (a questionable term; why not simply 'Grammar,' as in the French paper?) deal with the accidence. The others we reprint:

What is the difference between *er wird gelobt* and *er ist gelobt*; *ich sah den Baum fallen* and *ich sah den Baum fällen*: *ich denke dein* and *ich denke an dich*; *der Ballon schwebt über der Stadt* and *der Ballon schwebt über die Stadt*?

Translate: Diary of three children; to drive a carriage and six; he is in the thirties; she came here the sixteenth of March; June the third; this happened at the University of London; in 1901; she asked me for a glass of water; I heard my friend Lizzie asking the maid if I was in.

UNIVERSITY OF CAMBRIDGE: HIGHER LOCAL EXAMINATIONS (*June* 1901).

ENGLISH (244 candidates). These appear fair papers on the whole, though there are not a few points in which they might be better: they are distinctly hard, but that is not necessarily a fault. The first paper deals with 'English Language and Literature,' and contains four sections: six questions and one essay to be attempted, which is quite sufficient for three hours. I A. is on *Coriolanus.* The questions on the dramatic construction of the opening scene and the characteristics of Shakespeare's later blank verse are good, but those as to how far Coriolanus and the Tribunes were respectively actuated by a sense of duty towards the State, and as to the truth of the resemblance of temper in mother and son, are too diffuse; without access to the text they could only be answered as the result of the definite coaching up of certain questions. I B. is on the *Utopia* and *New Atlantis*, and seems well set, while II A. is on the *Faery Queen* I. and the *Hymnes.* Here the question as to the comparative merits of the Spenserian stanza, blank verse, and the heroical couplet as mediums of poetical narrative, depends far too much upon individual taste. Except as a mere expression of opinion, which would not be likely to be of much interest from a Higher Local Examinee, it could only be answered by certain obvious platitudes gathered from certain platitudinous text-books. Another question runs, 'What do you think of Jonson's remark that "Spenser writ no language"?' The question is a very good one to ask, but the whole of the sentence should be quoted as it stands in the *Discoveries*: 'In affecting the ancients [*i.e.* Chaucer and Gower], Spenser writ no language.' Without this addition the meaning can only be inferred from the rest of the question and might easily be found misleading. The second part of the same question also is unsatisfactory. It runs: 'Explain the grammatical construction of the *italicised* words in the following lines' (then follow five quotations). Does this mean *parse* the words? If so, the question is futile. One quotation is, 'That all this world, the which thy vassals *beene*, may draw to thee.' *Beene* is merely 3rd pl. indic. What the examiner wanted was presumably an account of how *beene* came to be used as such. But this is not an explanation of the grammatical construc-

tion, but of the form. The question apparently means, 'Explain how the *italicised* forms came to be used in the grammatical relations in which they appear.' Why was it not so asked? Careless wording would tell in any answer against the examinee, who might, however, be easily forgiven on the score of haste; careless wording in an examination question is quite unpardonable. In II B. are four subjects for essays; they are none of them very easy, and would all have gained by being made more tangible and precise. It is hardly advisable to encourage candidates to write diffuse nonsense on a subject they know nothing about.

The second paper on the 'History of English Literature (1558-1625),' consists of two parts of which eight questions are to be answered. In the first place the dates chosen appear to us arbitrary, though this, of course, has nothing to do with the examiners. The first is evidently intended to exclude Tottle's Miscellany, though why this should be desirable we fail to see, but nothing of any importance appeared for some years after 1558. The latter is the date of the deaths of James I. and John Fletcher, neither of which events is of prime literary importance. But to come to the paper. One question asks for the difference between the 'Elizabethan' and the 'modern sonnet.' What is the 'modern sonnet'? Did the examiner know? If so, would he mind enlightening the world on the subject? Or what is the 'Elizabethan sonnet'? Is it the form affected by Wyat, or by Spenser, or by Shakespeare? Or perhaps that of Watson in the *Hecatompathia*? or of Greville?—he has one of over two hundred lines! In any case it is quite idle to expect candidates to attach any meaning to either phrase—unless, that is, they come direct out of some text-book which is supposed to be known by rote. Another question deals with the *Shepherd's Calendar*, and asks for 'some account of one of the poems which it contains.' Does this mean one of the eclogues or one of the lyrics inserted? Presumably the latter; but there ought to be no possible ambiguity in an examination paper. Again, another question reads, 'In what respect would your estimate of Shakespeare be different if he had died in 1604, just after the composition of *Hamlet*?' This is a good question which demands thought, and not mere text-book knowledge, but if Shakespeare had died in 1604, would it have been just after the composition of *Hamlet*? The next question, 'Attempt a survey of the general characteristics and tendency of English literature from the time of Shakespeare's withdrawal from the stage to 1625,' is much too hard. It might have been set as an essay subject in a scholarship or tripos examination (if essays formed a part of the latter) and even then it is improbable that anything worth having would have been obtained. The third paper, on 'Early English' (*i.e.* set passages from Sweet's A.-S. Reader and Chaucer) seems to us well set. It includes, however, as a passage for translation *into* Old English, a modernization of one of the set passages. It is true that some of the words are changed, but it nevertheless sets a distinct premium on knowing the set passages by heart, as against acquiring any real knowledge of the language. Nevertheless, in spite of the criticisms, which, after careful consideration, it has appeared to us necessary to make, we repeat that as a whole the papers are far from being badly set.

Note from examiner's report:—

English Language and Literature.—With few exceptions, the questions on the subject-matter of *Coriolanus*, the *Utopia*, and the *New Atlantis* were intelligently answered. In the Shakespeare section the explanation of particular passages and phrases was generally satisfactory, and the context was frequently given correctly; but the explanation of allusions was sometimes defective. The question on metre was seldom fully answered, and in many cases the examples quoted failed to illustrate the variations described, thus showing that the technical terms had been misunderstood. In the More and Bacon section the question on the meaning of selected words and phrases was not so well answered as the rest. In both sections the answers, though to the point, were often written at unnecessary length. It was a decided defect in the answers to the questions on Spenser that etymology and literary allusions were but little attended to. The more general questions on language, matter, and style were usually well answered, though too often in a manner which was rhetorical rather than critical.

History of English Literature.—Most of the candidates stated facts bearing on the influence of the Court upon Elizabethan literature, though few attempted to treat the subject in a critical manner.

The answers to the Shakespeare questions, in the main, gave evidence of a good deal of knowledge and study; though not a few students would have greatly improved their position had they allowed more time for the compulsory question, the most important in the paper.

One of the questions that elicited the best work was that on the sonnet, many students giving a satisfactory account of one or other of the Elizabethan sonnet-series and differentiating well between the main uses and characteristics of the 16th century sonnet and the modern. The genesis of the drama, too, had received close attention, though 'miracle' and 'morality' were sometimes confused. Good accounts were written by many of certain works, especially of the

Schoolmaster and of *Euphues*; and many of the answers to a question on the *Shepherd's Calendar* showed personal study and appreciation of its merits and literary significance.

FRENCH (190 candidates).—The passages from Molière, Victor Hugo, and Pierre Loti, for unseen translation, are good, their difficulty being hardly at all due to the vocabulary. (Why do the regulations describe these passages as 'taken partly from the writings of authors of certain selected works, but not from the selected works themselves'? In the present instance, only the passage from Molière comes in this category. It seems rather a pointless restriction of the examiner.)

The questions on grammar we reprint in full:—

Give general rules founded on etymology for the gender of French nouns, and account for the gender of *tempe* and of *lèvre*.

Give three sentences in which adjectives are used adverbially, and illustrate the difference between the uses of *avant*, *devant*, and *auparavant*.

Translate:

Have you read this book? Yes, I have. Was she unhappy? No, she was not.

Show by examples (*a*) when the invariable form *le*, (*b*) when the pronouns *le*, *la*, *les* should be used in reply to a question.

How is the English verbal noun in *-ing* expressed in French? Give examples.

Give translated examples showing the construction or constructions after *de sorte que*, *aussitôt que*, *quand*, *pourvu que*.

Translate into English:

(*a*) Chassez le naturel, il revient au galop.

(*b*) Traiter quelqu'un de pair à compagnon.

(*c*) Il est toujours tiré à quatre épingles.

The passages for translation into French are of moderate difficulty, and make a good test. The questions on literature (set books: Corneille, *Le Menteur*, *Le Cid*; Molière, *Le Bourgeois Gentilhomme*, *L'Avare*; Bossuet, *Oraisons funèbres*: *Condé*, *Henriette de France*, *Henriette d'Angleterre*; Mme. de Sévigné, *Lettres Choisies*) are also up to the high standard which we expect from one of the best conducted of examinations in modern languages.

Note from the examiner's report:

The grammar was on the whole better done than in the preceding year, but the candidates were often unable to give good examples to illustrate their answers.

In composition the most prominent defect was insufficient attention to style in the rendering of the passages.

The general improvement in the quality of the answers to the literary questions was very marked. . . . Several answers to the questions on Bossuet and Madame de Sévigné were marred by being too discursive; this fault was also perceptible in some of the answers to other questions.

GERMAN (74 candidates).—Well selected passages from Gervinus, Schiller, and Goethe for translation into English. We reprint the questions on grammar:

Give the genitive singular and the nominative plural of *Erbe* (with meanings), *Name*, *Entschluss*, *Staat*. Name the chief group of feminine nouns as determined by their endings.

Give the 3rd person singular, present and perfect (compound tense) of the indicative mood of *aussterben*, *geschehen*, *treten*, *genesen*.

Translate into *German*:

(*a*) Such a man.

(*b*) What sort of a man is he?

(*c*) He will reward (*belohnen*) us, who have always been faithful to him.

(*d*) She took (*führen*) her child with her.

(*e*) I do not admire faultless heroes, such as one finds in novels (*Roman*).

Comment on the syntax of:

(*a*) Warf er das Schwert von sich, er war verloren.

(*b*) Den festen Willen hab' ich kennen lernen.

(*c*) Jedes 'Lohn von Gott.'

(*d*) Was gilt's, das warst du nicht vermuten.

What is the difference of meaning between *sollen* and *müssen*, *können* and *dürfen*? Give examples. Distinguish *er soll es gethan haben*, *er hätte es thun sollen*; *er will es gethan haben*, *er hat es thun wollen*.

Write and translate short sentences to illustrate the cases or prepositions (there may be more than one) used with the verbs: *gefallen*, *gewöhnen*, *geniessen*, *glauben*.

The passages for composition call for no comment. The set books were: Lessing, *Nathan der Weise*; Goethe, *Selected Poems* (ed. Blume), *Iphigenie*, *Italienische Reise* (4th Sept. 1786—21st Feb. 1787); Schiller, *Wallenstein*, *Review of Bürger's Poems*. (Is it not a mistake to set Schiller's review and not also the poems themselves?) The questions on literature are distinctly good.

Note from the examiner's report:

In grammar, verbs and nouns and the use of verbs of mood were, as usual, creditably done, except that very few gave complete answers to the question on feminine terminations. The syntax was less satisfactory; the question on the cases and prepositions required by verbs was not very well answered.

The composition varied a good deal in merit. Nearly all the candidates had sufficient vocabulary for the easier piece, but mistakes in the order of words and in the application of the first concord were rather too common, and the ignorance of the gender of ordinary nouns, to which attention has been previously called, was very marked.

In literature there were three or four excellent papers, but the average was not high.

We should like to see the names of the examiners printed upon the papers set at the Local Examinations of the University of Cambridge. There can be no strong reason for withholding them, as they are published later on in the Report.

ITALIAN (2 candidates). Several ques-

tions in the second Italian paper appear to us to be too hard. The piece of dialogue from Borrow would puzzle most Italian *scholars*, and we take it that these papers are intended for *students*. The same remark applies to some of the passages selected from the *Purgatorio* for translation and explanation. Allowing that it was necessary to set an astronomical conundrum at all, a simpler one might well have been chosen than that contained in *Purg.* ii. 1-6. *Purg.* xxx. 31-33 is easy enough in itself, but somewhat difficult for the student to recognise and to place, especially when it is borne in mind that chapter and verse are nowhere added. Again, the lines immortalising the greedy Pope Martin IV. (*Purg.* xxiv. 22-24) are scarcely sufficiently important or beautiful to strike any save the advanced student. And what shall be said of the following question, which, granted that it be correct at all (which is exceedingly doubtful), is most distinctly not suitable for an examination of this kind: *For what sins does Dante himself undergo punishment in Purgatory? Refer to the passages which bear upon this.* On the other hand, the passages for translation into English and the grammatical questions (in Paper I.) are carefully set.

SUNDRY EXAMINATIONS.

OXFORD LOCAL EXAMINATIONS, 1901.—We take the following remarks from the examiners' reports:—

Senior Candidates.—In ENGLISH GRAMMAR much vagueness was shown in dealing with the auxiliary verbs, and the question on the history of the English language was frequently treated at unnecessary length, while statements of far too sweeping a character were not uncommon.

With few exceptions the work in FRENCH COMPOSITION was very unsatisfactory. The spelling was so bad that the words were often distorted out of all recognition. But the most striking feature was the gross carelessness of nearly all candidates. Such mistakes as a *masculine singular* noun qualified by adjectives in the *feminine plural* occurred repeatedly. The teaching of syntax is still very unsound, unsystematic, and based on inferior or old-fashioned books.

Junior Candidates.—In the ENGLISH GRAMMAR papers there was some confusion as to the meaning of the terms 'simple,' 'principal,' and 'subordinate,' as applied to sentences, and the relationship between the sentences in the piece of analysis was often omitted. The candidates had apparently had no teaching in paraphrasing.

A very weak point that is noticeable in the great majority of the FRENCH papers is incapacity to render 'few,' 'a few,' and 'what,' used as the subject of an interrogative verb. Many candidates were unable to translate such idioms as 'there was,' 'there was not.'

NATIONAL UNION OF TEACHERS: ANNUAL EXAMINATION IN COMMERCIAL SUBJECTS—Total of candidates, 2393.

	No. of Cand.	1st Class. per cent.	2nd Class. per cent.	Failures. per cent.
French, .	269	23	39	38
German,	51	8	53	39

French is one of the favourite subjects. German is slowly increasing its hold on the schools, and the quality of the work in this subject is also improving.

SCOTCH LEAVING CERTIFICATES—Schools and candidates:—

Higher-class Schools, 88, with 5465 candidates.
State-aided Schools, 353,[1] with 11940 candidates.

	Number of Candidates.	Number of Passes.
English, . .	10,697	5985
French, . .	7195	5086
Latin, . . .	2855	1510
German, . .	2741	1819
Greek, . . .	872	600

OXFORD AND CAMBRIDGE JOINT BOARD: ANOTHER STEP FORWARD—At the examination held last summer an admirably conceived innovation was introduced by the Board. It is an optional part of the examinations in French and German, and may be explained as 'free composition' with leading strings. We reprint one pair of papers (analysis for candidates, full narrative for 'presiding master or mistress'); the directions added make clear the *modus operandi*.

FRENCH PROSE COMPOSITION.

ANALYSIS OF THE NARRATIVE.

[*To be given to the candidates before the narrative is read out. It is not intended that this analysis should be translated; it is meant only to give an outline of the story.*]

The lord of Coarraze quarrelled with a great ecclesiastic (*clerc*). Invisible messengers visited his castle, and made a great disturbance. The first night he told his servants it was only the wind. The next night he inquired who it was, and begged Orton to leave his neighbour's service and enter his own. Orton came again and again and told him all the news of other countries. The knight repeated them to the Count of Foix. At last he was induced to try and see Orton. Orton, who had just told him of the death of the Emperor, reluctantly consented. The first time he appeared in the knight's room in the shape of two long straws (*fétu*); the second time in the court-yard in the form of a great lean sow (*truie*).

[*The presiding master or mistress will twice read the narrative aloud in English—once at*

[1] Not including 303 schools from which pupil-teachers only were presented.

the ordinary rate, and once somewhat more slowly. No notes are to be taken.]

The lord of Coarraze had a dispute about some land with a great ecclesiastic, who threatened him with all manner of revenge if he did not yield. One night, some three months later, invisible messengers visited the castle of Coarraze, making a tremendous noise, and upsetting everything. When the household complained the next morning, the lord of the castle told them that they had been dreaming, and that it was only the wind. The next night the disturbance was repeated, and great blows were dealt on the doors and windows of the knight's own bedroom. Undismayed by the uproar, the knight asked who it was that disturbed him, and why he came. 'My name is Orton,' replied a voice, 'and your neighbour has sent me to require you to give him back his inheritance.' 'Orton,' said the knight, who knew not what fear was, 'you are serving a bad master, and if you go on serving him, there is nothing but trouble in store for you. Serve me instead, and I will be grateful to you.' Then Orton, who had taken a fancy to the knight, promised to serve him henceforth. Next night he came again, thundering at the door, and even shaking the pillow. The knight begged him to let him sleep. 'No,' said Orton, 'you shall not sleep till I have told you the news.' So night after night Orton related to him all the great events that were happening in England, in Germany, and in all parts of the world. The knight repeated what he had heard to his liege-lord, the Count of Foix, who at last became anxious to secure Orton's services for himself, and persuaded him to try and see his counsellor. Accordingly one night, when Orton had brought news from Prague, which was some sixty days' journey distant, that the Emperor had died the day before, the knight asked him how he had travelled so quickly. 'It is no business of yours,' replied Orton; 'it is enough for you that I bring you the news.' 'But I would fain see you,' said the knight; 'I should only love you the better.' 'Well, then,' answered Orton, 'mark well the first thing you see when you jump out of bed to-morrow morning; you will see me.' But the knight saw nothing. When Orton came again, he reminded him of his promise, and scolded him for forgetting it. 'Did you see nothing?' said the spirit. 'Nothing,' replied the knight, 'but two long straws moving about on the floor.' 'That was the form I had taken,' said Orton. Then the knight begged him to appear in some shape that he could not mistake. Orton begged him not to persist in a request that might put an end to their friendship, but at last, after repeated entreaties, told him that he would appear to him in the form of the first object that met his eye when he looked out of the window next morning. The knight did as he was bidden, went out into the gallery, and looked down into the court. There he caught sight of a great sow, so lean that it seemed only skin and bones. He instantly bade his servants turn out the hounds and set them on the sow. Orton, for it was he, cast one reproachful glance at his friend, and vanished for ever. Next year the knight died.

ON THE CHOICE OF PASSAGES FOR FRENCH COMPOSITION.

SOME experience in teaching French composition has led me to form a high estimate of its utility as an educational instrument. It is a commonplace that the practice of translation into a foreign language gives the student a more exact knowledge of his own; but French has for us Englishmen the special advantage that it is strong in the two qualities in which the ordinary English writer is weak, logic and clearness. 'Logic is the eternal basis of style,' said one of the greatest masters of French prose, Ernest Renan; and it is on account of the severely logical character of French prose that its study is so useful to English schoolboys, who, partly because they do not think clearly, and partly because they cannot express their thoughts in an orderly and logical fashion, are as a rule deplorably slipshod in their methods of expression.

But if French composition has the educational value which I claim for it, it follows that care must be taken in the choice of passages to be turned into French. It is a fallacy to suppose that any piece of English will serve the purpose, or that a passage which is suitable for turning into German is equally suitable for turning into French. It is only after long practice that students can write French even passably. The passages put before them should therefore be fairly easy, and by easy, I mean of a character not too far removed from the genius of the French language.

Thus the passages should not be too literary, for it is especially in the character of its literary ornamentation that one language differs from another, and no two languages differ more in this respect than English and French. If you set a passage which has practically to be rewritten, you are testing a student's ability to write original French, not his ability to turn English into French. It is for this reason that descriptive passages should be selected far less often than they are at present, for the description of a landscape, though it may be precise and clear, is more often a brilliant *fantasia* in words, addressed to the imagination rather than to the intellect. Avoid Kingsley, use Washington Irving sparingly, and keep to Dickens's earlier

manner before he had come under the influence of Irving. Dickens indeed is a writer to be used for this purpose with great care and discretion. His exuberant gusto and his tendency to fall into slovenly expression alike make him as a rule unsuitable. Both in its merits and its defects his style is the very opposite to that of the most characteristic French writers.

It is another fallacy, common with teachers and examiners, to suppose that, in order to teach modern French, passages for French composition should always be chosen from the 19th century. For the purpose of training a student in clearness of thought and expression, English prose of the later 17th or the 18th century is quite as suitable as that of the 19th. Dryden, Defoe, Swift, Addison, Berkeley, Fielding (but not Richardson or Smollett), Hume, Goldsmith, Cowper, Gibbon, Sheridan, are all excellent for the purpose. The greatest writer of all, Burke, is less suitable, because he is more imaginative. For it is not genius or originality that is the test of a writer's fitness for turning into French. You will find no passages in Carlyle, and hardly any in Ruskin, and you may search in vain through Stevenson and Pater. But Southey, Jane Austen, Peacock, Lockhart, and Borrow may be freely used. Scott will furnish some passages, and so will Macaulay, though the latter is by no means so safe a quarry as is generally supposed. Thackeray, that great master of a colloquial style, is excellent, if a little difficult, but his more ambitious and eloquent passages should be avoided. There are few modern authors set so frequently as George Eliot; but her style is too massive, not to say cumbrous, to make her an easy writer to present in a French dress.

However, it would take up too much space to go through the whole list of English prose-writers, and after all I attach no weight to my individual preferences. What is important is that teachers should bear in mind that the object of French composition, that is to say, of translating English into French, is not merely to teach a boy French, but to train him in habits of accurate thought and expression. On the other hand, the power of writing French fluently is best acquired by original composition. The aim of the one is mainly educational; of the other, mainly practical. Neither should be neglected at the expense of the other.

ARTHUR TILLEY.

THE TEACHING OF FRENCH TO ENGLISH BOYS.

So much has been written of late on Modern Language teaching, that teachers are apt to refrain from publishing their own experiences unless they feel that they have something new and entirely original to say. Without, however, aspiring at any startling originality, I venture to offer a few remarks which I, at any rate, have not seen in print, though I feel certain that they must have occurred to many of those engaged in teaching French in our English schools.

We often hear the question: Why are English boys so bad at foreign languages, compared with boys on the Continent? The answer given can be summed up in the one word, 'Method.' Indeed we teachers have accepted this answer as a solution to the problem, and have discarded to a large extent the system of translation and re-translation, and we now teach according to the new and 'Direct' method after the approved style of the German schoolmasters. We do our best, but on all accounts we are not so successful as we ought to be, and our results cannot yet compare with those obtained at Frankfurt, and at the other great continental schools.

I feel sure[1] that this lack of success is not due to the inefficiency of our teaching, of our grasp of the method we are using, and that the majority of our teachers will bear comparison with those of Germany, France, and of any country. I feel sure, also, that if we had the great Dr. Walter over here, and put him to teach our English lads, he would not obtain the results he obtains at Frankfurt.

Now, I venture to state that this is not due to the inability or stupidity of the English boy, who can hold his own with any boy in the world.

It is due to his 'insularity,' to his indifference, and to his absolute contempt of the nation and language with which we wish to make him conversant.

The average German lad knows that Germany has beaten France in war, and

[1] We are less confident.—ED.

he has no love for the French. But he is aware that French armies have occupied Berlin, and knows that he may some day have to fight his neighbours again, and he has a wholesome respect for them as men and as soldiers. He is therefore anxious to learn their language, and thinks that some day it may be used by him as a weapon of offence and defence against his lifelong foes.[1]

The French boy detests all things German, but he also feels that a knowledge of their ill-sounding tongue is a *sine quâ non*, so he sits down to it and masters it.

Now, the English boy, sad to tell, has a wholesome contempt for France and Frenchmen. He invariably associates them with frogs, snails, and other horrors. He knows that an Englishman can 'lick' any three Frenchmen, and that we did so at Waterloo, Cressy, Poitiers, and Agincourt, not to mention sundry other places.

He despises the way French people dress, the way they speak English, in a word, to make use of his own term, they are 'no class.'

Now, this contempt of a nation is unfortunately extended to a contempt of their language, and the average English boy looks upon French with indifference, if not with dislike.

It seems evident then, that before we can proceed to teach him the language, no matter what the method, it is first absolutely necessary to get him interested in the great nation whose tongue he is expected to master.[2]

This is not a really difficult task, for happily our English lads are open-minded and quite willing to give fair play.

It is not therefore advisable, in taking a form of boys who are just about to start French, to show them a picture or object and say, *Qu'est-ce que c'est?* It is far better not to speak a word of French, but to tell them something of the land and the nation whose language they are going to learn.

First of all, ask them why they are going to learn French, and show them of what use it will be to them; tell them that if they can speak it fluently, they will be able to get on in any country in Europe, and let them know that it is the language of diplomacy all the world over.

Show them the map, and tell them for what we depend upon France in the way of manufactures and food.

Then give them a little insight into the history of this great nation, avoiding, as far as possible, all fighting that took place between England and France, but dwelling upon the fact that English and French soldiers have fought side by side in the Crimea and elsewhere.

Talk to them of great French heroes; tell them of Roland and Oliver, of Charlemagne, of Bayard and Du Guesclin, and of the men of the Revolution, and they will soon see that the French have something to be proud of.

It is advisable to let them know that even our language owes a great debt to French. Show them French and English words side by side, and startle them with the fact that nearly all our military terms come from the French.

Should the question of frogs and snails arise, it is not a bad plan to point out to them that we eat eels and periwinkles, which are in no wise cleaner animals than the above. If the teacher has ever partaken of the succulent *pattes de grenouilles* he may inform his boys of the fact, provided that he is an Englishman, and may let them know that they are excellent, resembling the white flesh of a tender chicken.

By this time the good metal will be hot, and you may attack it with the hammer of your method.

There is another point that it is well to mention. In order to ensure success, it is desirable to make the atmosphere of the class-room as French as possible. The following are of great assistance—a map of France, a set of Taylor's Synthetical maps for preference, a French *calendrier* (suitable *virginibus puerisque*). Pictures of well-known French buildings and statesmen; illustrated French post-cards showing scenery of well-known places; soldiers of France in different uniforms; and any illustrations from French and English papers representing typical life in France.

Boys who can draw should be encouraged to bring drawings of their own of anything that can be of use in giving the others an insight into the manners and customs of our neighbours.

