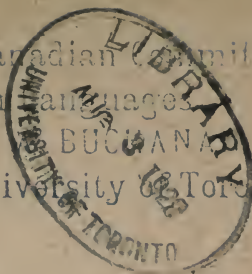






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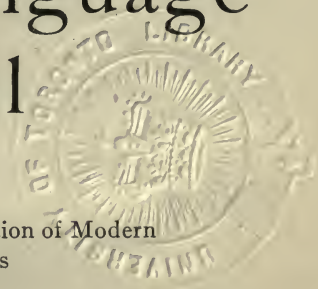






Philol.  
1911

# The 2139 Modern Language Journal



Published by the National Federation of Modern  
Language Teachers

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## TABLE OF CONTENTS VOLUME V

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M47  
v.5



## INDEX TO VOLUME FIVE

### ARTICLES

	PAGE
Aims of Modern Language Teaching—A Few Suggestions— <i>Douglas L. Buffum</i> .....	71
Ambassadors of France— <i>Frank R. Arnold</i> .....	309
Attainable Aims in Modern Language Teaching in College— <i>Isabelle Bronk</i> .....	179
Attainable Aims in Modern Language Teaching in the Preparatory Schools— <i>Frederick S. Henry</i> .....	121
Bibliography of Modern Language Methodology in America for 1919— <i>B. Q. Morgan and James Kessler</i> .....	402
Experience with Oral Examinations in Modern Languages— <i>Philip M. Hayden</i> .....	87
Foreign Languages in American High Schools— <i>John H. Denbigh</i> .....	237
French Speech-Tunes and the Phonograph— <i>Clara Stocker</i> .....	267
Future of Modern Language in the High School— <i>R. M. Ogden</i> .....	353
Good and Bad Reasons for Studying Modern Languages in School— <i>Calvin Thomas</i> .....	1
Le [j] Français ou "N Mouillé"— <i>Jeanne H. Greenleaf</i> .....	365
L'Enseignement des Langues Vivantes en France— <i>Ch. Veillet-Lavallée</i> .....	295
L'Evolution récente des Universités Françaises— <i>Franck L. Schoell</i> .....	28
Newspapers and Periodicals in France— <i>Albert Schinz</i> .....	139
On the Immortality of Examination Pests— <i>Edward F. Hauch</i> .....	63
On the Teaching of German— <i>Robert H. Fife, Jr.</i> .....	18
Our Threefold Needs— <i>E. C. Hills</i> .....	12
Que veut dire "savoir le français"?— <i>Richard T. Holbrook</i> ..	411
Random Notes of a Modern Language Teacher in Europe— <i>Marian P. Whitney</i> .....	429
Real Knowledge of a Foreign Country— <i>Lilian L. Stroebe</i> ..	38, 93
Regents' Examinations in German— <i>Frederick W. J. Heuser</i> ..	186
Spanish Text Book— <i>Cony Sturgis</i> .....	256
Study of Grammar in Second-Year Spanish— <i>Hayward Keniston</i> .....	129
Suggestions for Combining Methods in Teaching Spanish— <i>Nina Weisinger</i> .....	370
Syllabication in French and Suggestions for Accenting the Letter E— <i>William L. Schwartz</i> .....	374
Syllabus for High School Spanish— <i>John D. Fitz-Gerald and Alfred Nonnez</i> .....	77
Teachers' Courses in Spanish— <i>J. Warshaw</i> .....	200

Teaching the French Verb— <i>Henry Ward Church</i> .....	249
A Theory and a Foreign Language Course— <i>E. C. Cline</i> .....	435
Use of Outlines and Other Devices in the Teaching of French Grammar— <i>Louis H. Limper</i> .....	102
Use of Phonetic Symbols in Teaching French Pronunciation— <i>Anna Woods Ballard</i> .....	134
Visualizing the Verb Forms in Spanish— <i>C. Scott Williams</i> .	317
“What’s in a Name?” “The Play’s the Thing.” Benavente’s <i>La malquerida</i> — <i>Samuel M. Waxman</i> .....	423