[1] A good Modern Language teacher in Germany does not encourage the idea that the French are his pupils' 'lifelong foes,' for the very reason that he tries to inculcate 'a wholesome respect for them as men.' The boys do indeed regard them as rivals—in commerce.—Ed.

[2] Whether you give a preparatory talk on French life and ways or not, is, after all, a matter of little concern. All depends on the attitude of the teacher: if he treats the subject seriously, and the nation sympathetically, and if he is backed up by the teacher of history, there will soon be no trace left of the 'wholesome [*sic*] contempt of France and Frenchmen.'—Ed.

To sum up. In order that the seeds we sow and cultivate may bear good fruit, we must be careful to prepare the soil thoroughly, and to keep it ever from dryness, by judicious treatment and attention.

W. G. HARTOG.

FROM HERE AND THERE.

THE appointment of PROFESSOR RÜCKER to the first Principalship of the UNIVERSITY OF LONDON is a guarantee that the policy of the University will be a modern and broad-minded one. His distinction as a man of science is world-wide, but it is not so generally known that he was one of those most instrumental in inducing the Senate of the University *before* its reconstitution to make a *viva-voce* test compulsory to all students taking modern languages at Examinations higher than the Matriculation. We hope this is of good augury for the future.

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In an account of a meeting of the *Assistant Masters' Association*, the *Athenæum* (28th Sept.) says, referring to the LONDON MATRICULATION Examination:

> We hear the majority report of the advisory board excludes English literature and geography from the subjects of examination, and makes English history only optional. We cannot doubt that the best interests of national education demand that these three subjects should be made ABSOLUTELY COMPULSORY. There was some difference of opinion among the assistants as to whether Latin should be obligatory or optional. It is certainly a sign of the times that at such a meeting Greek was practically unmentioned, being relegated without question to the region of lost causes, and that Latin as an obligatory subject was struggling for its existence.

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The establishment of a Teaching Section of the BRITISH ASSOCIATION is a step forward. Such a section, if properly organised, cannot fail to exercise a healthy influence on the many vital questions in educational politics which are clamouring for solution.

Above all, it must be distinctly understood that the section holds no brief for any one party. There must be no ground of suspicion that it is a vehicle for the *propaganda* of the Natural Scientists. At the last meeting, as far as mere numbers go, the Humanists were but poorly represented.

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THE BISHOP OF HEREFORD once again approached the subject of the relation of the OLDER UNIVERSITIES to the Public Schools. He dealt with the subject of entrance examinations in a businesslike way, and we are glad to record that his arguments were in favour of a general stiffening of the entrance examinations and of the dropping of compulsory Greek.

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Mr. EVE contributed an interesting paper on 'liberal education for boys leaving school at 16 or 17,' which has been reprinted in the *Educational Times* for November. His views, with which we are in hearty sympathy, have already been outlined in a letter which he published in the *Times* in the early part of the year.

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In a leading article of the *Times* commenting on the work of the Educational Section, there is the following passage:

> There is probably no mental training, on the literary side, better than the writing of Latin prose composition properly taught, not by an Ollendorfian farrago of disjointed sentences, but by connected passages from good authors, to be rendered into a language of admirable precision, but differing in its order and the logical connection of its thought, as well as in innumerable idioms, from our own. The same, *mutatis mutandis*, might be true of the teaching of MODERN LANGUAGES, if it were more seriously approached by our public schools and universities. The retention, and even the further development, of even the literary side of education is quite compatible with the wider recognition by the scientific side of those 'heuristic' methods so desirable for both.

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Professor H. G. ATKINS is delivering at King's College an interesting course of 'free Saturday morning lectures to teachers' on 'The History and Theory of German Education, Elementary, Secondary, and University.'

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In the last examination for the MEDIEVAL and MODERN LANGUAGES TRIPOS at Cambridge, Honours were obtained by nine men and twenty-two women:

Class I.: 2 men and 6 women.
Class II.: 6 men and 7 women.
Class III.: 1 man and 9 women.

It is very satisfactory to find that there has been a considerable increase this term in the number of students reading for the Tripos. The numbers had remained almost stationary for some years; may there be

steady growth now, until the candidates number at least as many as for the Classical Tripos.

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Last year the Cambridge Local Examinations Syndicate held an ORAL EXAMINATION in connection with their 'Higher' examinations in French and German. Another step forward has just been taken: there is to be a test also in connection with the 'SENIOR LOCAL' examination. We trust that teachers will show their appreciation of this fresh encouragement to a knowledge of the spoken languages.

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The Court of the UNIVERSITY OF WALES, at its meeting of May 10th, formally approved the following recommendation of the University Senate:

'No candidate will be allowed to pass in FRENCH or GERMAN in the Matriculation Examination unless he satisfy the Examiner in that part of the Examination which consists in Reading and Dictation.'

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THE UNIVERSITY COLLEGE OF NORTH WALES offered in June the usual number of EXHIBITIONS in connection with approved Holiday Courses in France and Germany. Four exhibitions were awarded, two tenable at Tours (Teachers' Guild Course), one at Jena, and one at Paris (Courses of the Alliance française). The Modern Language Scholarship of £50, tenable at a French or German University, was also offered, but no award was made.

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Mr. THOMAS REA, of Queen's College, Galway, who studied for some time under Prof. Martin at Strassburg, has been appointed to a Junior Fellowship in Modern Languages in the Royal University of Ireland. A lady student of Dublin was elected on the last occasion, in 1897.

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During the latter part of August and the first half of September, Mr. L. VON GLEHN gave very successful courses of lectures, with criticism lessons, in 'The New Method of Teaching Modern Languages,' in the Dominican Convent, Cabra, near Dublin, and in Alexandra College, Dublin. The courses were attended by large numbers, and much of the time was spent on demonstrations in the teaching of phonetics.

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We published in our last number some details as to qualifications required of the Professors of French and German at UNIVERSITY COLLEGE, SHEFFIELD. The vacant posts have been filled in a manner which has given general satisfaction.

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Mr. A. T. BAKER, who has been appointed to the Professorship of French, received his first training in French at the Institut Turgot, Roubaix. From 1892 to 1896 he was at Cambridge, distinguishing himself in the Medieval and Modern Languages Tripos in 1895, and again in 1896. The following year he spent at Heidelberg under Dr. Neumann, and took the degree of Ph.D. For the last three years he has been the Modern Language teacher at the County High School, Isleworth, and has also conducted evening classes for the County Council. He is an enthusiastic reform method teacher, and will be a valuable missionary at Sheffield.

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Mr. KARL WICHMANN, the new Professor of German, studied Germanic Philology and Classics, first at the Royal Academy of Münster, then at Kiel University, where he took his Doctor's Degree in 1892, continuing his Germanic studies up to 1894 under Fr. Vogt, Oscar Erdmann, and Hugo Gering. He went to the Collège International at Geneva in 1895, to Glasgow in 1897. During the last two years he has done excellent work at Birmingham as Assistant to Prof. Fiedler. He has a good command of English, and will have no difficulty in acquiring the sympathies of the students.

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M. LHUISSIER (Medieval and Modern Languages Tripos 1891) has been appointed to the Lectureship in French and German at the HARTLEY INSTITUTE, SOUTHAMPTON, which had become vacant through the appointment of M. Louis Brandin to the French Professorship at University College, London.

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M. A. HUGUENET has been appointed to the French Professorship at QUEEN'S COLLEGE, HARLEY STREET, in place of Professor Lallemand, who was compelled to resign through ill-health. M. Huguenet has been connected with the College for some years as External Examiner, and has on several occasions acted as Deputy for the Professor. His lectures on French Literature are much appreciated.

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Mr. FRANCIS E. SANDBACH, who has been appointed Assistant Lecturer in German at

Birmingham, took his B.A. degree in the University of London in 1895, and proceeded to Strassburg, where he made a special study of the German language and literature and obtained the degree of Ph.D. in 1898. After a year's work as Modern Language master in the Haberdashers' Boys' School at Cricklewood, he went to Cambridge and studied German under Dr. Breul. He received the B.A. degree for research work in July of this year.

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Mr. L. KASTNER, who took Honours in the Tripos in 1898, and was for some time Modern Language master at the Perse School, Cambridge, and then Assistant Lecturer in Modern Languages at Gonville and Caius College, has been appointed Assistant to his father, Prof. V. Kastner, at the Owens College, Manchester.

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Mr. W. G. LIPSCOMB, M.A., for nine years Assistant Master at University College School, has been appointed Headmaster of the County High School, Isleworth. To this allusion will be made at the Annual Meeting, for it will lead to a change in the SECRETARYSHIP of the MODERN LANGUAGE ASSOCIATION. It is therefore not with unmingled feelings that we record this change; but we do most heartily wish him success and happiness in his new sphere of work, and we trust that for many years he will continue to help the Association with his valuable counsel. It is impossible to express adequately how much the M. L. A. owes to the unfailing zeal and tact, the whole-hearted devotion of Mr. Lipscomb.

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We learn with great regret that Mr. FRANCIS STORR has resigned his post as Chief Master of Modern Subjects in MERCHANT TAYLORS' SCHOOL, which he has occupied since 1875.

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Mr. J. DE GRUCHY GAUDIN, M.A. (Medieval and Modern Languages Tripos 1893), one of the most enthusiastic and successful of Modern Language teachers in Wales, has been elected to the Headmastership of the CARNARVON COUNTY SCHOOL. Mr. Gaudin has been second master of the Carnarvon School since its foundation, and may be relied upon to sustain the excellent reputation which the school acquired under its former Headmaster, Mr. Trevor Owen, who succeeds Dr. Turpin at Swansea.

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We record with pleasure the appointment of Mr. F. G. CURTIS to the English Professorship at the new *Akademie für Sozial- und Handelswissenschaften* at Frankfurt a. M., details of which we hope to give our readers shortly.

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A subject which is being much discussed by our colleagues, the German *Neuphilologen*, is the creation of an IMPERIAL INSTITUTE FOR GERMAN TEACHERS in London, on the lines suggested by Dr. Breul in an interesting pamphlet, dedicated to members of the last *Neuphilologentag, Betrachtungen und Vorschläge betreffend die Gründung eines Reichsinstituts für Lehrer des Englischen in London* (Leipzig, Stolte, 1901).

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The whole question is to be discussed fully at the next Whitsuntide meeting of the *Neuphilologen*, which takes place at Breslau. We are fortunately able to inform the Members of the M.L.A. that Dr. Breul himself will be our representative. Should the *Reichsinstitut* become an actuality, we can assure it of the most cordial support from the Modern Language Association.

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Among recent additions to our list of Members we notice the names of Sir RICHARD JEBB (Honorary Member); Dr. GOW, the Headmaster of Westminster School; Dr. VERRALL, of Trinity College, Cambridge; Prof. HOLTHAUSEN of Kiel; and the distinguished Swedish teacher, DANIEL ELFSTRAND.

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We offer our congratulations to Dr. EUG. OSWALD, whose seventy-fifth birthday was celebrated on October 16th. The English Goethe Society, of which an account from his pen appears in this number of the *Quarterly*, owes more to him than his modesty allows him to claim. He has done much excellent work, both as a teacher of German and by his literary contributions to many journals. He is remarkably vigorous —we would almost say youthful—and we cordially wish that he may remain so for many a year to come.

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Mr. Rippmann is indebted to Mr. de V. Payen-Payne and to Mr. Watson for help in compiling the BIBLIOGRAPHICAL LIST. This work becomes more and more arduous, and further help would therefore be most acceptable.

A CLASSIFIED LIST OF RECENT PUBLICATIONS,

WITH REVIEWS AND ANNOUNCEMENTS,

March 31st 1901 to October 31st 1901.

COMPILED BY WALTER RIPPMANN.

Reference is made to the following journals:

Acad. (The Academy).
Archiv (Archiv für das Studium der Neueren Sprachen und Litteratur).
Athen. (The Athenæum).
A.f.d.A. (Anzeiger für deutsches Altertum).
The *Bookman*.
Child Life.
Educ. News (Educational News).
Educ. Rec. (Educational Record).
Educ. Rev. (Educational Review).
Educ. Rev. Amer. (American Educational Review).
Educ. Times (Educational Times).
G. H. (Glasgow Herald).
Guard. (Guardian).
Head Teach. (Head Teacher).
Journ. Educ. (Journal of Education).
Journ. Ped. (Journal of Pedagogy).
L.g.r.P. (Litteraturblatt für germanische und romanische Philologie).
Lit. (Literature).
Lit. Cbl. (Litterarisches Centralblatt).
Lit. World (The Literary World).
M.F. (Maître Phonétique).
Mind.
Neu. Spr. (Die Neueren Sprachen).
Neuphil. Cbl. (Neuphilologisches Centralblatt).
Notes and Queries.
Paidologist.
Ped. Sem. (Pedagogical Seminary).
Pract. Teach. (The Practical Teacher).
Prep. Sch. Rev. (Preparatory Schools Review).
Rev. Intern. Ens. (Revue Internationale de l'Enseignement).
Rev. of the Week (Review of the Week).
Rev. Univ. (Revue Universitaire).
S.R. (Saturday Review).
School Board Chron. (School Board Chronicle).
School Guard. (School Guardian).
Schoolm. (The Schoolmaster).
School Rev. (School Review).
Sec. Educ. (Secondary Education).
Speaker.
Spect. (The Spectator).
Teachers' Aid.
Univ. Extens. (University Extension Journal).
Z.a.d.S. (Zeitschrift des allgemeinen deutschen Sprachvereins).
Z.f.d.A. (Zeitschrift für deutsches Altertum und deutsche Litteratur).
Z.f.d.P. (Zeitschrift für deutsche Philologie).
Z.f.d.U. (Zeitschrift für den deutschen Unterricht).
Z.f.I.S. (Zeitschrift für Indogermanische Sprach- und Altertumskunde).

ENGLISH.

A.—LITERATURE.—I. TEXTS.

BACON. The New Atlantis. Edited by D. W. BEVAN. Ralph, Holland and Co. 1901. , pp. ; 1359

—— New Atlantis. Edited by G. C. MOORE SMITH. Cambridge University Press. 1900. (New ed.). Ext. fcap. 8vo, pp. lvi+72; 1s. 6d. 1360

M. L. Q., '01, No. 3; *School World*, April '01, p. 150 ('ably edited. . . . The notes are scanty and brief, like the text itself; but the glossary is elaborate and the index is tolerably full. Much in a little'); *Oxford Mag.* (fav.); *Pract. Teach.*, Sept. '01, p. 161 (fav.).

R. BROWNING. Rabbi Ben Ezra. Bell. 1901. $6\frac{1}{2} \times 5\frac{1}{4}$ in., pp. 38; 2s. 6d. net. 1361

—— STRAFFORD. Edited by AGNES WILSON. Blackie. 1901. Cr. 8vo, pp. xliv+112; cloth, 2s. 1362

Educ. News, 31 Aug. '01, p. 600 (very fav.); *Athen.*, 26 Oct. '01, p. 556 ('Too much paraphrase is given in the notes of passages which should be clear to the average student'); *Bookman*, Oct. '01, p. 33 ('The notes and introduction are lucid and pertinent'); *S. R.*, 21 Sept. '01 ('We welcome this plain and cheap edition of a great play').

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BUNYAN. Pilgrim's Progress, Grace Abounding, etc. Edited by EDMUND VENABLES. 2d ed., revised by MABEL PEACOCK. Oxford, Clarendon Press. 1901. Cr. 8vo, pp. xliii+500; 3s. 6d. 1364

BURKE. Speech on Conciliation with America. Edited by D. V. THOMSON. New York, Holt. 1901. 12mo, pp. 160; 1365

R. BURNS. Poems. Edited by J. A. MANSON. 2 vols. Black. 1901. 8vo, pp. 652; 5s. 1366

—— Henley and Burns, ed. by J. D. ROSS. 1367
See No. 1386.

BYRON. The Works of. Poetry, Vols. I.-III. Edited by E. H. COLERIDGE. Murray. 1900. 8vo, $8\frac{3}{8} \times 5\frac{3}{8}$ in., pp. xxii+502; pp. 550; pp. 570; 6s. each vol. 1368

M. Q., '98 No. 464; *M. L. Q.*, '00, No. 8, 1225; *Notes and Queries*, 23 June '00, p. 506 ('admirably printed, rubricated and illustrated . . . prefatory comments leave nothing to be desired and his criticisms maintain the right measure betwixt extravagance and eulogy').

—— The Works of. Poetry. Vol. IV. Edited by E. H. COLERIDGE. Murray. 1901. 8vo, $8\frac{3}{8} \times 5\frac{3}{8}$ in., pp. 604; 6s. 1369

Athen., 27 July '01, p. 113 ('Mr. C.'s introductions to his various sections are full of useful information of an illustrative kind, and he has gone far and wide for it'); *Guard.*, 21 Aug. '01 ('from whatever point of view [the editor's] work is examined, it will be found worthy of high praise'); *Notes and Queries*, 20 July '01, p. 75 (fav.).

—— Letters and Journals. Vol. V. Edited by ROWLAND E. PROTHERO. Murray. 1901. 8vo, $8\frac{1}{4} \times 5\frac{3}{8}$ in., pp. 624; 6s. 1370

Previous vols., *M. L. Q.*, '00, No. 7, 1226; *Bookman*, May '01, p. 52 ('Mr. P.'s editing is as admirable as ever, diligent in research and economical in annotation, copious in illustrative particulars upon fitting occasion, but adding nothing for the mere sake of display.'—*Richard Garnett*); *Athen.*, 13 April '01, p. 455 (review of six columns. 'There are some points of editorship to which exception may justly be taken'); *Bookman*, Sept. '01, p. 180 ('Mr. P.'s prefaces and notes are as excellent as ever, judicious, adequate, in no way overdone, and manifesting extensive reading and research.' *Richard Garnett*).

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Sec. Educ., 15 May '01, p. 76 (fav.); *Educ. News*, 22 June '01, p. 436 (fav.); *Lit.*, 22 June '01, p. 538 ('The type is good and clear, and the selections are good enough, if not the best that could have been made').

CARLYLE. On Heroes, Hero-worship, and the Heroic in History. Edited by A. MACMECHAN. Ginn & Co. 1901. Large 8vo, pp. lxxxviii+396; 1372

COWPER. Expostulation. Edited by T. PAGE. Part I., Lines 1-363. Moffat & Paige. 1900. Fcap. 8vo, pp. 33; 4d. 1373

M. L. Q., '01, No. 14; *Pract. Teach.*, July '01, p. 52 (commended); *Educ. News*, 6 July '01, p. 468 (fav.).

—— The Unpublished and Uncollected Poems of. Edited by THOS. WRIGHT. F. Unwin. 1901. Demy 12mo, pp. 84; 8 Illustrations; 3s. 6d. nct. 1374

Guard., 10 July '01 (not very fav.).

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L. g. r. P., Oct. '01, col. 326 ('mustergiltig'; *W. Bang*).

DRYDEN. Essays of. Selected and edited by W. P. KER. Oxford, University Press. 1901. 2 vols. Cr. 8vo, pp. lxxxiv+648; 10s. 6d. 1378

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HENLEY and BURNS. Edited by J. D. Ross. Gibbings. 1901. Cr. 8vo, pp. 116; 2s. 6d. net. 1386

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—— Helps to the Study of Paradise Lost. Book III. Edited by T. E. MARGERISON. Ralph, Holland & Co. 1901. , pp. ; . 1406

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—— Old Mortality. Edited by J. A. NICKLIN. Cambridge University Press. 1900. 12mo, pp. 544; 2s. 6d. 1418

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—— Old Mortality. (Continuous Readers.) Black. 1901. Sm. cr. 8vo, pp. 219; 1s. 1419

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—— Julius Caesar. A Complete Paraphrase. By Prof. DENNY and P. LYDDEN ROBERTS. Normal College Press. 1901. 1429

Educ. News, 6 July '01, p. 467 ('Remembering the difficulties of the work and its unsatisfactory results at best, we commend the whole for its special purpose').

—— King Lear. Edited by W. J. CRAIG. Methuen. 1901. Demy 8vo, pp. ; 3s. 6d. 1430

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—— The Tragedy of Romeo and Juliet. Edited by EDWARD DOWDEN. Methuen. 1900. Demy 8vo, $8\frac{7}{8} \times 6$ in., pp. xxxix+199; 3s. 6d. 1433

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Archiv, cvii.,'p. 170 (an interesting review by *H. Anders*).

P. B. SHELLEY. Complete Poetic and Dramatic Works. Cambridge edition. Edited, with a Biographical Sketch and Notes, by GEORGE E. WOODBERRY. Boston, . 1901. Cr. 8vo, pp. ; 9s. 1436

SHELLEY. Poems of. Edited by E. E. SPEIGHT. Black. 1901. Sm. cr. 8vo, pp. 78; 6d. 1437

SHELLEY AND KEATS, POEMS FROM. By SIDNEY CARLETON NEWSOM. Macmillan. 1900. 12mo, pp. 276; . 1438

SPENSER. The Faerie Queen. Edited by KATE M. WARREN. Books I.-VI. Constable. 1897-1900. 8vo, pp. xix+243; xxii+275; xxvii+270; xxxvi+250; xxxviii+228; xxxii+223; 1s. 6d. each. 1439

M. L. Q., '00, No. 100-102; No. 1322, 1323; *Archiv*, cvi., p. 186 (a very favourable notice by *E. Koeppel*).

JONATHAN SWIFT. Selections from the Prose Writings of. Edited by F. C. PRESCOTT. New York, Holt. 1901. 8vo, pp. 276; . 1440

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M. L. Q., '01, No. 107; *Journ. Educ.*, April '01, p. 276 (very fav.); *Pract. Teach.*, Aug. '01, p. 106 (fav.).

W. M. THACKERAY. The English Humorists of the Eighteenth Century. Edited by W. LYON PHELPS. New York, H. Holt. 1900. 8vo, pp. 401; . 1450

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Bookman, April '01, p. 16 ('Mr. M. has brought together everything ignored by or unknown to Mrs. Ritchie in the editing of the biographical edition of her father's works; and he has left untouched the ground dealt with in *T.'s Contributions to Punch*. . . . The volume is capital reading; it should take its place in the library beside T.'s works.'—*M. H. Spielmann*); *Guard.*, 28 Aug. '01 ('They are the throwings-off of an extraordinary genius . . . and have all the characteristics of the adolescent giant').

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Acad., 14 Sept. '01 (fav.); *Guard.*, 12 Sept. '01 (fav.); *Athen.*, 26 Oct. '01, p. 566 ('Notes are adequate but somewhat jejune . . . and worse, perhaps, are gush and unprofitable expansion').

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An Illustrated History of English Literature. By Dr. Garnett and Mr. Gosse. In 4 vols. Heinemann. 1901. [*In Preparation.* 1498

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Cyclopædia of English Literature. Vol. I. Edited by Dr. David Patrick. Chambers. 1901. 3 vols. Imp. 8vo, pp. ; 10s. 6d. each net. 1500

Outlines of English Literature, 1789-1815. By A. E. M. Carleton. With Prose versions of Moore's 'Paradise and the Peri,' and Byron's 'Prisoner of Chillon.' Simpkin. 1901. Cr. 8vo, pp. ; 9d. net. 1501

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ROBERT BROWNING. Essays and Thoughts. By J. T. NETTLESHIP. Portrait in Photogravure. Lane. 1901. Cr. 8vo, $7\frac{3}{8}\times5\frac{1}{2}$ in., pp. 466; 5s. 6d. net. 1527

ROBERT BROWNING AS A RELIGIOUS TEACHER. Being the Burney Essay for 1900. By ARTHUR CECIL PIGOU. Cambridge University Press. 1901. Cr. 8vo, pp. xii+132; 2s. 6d. net. 1528

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ROBERT BUCHANAN: the Poet of Modern Revolt. An Introduction to his Poetry. By A. STODART-WALKER. Grant Richards. 1901. Cr. 8vo, pp. 346; buckram, 6s. net. 1529

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—— A Critical Appreciation, and other Essays. By H. MURRAY. Welby. 1901. 8vo, $9\times5\frac{5}{8}$ in., pp. 260; 5s. net. 1530

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ROBERT BURNS, POETRY OF. With Life and Notes by Dr. W. WALLACE. Illustrations from original drawings by MARTIN HARDIE, W. D. MACKAY, G. O. REID, R. B. NISBET, G. PIRIE. Chambers. 1901. Demy 8vo, pp. 572; 7s. 6d. 1531

LORD BYRON: Sein Leben, seine Werke, sein Einfluss auf die deutsche Litteratur. Von RICH. ACKERMANN. Heidelberg, Winter. 1901. Large 8vo, pp. xx+188; 2m. 1532

LORD BYRON'S EINFLUSS AUF DIE EUROPÄISCHEN LITTERATUREN DER NEUZEIT. Ein Beitrag zur allgemeinen Litteraturgeschichte, nebst einem Anhang: FERD. FREILIGRATH ALS VERMITTLER ENGLISCHER DICHTUNG IN DEUTSCHLAND, Von O. WEDDIGEN. 2e Aufl. Wald, F. W. Vossen. 1901. Large 8vo, pp. xiii+153; 2m. 1533

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OLIVER CROMWELL, SPEECHES OF, 1644-1658. Collected and edited by CHARLES L. STAINER. Frowde. 1901. Cr. 8vo, pp. xvi+492; cloth, 6s. 1536

Notes and Queries, 13 April '01, p. 299 ('We welcome this collection most gladly. Mr. S. has produced a work which has long been urgently required. . . . We feel that the editor has been somewhat too concise in the introductions he gives to the speeches and the notes at the end of the volume; but in a book of this kind, if it be a fault, it is an error in the right direction'); *Spect.*, 27 April '01, p. 623 ('excellent and scholarly edition'); *Guard.*, 12 June '01 ('a most useful edition').

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—— The Life and Poetical Works of. Edited by his son. Murray. 1901. Demy 8vo, pp. 592; 6s. net. 1539

Bookman, Sept. '01, p. 194 ('a fund of good stuff').