## AUTHORS

ARNOLD, FRANK R.: Ambassadors of France.....	309
BALLARD, ANNA WOODS: The Use of Phonetic Symbols in Teaching French Pronunciation.....	134
BRONK, ISABELLE: Attainable Aims in Modern Language Teaching in College.....	179
BUFFUM, DOUGLAS L.: The Aims of Modern Language Teaching—A Few Suggestions.....	71
CHURCH, HENRY WARD: Teaching the French Verb.....	249
CLINE, E. C.: A Theory and a Foreign Language Course... .	435
DENBIGH, JOHN H.: Foreign Languages in American High Schools.....	237
FIFE, ROBERT H., JR.: On the Teaching of German.....	18
FITZ-GERALD, JOHN D. and NONNEZ, ALFRED: Syllabus for High School Spanish.....	77
GREENLEAF, JEANNE H.: Le [ɲ] Français ou “N Mouillé”..	365
HAUCH, EDWARD F.: On the Immortality of Examination Pests.....	63
HAYDEN, PHILIP M.: Experience with Oral Examinations in Modern Languages.....	87
HENRY, FREDERICK S.: Attainable Aims in Modern Language Teaching in the Preparatory Schools.....	121
HEUSER, FREDERICK W. J.: Regents’ Examinations in German.....	186
HILLS, E. C.: Our Threefold Needs.....	12
HOLBROOK, RICHARD T.: Que veut dire “savoir le français?”.....	411
KENISTON, HAYWARD: The Study of Grammar in Second-Year Spanish.....	129
KESSLER, JAMES AND MORGAN, B. Q.: Bibliography of Modern Language Methodology in America for 1919... .	402
LIMPER, LOUIS H.: The Use of Outlines and Other Devices in the Teaching of French Grammar.....	102
MORGAN, B. Q. AND KESSLER, JAMES: Bibliography of Modern Language Methodology in America for 1919... .	402
NONNEZ, ALFRED AND FITZ-GERALD, JOHN D.: Syllabus for High School Spanish.....	77
OGDEN, R. M.: The Future of Modern Language in the High School.....	353
OLIVER, T. E.: Query and Answer.....	406, 479

SCHINZ, ALBERT: Newspapers and Periodicals in France..	139
SCHOELL, FRANCK L.: L'Evolution récente des Universités Françaises.....	28
SCHWARTZ, WILLIAM L.: Syllabication in French and Suggestions for Accenting the Letter E.....	374
STOCKER, CLARA: French Speech-Tunes and the Phonograph.....	267 ✓
STROEBE, LILIAN L.: The Real Knowledge of a Foreign Country.....	38, 93
STURGIS, CONY: The Spanish Text Book.....	256
THOMAS, CALVIN: Good and Bad Reasons for Studying Modern Languages in School.....	1
VEILLET-LAVALLÉE, CH.: L'Enseignement des Langues Vivantes.....	295
WARSHAW, J.: Teachers' Courses in Spanish.....	200
WAXMAN, S. M.: "What's in a Name?" "The Play's the Thing": Benavente's <i>La malquerida</i> .....	423
WEISINGER, NINA: Suggestions for Combining Methods in Teaching Spanish.....	370
WHITNEY, MARIAN P.: Random Notes of a Modern Language Teacher in Europe.....	429
WILLIAMS, C. SCOTT: Visualizing the Verb Forms in Spanish.....	317

## REVIEWS

### *Titles*

Amar Sin Saber a Quién.....	396
Argentina: Legend and History.....	117
Beowulf und Roland.....	390
Colloquial German.....	287
Contes de la grande guerre.....	230
Cuentos de la América Española.....	57
The Curriculum.....	113
Der Geisterseher.....	390
Easy Spanish Reader.....	59
Ein Anfangsbuch.....	288
Elementary French Reader.....	229
Elementary Russian Grammar.....	171
Exercices français, oraux et écrits, avec précis de grammaire, première et deuxième parties.....	391
First French Composition.....	395
First Italian Book.....	335
First Spanish Book.....	233
First Spanish Reader.....	477
French Composition and Conversation.....	285
French Literature of the Great War.....	171
French Phrases and Questions.....	285
Géographie humaine de la France.....	465
German Short Stories.....	286
The Influence of French Literature on Europe.....	173