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—— By CLARA THOMSON. Paul. 1901. 16mo, $6\frac{1}{8}\times3\frac{7}{8}$ ins., pp. 144; cloth, 2s. net; leather, 2s. 6d. net. 1544

Athen., 29 June '01, p. 820 ('A piece of judicious, careful writing, but we do not think the references to Lewes are satisfactory. The bibliography is a useful feature, but more should have been made of it'); *Bookman*, Aug. '01, p. 163 ('a sensible, moderate, and kindly appreciation of a great woman').

FAUST BOOK OF 1592, THE ENGLISH. Edited by H. LOGEMAN. Gand, Engelcke. 1900. 8vo, pp. xvi+175; 1545

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FERRIS GREENSLET. By JOSEPH GLANVILL. A Study in English Thought and Letters of the Seventeenth Century. New York, Columbia University Press. 1900. 1546

KING JAMES THE FIRST, LUSUS REGIUS: Being Poems and other Pieces by. Now first set forth and edited by ROBERT S. RAIT. Constable. 1901. Imp. 8vo, pp. xii+65; 42s. net. 1547

Athen., 20 July '01, p. 83 ('While it cannot be said that Mr. R.'s book, with its valuable apparatus of concise commentary, removes the obscurities attendant upon those names with which the literary studies and influences of King James are intimately associated, the new material thus made available imports novel factors into the questions of identification previously discussed').

HAZLITT. By AUGUSTINE BIRRELL. Macmillan. 1901. [*In Preparation.* 1548

WALT. KENNEDY. The Poems. Edited with introductions, various readings, and notes, by Dr. J. SCHIPPER. Wien, Gerold's Sohn. 1901. Large 4to, pp. 94; 5m.50. 1549

MRS. LYNN LYNTON: Her Life, Letters, and Opinions. By G. SOMES LAYARD. Methuen. 1901. Demy 8vo, pp. xi+387; 12s. 6d. 1550

Athen., 18 May '01, p. 621 ('a better book than might have been expected. . . . Mr. L. may be congratulated on having produced an honest and interesting record of a notable woman'); *Lit.*, 11 May '01, p. 288 ('The book makes excellent reading and Mr. L. is equally to be congratulated upon his good taste and his literary skill'); *Bookman*, June '01, p. 91 ('an interesting presentment of a remarkable woman').

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MACAULAY. A Lecture by Sir RICHARD JEBB. Cambridge University Press. 1901. Cr. 8vo, pp. iv+59; paper, 1s.; cloth, 2s. 1552

M. L. Q., '01, No. 164; *Journ. Educ.*, April '01, p. 274 (favourable); *Educ. Times*, April '01, p. 187 ('Sir R. J. is sufficiently discriminating in regard to Macaulay's accuracy on points of detail, and his estimate is fair and impartial throughout'); *Speaker*, 16 Feb. '01, p. 544 (very favourable); *Lit.*, 9 March '01 ('A popular and a just appreciation, both from a historical and from a literary point of view').

LORD MACAULAY. By D. H. MACGREGOR. Being the Members' Prize Essay for 1900. Cambridge University Press. 1901. Cr. 8vo, 7¾×5 in., pp. 139; 2s. net. 1553

Bookman, June '01, p. 99 ('A critical sketch of Macaulay . . . treats its subject with broadmindedness'); *Athen.*, 10 Aug. '01, p. 186 ('style on the whole good, if at times a little wearisome. As a study of its subject the essay is satisfactory, although in our opinion rather too eulogistic'); *Guard.*, 21 Aug. '01 ('a well-balanced and thoughtful appreciation').

(MARLOWE) FAUSTUS NOTES. A Supplement to the Commentaries on Marlowe's 'Tragical History of D. Faustus.' By H. LOGEMAN. Gand, J. Vuylsteke. 1898. 8vo, pp. viii+155; . 1554

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GEORGE SELWYN. His Letters and his Life. English Society in the Eighteenth Century. Edited by E. S. ROSCOE and HELEN CLERGUE. Unwin. 1901. 8vo, pp. 328; 10s. 6d. net. 1561

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See No. 1872.

ROBERT LOUIS STEVENSON. A Life Study in Criticism. By H. BELLYSE BAILDON. Chatto and Windus. 1901. Cr. 8vo, pp. xii+244; buckram, gilt top, 6s. 1563

Athen., 6 April '01, p. 431 ('As for the matter of the book, except for a happy remark, a thoughtful criticism, or stray reminiscence, it is decidedly tepid and inadequate. . . . The book is in substance and essence a misunderstanding rather than an illumination of its subject'); *Notes and Queries*, 23 March '01, p. 239 ('We are not always in accord with the opinions expressed by Mr. B., but he says much that is judicious and some things that are valuable. . . . The book is agreeably written and may be read with pleasure and advantage'); *Bookman*, June '01, p. 95 ('entirely superfluous'); *Guard.*, 31 July '01 (fav.).

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ALFRED TENNYSON. By ANDREW LANG. Blackwood. 1901. 2nd ed. Cr. 8vo, pp. viii+233; 2s. 6d. 1567

Athen., 26 Oct. '01, p. 551 ('Mr. L. has done wonders in his limited space, and included every detail that one requires to know'); *S. R.*, 12 Oct. '01 (unfav.).

—— By M. LUCE. The Temple Primers. Dent. 1901. 12mo, 6×3⅞ in., pp. 174; 1s. net. 1568

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Guard., 14 Aug. '01 (very fav.; 'These two volumes deserve a hearty welcome').

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THE LIFE AND DEATH OF JACK STRAW. Ein Beitrag zur Geschichte des elisabethischen Dramas. (*Kieler Studien*, 2.) Von Schütt. Heidelberg, Winter. 1901. Large 8vo, pp. v+160; 4m.40.
See to review on p. . 1574

STUDIEN ÜBER DIE STOFFLICHEN BEZIEHUNGEN DER ENGLISCHEN KOMÖDIE ZUR ITALIENISCHEN BIS LILLY. Von L. L. SCHÜCKING. (*Stud. zur Eng. Phil. IX.*) Halle, . 1901. 8vo, pp. v+109; 3m. 1575

THE EVOLUTION OF THE ENGLISH BIBLE. An Historical Sketch of the Successive Versions from 1382 to 1885. By H. W. HOARE. With Portraits and Specimen Pages from Old Bibles. Murray. 1901. , pp. ; . 1576

Athen., 18 May '01, p. 620 (a very favourable review but qualifies commendation because the ' style employed is often ultra-rhetorical, fanciful, and occasionally even bombastic, and the "historical setting" is sometimes much more elaborate than appears necessary').

MISCELLANEOUS.

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Lit. Cbl., 5 April '01, col. 583 (warmly recommended by *Ldw. Pr[öscholdt]*); *Sec. Educ.*, 15 June '01, p. 90 ('Dr. M. . . . has added a much more interesting chapter to the history of English literature than his subject seemed to promise').

SHAKESPEARE.

SHAKESPEARE'S LIFE AND WORK: Being an Abridgment, chiefly for the Use of Students, of 'A Life of William Shakespeare.' By SIDNEY LEE. Smith, Elder and Co. 1900. 7½ × 5 in., pp. 232; 2s. 6d. 1579

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—— —— Poet, Dramatist and Man. By HAMILTON W. MABIE. Macmillan. 1901. 8vo, pp. xx+422; 21s. net. (9 photogravures and 100 illustrations in the text.) 1581

M. L. Q., '01, No. 191; *Bookman*, March '01, p. 190 ('should prove useful and enjoyable to many readers . . . well-planned . . . agreeably written'); *Ped. Sem.*, March '01, p. 159 (fav.); *Lit. Cbl.*, 25 May '01, col. 848 ('eine gute volkstümliche Schrift.' —*R. W[ülker]*.)

SHAKESPEARE. Von L. KELLNER. Leipzig, Seemann. 1900. 4to, pp. 238; 4m. 1582

Lit. Cbl., 4 May '01, col. 735 (warmly recommended by *Ldw. Pr[öscholdt]*; *Neu. Spr.*, IX., '01, p. 239 (a favourable review by *W. Viëtor*, who condemns the way in which the numerous illustrations are scattered about).

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Athen., 6 April '01, p. 426 ('Mrs. Stopes casts a wide net. Not content with setting forth the few and disputable facts concerning the immediate ancestry of the poet, and tracing his lineal descent to its extinction, she has made an extensive and valuable collection of other Shakespeares occurring in Warwickshire, in London, and elsewhere, from the thirteenth to the end of the sixteenth century'); *Notes and Queries*, 20 April '01, p. 318 ('A very readable volume as well as a thorough piece of work, which many well chosen and well executed illustrations will commend to the general reader. A good index adds to its utility'); *Guard.*, 4 Sept. '01 (fav. on the whole; 'This monument of painstaking research will have considerable interest for the small circle to which it appeals').

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SHAKESPEARE-VORTRÄGE. Von F. T. VISCHER. Für das deutsche Volk herausgegeben von Rb. Fischer. Einleitung. Hamlet, Prinz von Dänemark. Stuttgart. 1899. 8vo, pp. xxii+510; 9m. 1585

Lit. Cbl., 22 June '01, col. 1008 (an interesting notice); *L. g. r. P.*, July '01, col. 239 ('Wir freuen uns der schönen Gabe, und sehen den übrigen Bänden mit der grössten Spannung entgegen.'—*L. Pröscholdt*).

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ÄSTHETISCHE ERKLÄRUNG SHAKESPEARISCHER DRAMEN. Von M. WOHLRAB. 1. Bd. Hamlet, Prinz von Dänemark. Dresden, Ehlermann. 1901. 8vo, pp. vii+98; 1m.50. 1588

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THE INFLUENCE OF BEAUMONT AND FLETCHER ON SHAKESPEARE. By ASHLEY H. THORNDIKE. Worcester, Mass., Wood. 1901. Lge. 8vo, pp. vii+176; $1.50. 1592

Lit. Cbl., 6 July '01, col. 1097 (a very favourable notice by *Bang*); *Bookman*, June '01, p. 98 ('A searching excursion into past periods, plays and plots. The author has made interesting tests and reasonable deductions').

SHAKESPEARE GRAMMATIK. Von W. FRANZ. 2 Hälfte. Halle, Niemeyer. 1900. Lge. 8vo, pp. xii+273-427; 4m.60. (2 vols. complete, 10m.). 1593

Archiv, cvi., p. 404 ('F. hat die Aufgabe in meisterhafter, geradezu glänzender Weise gelöst.'—*Albert Herrmann*).

DYCE'S GLOSSARY TO SHAKESPEARE. Edited by H. LITTLEDALE. Sonnenschein. 1901. [*In Preparation.* 1594

THE FAIRY MYTHOLOGY OF SHAKESPEARE. By A. NUTT. Nutt. 1900. 16mo, pp. 40; 6d. 1595

M. L. Q., '00, No. 1422; *Notes and Queries*, 26 May '00, p. 428; ('an important contribution to comparative Folklore, and is followed by a short bibliography of the subject').

GENIE UND CHARAKTER. Von ROBERT SAITSCHICK. Shakespeare — Lessing — Schopenhauer — Richard Wagner. Berlin, Hofmann. 1900. 8vo, pp. 159; 2m.50. 1596

Lit. Cbl., 30 March '01, col. 526 ('vorzügliche, lebensvolle Studien,'—*M. K[och]*).

SHAKESPEARE IN MUSIC. A Collection of the chief Musical Allusions in the Plays of Shakespeare, with an attempt at their Explanation and Derivation, together with much of the original Music. By LOUIS C. ELSON. Illustrated. Nutt. 1901. Cr. 8vo, pp. 364; cloth, fully gilt, 6s. net. 1597

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Spect., 18 May '01, p. 740 ('Mr. G. builds his argument on certain phenomena of handwriting, annotation, etc., to be seen in the copy of Florio's translation of Montaigne's essays').

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M. L. Q., '00, No. 236, 1437; *Journ. Educ.*, June '01, p. 405 (unfav.; 'unnecessarily dull').

A SCHOOL HISTORY OF ENGLAND. With Maps, Plans, and Bibliographies. By OWEN M. EDWARDS, R. S. RAIT, H. W. C. DAVIS, G. N. RICHARDSON, A. J. CARLYLE, and W. G. POGSON-SMITH. Oxford University Press. 1901. Cr. 8vo, 7¾×5 in., pp. 388; 3s. 6d. 1608

Educ. Times, July '01, p. 288 ('carefully written . . . a good text-book which justifies its claim to be concise, correct, and elementary. . . . Maps are decidedly good'); *Lit.*, 22 June '01, p. 535 ('unpretending, but appears to be well adapted to practical ends. The paragraphs have headings, the bibliographies are good'); *Sec. Educ.*, 15 May '01, p. 76 (recommended as 'a careful and useful summary of our history from the earliest times to the accession of Edward VII'); *School World*, Aug. '01, p. 308 ('fails, in our judgment, as a book for schools, because the authors do not seem to have taken enough pains to make it carefully correct'); *Athen.*, 21 Sept., '01, p. 382 ('We have nothing to say against it, except that it is not wanted. . . . Maps super-excellent—more useful and intelligible than any we have seen for a long while').

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A FIRST HISTORY OF ENGLAND. Part I. B.C. 330 to A.D. 1066. By C. L. THOMSON. H. Marshall & Son. 1901. Cr. 8vo, pp. 204; 1s. 6d. net. 1613

Lit., 12 Oct. '01, p. 346 ('admirable'); *Educ. Rev.*, 22 Oct. '01, p. 279 (very fav.).

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A CLASS BOOK OF ENGLISH HISTORY. For Middle Forms of Schools, etc. By A. HASSALL. Rivingtons. 1901. With Maps, Plans, etc. Cr. 8vo, pp. 624; 3s. 6d. 1615

Lit., 12 Oct. '01, p. 346 ('useful to teachers, but not to pupils save for cram purposes').

SOURCE BOOK OF ENGLISH HISTORY. By E. K. KENDALL. Macmillan. 1900. Cr. 8vo, pp. xxii+483; 3s. 6d. net. 1616

M. L. Q., '01, No. 214; *Journ. Educ.*, June '01, p. 402 ('They will strongly help in impressing the history so far as they go, and they will probably induce some students at least to prosecute wider studies for themselves').

SELECTIONS FROM THE SOURCES OF ENGLISH HISTORY, being a Supplement to Text-books of English History, B.C. 55-A.D. 1832. By CHARLES W. COLBY. Longmans. 1899. , pp. ; 1617

ENGLISH HISTORY ILLUSTRATED FROM ORIGINAL SOURCES. 1660 to 1715. Edited by the Rev. J. N. FIGGIS. Black. 1901. Sm. cr. 8vo, pp. 240; 2s. 6d. 1618

ENGLISH HISTORY. Illustrated from original sources, 1307-99. By N. L. FRAZER. Black. 1901. Cr. 8vo, pp. 144; 2s. 6d. 1619

Lit., 12 Oct. '01, p. 346 ('an excellent idea well carried out'); *Bookman*, Oct. '01, p. 34 ('trustworthy and fair').

AN ENGLISH HISTORY NOTE BOOK. By MARGARET A. ROLLESTON. Birmingham, Davis and Moughton. 1901. , pp. ; 3s. 1620

Journ. Educ., May '01, p. 312 ('more profitable to the teacher than the pupil. . . . In any case as a book of reference it will prove invaluable, and the very full index is not the least of its merits. . . . We cannot help regarding it as a defect that literature is wholly ignored'); *Univ. Corr.*, 15 Dec. '00, p. 797 ('Miss R. is to be warmly congratulated on the efficient performance of a task which very many persons have attempted with indifferent success or utter failure. . . . The typography, though correct enough, has a huddled appearance. And finally, despite the pains taken, there is not a page which I have examined . . . which does not contain at least one mistake of omission or commission. None the less the book is excellent').

ANALYSIS OF ENGLISH HISTORY. By W. C. PEARCE and Dr. S. HAGUE. Revised by W. S. BAUGUST. T. Murby. 1900. Sm. cr. 8vo, pp. 288; 1s.; with bibliographical appendix, 1s. 6d. 1621

M. L. Q., '00, No. 1444; *Sec. Educ.*, 15 April '01, p. 59 ('has been brought thoroughly up to date'); *Educ. News*, 13 April '01, p. 256 ('No better "Analysis" could be placed in the hands of those studying English History'); *Acad.*, 14 Sep. '01 ('undisguised cram-book in 97th edition').

PROBLEMS AND EXERCISES IN ENGLISH HISTORY. Book B. 1399-1603. By J. S. LINDSEY. Revision Term Course. Containing 60 Typical Questions arranged in the form of 12 One-hour Test Papers. With full Answers, Hints, References. Simpkin. 1901. 4to, pp. 80; 2s. net. 1622

Educ. News, 13 July '01, p. 482 ('of more than ordinary merit, and the book will prove of the utmost service to teachers and lecturers in history'); *School World*, Aug. '01, p. 313 ('Such a book is for the practical teacher's library, not for use in the class-room'); *Bookman*, Aug. '01, p. 166 ('An incentive to thought. Sixty typical questions (thirty for the seniors, thirty for the juniors) on pertinent points, with sensible answers'); *Athen.*, 21 Sept. '01, p. 381 ('We welcome a series so well planned and, in this first book at any rate, well executed'); *Sec. Educ.*, 13 Aug. '01, p. 128 (recommended); *Notes and Queries*, 3 Aug. '01, p. 116 ('a mere cram-book'); *Lit.*, 12 Oct. '01, p. 346 ('not a cram work . . . hints and bibliography are excellent').

THE ENGLISH PEOPLE IN THE NINETEENTH CENTURY. By H. de B. GIBBINS. Second edition. Black. 1901. Sm. cr. 8vo, pp. 180; 2s. 1623

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LIFE OF A CENTURY, 1800-1900. By F. HODDER. 519 Illustrations. Newnes. 1901. Imp. 8vo, pp. 796; 10s. 6d. net. 1624

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Guard., 31 July '01 (fav. 'The editor addressed himself to those to whom a display of the veritable details of old times apart from their novelty is always more or less interesting').

EDWARD VII. King and Emperor. By ELEANOR BULLEY. Wells, Gardner, Darton. 1901. 3×2¼ in., pp. 149; 1s. 1628

School Guard., 20 July '01, p. 576 (fav.).

KING AND EMPEROR. Life History of Edward VII. By ARTHUR MEE. Partridge. 1901. 1629

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HIS MOST GRACIOUS MAJESTY KING EDWARD VII. By H. WHATES. Drane. 1901. 32mo, pp. 144; 1s. 1630

VICTORIA, Queen and Empress. By D. CAMPBELL. Edinburgh, W. P. Nimmo. 1901. Cr. 8vo, pp. 300; 2s. 6d. Fine ed., cloth gilt, 3s. 6d. 1631

Educ. News, 11 May '01, p. 323 ('distinctly and intentionally suited to the "wants of the general reader"'); *School Board Chron.*, 8 June '01, p. 670 ('well written, interesting, unpretentious').

VICTORIA: 1837-1901. Events of the Reign. Including Books, Plays, Pictures, Music, and Scientific Inventions. By FREDERICK RYLAND. New edition. G. Allen. 1901. Cr. 8vo, pp. 190; paper cover 1s.; cloth, 1s. 6d. 1632

Bookman, March '01, p. 204 ('A new edition of this most handy volume, by which one can, at a glance, see the date of every notable event in Victorian history').

THE AFTERGLOW OF A GREAT REIGN. By the Right Rev. A. F. WINNINGTON-INGRAM, D.D. Wells, Gardner, Darton. 1901. 18mo, pp. 72; 1s. 6d. 1633

School Guard., 29 June '01, p. 514 ('discourses given in St. Paul's').

FAMOUS ENGLISHMEN. Book I. Alfred I. to Elizabeth. By J. FINNEMORE. Black. 1901. 7⅜×4¾ in., pp. 214; 1s. 4d. 1634

Educ. Times, June '01, p. 254 ('a book for the school rather than the library shelf. It is a well written summary for boys and girls'); *Lit.*, 22 June '01, p. 535 ('tells in simple language the stories of such illustrious personages as Alfred the Great, Dunstan, Becket, etc.'); *Educ. News*, 4 May, '01, p. 307 (recommended); *School World*, Aug. '01, p. 313 ('Within its self-appointed limits the book is fairly well done' . . . commends illustrations).

FROISSART IN BRITAIN. By H. NEWBOLT. Nisbet. 1900. Large cr. 8vo, pp. 272; 6s. 1635

M. L. Q., '00, No. 1458; *M. L. Q.*, '01, No. 224; *Acad.*, 27 Oct. '00, p. 377 ('very well done').

THE HISTORY OF KING ALFRED THE GREAT OF ENGLAND. By J. ABBOTT. Blackie. 1901. Fcap. 8vo, pp. 160; 1s. 1636

Educ. Times, Aug. '01, p. 323 ('a simple summary and may serve as part of a term's history reading in schools not subject to an arbitrary time-table'); *Schoolm.*, 2 Sept. '01, p. 474 ('A thoroughly sound and interesting history of King Alfred's life and influence').

STORY OF KING ALFRED. By Sir WALTER BESANT. Newnes. 1901. Pott 8vo, pp. 208; 1s. 1637

Athen., 31 Aug. '01, p. 283 ('The best and clearest brief history of the career of Alfred the Great . . . scarcely possible to conceive a better written or more faithful exposition of A. and his times'); *Bookman*, Sept. '01, p. vi ('for the Board Schools, Continuation Classes . . . impossible to praise it too highly'); *Acad.*, 21 Sept. '01 (favourable); *Sec. Educ.*, 13 Aug. '01, p. 128 (recommended).

ALFRED THE GREAT: His Life and Times. By G. F. BOSWORTH. Portraits, Maps, Illustrations. Introduction by F. S. MARVIN. Macmillan. 1901. Globe 8vo, pp. 216; 1s. 6d. 1638

KING ALFRED, as Educator of his People and Man of Letters. By S. A. BROOKE. Appendix of Passages from Writings of Alfred, selected and translated from Old English by KATE WARREN. Macmillan. 1901. Cr. 8vo, pp. 70; swd. 1s. net. 1639

ALFRED THE GREAT. By WARWICK H. DRAPER. E. Stock. 1901. 2nd ed. Illustrated. Cr. 8vo, pp. 144; 3s. 6d. 1640

Notes and Queries, 6 April '01, 279 ('It improves as it proceeds. . . . The longest and much the most remunerative chapter in the book is that on "Alfred as a Man of Letters." The notes comprise a bibliography'); *Spect.*, 20 April '01, p. 574 ('This is a sketch . . . rather than a history'); *Bookman*, April '01, p. 30 ('sufficient history information, and results of his (Mr. D.'s) research, to set the Great Alfred before us in a fresh and striking manner'); *Speaker*, 23 March '01, p. 687 ('Not a biography at all, but a series of scholarly studies . . . and presents a valuable discussion of some of the more difficult critical problems presented by the history of the reign.'—*G. P. Gooch*); *Athen.*, 15 June '01, p. 756 (unfavourable; 'The one commendable feature in Mr. D.'s book is his attempt to illustrate his subject from archæological evidence, in which he seems to have been assisted by Mr. Reginald Smith, of the British Museum'); *Educ. Rev.*, 22 Oct. '01, p. 279 ('pleasant and interesting').

THE STORY OF ALFRED THE GREAT. Told by W. HAWKINS and E. T. SMITH. H. Marshall & Son. 1900. 10 Illustrations. Cr. 8vo, 7⅜×5 in., pp. 150; 2s. 6d. 1641

M. L. Q., '01, No. 226; *Univ. Corr.*, 22 Dec. '00, p. 814 ('The only faults we have to find with the book are that, although the authors desire to arouse an intelligent interest in their hero, they supply no maps and do not tell us where to go if we want to "ask for more"').

ALFRED THE GREAT. By T. HUGHES. Macmillan. 1901. Cr. 8vo, pp. 340; 3s. 6d. 1642

ALFRED THE WEST SAXON, KING OF THE ENGLISH. By DUGALD MACFADYEN. With many Illustrations. *Saintly Lives.* Dent. 1901. Cr. 8vo, pp. 388; 4s. 6d. net. 1643

Speaker, 23 March '01, p. 687 ('tells its story with considerable fulness and in a pleasant and sympathetic style . . . the best life of Alfred that we possess.'—*G. P. Gooch*); *Athen.*, 15 June '01, p. 756 (unfavourable; 'There is a complete lack of assimilation of materials and weighing of divergences of statement'); *Univ. Extens.*, July '01, p. 137 (*A. S. Milnes* points out some minor defects and adds that 'the book is in the main a painstaking, and in some senses, an admirable piece of work').

ALFRED, THE FIRST GREAT ANGLO-SAXON. By J. A. H. S. Griffiths. 1901. 7½×5¼ in., pp. 89; 1s. 6d. net. 1644

ALFRED THE GREAT AND HIS ABBEYS. By J. C. WALL. Illustrated. Stock. 1900. , pp. ; 1645

S. R., 21 Sept. '01 ('a useful contribution to Alfredian literature').

THE ALFRED JEWEL. By JOHN EARLE, LL.D. Oxford, Clarendon Press. 1901. 4to, 8⅞×6⅞ in., pp. 220; 12s. 6d. net. 1646

Athen., 6 July '01, p. 36 ('Whatever may be said about Prof. E.'s theory as to the original use of the jewel, there cannot be any doubt that he has produced a most interesting and attractive book, which deals pleasantly with various incidents in A.'s life'); *Lit.*, 1 June '01 ('in its philology, and in its history of a striking episode in A.'s life and of the country where it occurred, is very valuable'); *Spect.*, 25 May '01, p. 776 ('will hardly be surpassed in interest'); *Guard.*, 4 Sept. '01 (fav.).

'WAS ALFRED KING OF ENGLAND?' By A. SAXON. Harrison & Sons. 1901. , pp. ; 2s. 6d. 1647

Acad., 21 Sept. '01 ('unmitigated rubbish').

HISTORY OF SCOTLAND. By P. HUME BROWN. Vol. I. To the Accession of Mary Stuart. With 7 Maps. Cambridge University Press. 1899. 7¾×5 in., pp. xix+408; 6s. 1648

M. L. Q., '01, No. 252; *Univ. Extens.*, April '01, p. 108 ('a comprehensive history of Scotland which, for its clear and pregnant style, must prove invaluable to students of Scottish and English History alike. . . . Not the least attractive feature of the book is its notice and criticism of contemporary literature').

AN OUTLINE OF THE RELATIONS BETWEEN ENGLAND AND SCOTLAND, 500-1707. By ROBERT S. RAIT. Blackie. 1901. Demy 8vo, pp. 256; 7s. 6d. net. 1649

Bookman, July '01, p. 130 ('shows clear thought and research and is, on the whole, written with impartiality'); *Athen.*, 27 July '01, p. 117 (recommended as 'a sound and rapid sketch of Anglo-Scottish relations down to the Union'); *Times*, 31 Aug. '01 ('a sound and sensible piece of work').

A CENTURY OF SCOTTISH HISTORY: From the Days before the '45 to those within Living Memory. By Sir HENRY CRAIK. 2 vols. Blackwood. 1901. Demy 8vo, pp. 486; 472; 30s. net. 1650

Journ. Educ., April '01, p. 267 ('Altogether the work is marked by patient study, a moderate and judicial temper, and a calm, but profound sympathy; and the drudgery of dead causes is relieved by frequent glints of a sunny humour. It is a most welcome survey of an important period and section of national life'); *Educ. Times*, April '01, p. 184 ('The reader will be chiefly attracted by the chapters which deal with nineteenth-century phases of Scottish history from the Scottish standpoint, with ecclesiastical and intellectual movements, with Scottish philosophy, education, and literature, and with industrial developments'); *Athen.*, 6 April '01, p. 428 ('The work is judicious, but not entrancing. . . . No references to authorities)'; *Spect.*, 2 March '01, p. 317 ('Undoubtedly these volumes, regarded even from what we imagine to be its author's standpoint, exhibit a certain weakness both in sense of proportion and in spirit of criticism . . but this book has great and outstanding excellencies'); *Bookman*, April '01, p. 19 ('unique, and within its limits of unequalled historical and sociological importance . . . deserves to be read.'—*W. Wallace*).

SOCIAL LIFE OF SCOTLAND IN THE EIGHTEENTH CENTURY, By H. G. GRAHAM. . 1901. 8vo. pp. 558; 12s. 1651

A READING BOOK IN IRISH HISTORY. By P. W. JOYCE. Longmans. 1901. Cr. 8vo, pp. iv×220; 1s. 6d. 1652

M. L. Q., '01, No. 332; *School Guard.*, 13 April '01, p. 300 ('an interesting little reading book containing a mixture of Irish history, biography, and romance'); *Pract. Teach.*, April '01, p. 546 ('most useful and efficient . . . many illustrations').

OUR EMPIRE: Past and Present. Great Britain in Europe. By the Right Hon. The EARL OF MEATH, M. H. CORNWALL LEGH, and E. JACKSON. Harrison & Sons. 1901. Cr. 8vo, pp. 420; 7s. 6d. 1653

Spect., 13 April, 01, p. 541 ('The first of a projected series of five volumes which, when completed, will narrate the story of Imperial development throughout the world'); *Educ. Times*, July '01, p. 288 ('The text is by no means ill-written; though in many parts it is a mere summary'); *Schoolm.*, 17 Aug. '01, p. 263 (favourable); *School Guard.*, 27 July '01, p. 595 ('on the whole fairly impartial').

THE OUTLINES OF THE GROWTH OF THE BRITISH EMPIRE, 1500-1870. By W. H. WOODWARD. With Maps and Tables. Cambridge University Press. 1900. Extra fcap. 8vo, pp. viii+232; 1s. 6d. net. 1654

Schoolm., 18 May '01, p. 865 (favourable; 'an abridgement of the author's "Short History of the Expansion of the British Empire"'); *Educ. News.*, 11 May '01, p. 324 ('Very well suited to the needs of secondary and public schools . . . an excellent text book for the periods of which it treats'); *School World*, June '01, p. 229 (recommended; 'A most excellent piece of work, and cannot be neglected by any who teach any part of the period covered'); *Educ. Times*, July '01, p. 288 ('comprehensive, clear . . . quite adequate in the best sense . . . detailed and impartial . . . well provided with maps'); *Lit.*, 22 June '01, p. 535 ('It is a pity to abridge it, and that is our only criticism'); *Bookman*, June '01, p. 99 ('A handy and well-arranged edition'); *Acad.*, 14 Sept. '01; *Ped. Sem.*, June '01, p. 286 (favourable).

THE EXPANSION OF THE EMPIRE (1558-1900). By E. E. DENNEY and LYDDON ROBERTS. 1900. , pp. ; 1s. 6d. 1655

M. L. Q., '01, No. 237; *Imp. Teacher*, 6 April '01, p. 8 ('clearly written and well arranged').

THE GROWTH OF THE EMPIRE. An Historical Review of the Development of Greater Britain. By A. W. JOSE. With over 20 Coloured and other Maps. Murray. 1901. Cr. 8vo, pp. 438; 5s. 1656

Lit., 12 Oct. '01, p. 340 ('not an entirely new book, though it has been so considerably enlarged that the present work is something more than a new edition . . . succinct account of all the chief recent events').

GREATER BRITAIN: Its Rise and Growth. Chambers. 1901. 7×5 in., pp. 222, with Maps and Illustrations; 1s. 6d. 1657

Journ Educ., April '01, p. 274 ('nicely printed and neatly bound, and, on the whole, the illustrations are satisfactory. It is also simply and pleasantly written. . . . At the end . . . spelling lists, we think, might very well have been omitted').

A SHORT HISTORY OF THE ENGLISH COLONIES. By AGNES F. DODD. Dent. 1901. Cr. 8vo, pp. 228; 2s. 6d. net. 1658

Educ. Times, Oct. '01, p. 419 ('a careful and sensible piece of work'); *Educ. Rev.*, 22 Oct. '01, p. 279 ('clear, concise, and well arranged').

BRITISH COLONIES AND PROTECTORATES. By the late Sir HENRY JENKYNS. Oxford, Clarendon Press. 1901. [*In the Press.* 1659

WILLIAM PITT (EARL OF CHATHAM), and the Growth and Division of the British Empire. By WALFORD D. GREEN, M.P. Putnam's Sons. 1901. 7×5¼ in., pp. 391; 5s. 1660

Educ. Times, June '01, p. 254 ('Mr. G. has succeeded in putting together a fresh and serviceable account of his subject, and of the age in which he lived. His estimate of C. is discriminating'); *Lit.*, 1 June '01, p. 460 ('workmanlike performance, full of knowledge and appreciation and written without affectation or grandiloquence'); *Journ. Educ.*, Aug. '01, p. 506 ('One of the best volumes of the series to which it belongs and deserves all the good which can be said of it').

BRITAIN ON AND BEYOND THE SEA. By CECIL H. CROFTS. W. & A. K. Johnston. 1901. Cr. 8vo, pp. 131; 1s. 6d. 1661

BRITAIN OVER THE SEA: Reader for Schools. By ELIZABETH LEE. Murray. 1901. Extra cr. 8vo, pp. 284; 2s. 6d. 1662

Educ. News, 11 May '01, p. 324 ('written with scholarly care and adequate knowledge'); *Athen.*, 1 June '01, p. 690 ('In spite of the defects of the volume, it is worthy of commendation, and can do nothing but good'); *Educ. Times*, July '01, p. 288 ('undoubtedly an excellent reader of pieces from British and American writers'); *Spect.*, 4 May '01, 665 ('ought to serve its purpose admirably'); *Bookman*, June '01, p. 98 ('singularly interesting'); *Journ. Educ.*, Sept. '01, p. 599 ('Extracts well chosen. . . . English style leaves something to be desired. . . . It is as presenting a vivid picture of the actual course of the building of the Empire that the volume will chiefly appeal to teachers and taught'); *School Guard.*, 27 July '01, p. 595 (favourable).

IMPERIALISMO: Studii Inglesi. By OLINDO MALAMARDI. Milan, Treves. 1901. , pp. ; 4 l. 1663

S. R., 27 April '01 ('brilliant and clever').

CANADA UNDER BRITISH RULE (1760-1900). By Sir JOHN BOURINOT. Cambridge University Press. 1901. Cr. 8vo, pp. xii+346; with 8 Maps; 6s. 1664

M. L. Q., '01, No. 242; *Educ. Rev.* (*Amer.*), April '01, p. 424 ('will actually, not figuratively, meet a long felt want'); *Lit.*, 11 May '01, p. 392 ('The whole book is, in short, one which should be read by every Englishman who is interested in colonial matters'); *Notes and Queries*, 23 Feb. '01, p. 159 ('One of the best and most serviceable in the "Cambridge Historical Series" to which it belongs'); *Speaker*, 2 Feb. '01, p. 492 ('an excellent manual for English readers, and of especial value at the present moment.'—*Harold Spender*); *Journ. Educ.*, July '01, p. 427 ('excellent little book'); *Educ. Rev.*, 8 July '01, p. 204 (favourable; 'The second appendix is a very valuable bibliography').

THE CANADIAN CONTINGENTS AND CANADIAN IMPERIALISM. By W. SANDFORD EVANS. Illustrated, and with Six Maps. F. Unwin. 1901. Cr. 8vo, 6¼×5⅜ in., pp. 364; 6s. 1665

Athen., 22 June '01, p. 779 ('There is a want of continuity . . . while a few more dates would add greatly to its clearness . . . We note with regret the absence of an index'); *Bookman*, July '01, p. 130 ('Much real history may here be gathered. . . . Well illustrated').

A HISTORY OF BRITISH INDIA. By Sir WILLIAM HUNTER. Vol. II. Longmans. 1901. 1666

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INDIA IN THE NINETEENTH CENTURY. By DEMETRIUS C. BOULGER. H. Marshall & Son. 1901. 8vo, 8⅜×5⅜ in., pp. 368; 6s. net. 1667

AUSTRALASIA, OLD AND NEW. By J. GRATTAN GREY. Hodder & Stoughton. 1901. 5×7½ in., pp. xvi+396; 7s. 6d. 1668

AUSTRALASIA: The Commonwealth and New Zealand. By ARTHUR W. JOSE. *Temple Primers*. Dent. 1901. 8vo, pp. 264; 1s. 1669

THE NEW SOUTH AFRICA: Its Value and Development. By W. BLELOCH. With maps, illustrations, and diagrams. W. Heinemann. 1901. Demy 8vo, 9×6 in., pp. 438; 10s. net. 1670

Lit., 1 June '01, p. 466 ('a sober and judicious survey of the resources of the two new colonies. It is too heavily loaded with technical details to be suitable for general reading').

AN INTRODUCTION TO THE INDUSTRIAL AND SOCIAL HISTORY OF ENGLAND. By EDWARD E. P. CHEYNEY. Macmillan. 1901. Ex. cr. 8vo, 8½×5¼ in., pp. 330; 6s. net. 1671

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IMPERIAL LONDON. By ARTHUR H. BEVAN. Dent. 1901. Lge. med. 8vo, pp. vii+520; 12s. 6d. 1672

Bookman, Aug. '01, p. 149 ('a wonderful result of good, hard labour and careful verification of facts . . . it gives its information in a readable manner.'—*W. Pett Ridge.*).

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LONDON MEMORIES, SOCIAL, HISTORICAL, AND TOPOGRAPHICAL. By C. W. HECKETHORN. Chatto & Windus. 1900. Cr. 8vo, pp. viii+374; cloth, gilt top, 6s. 1674

Notes and Queries, 16 March '01, p. 219 ('All that we can urge against it is that political bias is too apparent and that the language of condemnation employed is too violent. . . . We sympathise with some of Mr. H.'s views, but we dislike his method of advocacy').

GLIMPSES OF THREE NATIONS: London—Paris—Berlin. By G. W. STEEVENS. Edited by VERNON BLACKBURN. With a Preface by Mrs. STEEVENS. Blackwood. 1901. Cr. 8vo, pp. 304; 6s. 1675

Lit., 1 June '01, p. 466 ('eminently readable. At the same time lamentably superficial, the descriptions more particularly in the section dealing with Paris, being little more than caricatures'); *Globe*, 31 May '01 ('These "glimpses" are a triumph of picturesque reporting . . . by a man of letters').

EAST LONDON. By WALTER BESANT. Chatto & Windus. 1901. 8vo, pp. 358; 18s. 1676

Athen., 18 May '01, p. 622 ('As a vivid picture of the manners and customs of the dwellers in East London, by one thoroughly competent to form a true judgment, this book deserves high praise, and it is a worthy successor of the author's other works on London. . . . Illustrations not altogether satisfactory'); *Bookman*, May '01, p. 46 (on the whole favourably reviewed by *W. Pett Ridge*).

GLASGOW IN 1901. By J. H. MUIR. Illustrated by MUIRHEAD BONE. Glasgow, Hodge & Co. 1901. , pp. ; . 1677

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ESSAI D'UNE PSYCHOLOGIE POLITIQUE DU PEUPLE ANGLAIS AU XIX^e^ SIÈCLE. Par ÉMILE BOUTMY. Paris, Colin. 1901. Large 8vo, pp. 455; 3f.50. 1678

THE HEART OF THE EMPIRE. Discussions of Problems of Modern City Life in England. By C. F. G. MASTERMAN and Others. Unwin. 1901. 8vo, 8¼×5½ in., pp. 415; 7s. 6d. 1679

A collection of essays, mainly by young Cambridge Liberals.

Athen., 13 July '01, p. 50 ('on the whole it is to be greatly commended . . . may be of real service to the country'); *Educ. Times*, Sept. '01, p. 374 ('The authors . . . write well on things they know, and deserve to be listened to with respect when they discourse simply on matters within their own field of observation').

PICTURESQUE AND INDUSTRIAL ENGLAND. By J. KLAPPERICH. Leipzig, Freytag. 1900. 8vo, pp. vii+216 mit 27 Abbildungen und 2 Karten; 2m. 1680

BEFORE THE GREAT PILLAGE AND OTHER ESSAYS. By Rev. Dr. JESSOPP. Unwin. 1901. 7¾×5¼ in., pp. 272; 7s. 6d. 1681

Chiefly sketches of parish life before the Reformation.

School World, Aug. '01, p. 313 (recommended); *Schoolm.*, 17 Aug. '01, p. 263 ('entertaining and very instructive'); *Guard.*, 3 July '01 (fav.); *Child Life*, Oct. '01, p. 270 (recommended).

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Contents: La Peinture anglaise.—Les États-Unis et la vie américaine.—La Nature dans la poésie de Shelley.—Rudyard Kipling.—L'Opinion anglaise et la Guerre du Transvaal.

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SOURCE BOOK OF AMERICAN HISTORY. Edited for Schools and Readers by ALBERT B. HART, Ph.D. With Practical Introductions. Macmillan. 1901. Cr. 8vo, pp. 408; 3s. 6d. 1686

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AMERICAN HISTORY TOLD BY CONTEMPORARIES. By A. B. HART. Vol. III.: National Expansion, 1783-1845. Macmillan. 1901. Extra cr. 8vo, pp. 668; 8s. 6d. net. Vol. IV.: Welding of the Nation, 1845-1900. Ex. cr. 8vo, pp. xxii+734; 8s. 6d. net. 1687

CONSTITUTIONAL HISTORY OF THE UNITED STATES, 1765-1895. By F. N. THORPE. Chicago. 1901. 3 vols. 8vo, pp. ; $7.50. 1688

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Bookman, March '01, p. 204 ('An outline of United States History from 1760 to 1865'); *Athen.*, 18 May '01, p. 627 ('The prefatory note does not recommend the book to any reader. Those who are uninformed will form imperfect notions of the persons whose biographies are given in a fragmentary way').

ENGLAND AND AMERICA. A Short Examination of their International Intercourse, 1783-1872. By EDWARD SMITH. Constable. 1901. Demy 8vo, pp. 397; 14s. 1690

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MATRICULATION ENGLISH HISTORY PAPERS. January 1874 to January 1901. Clive. 1901. 7×4⅞ in., pp. 120; 1s. 6d. 1692

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B.—LANGUAGE.—I. COMPOSITION, &c.

ELEMENTS OF RHETORIC AND ENGLISH COMPOSITION. By G. R. CARPENTER. Macmillan. 1899. First and Second High School Courses. Cr. 8vo, pp. xii +420; 4s. 6d. Or separately, First Course, pp. x +258; 3s. 6d.; Second Course, pp. x+142; 3s. 6d. 1695

M. L. Q., '00, Nos. 269, 1480; *M. L. Q.*, '01, No. 252; *School Rev.*, June '01, p. 410 ('dangerously near being too good.'—*F. N. Scott*); *Journ. Ped.*, June '01, p. 335 (somewhat disappointing in its brevity.'—*C. S. Northup*).

THE WORKING PRINCIPLES OF RHETORIC. By JOHN F. GENUNG. Boston, Ginn. 1901. 7½×5 in., pp. xiv+572; 6s. 1696

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INDUCTIVE LESSONS IN RHETORIC. By FRANCES W. LEWIS. Heath. 1901. Cr. 8vo, pp. viii+308; 3s. 6d. 1697

School World, Sept. '01, p. 341 ('an interesting account of what the Americans do in the way of teaching English, as described in this book'); *Journ. Ped.*, June '01, p. 387 ('The peculiar feature of Miss L.'s book is the constant use of the inductive method.'—*C. S. Northup*).

ENGLISH COMPOSITION. A Manual of Theory and Practice. By L. COPE CORNFORD. Nutt. 1900. Cr. 8vo, 7½×4⅝ in., pp. 232; 3s. 6d. 1698

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ENGLISH COMPOSITION. By G. M. THORNTON. (*Self-Educator Series.*) Hodder & Stoughton. 1901. Cr. 8vo, 5×7½ in., pp. xvi+217; 2s. 6d. 1699

A SECOND MANUAL OF COMPOSITION. By E. H. LEWIS. Macmillan. 1900. Cr. 8vo, pp. xi+578; 4s. 6d. 1700

M. L. Q., '01, No. 257; *School Rev.*, June '01, p. 411 ('good reading, but whether it is also good teaching is a more difficult question.'—*F. N. Scott*); *Journ. Ped.*, June '01, p. 386 (fav.—*C. S. Northup*).

PRACTICAL COMPOSITION AND RHETORIC. By W. E. MEAD and W. F. GORDY. Boston, Sibley & Ducker. 1901. , pp. ; . 1701

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A MODERN COMPOSITION AND RHETORIC. (Brief Course.) Containing the principles of correct English for Schools. By L. W. SMITH and J. E. THOMAS. Boston, Sanborn & Co. 1900. , pp. ; . 1702

School Rev., June '01, p. 411 ('readable and may be useful'); *Educ. Times*, Sept. '01, p. 378 ('teachers will find a good deal of help').

HOW TO WRITE AN ESSAY. By the Author of 'How to Write a Novel.' G. Richards. 1901. Cr. 8vo, pp. 116; 2s. 6d. 1703

ENGLISH COMPOSITION through Picture and Object Lesson. Books I., II., III. Blackie. 1901. Cr. 8vo, pp. 32 each, illustrated; 2d. each; cloth, 3d. each. 1704

Educ. News, 27 April '01, p. 291 ('These books are on novel lines, and ought to prove very useful in the first stages of composition'); *School Board Chron.*, 27 April '01, p. 470 ('A set of three small books which apply the object-lesson to the teaching of English in the newest Codal definition of that subject . . . illustrations are excellent'); *Educ. Times*, June '01, p. 258 (fav., 'The pictures of the objects and animals described are remarkably good').

ORAL EXERCISES IN ENGLISH COMPOSITION. By J. C. NESFIELD. Macmillan. 1901. Globe 8vo, 7×4⅝ in., pp. 224; 1s. 6d. 1705

JUNIOR COURSE OF ENGLISH COMPOSITION. By J. C. NESFIELD. Macmillan. 1901. Globe 8vo, pp. 232; 1s. 6d. 1706

NOTES FOR TEACHERS OF ENGLISH COMPOSITION. By G. R. CARPENTER. Macmillan. 1901. Globe 8vo, pp. 29; 1s. net. 1707

Educ. Rev. (*Amer.*), June '01, p. 98 ('unreservedly commended to teachers of English in elementary and secondary schools'); *School World*, Sept. '01, p. 357 ('another admirable American contribution to the teaching of English'); *Educ. Times*, Sept. '01, p. 378 ('mainly a key to "Elements of Rhetoric and English Composition"'); *Guard.*, 11 Sept. '01 ('gives some sensible advice').

NELSON'S ILLUSTRATED COMPOSITION SERIES: A First Illustrated Composition Book. Nelson. 1901. Fcap. 8vo, pp. 64; 4d. 1708

Educ. News, 1 June '01, p. 379 ('A distinct advance in this subject on anything we have hitherto seen').

PRACTICAL GUIDE TO ENGLISH COMPOSITION AND ESSAY WRITING. By W. S. THOMSON. Simpkin. 1901. 6th ed. enlarged. 7½×5 in., pp. 334; 3s. 1709

THE ESSENTIALS OF THE ENGLISH SENTENCE. By E. J. MAC EWAN. Heath. 1900. 8vo, pp. viii+310: 3s. 6d. 1710

School World, Sept. '01, p. 357 ('singularly well done American text-book, abounding in excellent matter and plenty of appropriate exercises'); *Journ. Ped.*, June '01, p. 385 ('In general the treatment is conservative and commendable.'—*C. S. Northup*).

PRÉCIS AND PRÉCIS-WRITING. By A. W. READY. Bell. 1901. Cr. 8vo, pp. 234; 3s. 6d. 1711

Educ. News, 25 May '01, p. 363 ('supplies a really felt want'); *School World*, June '01, p. 276 (fav.); *Educ. Times*, July '01, p. 293 ('practical and to the point'); *Lit.*, 22 June '01. p. 539 ('An admirable little handbook for its purpose'); *Guard.*, 11 Sept. '01 ('calculated to meet a want . . . meets it thoroughly well').

LETTER-WRITING, COMMERCIAL CORRESPONDENCE, &c.

COMMERCIAL CORRESPONDENCE AND OFFICE ROUTINE. By G. R. WALKER. Chambers. 1900. SECOND YEAR'S COURSE. Cr. 8vo, pp. 152; 3s. 6d. 1712

M. L. Q., '00, No. 1497; *Pract. Teach.*, May '01, p. 603 ('We can speak of the book with unqualified praise').

JOHN WARREN. Foreign Correspondence. Manchester, A. Heywood. 1900. , pp. ; 1s. 1713

Schoolm., 1 Dec. '00, p. 994 ('useful for commercial students in any branch'); *Educ. News*, 24 Nov. '00, p. 804 ('should prove of great service in evening continuation and commercial schools').

BOOK-KEEPING AND OFFICE ROUTINE. Parts I. and II. By W. J. GREENWOOD. Manchester, J. Heywood. 1900. 1714

Pract. Teach., Aug. '01, p. 108 ('fully up to date . . . one of the best books on the above subjects, either for private use and study or for evening schools').

KEY TO BOOKKEEPING AND OFFICE ROUTINE. Parts I. and II. By W. J. GREENWOOD. Manchester, Heywood. 1901. Cr. 8vo, pp. 90; 1s. 6d. net. 1715

COMMERCIAL KNOWLEDGE. By ALGERNON WARREN. Murray. 1901. Cr. 8vo, pp. 268; 2s. 6d. [*Ready shortly.* 1716

READERS.

(See also *Selections*, Nos. 1456-1458.)

TWENTIETH CENTURY READERS. Chambers. 1900. First Primer, post 8vo, pp. 32; 3d. Second Primer, pp. 48; 4d. First Infant Reader, pp. 80; 6d. Second Infant Reader, Book I. pp. 128; cloth, 8d. 1717

M. L. Q., '00, No. 1506; *M. L. Q.*, '01, No. 274; *Educ. News*, 1 June '01, p. 380 (recommended); *Child Life*, Oct. '01, p. 271 ('well graded, full of pictures, and in large distinct type').

THE MIDDLE TEMPLE READER. Edited by E. E. SPEIGHT. H. Marshall. 1901. 8vo, 7½×5 in., pp. 250; 1s. 6d. net. 1718

(*Junior Temple Reader.* See *M. L. Q.*, '01, No. 269.)

BELL'S HISTORY READERS. English History during the Stuart Period, 1603-1714. Bell. 1900. 12mo, pp. viii+221; 1s. 6d. 1719

Educ. News, 25 May '01, p. 363 ('would make a good historical reader for Standard V. . . . Summaries of the lessons are appended'); *School World*, June '01, p. 277 ('The book is fully and well illustrated, and the events are almost entirely correctly given').

CONCENTRIC HISTORY READERS. Book II. Chambers. 1900. Post 8vo, pp. 272; 1s. 6d. Book III., pp. 302; 1s. 6d. 1720

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NEW HISTORY READERS ON THE CONCENTRIC PLAN. Macmillan. 1901. Globe 8vo. Book I. Junior, pp. iv+236; 1s. 6d. Summary to Book I. pp. 32; sewed, 3d. Book II. Intermediate, pp. viii+244; 1s. 6d. Summary to Book II. pp. 44; sewed, 3d. 1721

Educ. Times, July '01, p. 289 ('a straightforward summary of English history from its origin (in England) to the passing of the good Queen'); *Educ. News*, 29 June '01, p. 451 ('well up to date').

THE GLOBE POETRY BOOKS.

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THE ROSE READERS. A Reading Book on entirely new principles. By EDWARD ROSE. With beautifully coloured and Original Illustrations. Methuen. 1901. 1723

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Journ. Educ., June '01, p. 405 ('He has provided for small scholars a feast of good things, and we hope their pastors and masters will take advantage of it'); *Child Life*, July '01, p. 168 ('hardly simple enough for children'); *Guard.*, 11 Sept. '01 (fav.); *Educ. Times*, Oct. '01, p. 419 (very fav., 'illustrations are good and clear and in keeping with the tone of the book'); *Educ. Rev.*, 23 Sept. '01, p. 254 (fav.); *Lit.*, 12 Oct. '01, p. 346 (unity of book spoilt 'though each separate piece is good and interesting').