Lawrence Sterne and Goethe.....	334
L'Avant-guerre dans la Littérature Française.....	227
Le Crime de Sylvestre Bonnard, Membre de l'Institut.....	332
Leyendas historicas mexicanas.....	116
L'Oncle Sam en France.....	285
Los amantes de Teruel.....	470
Modern French Composition.....	473
Odes of Bello, Olmedo and Heredia.....	342
Roland und Beowulf.....	390
Scènes et récits de la grande guerre.....	118
Second Spanish Book.....	235
Siegfried.....	390
Short French Review Grammar and Composition Book....	283
Spanish Reader.....	168
Stories from Mérimée.....	461
Tablas cronológicas de la literatura española.....	287
Tristi amori.....	232
Un drama nuevo.....	340

*Authors and Editors*

ALLEN, PHILIP S. AND SCHOELL, FRANCK LOUIS: First French Composition.....	395
ALTROCCHI, RUDOLPH AND WOODBRIDGE, B. M. ed.: Tristi amori.....	232
BALDENSPERGER, FERNAND: L'Avant-guerre dans la Lit- térature Française.....	227
BARDIN, JAMES, ed.: Leyendas historicas mexicanas.....	116
BARTON, F. B. AND OLMSTED, E. W.: Elementary French Reader.....	229
BENDER, HAROLD H., ed.: German Short Stories.....	286
BERGÉ-SOLER, EDUARDO AND HATHEWAY, JOEL: Easy Spanish Reader.....	59
BOBBITT, FRANKLIN: The Curriculum.....	113
BORGERHOFF, J. L. ed.: Le Crime de Sylvestre Bonnard, Membre de l'Institut.....	332
BRUNHES, JEAN: Géographie humaine de la France.....	465
BUCHANAN, MILTON A. AND FRANZEN-SWEDELIUS, ed.: Amar Sin Saber a Quién.....	396
BUFFUM, DOUGLAS L., ed.: Stories from Mérimée.....	461
CARDON, LÉOPOLD: L'Oncle Sam en France.....	285
CARNAHAN, DAVID HOBART: Short French Review Gram- mar and Composition Book.....	283
COESTER, ALFRED, ed.: Cuentos de la América Española..	57
COTTON, R. A., ed.: Der Geisterseher.....	390
CRANDON, LAURA B.: Ein Anfangsbuch.....	288
ESPINOSA, AURELIO M.: First Spanish Reader.....	477
FRANCE, ANATOLE: Le Crime de Sylvestre Bonnard, Membre de l'Institut.....	332
FRANZEN-SWEDELIUS AND BUCHANAN, MILTON A.: Amar Sin Saber a Quién.....	396
FRÍAS, HERIBERTO: Leyendas historicas mexicanas.....	116



HATHEWAY, JOEL:	First Spanish Book.....	233
	First Spanish Reader.....	477
	Leyendas historicas mexicanas.....	116
	Second Spanish Book.....	235
	Spanish Reader.....	168
HENDRIX, W. S.:	Un drama nuevo.....	340
KUENY, F. J.:	Contes de la grande guerre.....	230
	Stories from Mérimée.....	461
KRAUSE, CARL A.:	The Curriculum.....	113
LANGLEY, E. F.:	Tristi amori.....	232
LIMPER, LOUIS H.:	Short French Review Grammar and Composition Book.....	283
LUCAS, FLORENCE A.:	Elementary French Reader.....	229
MASON, JAMES, F.:	Le Crime de Sylvestre Bonnard, Mem- bre de L'Institut.....	332
MORSE, E. L. C.:	Argentina: Legend and History.....	117
NORTHUP, G. T.:	Odes of Bello, Olmedo and Heredia....	342
	Tablas Cronológicas de la literatura española.....	287
OHRENSTEIN, EDA D.:	Colloquial German.....	287
	Ein Anfangsbuch.....	288
OWEN, A. L.:	Los Amantes de Teruel.....	470
PRICE, LAWRENCE M.:	The Influence of French Literature on Europe.....	173
PURIN, C. M.:	Elementary Russian Grammar.....	171
REED, F. O.:	Amar Sin Saber a Quién.....	396
SCHINZ, ALBERT:	L'Avant-guerre dans la Littérature Française.....	227
SCHOBINGER, ELSIE:	French Composition and Conversa- tion.....	285
	French Phrases and Questions.....	285
	L'Oncle Sam en France.....	285
	Scènes et récits de la grande guerre..	118
SCHONS, DOROTHY:	Easy Spanish Reader.....	59
SHAW, J. E.:	First Italian Book.....	335
STRUTHERS, LESTER B.:	Géographie humaine de la France.	465
TURRELL, CHARLES A.:	Cuentos de la América Española .	57
VOS, B. J.:	Der Geisterseher.....	390
	Roland und Beowulf.....	390
	Siegfried.....	390
WHITNEY, MARIAN P.:	German Short Stories.....	286
	Lawrence Sterne and Goethe.....	334