THE PUBLIC SCHOOL SPEAKER. Compiled by F. WARRE CORNISH, M.A. Murray. 1900. Large 8vo, pp. 570; strongly bound, 7s. 6d. 1725

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OUTLINES OF THE HISTORY OF THE ENGLISH LANGUAGE. By T. N. TOLLER. Cambridge University Press. 1900. Cr. 8vo, pp. xiv+288; 4s. 1730

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NOTES ON ENGLISH ETYMOLOGY: Chiefly reprinted from the 'Transactions' of the Philological Society. By WALTER W. SKEAT. Oxford, Clarendon Press. 1901. Cr. 8vo, pp. xxiv+480; 8s. 6d. net. 1731

Athen., 13 July '01, p. 57 ('A useful supplement to Prof. S.'s excellent "Concise Etymological Dictionary," as it contains the evidence for many of the derivations which in that work are merely stated dogmatically'); *Journ. Educ.*, Aug. '01, p. 505 (fav.); *Acad.*, 31 Aug. '01; *Notes and Queries*, 17 Aug. '01, p. 155 ('welcome to all who are interested in the study of English').

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Z. f. I. S., Anzeiger, Bd. XII., '01, p. 105 ('Wir müssen dem Vf. für das reiche, wertvolle Material dankbar sein, jedoch seine neuen Erklärungsversuche ablehnen.'—*Max Förster*).

C. STOFFEL. Intensives and Down-toners. A Study in English Adverbs. (Anglistische Forschungen. Hrsg. von Prof. J. HOOPS. Hft. 1.) Heidelberg, C. Winter. 1900. Large 8vo, pp. iii+156; 4m. 1733

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Educ. Times, July '01, p. 291; *Lit.*, 22 June '01, p. 538 ('admirable, interesting, sound'); *Bookman*, July '01, p. 130 ('so thoroughly revised and enlarged as to have become almost a new book . . . both practically and broadly dealt with'); *Guard.*, 11 Sept. '01 ('the best narrative of the growth of the English language with which we are acquainted . . . followed by a history of inflections').

THE INTERMEDIATE ENGLISH GRAMMAR. By CHARLES HART. Hachette. 1901. Cr. 8vo, pp. x+242; 3s. 1737

M. L. Q., '01, No. 291; *School World*, April '01, p. 150 ('There is very little of a distinctive character . . . A foreigner will certainly have nothing to unlearn after he has read through Mr. H.'s volume, but English students will not find it exceptionally useful'); *Educ. News*, 13 April '01, p. 255 ('In every respect this work is worthy of the highest commendation').

AN ENGLISH GRAMMAR. By JAMES M. MILNE. New York, Silver, Burdett & Co. 1900. , pp. 374; . 1738

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THE PRECEPTORS' ENGLISH GRAMMAR. By W. H. LOW. Clive. 1901. [*In Preparation.* 1739

A FIRST FORM GRAMMAR. By M. MORGAN BROWN. Longmans. 1900. 6×5 in., p. 88; 1s. 6d. 1740

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PARTS OF SPEECH AND THEIR USES. Easy Method of English Analysis. By H. W. HOUSEHOLD. Macmillan. 1901. Globe 8vo, pp. 152; 1s. 6d. 1741

Educ. News, 27 April '01, p. 291 ('Clearness and simplicity are the two leading characteristics of the book. . . . No grammar of an elementary kind which has come under our notice can hold the field with this'); *Educ. Times*, May '01, p. 222 ('Teachers will do well to give Mr. H.'s attempt a full consideration'); *School World*, June '01, p. 276 (fav. but would urge 'writers of *English* grammars to discontinue the use of the word gerund'); *Prep. Sch. Rev.*, July '01, p. 64 ('sensible, practical, clear and generally correct').

PASSAGES FOR PARAPHRASING. By F. J. MILNE. Black. 1901. 6¾×4½ in., pp. 80; 9d. 1742

LANGUAGE LESSONS. (In Six Books.) Books IV., V., VI. Arnold. 1901. Cr. 8vo, pp. 64; 3d. each; cloth, 4d. each. 1743

(Books I., II., III., see *M. L. Q.*, '01, No. 297); *Sec. Educ.*, 15 April '01, p. 58 ('exceedingly well calculated to promote a useful knowledge of the English language'); *Child Life*, April '01, p. 120 ('clear and simple, and such as may be trusted to avoid the most obvious mistakes which characterise primers of this kind and make teaching difficult and learning tiresome'); *Educ. Times*, May '01, p. 223 ('The exercises are well chosen, and the use of difficult grammatical terms, so apt to be learnt by rote, has been carefully avoided'); *Educ. News*, 11 May '01, p. 323 ('intelligently written, well graduated and arranged in logical sequence').

COMMON ERRORS IN LANGUAGE, WRITTEN AND SPOKEN. By E. E. DENNEY and P. LYDDON ROBERTS. 1900. , pp. ; . 1744

Imp. Teacher, 6 April '01, p. 8 ('A very valuable little book').

SOME ILL-USED WORDS. By A. AYRES. New York, . 1901. New edition. Cr. 8vo, pp. ; 4s. 6d. 1745

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FOR THE TEACHING OF FOREIGNERS.

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THE HAPPY READER. Par M. BERGERON et E. L. YOUNG. Paris, Delaplane. 1901. 8vo, pp. ; 2 f. 1749

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THE ENGLISH STUDENT. Lehrbuch zur Einführung in die englische Sprache und Landeskunde. Von E. HAUSKNECHT. Fünfte vermehrte, bis zur Thronbesteigung Eduards VII. fortgeführte Auflage. Berlin, Wiegandt. 1901. Lge. 8vo, pp. 366+144; 3m. 50. 1751

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THE ENGLISH TRANSLATOR. A course of exercises for the use of German students of the English language. By A. GRAETERS. 3rd ed. Basel, R. Reich. 1901. Lge. 8vo, pp. vi+158; 2m. 1755

DER ENGLISCHE DOLMETSCHER. Mit vollständiger englischer Aussprache. Völlig neu bearbeitete Auflage von C. A. THIMM. Marlborough. 1901. Cr. 8vo, 7¼×4⅝ in., pp. 96; 1s. 6d.; sewed 1s. 1756

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ZUSAMMENHÄNGENDE STÜCKE ZUM ÜBERSETZEN INS ENGLISCHE. 3. verb. Auflage. Hierzu als Ergänzung: Hauptregeln der englischen Syntax. Von F. J. WERSHOVEN. Trier, Lintz. 1900. pp. vii+163; bound 1m.35. 1760

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EINFÜHRUNG IN DEN ENGLISCHEN KAUFMÄNNISCHEN BRIEFWECHSEL. Von MAX STEFFEN. Leipzig, Neumann. 1901. Lge. 8vo, pp. 2m.40. 1761

A MANUAL OF ENGLISH PRONUNCIATION AND GRAMMAR, for the Use of Dutch Students. By J. H. A. GÜNTHER. Groningen, Wolters. 1899. Lge. 8vo, pp. 343; . 1762

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A NEW ENGLISH DICTIONARY ON HISTORICAL PRINCIPLES. Vol. V. (Jew-Kairine.) Edited by Dr. J. A. H. MURRAY and H. BRADLEY. Oxford, Clarendon Press. 1901. Imperial 4to, pp. 648; 2s. 6d. 1764

Athen., 27 July '01, p. 115; *Notes and Queries*, 13 July '01, p. 55.

A NEW ENGLISH DICTIONARY ON HISTORICAL PRINCIPLES. Edited by Dr. J. A. H. MURRAY and H. BRADLEY. Oxford, University Press. 1901. (Kaiser-Kyx.) Imperial 4to, pp. ; 5s. 1765

A NEW ENGLISH DICTIONARY ON HISTORICAL PRINCIPLES. L.-Lap. Founded mainly on materials collected by the Philological Society. Edited by Dr. JAMES A. H. MURRAY and H. BRADLEY. Oxford, Clarendon Press. 1899-1901. Imperial 4to. Vol. VI. (L.-Lap). pp. 64; 2s. 6d. 1766

Previous vols., *M. L. Q.*, '01, No. 312; *Notes and Queries*, 13 April '01, p. 299 ('Short words such as *lace*, *lack*, *lad*, *lade*, *lag*, *lair*, *lank*, *lap*, appear more frequent than in recent parts. In regard of many of these, facts not accessible in other dictionaries are for the first time given'); *Spect.*, 6 April '01, p. 500 ('It contains more than two thousand words, an unusual number, due to the fact that not many are of individual importance'); *Athen.*, 11 May '01, p. 588 ('This great work brims with stimulating life, and enables us to observe our language as a living and growing organism'); *Notes and Queries*, 16 Feb. '01, p. 138 ('Every centre of population should be provided with the work'); *Speaker*, 27 April '01, p. 111 (a review by *F. Y. E.*); *Guard.*, 21 Aug. '01.

A CONCISE ETYMOLOGICAL DICTIONARY OF THE ENGLISH LANGUAGE. By W. W. SKEAT. Oxford, University Press. 1901. New edition, completely rewritten and rearranged. Post 8vo, pp. xvi+664; cloth, 5s. 6d. net. 1767

Educ. Times, July '01, p. 289 (very fav.; 'yet a little more definition would add to the value of this dictionary, without notably increasing its bulk'); *Athen.*, 13 July '01, p. 56 ('eminently sound and satisfactory work, which is absolutely indispensable to all students of English etymology'); *School World*, Aug. '01, p. 312 ('as a whole is excellent and ought to be in every school library').

CHAMBERS'S TWENTIETH CENTURY DICTIONARY OF THE ENGLISH LANGUAGE. Edited by the Rev. THOMAS DAVIDSON. Chambers. 1901. Demy 8vo, pp. 1206; 3s. 6d. 1768

USEFUL DICTIONARY OF THE ENGLISH LANGUAGE. Griffith. 1901. Cr. 8vo, pp. 344; 1s. 1769

AN ENGLISH DICTIONARY, ETYMOLOGICAL, PRONOUNCING, AND EXPLANATORY. By J. OGILVIE. Suppl. containing Words recently introduced. Blackie. 1901. Royal 16mo, pp. 484; 2s. 1770

Educ. Times, July '01, p. 292 ('a very useful and wonderfully cheap dictionary of English words, with their pronunciation, derivation, and chief signification').

A COMPANION DICTIONARY OF THE ENGLISH LANGUAGE. Comprising Words in Ordinary Use, Terms in Medicine, Surgery, Arts, and Sciences, hundreds of new words. By J. H. Murray. Routledge. 1901. Nar. 12mo, pp. 672; 2s.; lthr., 2s. 6d. 1771

A DICTIONARY OF ENGLISH AND WELSH SURNAMES, with Special American Instances. By C. W. BARDSLEY. Frowde. 1901. Sm. 4to, pp. 854; 21s. net. 1772

Athen., 7 Sept. '01, p. 311 ('A contribution of extraordinary value to the study of family names. . . . With all its faults this "dictionary" will be found wonderfully helpful to those students of the subject who have scholarship enough to use it critically'); *Guard.*, 16 Oct. '01 (very fav.; 'will delight and instruct all who take it up').

UNIVERSAL PRONOUNCING DICTIONARY OF BIOGRAPHY AND MYTHOLOGY. By J. THOMAS. New 3rd edit. thoroughly revised and brought up to 1901. Lippincott. 1901. Imp. 8vo, pp. 2562; 50s. 1773

A DICTIONARY OF ENGLISH SYNONYMS AND SYNONYMOUS OR PARALLEL EXPRESSIONS. Designed as a Practical Guide to Aptness and Variety of Phraseology. By RICHARD SOULES. New ed., revised and enlarged by GEORGE H. HOWISON. Warne. 1900. 8vo, pp. 456; 7s. 6d. 1774

NEW DICTIONARY OF FOREIGN PHRASES AND CLASSICAL QUOTATIONS: Extracts from Great Writers, Idioms, Proverbs, Maxims, Mottoes, Technical Terms, Press Allusions, etc. With English translations. By H. P. JONES. Deacon. 1901. Large cr. 8vo, pp. 532; 7s. 6d. 1775

THE COMPANION DICTIONARY OF QUOTATIONS. Selected by NORMAN MACCUNN. G. Richards. 1901. Fcap. 8vo, pp. 211; 2s. 6d. 1776

M. L. Q., '01, No. 315; *Spect.*, 9 March '01, p. 356 ('Frankly this might have been done better').

FROM KEEL TO TRUCK. Marine Dictionary in English, French and German. Third edition. By Captain H. PAASCH. Nutt. 1901. Royal 8vo, pp. iv+613, 109+lxxxviii; 109 full page plates; 24s. net. 1777

THE NAVAL WORDBOOK. Ein systematisches Wörterbuch marine-technischer Ausdrücke in englischer und deutscher Sprach. Von N. W. THOMAS, M.A. 2te. verb. u. verm. Auflage. Leipzig, Lipsius & Tischer. 1901. 8vo, pp. 178; . 1778

Archiv, cvii., p. 203 ('Zuverlässig, handlich.'—*G. Krueger*).

FRENCH.

A.—LITERATURE.—I. TEXTS.

E. ABOUT. La Fille du Chanoine et l'Album du Régiment. Explanatory Notes in English by G. CASTEGNIER. New York, Jenkins. 1900. pp. 138; 25cts. 1779

BALZAC. Cinq scènes de la Comédie Humaine. Selected and edited by BENJAMIN W. WELLS. Heath. 1900. 12mo, pp. vi+208; 40cts. 1780

G. BRUNO. Le Tour de la France par Deux Enfants. Abridged and edited with notes and vocabulary by C. FONTAINE. Boston, Heath. 1901. 12mo, pp. vi+211; 45c. 1781

CHATEAUBRIAND: ATALA AND RENÉ. Edited by B. L. BOWEN. Chicago, Scott, Foresman. 1901. 1782

—— Mémoires d'outre-tombe. Avec une introduction, des notes et des appendices par EDMOND BIRÉ. Nouvelle édition. Paris, Garnier frères. 1901. 18mo, t. 2, pp. 610; t. 3, pp. 382; t. 4, pp. 582; t. 5, pp. 529; . 1783

FRANÇOIS COPPÉE. AUSWAHL: Für den Schulgebrauch herausgegeben von Dr. G. FRANZ. I. Teil: Einleitung und Text. II. Teil: Anmerkungen. Leipzig, Freytag. 1901. 8vo, pp. x+148; 1m.50. Wörterbuch, pp. 62; 50pfg. 1784

CORNEILLE. Nicomède. Edited by J. A. HARRISON. Macmillan. 1901. Fcap. 8vo, pp. xxiii+153; 3s. 6d. net. 1785

M. L. Q., '01, No. 327; *School World*, May '01, p. 187 ('may be recommended to the teacher of an advanced class, . . . careful edition').

A. DUMAS. Monte-Christo. Le Château d'If. Edited by L. H. B. SPIERS. Heath. 1901. 12mo, pp. 152; 1s. 3d. 1786

Educ. Times, June '01, p. 257 ('may be recommended for cursory reading. The notes are adequate').

—— Le Comte de Monte-Christo. Edited by EDGAR E. BRANDON. New York, Holt. 1900. 12mo, pp. vii+281; . 1787

—— Histoires d'Animaux. Edited by T. H. BERTENSHAW. Longmans. 1900. Illustrated. Pupil's edition, cr. 8vo, pp. vi+184; 2s.; Teacher's edition, cr. 8vo, pp. vi+214; 2s. 6d. 1788

M. L. Q., '00, Nos. 498, 1573; *M. L. Q.*, '01, No. 331; *Sec. Educ.*, 15 June '01, p. 91 ('an admirable class book').

—— Les Aventures de Chicot. Edited by A. R. FLORIAN. Black. 1901. 1789

ERCKMANN-CHATRIAN. Le Blocus, Épisode de la Fin de l'Empire. Edited by A. R. ROPES. Cambridge University Press. 1901. Ex. fcap. 8vo, $6\frac{3}{4}\times4\frac{3}{8}$ in., pp. xv+271; 3s. 1790

Educ. News, 15 June '01, p. 419 (fav.); *Educ. Times*, July '01, p. 291 ('recommended for private reading'); *Lit.*, 22 June '01, p. 538 (fav.; 'On the whole the notes are very good'); *School World*, Aug. '01, p. 310 (fav.); *Guard.*, 11 Sept. '01 (fav.); *Journ. Educ.*, Oct. '01, p. 640 ('a very useful edition. . . . The notes are numerous, and give, if anything, too much help to the reader').

—— Waterloo. Edited by A. R. ROPES. Cambridge University Press. 1901. Ex. fcap. 8vo, $6\frac{3}{4}\times4\frac{3}{8}$ in., pp. xvi+318; 3s. 1791

Educ. News, 15 June '01, p. 419 (fav.); *Educ. Times*, July '01, p. 291 ('excellent reading for boys, . . . recommended for private reading'); *Lit.*, 22 June '01, p. 538 (fav.; 'on the whole the notes are very good'); *School World*, Aug. '01, p. 310 (fav.); *Guard.*, 11 Sept. '01 (fav.).

Mrs. J. G. FRAZER. Asinette: A French Story for English Children. School edition, with 200 Marginal Illustrations, by H. M. BROCK. Dent. 1901. Cr. 8vo, pp. vii+212; 1s. 6d. 1792

M. L. Q., '00, No. 1550; *Journ. Educ*, May '01, p. 314 ('Another charming French reader for infants by the author of "Scenes of French Life"'); *Schoolm.*, 18 May '01, p. 865 ('The book consists entirely of conversations . . . brightly written'); *Educ. Times*, June '01, p. 257 ('Mrs. F. is here at her best, and is ably aided by the artist. . . . No notes, but the same vocabulary as appeared in the first edition'); *Pract. Teach.*, June '01, p. 655 (fav. but regrets the use of capitals throughout vocabulary).

LABICHE: La Grammaire et Le Baron de Fourchevif. Edited by HERMANN S. PIATT. Boston, Ginn. 1901. 8vo, pp. 135; . 1793

E. LABOULAYE. Poucinet. Edited by W. M. POOLE. Arnold. 1901. Cr. 8vo, pp. 76; 9d. 1794

Lit., 12 Oct. '01, p. 348 ('rather difficult for pupils of thirteen and fourteen'); *Sec. Educ.*, 15 Oct. '01, p. 150 ('very useful').

LA BRUYÈRE. Les Caractères, ou les Mœurs de ce Siècle, précédés du Discours sur Théophraste, suivis du Discours à l'Académie française. Publiés avec une notice biographique, une notice littéraire, un index analytique et des notes par G. SERVOIS et A. REBELLIAU. 6e édition, revue. Hachette. 1901. 16mo, pp. xlii+571; 2f.50. 1795

LAMARTINE. Graziella. Edited by F. M. WARREN. Heath. 1900. $6\frac{1}{2}\times4\frac{1}{2}$ in., pp. xii+165; 1s. 3d. 1796

Educ. Times, May '01, p. 222 ('an acceptable addition to the number of books suitable for a middle form . . .').

G. LAMY. Voyage du Novice Jean Paul à travers la France d'Amérique. Adapted and edited by D. DEVAUX. Macmillan. 1901. Globe 8vo, pp. xviii+148; 2s. 1797

School World, June '01, p. 274 ('The editorial work has been conscientiously done. Recommended for use in junior classes, or for private reading in the case of older pupils'); *Educ. Times*, July '01, p. 290 ('likely to be popular in intermediate classes. . . . The notes are adequate, and the vocabulary is almost complete'); *Guard.*, 11 Sept. '01.

ALAIN RENÉ LESAGE. Histoire de Gil Blas de Santillane. Abbreviated and edited by ADOLPHE COHN and ROBERT SANDERSON. Heath. 1899. 12mo, pp. xii+212; 2s. 1798

—— Selections from Gil Blas. Edited by H. W. ATKINSON. Blackie. 1901. Fcap. 8vo, pp. 40; 4d. 1799

J. MAIRET. La tâche du Petit Pierre. Edited by O. B. SUPER. Boston, Heath. 1900. 12mo, pp. 137; 35c. 1800

J. DE MAISTRE. Pages choisies, avec une introduction par HENRI POTEZ. Paris, Colin. 1901. 18mo, pp. ; 3f.50. 1801

PROSPER MÉRIMÉE. Tamango. Edited by J. E. MICHELL. Blackie. 1900. Cr. 8vo, pp. iv+66; 1s. 1802

M. L. Q., '01, No. 361; *Pract. Teach.*, April '01, p. 545 ('excellent annotations and the usual vocabulary').

—— Le Coup de Pistolet. Edited by J. E. MICHELL. Blackie. 1900. Cr. 8vo, pp. vi+63; 1s. 1803

M. L. Q., '00, No. 1587; *M. L. Q.*, '01, No. 359; *Pract. Teach.*, Aug. '01, p. 104 ('admirable').

MOLIÈRE: Scenes from Le Médecin Malgré Lui. Edited by W. J. CLARK. Blackie. 1901. Fcap. 8vo, pp. 32; 4d. 1804

—— Les Précieuses Ridicules. Edited by FREDERIC SPENCER. *Dent's School Molière.* Dent. 1901. Sq. 32mo, pp. xi+98; 1s. net. 1805

M. L. Q., '01, No. 366; *School World*, May '01, p. 186 ('A worthy successor to Prof. S.'s edition of *Le Bourgeois Gentilhomme.* The notes show the same commendable restraint and scholarly thoroughness'); *Educ. Times*, May '01, p. 221 ('excellent edition. . . . The introductions are concise, yet sufficient; the annotation is exemplary'); *Schoolm.*, 11 May '01, p. 844 ('should become popular amongst students of French literature'); *Lit.*, 22 June '01, p. 538 (very favourable; 'We note, however, that Mr. S. does not seem to have heard of Theophrastus').

H. MOREAU. Contes à ma Sœur. Edited by CHARLES SAROLEA. Hachette. 1901. 8vo, pp. xii+72; 9d. 1806

P. DE MUSSET. Monsieur Le Vent et Mme. La Pluie. Edited by E. LEAKEY. E. Arnold. 1901. Globe 8vo, pp. 80; 9d. 1807

Educ. News, 4 May '01, p. 307 (very favourable); *Journ. Educ.*, June '01, p. 404 ('Our only complaint is that the grammatical notes are too full'); *School World*, June '01, p. 274 ('will be found suitable for a junior class. . . . The grammar rules are neatly expressed. . . . The vocabulary is not quite complete'); *Educ. Times*, July '01, p. 290 (favourable; 'a short note on the author might have been added; and the vocabulary is, unfortunately, not as full as it should be'); *Sec. Educ.*, 25 May '01, p. 75 ('altogether a very useful book').

V. PATRICE. Au Pôle en Ballon. Edited by P. SHAW JEFFREY. Macmillan. 1901. Globe 8vo, pp. xx+172; 2s. 1808

M. L. Q., '01, No. 374; *School World*, April '01, p. 149 ('A capital story of modern difficulty. . . . Notes are excellently worded, and supply all that is necessary. . . . The vocabulary is not as full as it should be'); *Acad.*, 14 Sept. '01.

RABELAIS: Selections. Edited by E. C. GOLDBERG. Blackie. 1901. Fcap. 8vo, pp. 32; 4d. 1809

RÉGNIER, MATHURIN, Macette (Satire XIII) publiée et commentée par Ferd. Brunot et P. Bloume, L. Fourniois, G. Peyre, et Armand Weil. Paris, Bellais. 1900. Large 8vo, pp. xliii+52; 2f.50. 1810

Lit. Cbl., 1 June '01, col. 898 (favourable).

JEAN REVEL: Nouvelles Normandes. A Selection. Edited with Notes by J. DUHAMEL. Dent. 1901. Fcap. 8vo, pp. xvi+136; 2s. net. 1811

MME. DE SÉGUR. La Petite Souris Grise. Edited by J. MAURICE REY. Hachette. 1901. [*In Preparation.* 1812

—— Histoire de la Princesse Rosette. Edited by J. MAURICE REY. Hachette. 1901. [*In Preparation.* 1813

P. J. STAHL. Un Anniversaire à Londres: Les quatre Cri-cris de la Boulangère, and Il faut penser à tout. Edited by C. E. B. HEWITT. Arnold. 1901. Globe 8vo, pp. 80; 9d. 1814

Educ. Times, June '01, p. 257 ('Pretty little tales of the Sunday-school type, and may be recommended for very young pupils. The notes and vocabulary are adequate; we should prefer a rather larger type for the use of children'); *Educ. News*, 4 May '01, p. 307 ('The chief feature . . . is the splendid set of notes'); *Lit.*, 22 June '01, p. 538 ('Notes are judicious and there are some good remarks on some points of idiom difficult to the beginner'); *Journ. Educ.*, July '01, p. 430 ('The notes and short sentences for retranslation are excellently done. The stories themselves are delightfully French in sentiment'); *Sec. Educ.*, 15 May '01, p. 75 (fav.); *School World*, Aug. '01, p. 310 ('quite suitable for elementary work. The notes are adequate. . . . Vocabulary is not quite full').

STENDHAL. Pages choisies, avec une introduction par HIPPOLYTE PARIGOT. Paris, Colin. 1901. 18mo, pp. ; 3f.50. 1815

THIERS. L'Expédition de Bonaparte en Égypte. Edited by C. FABREGOU. Heath. 1901. 12mo, pp. v+99; 1s. 3d. 1816

Educ. Times, June '01, p. 257 ('Should prove an interesting reading book, especially for boys. . . . The notes are helpful and trustworthy'); *Schoolm.*, 31 Aug. '01, p. 330 (recommended for upper classes); *School World*, Oct. '01, p. 394 ('of moderate difficulty and will prove of considerable interest to intelligent pupils. . . . Short serviceable notes').

R. TÖPFFER. Voyage en Zigzag. Edited by ASCOTT HOPE. New York, Holt. 1901, 8vo, pp. 171; 1817

VOLTAIRE. Histoire de Charles XII. Revised by GABRIEL SURENNE. New edition. Edinburgh, Oliver & Boyd. 1901. 18mo, pp. 262; 1s. 3d. 1818

—— Contes et Mélanges. Edited by F. B. KIRKMAN. Black. 1901. Cr. 8vo, pp. 160; 2s. 1819

Educ. Times, May '01, p. 221 ('The notes are of the briefest and give only the strictly necessary explanations. The original part of the book is to be found in the oral exercises attached. . . . There is a good deal in these exercises that is very suggestive to teachers'); *Journ. Educ.*, May '01, p. 312 ('The notes are somewhat meagre, and average less than one to the page. . . . In the oral lessons, according to the new method, a good feature is questions on derivatives'); *Bookman*, May '01, p. 64 ('carefully edited and annotated'); *School World*, June '01, p. 274 ('there is no life of Voltaire; the notes on the subject-matter are too condensed'); *Lit.*, 18 May '01, p. 416 ('As preparation for "Unseens" we should think these exercises would be useful'); *Sec. Educ.*, 15 May '01, p. 75 ('a good book for a class of intelligent pupils; one not so good from a literary point of view might possibly better suit the taste of an average boy'); *Acad.*, 15 Sept. '01; *Schoolm.*, 31 Aug. '01 (fav.).

—— Selected Letters of. Edited by L. C. SYMS. New York, The American Book Co. 1900. 8vo, pp. 249; 1820

Pract. Teach., June '01, p. 655 ('To advanced pupils with some knowledge of history and literature . . . should prove interesting and useful').

JETTA S. WOLFF. Les Français en Voyage. Arnold. 1901. Cr. 8vo, pp. iv+148; 1s. 6d. 1821

Bright and spirited scenes; recommended.

Sec. Educ., 15 June '01, p. 91 (fav., no vocabulary, but the notes are sufficient for any one who has a little knowledge of common words and constructions to begin with'); *Educ. News*, 25 May '01, p. 363 (very fav.); *School World*, Aug. '01, p. 310 ('fav., 'carefully printed, but not quite free from slips'); *Guard.*, 11 Sept. '01 (recommended); *Educ. Times*, Oct. '01, p. 418 ('Even those not engaged in teaching will peruse this book with pleasure'); *Schoolm.*, 3 Aug. '01, p. '01, p. 196 (recommended); *Athen.*, 5 Oct. '01, p. 452 ('thoroughly entertaining'); *Child Life*, Oct. '01, p. 271 (fav.).

VARIOUS AUTHORS. Contes Français. Edited by E. B. LE FRANÇOIS. Blackie. 1901. Fcap. 8vo, pp. 79; 1s. 1822

Educ. Times, May '01, p. 221 ('In places the language is distinctly old-fashioned. . . . The notes are sufficient, but not above the average. The vocabulary does *not* contain "most common words, as well as words that are alike, or nearly so, in both languages"'); *Lit.*, 18 May '01, p. 416 (fav.; 'notes short and to the point').

—— Dix Contes Modernes des Meilleurs Auteurs du jour. Edited by H. A. POTTER. Ginn. 1900. 12mo, pp. 96; . 1823

SELECTIONS.

CHOIX DE LETTRES DU XVIII^e SIÈCLE. Publiées avec une Introduction, des notices et des notes par G. LANSON. Hachette. 1901. Fourth edition. 16mo, pp. vii+709; 2f.50. 1824

GRANDS PROSATEURS DU XVII^e SIÈCLE. Edited by M. LOUIS BRANDIN. Black. 1901. 1825

LES CLASSIQUES IMITATEURS DE RONSARD, MALHERBE, CORNEILLE, RACINE, BOILEAU. Extraits recueillis et annotés par E. DREYFUS-BRISAC. Paris, Lévy. 1901. 7¼×5 in., pp. 191; 2f. 1826

THE AGE OF LOUIS XI. Edited by F. W. B. SMART. Black. 1900. 8vo, pp. xviii+156; 2s. net. 1827

M. L. Q., '01, No. 390; *Bookman*, March '01, p. 204 ('The extracts are from works of French contemporaries and historians, and give a vivid picture of the period'); *School World*, June '01, p. 228 ('will be welcome to any teacher of an advanced class who wishes to give his pupils some idea of an exceptionally interesting period of French history'; very fav.); *Lit.*, 18 May '01, p. 416 (fav.; 'something might have been said of the authors'); *Acad.*, 14 Sept. '01.

A NOTE-BOOK OF FRENCH LITERATURE. By PHILIP C. YORKE. Vol. I. to the end of the Eighteenth Century. Blackie. 1901. Cr. 8vo, pp. xv+419; 6s. net. 1828

A superfluous piece of work; there are other and better collections of *morceaux choisis* with biographical and literary notices. The critical notes are as poor as the English in which they are written.

Athen., 26 Oct. '01, p. 556 ('When Mr. Y. gets to congenial ground he is much better, and, apart from some "finishing-school" sentiments, we think his work could hardly be bettered as an account of what most Frenchmen think to be the greatest French literature'); *Lit.*, 12 Oct. '01, p. 347 (fav.); *Bookman*, Oct. '01, p. 38 ('it is done with so much thought, taste and literary skill that it forms a valuable aid to literary students').

FRANZÖSISCHE VOLKSLIEDER. Ausgewählt und erklärt von Dr. JAKOB ULRICH. Leipzig, Renger. 1899. , pp. ; . 1829

Archiv, cvii., p. 212 (very warmly recommended by *George Carel.*)

MORCEAUX CHOISIS. French Prose Extracts. Selected and edited by R. L. A. DU PONTET. Arnold. 1901. Cr. 8vo, pp. xxiv+140; 1s. 6d. 1830

The extracts are classified under the following headings:—Narrations, Descriptions, Genre Didactique, Style Oratoire, Biographie, Style Epistolaire, Anecdotique, Comédie.

Educ. News, 13 July, '01, p. 482 ('some excellent notes appended'); *School World*, Sept. '01, p. 355 (recommended as an exceptionally good selection . . . biographical notices of the authors, which are distinctly good, considering how brief they are'); *Acad.*, 14 Sept. '01 ('educationally this book is low'); *Guard.*, 11 Sept. '01 (fav.); *Educ. Times*, Oct. '01, p. 418 (fav.; 'The notes deal mainly with the subject-matter and do not supply renderings'); *Lit.*, 12 Oct. '01, p. 348 (recommended).

A BOOK OF FRENCH POETRY. Selected and edited by R. L. A. DU PONTET, M.A. Arnold. 1901. , pp. ; . [*In Preparation.* 1831

TRANSLATIONS.

H. DE BALZAC. Les deux Jeunes Mariées. With an Introduction by GEORGE MOORE. Heinemann. 1901. Demy 8vo, pp. ; 7s. 6d. 1832

VICOMTE DE CHATEAUBRIAND, sometime Ambassador to England: Memoirs. By F. RENÉ. Translated by A. T. DE MATTEOS, Freemantle. 1901. Illustrated. 6 vols. 8vo, pp. ; 15s. net. 1833

A. COMTE. Passages from Letters. Selected and translated by JOHN K. INGRAM. Black. 1901. Cr. 8vo, pp. 222; 3s. 6d. net. 1834

The extracts are chosen from letters which belong to Comte's later period, 1842-1857.

Guard., 28 Aug. '01 (unfav.).

CORNEILLE. The Horatii. The Cid. Translated into English Blank Verse by W. F. NOKES. Hachette. 1900. Cr. 8vo, pp. 64, 75; paper cover 1s. 6d. each. 1835

M. L. Q., '01, No. 400; *Pract. Teach.*, Aug. '01, p. 107 ('really excellent translation').

A. DAUDET. Le NABAB. With an Introduction by Prof. TRENT. Heinemann. 1901. Demy 8vo, pp. ; 7s. 6d. 1836

DUMAS. La Dame aux Camélias. With an Introduction by E. Gosse. Heinemann. 1901. Demy 8vo, pp. ; 7s. 6d. 1837

—— La Tulipe Noire. With an Introduction by Dr. GARNETT. Heinemann. 1901. Demy 8vo, pp. ; 7s. 6d. 1838

O. FEUILLET. Roman d'un Jeune Homme Pauvre. With an Introduction by H. HARLAND. Heinemann. 1901. Demy 8vo, pp. ; 7s. 6d. 1839

FLAUBERT. Madame Bovary, with an Introduction by M. JAMES. Heinemann. 1901. Demy 8vo, pp. ; 7s. 6d. 1840

J. and E. DE GONCOURT. Renée Mauperin. With an Introduction by FITZMAURICE KELLY. Heinemann. 1901. Demy 8vo, pp. ; 7s. 6d. 1841

V. HUGO. Notre Dame de Paris. With an Introduction by ANDREW LANG. Heinemann. Demy 8vo, pp. ; 7s. 6d. 1842

—— Poems from. Translated into English Verse by Sir GEORGE YOUNG. Macmillan. 1901. [*In Preparation.* 1843

—— Love Letters of. 1820-1822. Commentary by PAUL MEURICE. Translated by ELIZABETH W. LATIMER. Harper. 1901. 8vo, $8\frac{1}{2} \times 5\frac{1}{2}$ in., pp. 266; 10s. 6d. net. 1844

Athen., 19 Oct. '01, p. 483.

L. PETIT DE JULLEVILLE. Joan of Arc. Translated by HESTER DAVENPORT. Duckworth. 1901. $7\frac{1}{2} \times 4\frac{3}{4}$ in., pp. 191; 3s. 1845

Athen., 29 June '01, p. 812 ('avoids many errors. . . . There are more copious and more interesting histories of the Maid, but perhaps there is none more candid and more free from vague speculation than this. It is on the military side that the results of extreme conciseness are most to be regretted. . . . The translation . . . is good, but there are a few misprints in quotations from the French'); *Bookman*, July '01, p. 130 ('A personal rather than a historical Life of Joan of Arc').

M. MAETERLINCK. Life of the Bee. Translated by ALF. SUTRO. Allen. 1901. Cr. 8vo, pp. ; 5s. net. 1846

Acad., 1 June '01; *Guard.*, 19 June '01 ('If there is or ever has been a more delightful book on bees than this volume, it has not been our good fortune to meet with it').

G. DE MAUPASSANT. Pierre et Jean. With an Introduction by the EARL OF CREWE. Heinemann. 1901. Demy 8vo, pp. ; 7s. 6d. 1847

MÉRIMÉE. Carmen and Colomba. With an Introduction by ARTHUR SIMONS. Heinemann. 1901. Demy 8vo, pp. ; 7s. 6d. 1848

MONTAIGNE. Ausgewählte Essays. Aus dem franz. v. E. KÜHN. 4 vols. Strassburg, Heitz. 1900. 8vo, pp. xvi+144, 152, 148, 168; each 2s. 6d. 1849

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II. LITERARY HISTORY.

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M. L. Q., '00, No. 724; *Athen.*, 3 Aug. '01, p. 153 ('of real value not only to the literary student, but also to all who are interested in the social development of Germany'); *Educ. Times*, Sept. '01, p. 375 ('Throughout the book the reader's interest never flags'; very fav.); *Guard.*, 11 Sept. '01 ('a well-written application to Germany of the method of treating literature which will always be associated with the name of M. Taine').

HISTOIRE DE LA LITTÉRATURE ALLEMANDE. Par A. BOSSERT. Hachette. 1901. 16mo, pp. x+1120; 5f. 2102

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GESCHICHTE DER DEUTSCHEN NATIONALLITTERATUR. Von A. F. C. VILMAR. 25. (Jub.) Auflage. Mit einer Fortsetzung 'Die Deutsche Nationallitteratur vom Tode Goethes bis zur Gegenwart' von AD. STERN. Marburg, Elwert. 1900. 8vo, pp. xvi+778; 5m. 2103

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To be complete in 2 vols.

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MODERN GERMAN LITERATURE. By B. W. WELLS. 2nd ed., revised and enlarged. Boston, Little, Brown & Co. 1901. 12mo, pp. xi+429; $1.50. 2106

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HANDBUCH DER DEUTSCHEN NATIONALLITTERATUR VON LUTHER BIS ZUR GEGENWART. Für die oberen Klassen höherer Lehranstalten. Von H. VIEHOFF. Neu bearbeitet von H. LEISERING. 2 Teile. 25. Auflage. Braunschweig, Westermann. 1901. Large 8vo, pp. xiv+596; pp. vi+391; 7m. 2107

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Educ. News, 25 May '01, p. 363 ('It is a work of considerable merit and it deserves a wide circulation. . . . The editor's critical remarks are scholarly and impartial').

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See No. 1509.

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DIE DEUTSCHE LITTERATUR DES NEUNZEHNTEN JAHRHUNDERTS. Von Dr. R. M. MEYER. 2te Auflage. Berlin, G. Bondi. 1900. Large 8vo, pp. xxii+960; 10m.; bound, 12m.50. 2115

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Lit. Cbl., 22 June '01, col. 1010 ('Sein Buch ist trotz mancher Mängel mit das beste, was über die beiden letzten Jahrzehnte deutscher Litteratur geschrieben worden ist,'—*mp.*).

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DIE DEUTSCHEN ALTERTÜMER. Von FRANZ FUHSE. Leipzig, Göschen. 1900. 8vo, pp. 176; 80pfg. 2179

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GERMANISCHE GÖTTER- UND HELDENSAGE, unter Anknüpfung an die Lektüre für höhere Lehranstalten, namentlich für den deutschen Unterricht, sowie zur Selbstbelehrung, nach den Quellen dargestellt. Von ARNOLD ZEHME. Leipzig, Freytag. 1901. 8vo, pp. xi+258; 2m. 2180

DER DEUTSCHE VOLKSABERGLAUBE DER GEGENWART. Von D. ADOLF WUTTKE. 3. Bearbeitung von ELARD H. MEYER. Berlin, Wiegandt & Grieben. 1900. Lge. 8vo, pp. xvi+535; 12m. 2181

Z. f. d. A., xxvii., p. 83 (fav.—*E. Sch*[*roeder*]).

THE LEGAL PROTECTION OF WOMAN AMONG THE ANCIENT GERMANS. By W. RULKVETTER. Chicago, 1901. 8vo, pp. 96; $1. 2182

DEUTSCHE VOLKSTYPEN. Von E. STREMPEL. Gezeichnet von ST. JENA. 1901. 4to, 22 Lichtdr.-Tafeln. Mit 1 Bl. Text; 6m. 2183

GLIMPSES OF THREE NATIONS: London—Paris—Berlin. By G. W. STEEVENS. Edited by VERNON BLACKBURN. With a Preface by Mrs STEEVENS. 2184

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(See also *Selections*, No. 2082-2093.)

PRAKTISCHE ANLEITUNG ZUM DISPONIEREN DEUTSCHER AUFSÄTZE. 6. verbesserte und erweiterte Auflage. Von ADOLF HEINZE. 1. Bändchen, Aufgaben 1-125. Leipzig, Engelmann. 1901. Lge. 8vo, xii+147; 1m.60. 2186

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Lit. Cbl., 27 April '01, col. 692 (warmly recommended).

GUIDE TO ADVANCED GERMAN PROSE COMPOSITION. By E. EHRKE. Oxford, Clarendon Press. 1901. Extra fcap. 8vo, pp. xii+184; 3s. 2188

GERMAN EXERCISES. Material to Translate into German. Book II. By J. F. STEIN. Ginn. 1900. Cr. 8vo, pp. vi+114; . 2189

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DUAL READER. (German-English.) By O. JONES. Allman. 1901. 7½×5 ins., pp. 93; 1s. 2191

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THE GERMAN READER. (Method Gaspey-Otto-Sauer.) Von Dr. EMIL OTTO. 2 Teile. 1. A Selection of readings in German literature, with explanatory notes and a vocabulary in three parts. Revised by Dr. Wright. 1st part—Anecdotes, fables, descriptions, fairy stories, parables, tales, and easy poems. Heidelberg, Groos. 1901. Large 8vo, pp. viii+208. 2. Revised by H. Runge. 2nd part—Select readings in German literature, with explanatory notes and a complete vocabulary. 5th ed. Pp. vii+219; 2m.40. 2192

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Book I. *M. L. Q.*, '00, No. 739; Book II. *M. L. Q.*, '00, No. 1395; *School World*, June '01, 228 ('The stories are too childish for school use . . . vocabulary is not complete, . . . illustrations are poor'); *Journ. Educ.*, Sept. '01, p. 601 ('The plan is simple and pedagogically sound'); *School Board Chron.*, 26 Oct. '01, p. 249 (commended).

SELF-EDUCATOR IN GERMAN. Edited by J. ADAM. Hodder & Stoughton. 1901. $5\frac{1}{2} \times 5\frac{1}{2}$ in., pp. xvi +214; 2s. 6d. 2198

M. L. Q., '01, No. 686; *Bookman*, March '01, p. 202 ('in every way fulfils its title'); *Pract. Teach.*, April '01, p. 546 ('recommend it as a practical course for beginners. . . . An excellent means of gaining an intelligent knowledge and use of the language'); *Journ. Educ.*, June '01, p. 404 ('A thoroughly sensible and well arranged primer, which will carry the pupil up to the stage of easy unseens and imitative exercises . . .' notices one or two defects); *Acad.*, 14 Sept. '01.

KEY TO SIEPMANN'S GERMAN PRIMER. Macmillan. 1901. Globe 8vo, pp. iv+84; 3s. 6d. net. 2199

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A FIRST GERMAN BOOK. By L. A. LOWE. With many Illustrations. Blackie. 1901. Cr. 8vo, pp. 88; 1s. 6d. 2200

Bookman, Oct. '01, p. 34 ('A capital little book for beginners'); *Lit. World*, 4 Oct. '01 ('cordially recommended').

ABBÉ GAZAGNOL. Memento de grammaire allemande et guide pratique pour le thème oral. Paris, Ch. Poussielgue. 1900. 16mo, pp. ; 65c. 2201

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ELEMENTARY OBJECT LESSONS IN GERMAN. By J. C. TROTTER. Nelson. 1901. 12mo, pp. 136; 2s. 2203

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M. L. Q., '00, No. 785; *Neu. Spr.*, ix., p. 237 ('eine fleissige, durchaus beachtenswerte Arbeit.'—*F. N. Finck*).

GRUNDZÜGE DER DEUTSCHEN SYNTAX NACH IHRER GESCHICHTLICHEN ENTWICKLUNG. Von O. ERDMANN. Zweite Abteilung. Die Formationen des Nomens. (Genus, Numerus, Kasus) von Otto Mensing. Stuttgart, . 1898. 8vo, pp. xvi+276; . 2206

Z. f. I. S., Anzeiger, Bd. XII., '01, p. 123 (an appreciative and useful review by *K. v. Bahder*).

DIE DEUTSCHE SPRACHE DER GEGENWART. Ein Handbuch für Lehrer, Studierende und Lehrerbildungsanstalten. Von LUDWIG SÜTTERLIN. Leipzig, Voigtländer. 1900. 8vo, pp. xxiii+381; 6m. 2207

L. g. r. P., Feb. '01, col. 58 (a most favourable notice by *O. Behaghel*); *A. f. d. A.*, xxvii., p. 234 ('für den praktischen Unterricht nicht verwendbar.'—*Joseph Seemüller*).

DEUTSCHE SPRACH- UND STILLEHRE. Eine Anleitung zum richtigen Verständnis und Gebrauch unserer Muttersprache. Von Prof. Dr. O. WEISE. Leipzig, Teubner. 1901. 8vo, pp. xiv+192; 2m. 2208

STILISTIK FÜR SEMINARIEN UND ANDERE HÖHERE LEHRANSTALTEN. Von J. STEIGER. Mit Vorwort von J. HOWALD. Wiesbaden, E. Behrend. 1900. , pp. 144; 1m.60. 2209

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DER DEUTSCHE SATZBAU. Von Dr. HERM. WUNDERLICH. 2. vollständig umgearbeitete Aufl. 1. Bd. Stuttgart, Cotta Nachf. 1901. Large 8vo, pp. xlii+418; 9m. 2213

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BEDEUTUNGSENTWICKLUNG UNSERES WORTSCHATZES. Von Dr. ALBERT WAAG. Auf Grund von Hermann Paul's 'Deutschem Wörterbuch' in den Haupterscheinungen dargestellt. Lahr i. B., M. Schauenburg. 1901. Large 8vo, pp. xvi+200; 3m. 2214

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KARL GUSTAF ANDRESEN. Über deutsche Volksetymologie. Sechste, verbesserte und vermehrte Auflage. Besorgt von Prof. Dr. HUGO ANDRESEN. Leipzig, Reisland. 1899. Large 8vo, pp. viii+492; 6m.40; bound, 7m.20. 2216

M. L. Q., '00, No. 1920; *L. g. r. P.*, June '01, col. 193 ('die neue Auflage hat eine sehr erhebliche Bereicherung erfahren.'—*O. Behaghel*).

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METHODISCHER LEITFADEN DER DEUTSCHEN INTERPUNKTIONSLEHRE. Ein Hülfsbuch für Theorie und Praxis. Von A. ELSTER. Magdeburg, Creutz. 1901. 8vo, pp. vi+72; 80pfg. 2218

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III.—DICTIONARIES.

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KLEINES VERZEICHNIS GRIECHISCH-DEUTSCHER FREMD- UND LEHNWÖRTER. Von A. HEMME. Leipzig, Avenarius. 1901. Large 8vo, pp. 45; 1m. 2220

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M. L. Q., '01, No. 826; *Neuphil. Cbl.*, July-Aug. '01, p. 234 (very warmly recommended; 'durchaus praktisch.'—*A. Kressner*).

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ITALIAN.

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LA DIVINA COMMEDIA DI DANTE ALIGHIERI. Riveduta nel texto e commentata da G. A. SCARTAZZINI. Volume I. L'Inferno. 2a edizione. Leipzig, Brockhaus. 1900. 8vo, pp. xx+623+168; 12m. 2226

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AN ENGLISH COMMENTARY ON DANTE'S DIVINA COMMEDIA. By the Rev. H. F. TOZER. Oxford, Clarendon Press. 1901. 8vo, pp. viii+401; 8s. 6d. 2227

Athen., 31 Aug. '01, p. 276 ('Carefully and accurately compiled as it is, there is little information in it which is not easily accessible elsewhere'); *Notes and Queries*, 3 Aug. '01, p. 115 ('eminently helpful'); *Speaker*, 24 Aug. '01, p. 588 ('terse and lucid notes, which are at once fresh and yet characterised by sound learning.'—*F. J. S.*); *Guard.*, 25 Sept. '01 ('has struck out a new line in offering . . . a series of expository notes in English on the whole of the *D. C.* . . . . a model of concise and judiciously selected information').

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TAVOLE SCHEMATICHE DELLA DIVINA COMMEDIA DI DANTE ALIGHIERI compilate da Prof. Dr. LUIGI POLACCO, seguite da 6 tav. Mailand, Hoepli. 1901. Sm. 8vo, pp. ; 3 l. 2229

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Athen., 31 Aug. '01, p. 276 ('The introductory lecture . . . is the best in the whole course').

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DANTE AND GIOVANNI DEL VIRGILIO. Including a critical text of Dante's Eclogæ Latinæ. By PHILIP H. WICKSTEED and E. G. GARDNER. Constable. 1901. Demy 8vo, pp. 340; 12s. 2233

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SPIRITUAL SENSE OF DANTE'S DIVINA COMMEDIA. By W. T. HARRIS. Paul. 1901. Cr. 8vo, pp. 216; 5s. 2235

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Athen., 29 June '01, p. 817 ('To read it is of itself almost an education in Dante'); *Archiv*, cvii., p. 221 (v. fav.; *Adolf Tobler*).

OTHER WRITERS.

L. ARIOSTO. Orlando Furioso commentato ed annotato da GIOVANNI A. BAROTTI, ed ill. da NIC. SANESI. Milano, P. Carrara. 1901. 8vo, pp. 707; 5 l. 2237

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FRANCESCO PETRARCA. Die Triumphe. In kritischem Texte herausgegeben von CARL APPEL. Halle a/S., Niemeyer. 1901. Large 8vo, pp. xliv+476; 14m. 2241

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THE DIVINA COMMEDIA OF DANTE ALIGHIERI. Translated line for line in the *terza rima* of the Original, with Introduction and Notes, by FREDERICK K. H. HASELFOOT, M.A. 2nd ed., rev., cor., and further annotated. Duckworth. 1901. Demy 8vo, pp. 712; 12s. net. 2242

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DANTE. The Vision. Part II., Purgatory. Translated by HENRY F. CARY. Revised Introduction by PAGET TOYNBEE. Methuen. 1901. 12mo, pp. xxx+228; 1s. 6d. net. 2244

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DANTES HEILIGE REISE. Freie Nachdichtung der Divina commedia von J. KÖHLER. Purgatorio. Köln, Ahn. 1900. Large 8vo, pp. viii+224; 4m.; bound, 6m. 2245

Archiv, cvii., p. 219 ('in hohem Grade lesenswert.'—*J. Arnheim.*)

PETRARCH'S FAMILIAR LETTERS. Selected by J. LOHSE. Dent. 1901. Pott 8vo, pp. 148; cloth, 2s. 6d. net; leather, 3s. 6d. net. 2246

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M. L. Q., '01, No. 764; *Athen.*, 8 June '01, p. 723 ('fairly well executed. . . . So far as it goes will be found of great service; and the translator has brought the notes up to date in the matter of bibliography. . . . The translator's work is for the most part accurate, though a little wooden'); *Bookman*, Sept. '01, p. 188 ('not a mere history of early Italian literature, but the torso of a complete history'); *Journ. Educ.*, Aug. '01, p. 507 ('well done . . . undoubtedly readable and will be found useful as a book of reference').

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COMPENDIO DI STORIA DELLA LETTERATURA ITALIANA. F. FLAMINI. Livorno, Giusti. 1900. 16mo, pp. xi+297; . 2249

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COMPENDIO DI STORIA DELLA LETTERATURA ITALIANA, compilato ed annotata ad uso delle scuole medie tedesche, è antologia italiana del migliori autori antichi e moderni. F. MARCHEL. Innsbruck, Wagner. 1901. 8vo, pp. 100+vii+357; 5m.70. 2250

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STORIA DEL TEATRO DRAMMATICO ITALIANO DALLA FINE DEL SECOLO XV ALLA FINE DEL SECOLO XIX. P. BETTOLI. Disp. 1-8. Bergamo, Fagnani. 1901. 8vo, pp. 1-64; 0 l.15 la dispensa. 2252

LE THÉÂTRE HORS DE FRANCE. Par H. LYONNET. IV^e^ série. Pulcinelle et Cie. (Le théâtre napolitain.) Préface de G. LARROUMET. Paris, Ollendorff. 1901. 8vo, pp. xiii+374, and 50 photograv.; 3f.50. 2253

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VINCENZO DA FILICAIA E LE SUE OPERE. G. CAPONI. Prato, Giachetti. 1901. 8vo, pp. 430; 4 l. 2257

STUDII LEOPARDIANI. By GIOVANNI MESTICA. Florence, Le Monnier. 1901. , pp. ; 4 l. 2258

S. R., 17 Aug. '01 ('Prof. G. M. has long been known to us as one of the chief and most accurate authorities on Leopardi. . . . the whole book abounds in indispensable material for the final biographer').