#### DEPARTMENTS

Books Received.....	350
Correspondence.....	289, 343, 410
Editorial Comment.....	45, 320
Notes and News.....	50, 107, 146, 210, 271, 324, 378, 444
Query and Answer.....	406, 479

# The Modern Language Journal

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VOLUME V

OCTOBER, 1920

No. 1

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## GOOD AND BAD REASONS FOR STUDYING MODERN LANGUAGES IN SCHOOL<sup>1</sup>

By CALVIN THOMAS

MY TOPIC can be put in the form of a question thus: Given a boy or girl who has come along in his school course to the time when he must decide whether to begin the study of a foreign language, and if so which one—how can we guide the youngster to a wise decision? By a wise decision I mean one which will prevent him from wasting his time.

Some may think, perhaps, that this question is unimportant. They will say, "Oh, let the youngsters choose as it happens. Their time is worth nothing and *any* language taught in the schools is worth studying. The study of it will certainly do no harm even if the knowledge gained is never afterwards turned to account. So let the boy or girl follow his whim, experiment, and find out by the process of trial and error where his aptitudes lie."

Now I have some sympathy with this general attitude, for I believe that liberty is a good thing for everybody, but I can not assent to the doctrine that it makes no difference what the young folk study in school. In these days there are so many good-for-something studies that it seems a pity to spend much time over studies that almost certainly will prove good for nothing. We should prevent that, if we can, by wise guidance at the outset. Yet the steering is a delicate matter and must be managed with discretion. I should not wish to advocate any plan of guidance that might work out in such a way, say, that a capable boy would

<sup>1</sup> This was one of the last papers prepared by Professor Thomas before his death. He was to have read it before a meeting of the N. Y. State M. L. A.

be steered away from Greek by an adviser unacquainted with Greek and hence ignorant of its potential benefits. We must be on our guard against that sort of guidance.

But perhaps an objector may say, Why take any risk? What is the reason for doing anything at all?

Well, the reason is that, as things have been going, the time spent on language-study in school is very largely wasted. I do not say that it is *always* wasted—not by any means. I wish to speak very temperately and to avoid all loose exaggeration. And speaking very temperately I say that the time spent on language study in school is very largely wasted.

What are the facts in a typical case? A schoolboy takes up, let us suppose, the study of French. In the course of a few weeks he has acquired a pronunciation which is almost invariably bad. He writes the prescribed exercises that he may fix in mind the rudiments of the grammar. He gets a little colloquial practise—so called conversation—if his teacher is minded that way, but he does not learn, and in the classroom can not learn, to speak French in any but a Pickwickian sense. If his teacher is *not* a votary of the so-called natural, or direct, method, he gets no colloquial practise at all. He reads a little French literature—stories, poems, plays, historical sketches, etc.—and learns to translate it after a fashion. In time he finishes his curriculum—perhaps with high marks—graduates and goes to work. In his work he finds that he has no use for French. He never meets a French person who can not speak English. He has no occasion to write French letters. He has not acquired sufficient interest in French literature so that he is moved to read books and journals in the French language. The consequence is that his knowledge of French soon begins to fade away. In two or three years it is almost as if he had never studied it at all.

I do not forget, let me say again, that the results of schooling do not *always* work out in this way. Some of those who study French in school do afterwards turn it to account. Those who do are teachers, scholars, writers, men of science, persons who live abroad more or less, and here and there a man who has business relations with Frenchmen. All told these foot up, perhaps, one-twentieth of all those who study French in school. Of course the proportion is greater in some parts of the country than in others—



greater in New York or New Orleans, for example, than in Tennessee or Oklahoma. Perhaps my estimate is too small. It may be, taking the country as a whole, that the fraction is ten per cent, instead of five. But even so, there is an overwhelming majority of those who, after studying French some little time, never afterwards make any use of it. The only possible conclusion, it seems to me, is that this large contingent of "educated" youth were ill advised when they began the study of French. They should not have begun it at all. It would have been better for them to put in their time on something else.

Hence my question: Can we in any way prevent this army of boys and girls from setting out after a vaguely conceived object of pursuit which they are destined never to capture and which would be of no use to them if they did capture it?

I have used French for illustration, but everything I have said is equally applicable to German or Spanish, to Latin or Greek. Nor is the case materially altered if the high-school graduate goes to college and there continues his language-study a little longer. That merely postpones the forgetting process. Sooner or later, however, that process gets in its inevitable work, because the language that has been studied does not function in the daily life of the person who has studied it.

I imagine that by this time some listener is mentally objecting that I overlook the far-famed disciplinary value, and the equally far-famed culture value, of language study. So it is necessary to say a word on those subjects.

The idea still prevails widely that it is well worth while to spend several years in the study of an important language, that is, a language deemed important because of some notable rôle played by the nation that speaks it, even if one never masters it and never afterwards makes any use of the knowledge acquired. The student is supposed to get a precious thing called discipline, or another precious thing called culture. I used to bank heavily on this doctrine myself. I see now, however, that it is largely fallacious and has been much overworked by various sorts of people with an ax to grind.

One of the solid results of recent psychological research is the proof that all training is special training. There is no such thing as mental discipline in the abstract. By appropriate exercises

you can train the memory, the will, the imagination, the attention, the power of application, the power of observation; you can train the ability to reason deductively from premises or inductively from observed facts. But there is no such thing as an all-around mental athlete, hence no kind of training that will produce one. The practical bearing of this discovery is that when disciplinary value is claimed for any subject the question at once arises, *What* faculty of the mind does it exercise? For *all* studies are disciplinary in one way or another and to a greater or less degree. A perfectly futile study has never been invented.

Now in the case of language-study the nature of the discipline afforded is plain and not subject to debate. Learning a new language is mainly memory-work. There is a little exercise for the power of application, but that comes from *any* subject that presents difficulties. There is likewise a little training for the power of observation of a certain order of facts, namely, linguistic facts. This kind of training is also incidental to nearly all studies. But I should say that nine-tenths of the work involved in learning a new language is memory-work pure and simple. One has simply got to memorize an immense mass of related and unrelated facts, and then practise until knowledge becomes second nature and the necessary motor reactions virtually automatic. That is all there is to it.

But, now, is it not a well-recognized fact that all our schooling, from the lowest grades thru college, is too much memory-work already? Its undue preponderance is often deplored by thoughtful schoolmen. We really need less of training for the memory and more training of other faculties which are on the whole of more importance in life. It is thus a mistake to keep a boy or girl year after year at the study of a language that is never going to be used, if and so far as it is done in the name of discipline. The discipline afforded is of minor importance at best. Such as it is, it can be had just as well from studies that will afterwards turn out to be good for something.

As for the culture-value of language-study, it again is almost negligible in the early stages. We must make a sharp distinction between learning a language and reading the literature to which the language may potentially become a key. (I say 'may become' because in the great majority of cases the 'key' never really unlocks

anything.) By 'culture' I mean that enlargement of the mental outlook which comes from reading and reflection. It is always a slow and gradual acquisition. Of course it may *begin* in school and college; and in the case of young people who have a strong bent for reading and reflection, the ripening and broadening effect of literary study may be very considerable. In fact, it may constitute, in individual cases, the very best part of one's schooling. But this value hardly begins to be realized while one is learning the language. It comes only when one has made sufficient progress so that reading is unattended by the sense of laborious effort or bondage to grammar and dictionary. It is only the exceptional student of a foreign language who ever reaches that point before graduation from college.