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Athen., 8 June '01, p. 715 (very fav.); *Bookman*, Aug. '01, p. 159; ('On the whole, as accurate as this kind of sketch ever can be; and it finishes on the note of an optimism which one would gladly see verified'); *Guard.*, 18 Sept. '01 (fav.; 'It is not too much to say that all students of contemporary sociology owe a real debt of gratitude to Mr. K. and Mr. O').

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Guard., 23 Oct. '01 ('We heartily welcome a book in English on this interesting subject').

F. MISTRAL. Mirèio, provençalische Dichtung. Deutsch von AUGUST BERTUCH. 3. neu durchgesehene Aufl. Mit M.'s Bildnis. Berlin, Hertz. 1900. 8vo, pp. xxvii+272; . 2344

L. g. r. P., Aug.-Sept. '01, col. 289 ('ein Meisterwerk der Übersetzungskunst.'—*O. Hennicker*).

FREDERIC MISTRAL, der Dichter der Provence. Von N. WELTER. Elwert. 1899. 8vo, pp. 356; 4m. 2345

M. L. Q., '01, No. 931; *L. g. r. P.*, July '01, col. 244 (a favourable notice by *Koschwitz*).

(RUSSIAN.) RUSSIAN SELF-TAUGHT. With Phonetic Pronunciation. Containing Vocabularies, Idiomatic Phrases and Dialogues, Elementary Grammar, Naval, Military, Commercial, and Trading Terms, Travel Talk, Shooting, Fishing, Photography, Cycling, etc., etc. By C. A. THIMM. Marlborough. 1901. Cr. 8vo, pp. 134; 2s. 6d. 2346

Notes and Queries, 21 Sept. '01, p. 255 (fav.); *Bookman*, Oct. '01, p. 34 ('The seemingly impossible is here made comparatively easy').

ELEMENTARY RUSSIAN GRAMMAR. By PIETRO MOTTI. Second edition, enlarged and revised. Nutt. 1901. Cr. 8vo, pp. 104; 2s. 2347

Journ. Educ., Sept. '01, p. 598 (fav. but points out some minor defects); *School Guard.*, 27 July '01, p. 595 (fav.).

RUSSIAN CONVERSATION GRAMMAR. By PIETRO MOTTI. Nutt. 1901. Cr. 8vo, pp. 359; 6s. 2348

Journ. Educ., Sept '01, p. 598 ('practical and workmanlike,' notes some minor defects); *School Guard.*, 27 July '01, p. 595 (fav.).

HOSSFELD'S RUSSIAN GRAMMAR. By S. RAPPOPORT. Hirschfeld Bros. 1901. 8vo, pp. 400; 5s. net. 2349

RUSSIAN LIFE IN TOWN AND COUNTRY. By FRANCIS H. E. PALMER. Newnes. 1901. Cr. 8vo, pp. ; 3s. 6d. net. 2350

THE RUSSIAN PEOPLE. By FITZMAURICE KELLY. Heinemann. 1901. 2351

LA RUSSIE A LA FIN DU XIX^{e} SIÈCLE. Par ROCHER. Paris, Lamm. 1901. 8vo, pp. ; 5f. 2352

ALL THE RUSSIAS. By HENRY NORMAN, M.P. Heinemann. 1901. 2353

RUSSISCHE KINDERERZÄHLUNGEN. (In russischer Sprache.) Von A. ZIEKLER. Mit deutschen Anmerkungen herausgegeben. 1. Bd. Pascha. Erzählung aus dem russischen Volksleben. Leipzig, R. Gerhard. 1901. Large 8vo, pp. 30; 40pfg. 2354

—— —— 2. Bd. Monika. Eine Kindergeschichte aus dem Deutschen. Von A. STEIN. Leipzig, Gerhard. 1901. Large 8vo, pp. 141; 2m. 2355

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RUSSISCHE REISEBESCHREIBUNGEN. Für den Unterricht bearbeitet, kommentiert und mit Hinweisen auf seine Grammatik versehen von Dr. D. L. von MARNITZ. Leipzig, Gerhard. 1901. 8vo, pp. iv+64+26; 1m.50. 2357

L'ACCENT TONIQUE DANS LA LANGUE RUSSE. Par G. PEROT. Paris, Tallandier. 1901. 18mo, pp. 10f. 2358

GRAF LEO TOLSTOI. Mit Bildnis. Von ERICH BERNEKER. Leipzig, Voigtländer. 1900. Lge. 8vo, pp. 114; 2359

TOLSTOY AND HIS PROBLEMS. Essays by AYLMER MAUDE. G. Richards. 1901. Cr. 8vo, $8\frac{1}{8} \times 5\frac{1}{8}$ in., pp. 338; 6s. 2360

Athen., 22 June '01, p. 787 (fav., 'The short life of T. is excellent, and in the chapter devoted to talks with him we get many of his opinions on questions of the day and on leading modern authors'); *Lit.*, 25 May '01, p. 441 ('A series of essays more or less closely linked with the gospel according to T.'); *Bookman*, Aug. '01, p. 154 (*Edward Garnett*); *Guard.*, 26 June '01 ('not a dull page in it').

TALES FROM TOLSTOI. Translated from Russian, with Biography of Author. By R. NISBET BAIN. Jarrold. 1901. Cr. 8vo, pp. 328; 6s. 2361

(SCANDINAVIA.) A HISTORY OF MODERN SCANDINAVIAN LITERATURE. By Dr. GEORGE BRANDES. Heinemann. 1901. 2362

(SWEDISH.) ELEMENTARY SWEDISH GRAMMAR. Method Gaspey-Otto-Sauer. By HENRY FORT. Heidelberg, J. Groos. 1901. 2363

Journ. Educ., Sept. '01, p. 602 ('The exercises and reading lessons are abundant and well contrived and there is a useful vocabulary').

SWEDISH SELF-TAUGHT. By C. A. THIMM. Edited by W. F. HARVEY. E. Marlborough. 1901. Cr. 8vo, pp. 100; 2s.; red cloth boards, 2s. 6d. 2364

M. L. Q., '01, No. 949; *Pract. Teach.*, July '01, p. 18; *Schoolm.*, 3 Aug. '01, p. 196 (fav.).

DIE ALT- UND NEUSCHWEDISCHE ACCENTUIERUNG UNTER BERÜCKSICHTIGUNG DER ANDERN NORDISCHEN SPRACHEN. Von AXEL KOCK. Strassburg, Trübner. 1901. (*Q. F.* 87.) 8vo, pp. xii+298; 7m.50. 2365

(SYRIAC.) A DICTIONARY OF THE DIALECTS OF VERNACULAR SYRIAC. By A. J. MACLEAN. Oxford, Clarendon Press. 1901. , pp. ; 25s. 2366

Guard., 18 Sept. '01 ('deals with the dialects spoken by the Eastern or Nestorian Syrians . . . indispensable to those who desire a practical acquaintance with the vernacular Syriac').

(TURKISH.) A TURKISH-ENGLISH AND ENGLISH-TURKISH LEXICON. By J. W. REDHOUSE. Frowde. 1901. Imp. 8vo, pp. 2234; 848; 30s. and 16s. 2367

TÜRKISCHE VOLKSLITTERATUR. Von G. JACOB. Berlin, Mayer & Müller. 1901. , pp. ; 1m.50. 2368

(WELSH.) THE ELEMENTS OF WELSH GRAMMAR. By SAMUEL J. EVANS, M.A. 2d ed. Newport, Southall. 1901. Cr. 8vo, pp. 117. 2368(*a*)

OWEN GLYNDWR AND THE LAST STRUGGLE FOR WELSH INDEPENDENCE: Brief Sketch of Welsh History. By A. G. BRADLEY. Putnam. 1901. Cr. 8vo, $7\frac{3}{4} \times 5\frac{1}{8}$ in., pp. 376; 5s. 2369

(ZULU.) ZULU SELF-TAUGHT. By F. EYLES. Nutt. 1901. $7 \times 4\frac{3}{4}$ in., pp. 107; 3s. 6d. net; Key to the same, 2s. 6d. net. 2370

THE MIDDLE AGES.

OLD AND MIDDLE ENGLISH, GOTHIC, &c.

JACOB'S WELL. An English Treatise on the Cleansing of Man's Conscience. Edited from the unique MS. about 1440 A.D. in Salisbury Cathedral, by Dr. A. BRANDEIS. Part I. (*Early Eng. Text Soc.* 115.) Paul. 1901. , pp. ; 10s. 2371

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CHAUCER. The Prologue to the Canterbury Tales, The Knight's Tale, The Nonnes Prestes Tale. Edited in critical text, with grammatical introduction; being an elementary grammar of Middle English. Notes and Glossary by MARK H. LIDDELL. Macmillan. 1901. Globe 8vo, pp. cxxi+221; 3s. 6d. 2372

M. L. Q., '01, No. 961; *School World*, Sept. '01, p. 356 (highly commendable); *Athen.*, 21 Sept. '01, p. 380 ('a valuable college text-book'); *Acad.*, 14 Sept. '01, ('thorough, but too philological'); *Guard.*, 10 July '01 ('contains a lengthy grammatical introduction, a critical text chiefly notable for its systematic boycotting of Harleian MS. 7334 . . . and an unpretentious commentary and glossary').

THE LANGUAGE AND METRE OF CHAUCER. Set forth by BERNHARD TEN BRINK. 2d ed., rev. by FRIEDRICH VILEY. (Transl. of TEN BRINK'S CHAUCER'S *Sprache und Verskunst* by M. BENTINCK SMITH.) Macmillan. 1901.

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THE AGE OF CHAUCER. By F. J. SNELL. With an Introduction by Prof. HALES. Bell. 1901. Cr. 8vo, pp. 290; 3s. 6d. 2374

THE WIFE OF BATH'S TALE: Its Sources and Analogues. By G. H. MAYNADIER. (*The Grimm Library. Vol. XIII.*) Nutt. 1901. Cr. 8vo, pp. 224; 6s. 2375

Athen., 31 Aug. '01, p. 274 ('Much of Mr. M.'s work is anything but satisfying, but some of the more prominent defects might have been avoided by the exercise of greater care'); *Notes and Queries*, 10 Aug. '01, p 135 ('a valuable contribution to our knowledge of the subject').

MORTE ARTHURE: an Alliterative Poem of the Fourteenth Century. From the Lincoln MS., written by ROBERT OF THORNTON. Edited by MARY M. BANKS. Longmans. 1901. Fcap. 8vo, pp. vi+206; 3s. 6d. 2376

M. L. Q., '01, No. 964; *Guard.*, 31 July '01 (fav.).

SIR ISUMBRAS. Eine englische Romanze des 14. Jahrhunderts. Von J. ZUPITZA und G. SCHLEICH. Berlin, Mayer & Müller. 1901. , pp. ; 4m. 2377

ROGER BACON, THE OPUS MAJUS OF. Supplementary Volume. Edited by Dr. BRIDGES. Williams and Norgate. 1901. Demy 8vo, pp. 188; 2378

Athen., 21 Sept. '01, p. 381 ('The care and skill with which the highly difficult task of recording the readings of the injured Cottonian MS. has been carried out, are beyond commendation').

A GUIDE TO THE MIDDLE ENGLISH METRICAL ROMANCES DEALING WITH ENGLISH AND GERMANIC LEGENDS, AND WITH THE CYCLES OF ARTHUR AND CHARLEMAGNE. By ANNA H. BILLINGS. (*Yale Studies in English. IX.*) New York, Holt. 1901. 2379

Athen., 21 Sept. '01, p. 380 ('as a guide to the literature of the subject her book appears to be remarkably comprehensive and correct. . . . Very few omissions of importance . . . a considerable number of trifling misprints').

SCANDINAVIAN LOAN-WORDS IN MIDDLE ENGLISH. By ERIK BJÖRKMAN. Part I. Halle, Niemeyer. 1900. (*Studien zur Engl. Philologie. VII.*) 8vo, pp. vi+191; 5m. 2380

M. L. Q., '01, No. 969; *Lit. Cbl.*, 15 June '01, col. 978 (a very favourable notice by *K. L.*, who regrets absence of index).

DIE PRONOMINA IM FRÜHMITTELENGLISCHEN. By O. DIEHN. Heidelberg, Winter. 1901. Lge. 8vo, pp. 100; 2m.40. 2381

EMARE. Edited by A. B. GOUGH. (*Old and Middle English Texts. Edited by L. Morsbach und F. Holthausen.* Vol. II.) Low. 1901. Lge. 8vo, pp. xi+39; 2s. net. 2382

BEOWULF AND THE FIGHT AT FINNSBURG. A Translation into English Prose, with Archæological Illustrations. By Dr. J. R. CLARK HALL. Sonnenschein. 1901. Cr. 8vo, pp. xlviii+204; 5s. net. 2383

M. L. Q., '01, No. 977; *School World*, June '01, p. 275 ('almost completely, quite adequately, and very vigorously rendered into modern English prose'); *Athen.*, 13 July '01, p. 56 ('On the whole . . . though far from being as valuable as a translation of "Beowulf" might be, contains a good deal of useful matter'); *Guard.*, 25 Sept. '01 ('The translation is terse and lucid . . . a very succinct account of the great poem, and a useful equipment of notes, pictures, and indexes').

THE CHRIST OF CYNEWULF. A Poem in Three Parts. The Advent, the Ascension, and the Last Judgment. Translated into English Prose by CHARLES H. WHITMAN. E. Arnold. 1900. Large 8vo, pp. vi+62; 2s. 2384

M. L. Q., '01, No. 979; *Archiv*, cvii., p. 159 (fav.—*Heinrich Spies.*)

DIE ALTENGLISCHEN WALDERE-BRUCHSTÜCKE. Neu hrsg. v. FERD. HOLTHAUSEN. Göteborg, Wettergren & Kerber. 1899. Large 8vo, pp. 17; 2kr. 2385

M. L. Q., '00, No. 2056; *Z. f. d. P.*, xxxiii., p. 139 (a favourable notice by *Hugo Gering*).

ELENE: JUDITH: ATHELSTAN, OR THE FIGHT AT BRUNANBURH: BYRHTNOTH, OR THE FIGHT AT MALDON: and THE DREAM OF THE ROOD: Anglo-Saxon Poems, translated by JAMES M. GARNETT. Enlarged edition. Ginn. 1900. 2386

HAVELOK. Edited by F. HOLTHAUSEN. (*Old and Middle Eng. Texts, No.* 1.) Sampson Low. 1900. Large 8vo, pp. xii+101; 2m.40; bound, 3s. 2387

M. L. Q., '01, No. 981; *Lit. Cbl.*, 12 Oct. '01, col. 1689 (a very favourable notice by *W. K.*).

THE LAY OF HAVELOK THE DANE. Edited by Prof. SKEAT. Oxford, Clarendon Press. 1901. [*In the Press.* 2388

UNTERSUCHUNGEN ZUR ALTENGLISCHEN GENESISDICHTUNG. Von Dr. HANS JOVY. Versbau und Sprache in Huchowns Morte Arthure. Von Dr. F. MENNICKEN. The Author of Ratis Raving. By JOHN T. T. BROWN. Zur Berichtigung und Erklärung der Waldere Bruchstücke. Von M. TRAUTMANN. (*Bonner Beiträge. Heft V.*) Bonn. Hanstein. 1900. , pp. 192; 4m.80. 2389

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AN OLD ENGLISH MARTYROLOGY. Re-edited from Manuscripts in the Libraries of the British Museum and of Corpus Christi College, Cambridge. With Introduction and Notes by GEORGE HERZFELD. (*Early English Text Society.* 116.) Kegan Paul. 1900. 8vo, pp. xliii+243; 10s. 2390

L. g. r. P., June '01, col. 203 ('höchst dankenswerte, gründliche und fördernde Ausgabe,'—*F. Holthausen*); *Mod. Lang. Notes*, June '01, col. 356 ('In some respects one of the most important of recent Old English reprints. . . . It has, generally speaking, done his work well, especially the Introduction,' reviewed by *Wm. H. Hulme* who regrets the want of a good glossary which would also be a 'valuable contribution to English lexicography'); *A. f. d. A.*, xxvii., '01, p. 275 (a favourable notice by *Max Förster*); *Lit. Cbl.*, 24 Aug. '01, col. 1396 ('eine recht gute Ausgabe').

AN ELEMENTARY OLD ENGLISH READER (EARLY WEST SAXON). Edited by ALFRED J. WYATT. Cambridge University Press. 1901. Cr. 8vo, pp. 172; 4s. 6d. 2391

Acad., 14 Sept. '01 (safe); *School World*, Oct. '01, p. 395 ('a very useful little work'); *Educ. Times*, Oct. '01, p. 419 ('a very suitable companion to his "Old English Grammar"'); *Guard.*, 30 Oct. '01.

LEHRBUCH DER ALTENGLISCHEN (ANGELSÄCHSISCHEN) SPRACHE FÜR DEN SELBSTUNTERRICHT, Von E. SOKOLL. Wien, A. Hartleben. 1901. 12mo, pp. viii+183; 2m. 2392

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DIE SYNTAX IN DEN WERKEN ALFREDS D. GROSSEN. Von J. E. WÜLFING. 2. Tl. 2. Hälfte. Adverb. Präposition. Konjunktionen. Interjektionen. Bonn, P. Hanstein. 1901. Large 8vo, pp. (I. b-IV. b, VIII. a-j) xv-xix, 251-712; 15m. 2393

Lit. Cbl., 27 July '01, col. 1232 (a most favourable notice by *R. W[ülker]*); *Athen.*, 24 Aug. '01, p. 250 ('indispensable to the thorough study of Old English grammar').

OLD ENGLISH GLOSSES, chiefly unpublished. (Anecdota Oxoniensia: Series IV. Part XI.) Edited by ARTHUR S. NAPIER. Oxford University Press. 1900. Small 4to, pp. xl+304; paper covers, 15s.; cloth, 17s. 6d. 2394

M. L. Q., '01, No. 983; *Guard.*, 31 July, '01 (very fav.; 'he has produced a piece of work which will assuredly raise his already high reputation'); *Archiv*, cvii., p. 160 (v. fav.; *Georg Herzfeld*).

ASSER'S LIFE OF KING ALFRED AND THE ANNALS OF SAINT NEOTS. Edited by W. H. STEVENSON. Oxford, Clarendon Press. 1901. [*In the Press.* 2395

STUDIES IN OLD ENGLISH. By H. M. CHADWICK. (Reprinted from the *Transactions of the Cambridge Philological Society, vol. IV.*) C. J. Clay. 1899. 8vo, pp. 173; 6s. 2396

M. L. Q., '00, No. 971; *Z. f. I. S.*, Anzeiger, Bd. XII., '01, p. 109 (a notice, favourable on the whole, by *K. D. Bülbring*).

BEITRÄGE ZUR GESCHICHTE DER ENGLISCHEN GUTTURALLAUTE. Diss. Von Dr. W. HORN. Berlin, Gronau. 1901. Large 8vo, pp. viii+98; 2m.80. 2397

KURZGEFASSTES ETYMOLOGISCHES WÖRTERBUCH DER GOTISCHEN SPRACHE. Von C. C. UHLENBECK. 2 verbesserte Auflage. Amsterdam, Müller. 1900. Lex. 8vo, pp. iv+179; 5m. 2398

M. L. Q., '01, No. 992; *Mod. Lang. Notes*, May '01, col. 305 ('a decided improvement on an already good book. . . . It chief fault is the small space devoted to the development of meaning.'—*Francis A. Wood*).

OLD FRENCH.

MARIE DE FRANCE: DIE LAIS. Von KARL WARNCKE. Mit vergleichenden Anmerkungen von REINHOLD KÖHLER. 2. Aufl. (*Bibliotheca normannica. Denkmäler normann. Litteratur und Sprache, hrsg. v. Herm. Suchier. III.*) Halle, M. Niemeyer. 1900. Large 8vo, pp. xi, clx+303; 12m. 2399

Lit. Cbl., 8 June '01, col. 931 (a very favourable notice by *Schu]ltz G[ora]*).

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M. L. Q., '01, No. 1004; *Athen.*, 21 Sept. '01, p. 380 ('Generally the book is a satisfactory piece of work').

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LAIS ET DESCORTS FRANÇAIS DU XIIIe SIÈCLE. Texte et musique, publiés par ALFRED JEANROY, LOUIS BRANDIN, et PIERRE AUBRY. Paris, Welter. 1901. Large 4to, pp. xxxix+171; . 2403

LE BESTIAIRE DE PHILIPPE DE THAÜN, texte critique publié avec introduction, notes, et glossaire par EMMANUEL WALBERG. Paris, Welter. 1900. 8vo, pp. cxiv+175; 7f. 2404

M. L. Q., '01, No. 1008; *Lit. Cbl.*, 25 May '01, col. 847 (a notice, favourable on the whole, by *[Schu]ltz G[ora]*).

LE ROMAN DE FLAMENCA, publié d'après le manuscrit unique de Carcassonne, traduit et accompagné d'un vocabulaire, par P. MEYER. 2e édition, entièrement refondue. Tome I. Paris, Bouillon. 1901. 16mo, pp. v+425; . 2405

LE ROMAN DE TRISTAN ET YSEUT, TRADUIT ET RESTAURÉ. Par J. BÉDIER. Préface de GASTON PARIS. Paris, Sevin et Roy. 1900. 8vo, pp. vi+246; 4f. 2406

DAS ALTFRANZÖSISCHE ROLANDSLIED. Band I. Von E. STENGEL. Leipzig, Dieterich. 1900. 8vo, pp. 413; 12m. 2407

LES PERSONNAGES DE L'ÉPOPÉE ROMANE. Par le Vicomte CH. DE LA LANDE DE CALAN. Paris, Bouillon. 1901. , pp. ; . 2408

Athen., 21 Sept. '01, p. 380 ('Apart from the form, we can only congratulate the author on the many striking suggestions he has made, and on the production of this altogether noteworthy book').

EINFÜHRUNG IN DAS STUDIUM DER ALTFRANZÖSISCHEN SPRACHE. Zum Selbstunterricht für den Anfänger. Von Dr. C. VORETZSCH. Halle, Niemeyer. 1901. 8vo, pp. xiv+258; 5m. 2409

L. g. r. P., Aug.-Sept. '01, col. 284 (a review, very favourable on the whole, by *K. Vossler*).

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Lit. Cbl., 5 Oct. '01, col. 1624 (a notice by *E. Stengel*).

HISTORICAL READER OF EARLY FRENCH. By H. A. STRONG and L. D. BARNETT. Blackwood. 1901. Cr. 8vo, pp. x+200; 3s. 2411

See the review on page 193.

School World, June '01, p. 228 ('The impression left on the reader's mind is that the manuscript of this book was sent to the press before it had been sufficiently revised, which alone prevents it from being a thoroughly satisfactory piece of work'); *Educ. Times*, June '01, p. 253 ('cannot be recommended to the private student. It is to be hoped that it will be thoroughly revised, the passages being arranged in a reasonable order, and supplied with fuller literary introductions and more careful notes'); *Educ. News*, 8 June '01, p. 403 ('A choice selection of excellent early literary extracts from the main works of the Middle Ages'); *School Guard.*, 25 May '01, p. 424 ('A capital collection of passages illustrating the growth of the French language. . . . The translations given are lucid and accurate, and the etymological notes both numerous and informing'); *Prep. Sch. Rev.*, July '01, p. 66 ('a very useful book for advanced students'); *Acad.*, 14 Sept. '01 ('very good introduction to Toynbee'); *Schoolm*, 3 Aug. '01, p. 196 (fav.); *Guard.*, 11 Sept. '01 ('a most valuable companion to modern hand books on historical French grammar'); *Journ. Educ.*, Oct '01, p. 640 (unfav.).

ÉTUDES SUR LA LANGUE DES FRANCS À L'ÉPOQUE MÉROVINGIENNE. Par H. D'ARBOIS DE JUBAINVILLE. Paris, Bouillon. 1900. 8vo, pp. xii+232+110; 6f. 2412

M. L. Q., '00, No. 2069; *M. L. Q.*, '01, No. 1028; *Z. f. I. S., Anzeiger*, Bd. XII., '01, p. 113 ('Masse von unrichtigen und ungenauen Einzelheiten,' *Wilh. Bruckner*).

L'ANCIENNE FRANCE. Par H. LE BRUN. Paris, Didier. 1901. 8vo, pp. ; 7f.50. 2413

DIE ÄLTESTEN FRANZÖSISCHEN SPRACHDENKMÄLER. Genauer Abdruck, Bibliographie und vollständiger Glossar, besorgt von E. STENGEL. 2. Aufl. Marburg, Elwert. 1901. Large 8vo, pp. 58; 1m.60. 2414

LATEINISCH-ROMANISCHES WÖRTERBUCH. Von GUSTAV KOERTING. 2. verm. und. verb. Ausg. Paderborn, Schöning. 1901. 4to, pp. viii+cols. 1252; 22m. 2415

Neuphil. Cbl., Oct. '01, p. 303 (most favourable and appreciative; *Kasten*).

OLD GERMAN.

OSWALD VON WOLKENSTEIN. The last Minnesinger of Tyrol. By Signora LINDA VILLARI. With many illustrations. Dent. 1901. 8vo, pp. 164; cloth gilt, 4s. 6d. net. 2416

Athen., 15 June '01, p. 757 ('While Mme. V. gives the general history correctly enough, she is often inaccurate in details').

(HARTMANN VON AUE). DAS SOGENANNTE II. BÜCHLEIN UND HARTMANN'S WERKE. Von C. KRAUS. Halle, Niemeyer. 1899. 8vo, pp. 62; 2m. 2417

M. L. Q., '01, No. 1033; *L. g. r. P.*, Aug.-Sept. '01, col. 265 ('eine sehr sorgfältige und auch methodologisch bedeutsame Untersuchung,' *F. Panzer*).