I come back now, after this digression on the subject of language-study in its relation to discipline and culture, to our fundamental question: How can we guide the youngster who has an important choice to make so that he will not waste years of school time in studying something that will never be of any use to him? Any use, that is, at all proportionate to the time he will be asked to spend? This matter of the ratio between time spent and results obtained is of course vital to the whole discussion. It must never be left out of sight for a moment. If the command of a language could be had for nothing, as indeed a limited command *can* be had in infancy, there would be nothing to debate. If school-children could pick up languages as they pick up popular songs, we should all say, Let them have a free rein. Whether they learn more or less of any particular language, or ever afterwards make use of their knowledge, does not matter, for it has cost them nothing.

But the command of a language can *not* be had for nothing. It costs time, labor and money. To learn to read a language easily presupposes a large amount of practise in reading. Fortunately this practise can be had by oneself under the study lamp. To learn to *speak* a language for any useful purpose presupposes an immense amount of practise in talking. The amount of practise required is vastly greater than can possibly be given in a school or college classroom, where the learners meet their teacher for a part of an hour three or four times a week. The practise required is practise in actual talking, i.e. in wagging one's own tongue—not

in hearing some one else talk or in answering made-up questions put by a superior being seated on a raised platform. This practise, more's the pity, can *not* be had by oneself. One must have someone to talk with—someONE for the time being—just as the learner of tennis or chess must have some *one* to play with. All this means a considerable expenditure of time, effort, and resolution.

What we have to do, then, if possible, is to convey to the boy or girl who is in the way of deciding whether to begin the study of this or that forin language, and also to the parents of such boy or girl, some inkling of the facts above set forth. He should be let into the secret that what he will learn in school will be of precious little use to him except as a foundation on which to build after schooldays are over. If it is a question of German, for example, he should be told that he will not learn to speak German in school—except to a very limited extent and in a style never heard outside the classroom. He should be told that, in order to command the language for any useful purpose whatever, he will have to devote a great deal of time to it after he has left school; and that whether it is wise and expedient to pay that price will depend entirely on the nature of the life that he is going to live. If he is going to live and do business among Germans unacquainted with English it will be well worth while for him to be able to speak German easily and correctly. If he is going to be a scholar it will be well worth while for him to be able to read German books and magazines. He should have presented to him, in language that he can understand, the solid reasons, such as experience has shown to be valid for studying German in school. And the same for Spanish, Latin, or any other language that may be up for consideration. Withal he should be gently cautioned against certain popular fallacies that befoe this whole matter, and against certain much-used arguments that are specious and illusory.

Let me mention some of these illusory arguments which are often put forward as reasons for having this, that, or the other language taught and studied in our schools. And first there is the argument from ethnic prejudice or prepossession. I mean the notion that American schoolchildren whose parents are of some alien stock have some sort of right to be taught the language of that stock in our schools. Put in different words, the idea is that

English is after all only one of many languages used in this country, and that all should be on a par in proportion as the speakers of them pay taxes. It is urged that we are all immigrants, except the Indians, and that the claim of English to a dominant position rests on nothing but national vanity. This means that wherever there is a local preponderance of, say, Germans, or Swedes, or Czechs or Italians, they have a right to demand that German, or Swedish, or Czech, or Italian, be taught in the schools on a par with English—or at least that it be taught. This is urged, not in the interest of the rising generation, for whom a good command of English is the thing most necessary and desirable, but to gratify the ethnic sentiment of adults who do not want their children to lose touch with the culture of the old home.

Now it is my conviction that we ought to set our faces unflinchingly against this doctrine and make no concessions to it whatever. I believe I am as far as a man can be from the spirit of jingoism. On no account should I wish to see our country depart from its historic policy of hospitality to all men who love liberty. I recognize too that the alien immigrant has a good right to cherish his native tongue and the cultural associations of the old home. For him to do so is within limits creditable and praiseworthy. So far as *he* is concerned, I would deal gently with his prepossessions and avoid any measures that would tend to embitter him or create in him the sense of being persecuted.

But when we come to the children of the alien immigrant we must insist that *they* be educated first and foremost for American citizenship, which means that they must be educated in and thru the English language. Such a policy is necessary on broad grounds of national interest that far transcend and outweigh all petty considerations of individual sentiment. It is necessary to prevent this country from becoming Balkanized. The danger of that is real; we must organize against it and combat it. The word must go forth with emphasis that the language of this country and the vehicle of its civilization is, as it always has been, the English language and no other. All other languages are foreign languages. We need this teaching in order to make us and keep us a nation; to create a common basis of thought, of ideals and aspirations in our multifarious citizenry. We need it, as I have said elsewhere, *to kindle a fire under the melting-pot*. We must

proclaim to all the world that we recognize no obligation whatever to teach *any* forin language in our schools, and that we recognize the very strongest obligation of all American children, of whatever ethnic stock, to learn the English language and to make *that* the main vehicle of their education.