DEUTSCHE LIEDERDICHTER DES ZWÖLFTEN BIS VIERZEHNTEN JAHRHUNDERTS. Eine Auswahl von KARL BARTSCH. 4te Aufl. bes. von WOLFGANG GOLTHER. Berlin, B. Behr. 1901. Large 8vo, pp. xciv+414; 6m.20. 2418

A. f. d. A., xxvii., '01, p. 276 (*E. Sch[roeder]* regrets that revision is not more complete, and the whole not brought up to date); *Lit. Cbl.*, 24 Aug. '01, col. 1397 (fav. on the whole).

SPIELMANNSBUCH. Von WILHELM HERTZ. Novellen in Versen aus dem 12. und 13. Jahrhundert. 2te. verb. und verm. Auflage. Stuttgart, Cotta. 1900. 8vo, pp. vi+466; 8m. 2419

L. g. r. P., Oct. '01, col. 332 (a most favourable notice by *E. Wechssler.*)

DIE ANFÄNGE DES DEUTSCHEN MINNESANGES. Eine Studie. Von A. E. SCHÖNBACH. Graz, Leuschner und Lubensky. 1898. 8vo, pp. ix+129; 3m. 2420

M. L. Q., '00, Nos. 992, 2072; *L. g. r. P.*, July '01, col. 233 (a favourable notice by *Friedrich Panzer*).

DICHTUNGEN AUS MHD. FRÜHZEIT. In Auswahl mit Einleitungen und Wörterbuch herausgegeben. Von H. JANTZEN. (*Sammlung Göschen*, 137.) Leipzig, Göschen. 1901. 12mo, pp. 154; 80pfg. 2421

BEITRÄGE ZUR ERKLÄRUNG ALTDEUTSCHER DICHTERWERKE. Von ANTON E. SCHÖNBACH. 1. Die älteren Minnesinger. Vienna, Gerold. 1899. Large 8vo, pp. 154; 3m.30. 2422

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DE LA PRONONCIATION FRANÇAISE DEPUIS LE COMMENCEMENT DU XVI^e^ SIÈCLE d'après les témoignages des grammaires. Par CH. THUROT. Tome I. Paris, Welter. Large 8vo, Faksimile-Neudruck, pp. civ+568; 18f. Preis des ganzen Werkes, Bd. I.-II. und Index, 30f. 2502

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See No. 1997.

PRAKTISCHE PHONETIK IM KLASSENUNTERRICHT, mit besonderer Berücksichtigung des Französischen. Die notwendigsten, rein prakt. phonet. Winke und Hilfen für Studierende, Lehrer und Lehrerinnen. Kurze Anleitung zur Erzielung einer reinen französischen Aussprache. Von L. HASBERG. Leipzig, Renger. 1901. Lge. 8vo, pp. 70; 1m. 2504

PHONETISCHE UND METHODISCHE STUDIEN IN PARIS ZUR PRAXIS DES NEUSPRACHLICHEN UNTERRICHTS. Von Dr BRUNO EGGERT. Mit Abbildungen im Text. Leipzig, Teubner. 1900. 8vo, pp. viii+109; 2m.40. 2505

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FRENCH PRONUNCIATION EXEMPLIFIED BY ENGLISH PHONETICS. By Dr. KRISCH. Murby. 1900. Cr. 8vo, pp. 80; 1s. 2506

M. L. Q., '01, No. 1174; *Educ. Rec.*, June '01, p. 572 ('Impossible to approve of the plan of the book, and its execution is still less commendable than its plan'); *Teacher's Rev.*, March '01 ('a handy little book for the beginner').

GERMAN.

DEUTSCHE BÜHNENAUSSPRACHE. Ergebnisse der Beratungen zur ausgleichenden Regelung der deutschen Bühnenaussprache, die vom 14. bis 16. April 1898 im Apollosaal des Kgl. Schauspielhauses zu Berlin stattgefunden haben. Im Auftrage der Kommission herausgegeben von THEODOR SIEBS. Leipzig, A. Ahn. 1898. 8vo, pp. 96; 2m. 2507

M. L. Q., '00, No. 1112; *M. L. Q.*, '01, No. 1177; *Z. f. d. P.*, xxxiii., '01, p. 240 ('ein oft gewagtes und immer verunglücktes experiment.'—*Friedrich Kauffmann*).

ZUR LAUTSCHRIFT. Von O. BREMER. (Grammatiken deutscher Mundarten. Anhang z. Band I.) Leipzig, Breitkopf & Härtel. 1898. pp. 21; 2508

Z. f. I. S., *Anzeiger*, Bd. xii., '01, p. 127 (*O. Brenner*).

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PUBLIC SPEAKING, ELOCUTION, &c.

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NATIONAL EDUCATION. A Symposium. Edited by LAURIE MAGNUS. Murray. 1901. Demy 8vo, pp. 250; 2516

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M. L. Q., '01, No. 1200; *Educ. Rec.*, June '01, p. 571 ('interesting . . . well worth the careful study of all who are interested in various forms of nature study, and manual training for older as well as younger children,' suggests that 'Mr. T. should prune his periods in a second edition'); *Journ. Educ.*, Sept. '01, p. 599 ('The contents of the book, which is liberally illustrated, will be of service to those who find them new').

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THE GRADING OF SCHOOLS. Including a full explanation of a rational plan of grading. By W. J. SHEARER. Fourth edition. New York. The H. P. Smith Publishing Co. 1899. pp. 220; . 2522

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SCHOOL MANAGEMENT AND METHODS OF INSTRUCTION. With special Reference to Elementary Schools. By GEORGE COLLAR and CHARLES W. CROOK. Macmillan. 1901. Globe 8vo, 7×4¾ in., pp. 336; 3s. 6d. 2523

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A TEXT-BOOK OF PSYCHOLOGY FOR SECONDARY SCHOOLS. By D. PUTNAM. New York, American Book Co. 1901. , pp. ; $1. 2532

PÄDAGOGISCHE PSYCHOLOGIE. Die wichtigsten Kapitel der Seelenlehre unter durchgäng. Anwendung auf Unterricht und Erziehung vom Standpunkte christlicher Philosophie anschaulich dargestellt für Lehrer und Erzieher. Von L. HABRICH. I. Teil; Das Erkenntnisvermögen. Kempton, J. Kösel. 1901. Large 8vo, pp. xl+224; 3m., 3m.80. 2533

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FACT AND FABLE IN PSYCHOLOGY. By JOSEPH JASTROW. Macmillan. 1901. 8vo, pp. xvii+370; 8s. 6d. net. 2536

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THE HUMAN NATURE CLUB: an Introduction to the Study of Mental Life. By E. THORNDIKE. Longmans. 1901. Cr. 8vo, pp. viii+236; 5s. net. 2537

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ETHICS. By W. WUNDT. Vol. III. The Principles of Morality and the Sphere of their Validity. Translated by Dr. M. F. WASHBURN. Sonnenschein. 1901. 9×6 in., pp. 308; 7s. 6d. 3 vols. complete, 21s. 2538

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NOUVEAU LIVRE DE MORALE PRATIQUE. Par G. MANUEL. Hachette. 1901. 16mo, pp. 90; 1f. 2541

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Logic: Or, The Analytic of Explicit Reasoning. By George H. Smith. Putnam's Sons. 1901. Cr. 8vo, pp. ; 5s. 2549

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Philosophy: Its Scope and Method. By the late Henry Sidgwick. Macmillan. 1901. [*In Preparation.* 2551

Dictionary of Philosophy and Psychology. Written by Many Hands and edited by Prof. James M. Baldwin. In 3 vols. Vol. I. A.-Law. Macmillan. 1901. Super royal 8vo, pp. xxiv+644; 21s. net. 2552

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School Hygiene. By Edward R. Shaw. Macmillan. 1901. Cr. 8vo, pp. 260; 4s. 6d. net. 2555

Educ. Times, Aug. '01, p. 321 (cordially recommended); *Ped. Sem.*, June '01, p. 284; *Schoolm.*, 10 Aug. '01, p. 232 (fav.); *School World*, Oct. '01, p. 376 (very fav.; thoroughly recommended).

Natural Hygiene: or, Healthy Blood, the Essential Condition of Good Health, and How to Attain it. By H. Lahmann. Sonnenschein. 1901. 2nd ed. 8vo, $8\frac{3}{4} \times 5\frac{1}{2}$ in., pp. 228; 4s. 6d. net. 2556

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Domestic Economy in Theory and Practice: A Text-book for Teachers and Students in Training. By M. G. Bidder and F. Baddeley. Cambridge University Press. 1901. Cr. 8vo, pp. 358; 4s. 6d. 2568

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Domestic Science. By Thomas Cartwright, B.A., B.Sc. Nelson. 1900. 7×5 in., pp. 215, illustrated; 2s. 2569

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THE PHYSICAL NATURE OF THE CHILD AND HOW TO STUDY IT. By STUART H. ROWE. Macmillan. 1899. Ext. cr. 8vo, pp. xiv+267; 4s. 6d. 2572

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THE MIND OF A CHILD. By ENNIS RICHMOND. Longmans. 1901. Cr. 8vo, pp. ; . 2573

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DIE SPRACHSTÖRUNGEN GEISTIG ZURÜCKGEBLIEBENER KINDER. Von A. LIEBMANN. (*Sammlung von Abhandlungen aus dem Gebiete der pädagogischen Psychologie und Physiologie*, 3.) Berlin, Reuter & Reichard. 1901. Lge. 8vo, pp. 78; 1m.80. 2579

NATURE STUDY AND THE CHILD. By C. B. SCOTT. With Frontispiece and other Illustrations. Heath. 1901. Cr. 8vo, pp. 652; 6s. 2580

M. L. Q., '01, No. 1273; *School World*, June '01, p. 277 ('a book to which a teacher can turn for help as well as inspiration . . . the author has perhaps a tendency to be too didactic and detailed as regards the psychological aspects of nature study'); *Educ. Times*, June '01, p. 255 ('not overweighted with theoretical discussions, but written in simple style, and it comes with all the freshness of individual experience. Its chief drawback as a book addressed to a teacher is its inordinate length'); *Schoolm.*, 15 June '01, p. 1035 ('will possess considerable interest for thoughtful, earnest teachers . . . suggestive and helpful'); *Pract. Teach.*, Aug. '01, p. 108 ('the best we have seen dealing with nature study in school').

QUAINT SAYINGS OF CHILDREN. By DAVID MACRAE. Morison. 1901. , pp. ; 6d. 2581

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NOTES SUR L'ÉDUCATION PUBLIQUE. Par P. DE COUBERTIN. Hachette. 1901. 7½×4¾ in., pp, 320; 3f.50. 2585

M. L. Q., '01, No. 1292; *Journ. Educ.*, June '01, p. 402 ('the reflection of a close observer who has travelled far and formed his own opinions'); *School World*, June '01, p. 225 ('the book deserves to be widely read, and we recommend it to our readers with the greatest confidence'); *Educ. Rec.*, June '01, p. 569 ('The book abounds in bold, and sometimes hasty, generalisations, and there is no attempt to deal with details. It is clearly and brightly written, and is important as a "sign of the times" in France'); *Lit.*, 18 May '01, p. 417 ('intended rather for his own countrymen than ours').

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M. L. Q., '01, No. 1283; *Child Life*, July '01, p. 167 ('delightful and helpful'); *Guard.*, 11 Sept. '01 ('well worth reading . . . well packed with information'); *Archiv*, cvii., p. 185 (an interesting notice by *Wilhelm Münch*).

OUR PUBLIC SCHOOLS: THEIR INFLUENCE ON ENGLISH HISTORY. By J. G. C. MINCHIN. Sonnenschein. 1901. Cr. 8vo, pp. 474; 6s. 2588

School World, Sept. '01, p. 359 ('recommended' but 'historically the book cannot be wholly trusted. The sub-title also is inaccurate'); *Athen.*, 27 July '01, p. 121 (unfav., 'badly arranged,' considers compiler 'unequal to the task of estimating public school influence on the nation at large'); *Journ. Educ.*, Oct. '01, p. 639 ('At a time when secondary education is in the melting-pot, we looked for such a contribution to the problem as an historical survey of public schools would furnish, and we find instead "chatter about Harriet," a *pot-pourri* of anecdote, biography, and antiquities').

AN ETON BOY'S LETTERS. By G. NUGENT BANKES. Cassell. 1901. Cr. 8vo, pp. 214; 5s. 2589

Educ. Times, July '01, p. 292 ('delightfully fresh and natural'); *Speaker*, 21 Sept. '01, p. 701 (fav. *A. C. B.*).

THE NATIONALISATION OF THE OLD ENGLISH UNIVERSITIES. By LEWIS CAMPBELL. Chapman & Hall. 1901. Cr. 8vo, pp. xii+306; 7s. 6d. 2590

Guard., 7 Aug. '01 ('The central thought is Liberalism, and its work at the Universities').

INDIVIDUALITY AND THE MORAL AIM IN AMERICAN EDUCATION. Report presented to the Victoria University and the Gilchrist Trustees, February 1901. By H. THISTLETON MARK. Longmans. 1901. Cr. 8vo, 7½×5 in., pp. iv+298; 6s. 2591

Journ. Educ., Sept. '01, p. 595 ('In brief, there is much food for the teacher who knows how to digest and assimilate the raw material, but little guidance for the publicist and legislator'); *Educ. Times*, Aug. '01, p. 318 ('The efforts to foster individuality are carefully traced through all these organisations, and through the various grades of schools and the universities, and, at the same time, the meanings and aims which give life and units to American Education are ably expounded'); *Schoolm.*, 10 Aug. '01, p. 236 ('an admirable compendium of the educational system in America'); *Guard.*, 11 Sept. '01 ('full of illuminating information').

DAS ÖFFENTLICHE UNTERRICHTSWESEN DEUTSCHLANDS IN DER GEGENWART. Von Dr. PAUL STÖTZNER. Leipzig, Göschen. 1901. 12mo, pp. 168; 80pfg. 2592

L'ENSEIGNEMENT SECONDAIRE EN ALLEMAGNE D'APRÈS LES DOCUMENTS OFFICIELS. Par A. PINLOCHE. Paris, Delagrave. 1900. 8vo, pp. xxvii+129; . 2593

Rev. Intern. Ens., July '01, p. 92 ('ne peut manquer d'être bien accueilli,' *M. P.*).

RAPPORT SUR L'ORGANISATION ET L'ENSEIGNEMENT PRIMAIRE EN FRANCE. Paris. 1901. 2594

Journ. Educ., June '01, p. 401 ('In fulness and variety of information and in methodical arrangement, as well as in the explanatory and historical matter . . . admirably characteristic of the French genius for systematic and effective statement').

STATISTIQUE DE L'ENSEIGNEMENT PRIMAIRE. Paris. 1900. 2595

Journ. Educ., June '01, p. 401 ('contains the fullest and most elaborate statistical information respecting the present state of primary education in the French Republic and in Algeria').

COMMENT ÉLEVER NOS FILS. Par JOSEPH DUHAMEL. Paris, Charpentier & Fasquelle. 1901. , pp. ; 3f. 50. 2596

Athen., 28 Sept. '01, p. 410 ('a detailed prospectus of the Collège de Normandie'); *S. R.*, 31 Aug. '01 (fav.).

NOTES SUR LES UNIVERSITÉS ITALIENNES. Par E. Haguenin. Paris, Chevalier-Marescq. 1901. 18mo, pp. ; 3f. 2597

A DICTIONARY OF EDUCATIONAL BIOGRAPHY. By C. W. BARDEEN. Syracuse, New York, C. Bardeen 1900. , pp. iv+287; $2. 2598

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THE LABYRINTH OF THE WORLD AND THE PARADISE OF THE HEART. By JOHN A. KOMENSKY (COMENIUS). Edited and translated by Count LÜTZOW. Sonnenschein. 1901. Cr. 8vo, pp. 360; 6s. 2599

Athen., 14 Sept. '01, p. 343 ('It is written in excellent style, and the proverbial expressions with which it abounds give vigour to the narrative. We must add that Count L. furnishes foot-notes explaining these proverbs and the historical events to which allusion is made'); *School World*, Oct. '01, p. 396 (fav.); *Educ. Rev.*, 9 Sept. '01, p. 238 ('a better rendering of C. we have never seen'); *School Guard.*, 14 Sept. '01, p. 719.

VON DER WIEGE BIS ZUR HOCHSCHULE. Das Fröbelsche Erziehungsgebäude in seiner Vollendung. Ein ergänzter Sonderabdruck aus: Friedrich Fröbel. Die Entwickelung seiner Erziehungsidee in seinem Leben. Von A. B. HAUSCHMANN. Dresden, Bleyl & Kaemmerer. 1901. Large 8vo, pp. 54; 1m. 20. 2600

OUTLINES OF EDUCATIONAL DOCTRINE. By JOHN F. HERBART. Translated by Prof. ALEXIS E. LANGE. Annotated by Prof. CHARLES DE GARMO. Macmillan. 1901. 8vo, pp. xi+231; gilt top, 5s. net. 2601

M. L. Q., '01, No. 1317; *Paidologist*, July '01, p. 91 (a very favourable review by *H. Holman* who suggests the annotations would have been better printed at the end of the various chapters or at the end of the book); *Educ. Times*, June '01, p. 255 ('The translation is, for the most part, readable. . . . The objects of the notes, which are kept within very reasonable limits, is to adapt H.'s principles to altered conditions').

LETTERS AND LECTURES ON EDUCATION. By JOHANN F. HERBART. Translated from the German, and edited with Introduction by HENRY M. and EMMIE FELKIN. Preface by OSCAR BROWNING. Sonnenschein. 1901. Cr. 8vo, 7⅛×5 in., pp. 312; 4s. 6d. 2602

LIFE AND REMAINS OF THE REV. R. H. QUICK. Edited by F. STORR. With portrait. Cambridge University Press. Cr. 8vo, pp. 543; 7s. 6d. 2603

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J. J. ROUSSEAU. Par G. COMPAYRÉ. (Collection: Les Éducateurs.) Paris, P. Delaplane. 1901. 18mo, pp. 112; 90c. 2604

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FÜNF KAPITEL VOM ERLERNEN FREMDER SPRACHEN. Von E. VON SALLWÜRK. Berlin, Gaertner. 1898. 8vo, pp. 87; 1m. 40. 2605

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REISEEINDRÜCKE UND BEOBACHTUNGEN EINES DEUTSCHEN NEUPHILOLOGEN IN DER SCHWEIZ UND IN FRANKREICH. Von K. A. M. HARTMANN. Leipzig, Stolte. 1897. Large 8vo, pp. viii+194; 3m. 2608

M. L. Q., '97, No. 442; *Pract. Teach.*, April '01, p. 544 ('will prove of engrossing interest to the teacher who reads German. . . . We see the evidences of German thoroughness (deutsche Gründlichkeit) on every page. . . . We recommend teachers to read the whole work for themselves. It is a splendid example of what an industrious German pedagogue can accomplish in six months' wanderings').

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Neu. Spr., ix., p. 162 (a favourable notice by *Friedrich Bothe*).

DER KAMPF UM DIE NEUSPRACHLICHE UNTERRICHTSMETHODE. Von P. WOHLFEIL. Flugschrift des neuen Frankfurter Verlags. IV. 1901. Lge. 8vo, pp. 27; 60pfg. 2612

M. L. Q., '01, No. 1329; *Neu. Spr.*, ix., p. 168 (a long and interesting discussion by *H. Klinghardt*).

PSYCHOPHYSISCHE METHODIK FÜR DEN UNTERRICHT FREMDER SPRACHEN. Von GABR. FAMBRI. Hermannstadt, Drotleff. 1900. 8vo, pp. iii+54; 1m. 50. 2613

COMMERCIAL EDUCATION.

EDUCATIONAL FOUNDATIONS OF TRADE AND INDUSTRY. By FABIAN WARE. Harper Bros. 1901. Cr. 8vo, pp. 312; 3s. 6d. 2614

M. L. Q., '01, No. 1348; *School World*, Sept. '01, p. 343 ('There is little that is new to the student of education, . . . but it presents in a clear and striking manner the vivid contrast between the systematised national provision for education in Germany and France with the haphazard and chaotic congeries of schools—often individually excellent, it is true—which is all England has in the way of graduated institutions for the training of her sons and daughters'); *Athen.*, 10 Aug. '01, p. 184 ('a clearly arranged and historical sketch of the elaboration of the phase of education with which he (Mr. W.) is concerned in Germany, France, and the United States, as well as a very interesting comparison of the salient characteristics of the different national systems'); *Guard.*, 11 Sept. '01 ('useful and stimulating').

COMMERCIAL EDUCATION IN THEORY AND PRACTICE. By E. E. WHITFIELD. Methuen. 1901. Cr. 8vo, 7½×5 in., pp. viii+316; 5s. 2615

Athen., 10 Aug. '01, p. 185 ('The value of Mr. W.'s work consists largely in its small compass and good proportion . . . well abreast of the times'); *Educ. Times*, Aug. '01, p. 323 ('an intelligent, discriminating, yet very comprehensive knowledge of the whole subject'); *Sec. Educ.*, 15 Aug. '01, p. 122 ('admirable').

COMMERCIAL EDUCATION AT HOME AND ABROAD. By F. HOOPER and J. GRAHAM. Macmillan. 1901. Cr. 8vo, pp. 284; 6s. 2616

Educ. Times, Oct. '01, p. 416 ('The lesson taught by this report is taught also in scores of others by British representatives abroad: it is that a special knowledge of the language and commercial customs of the locality to be visited is required by commercial travellers in that locality. The scheme of our authors is scarcely sufficiently elastic or comprehensive; yet, even in this respect, the West Riding must be in advance of the rest of England as regards commercial education').

PARLIAMENTARY PAPERS, ETC.

REPORT for the Year 1901 by SIR HENRY CRAIK ON THE INSPECTION OF HIGHER CLASS SCHOOLS IN SCOTLAND. Eyre & Spottiswoode. 1901. 8vo, pp. 128; 1s. 2617

Athen., 28 Sept. '01, p. 410 ('worth looking at').

BOARD OF EDUCATION: Special Reports on Educational Subjects. Vol. IV. Educational Systems of the Chief Colonies of the British Empire (Canada, Newfoundland, West Indies). Eyre & Spottiswoode. 1901. 8vo, pp. 834; 4s. 8d. 2618

School World, June '01, p. 272 (reviewed by *Cloudesley Brereton*); *Educ. Rec.*, June '01, p. 568 ('indispensable'); *Athen.*, 10 Aug. '01, p. 185 ('contains a vast amount, singularly well-arranged, of information concerning colonial schools and colleges').

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School World, June '01, p. 272 (reviewed by *Cloudesley Brereton*); *Educ. Rec.*, June '01, p. 568 ('a great deal of valuable matter'); *Athen.*, 10 Aug. '01, p. 185 ('treats fully of everything that the reader interested in the condition of education in our colonies is likely to wish to study').

DIPLOMATIC AND CONSULAR REPORTS (MISCELLANEOUS). Germany: Report on Würtemberg Schools. Eyre & Spottiswoode. 1901. 2½d. 2620

A careful and instructive report.

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Athen., 28 Sept. '01, p. 410 ('a useful and necessary addition to the libraries of teachers and managers of elementary schools. . . . Index copious and well-arranged and commendably accurate').

EDUCATIONAL AIMS AND VALUES. By PAUL H. HANUS. Macmillan. 1899. Cr. 8vo, pp. vii+211; 4s. 6d. 2622

M. L. Q., '00, No. 1066; *Rev. Intern. Ens.*, July '01, p. 87 (*G. D.*).

THE CURSE OF EDUCATION. By H. E. GORST. Richards. 1901. Cr. 8vo, 7¾×5 in., pp. 152; 2s. 6d. 2623

Lit., 22 June '01, p. 539 ('It is to be regretted that the whole of Mr. G.'s book is marred by overstatement. . . . The book should be read, if only because it gives utterance (perhaps without Mr. G.'s knowledge) to much that foreign critics of English education are thinking'); *School World*, Aug. '01, p. 309 (unfav.); *Athen.*, 10 Aug. '01, p. 185 ('disappointing because unhelpful. Mr. G. has no serviceable suggestions to make'); *Educ. Times*, Sept. p. 375 ('unquestionably pungent and suggestive'); *Acad.*, 13 July '01 ('A plea for anarchy'); *Guard.*, 11 Sept. '01 ('Mr. G. has succeeded in producing the most worthless *tirade* on education which it has yet been our fortune to read'); *Speaker*, 24 Aug. '01, p. 589 (simply exasperating.'—*H. F. C.*).

JOHN BULL: his Origin and Character and the Present Condition of his Big Property, and two other Papers on Education. By C. REDDIE. G. Allen. 1901. Cr. 8vo, pp. 76; swd., 6d. net. 2624

TALKS ON CIVICS. By HENRY HOLT. New York, Macmillan & Co.. 1901. 7½×5 in., pp. xxvi+493; $1.25. 2625

Ped. Sem., March '01, p. 158 ('attractive, sprightly, well indexed and opportune'); *Educ. Rev.* (*Amer.*), June '01, p. 99 ('generally interesting and helpful').

BÜRGERKUNDE: Ein Hilfsbuch für den Unterricht in der Gesetzeskunde und Volkswirtschaftslehre an Fortbildungschulen und ähnlichen Anstalten sowie zum Selbstunterricht. Von MAX GRIEP. Leipzig, Teubner. 1901. Large 8vo, pp. vi+203; 2m. 2626

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Archiv, cvi., p. 425 ('überaus fesselnd, anregend und interessant zu lesen.'—*Albert Herrmann*); *Lit. Cbl.*, 12 Oct. '01, col. 1688 (fav.).

POPULAR GUIDE TO PROFESSIONS. By R. W. ATKINSON. Ward and Lock. 1901. Cr. 8vo, pp. ; swd., 6d. 2628

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Educ. Rev., 23 Sept. '01 p. 254 ('Every student preparing for examination should read this book').

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Guard., 3 July '01 (fav., 'The chapter on Schubert is the heart of the book').

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