This is a problem to be solved by the Federal Government in co-operation with the states. I do not here undertake to discuss ways and means. I merely state my opinion that the proper course will be to make our public schools so good, by a vigorous use of the taxing power, that no parochial schools can stand the competition with them.

Again, it is often urged that a particular language be taught in our schools, and our children thus put in the way of studying it, because the nation that speaks the language is friendly to us or is going to do business with us on an increasing scale. Just now, for example, there is a school of ardent special pleaders who are very anxious that Spanish, with perhaps a sprinkling of Portuguese, should succeed to the position lately occupied by German. So they expatiate in the public prints on the beauties of Spanish literature, on the large rôle once played by Spain in the world's history, and on the wonderful possibilities of commerce with South America. At the same time they vigorously damn the Germans—insisting that the German language is uncouth and ugly (this always comes from persons who do not know anything about it), that at best the Germans have never done anything of importance for civilization, and that their literature is worthless. Sometimes they are willing to except two or three writers of the 18th century, but this is only a half-hearted concession, for they seldom know anything about Goethe, Schiller and Lessing either.

Now it is not my purpose, just at present, to argue the case for the study of German. I have been doing that, off and on, for forty years, and any further activity in that line can wait, so far as I am concerned, till we get peace and the world returns, if it ever does return, to normal and sober ways of thinking. I do wish to raise my voice, however, on behalf of the schoolchildren themselves. It is they whom we should consider. We should think of what is good for *them*; of their needs, aptitudes, station in life, future prospects; of the way things are likely to turn out for *them*. And how wrong it is to try to poison *their* young minds

with the bitter virus of the great war; to teach them to hate and despise Germans and to believe silly falsehoods with regard to them. It is the blessed prerogative of each new generation, as it comes along, to face life with a light heart and an open mind, as if the Great Adventure were a new thing. We ought not to weigh them down for their journey with a burden of hatred and prejudice growing out of a past of which they knew nothing. We do not want any hatreds whatever to become encysted in the national mind. We wish to be friendly toward all nations—even Mexico, if we can. Hate, except in the form of righteous indignation at wrong-doing, is a passion that harms and degrades the hater. Let us think steadily of the children and of what is going to be good for *them*—and not very much of propagandists who wish to magnify their specialty or to exploit their political and literary prejudices.

Suppose that a schoolboy takes up the study of Spanish merely because it has suddenly become the fashion, because some people are urging him to do so. He follows the current, having a vague idea that Spanish may somehow “come in handy,” and may even help him to get a living. He puts in several years on Spanish and then finds, in due course of time that his school smattering is of no use to him—will it not then be very cold comfort to him to know that our merchants and manufacturers are doing an extensive business with South America? *His* comfort will be of the same sort as that which the man out of a job gets from walking down Broadway. If, on the basis of his school Spanish, he tries to get a position he will find that nobody wants him. If he can sell goods he will quickly secure a good job and perhaps be sent to South America; and in that event a foundation in Spanish will be deemed a useful addition to his outfit. But if he tries to start on his school Spanish alone, without the salesmanship, he will find that there is nothing doing. This is what awaits nine-tenths of the boys and girls who are now rushing thoughtlessly into the study of Spanish, and someone should tell them so.

Let it be clearly understood that I am not attacking the study of Spanish, or of any other language, *for those who can look forward to using it*. I am concerned solely with the evil of driving, or coaxing or herding boys and girls into the study of *any language* that they will very certainly have no use for after they leave

school. I am concerned to prevent their setting out under an illusion; to forestall waste of time, disappointment and misapplication of energy.

The fact that our merchants and manufacturers are going to do an extensive business with any people is not at all a reason for teaching the language of that people in our schools of general education. It *is* an argument for instituting trade schools where the language in question shall be thoroly taught, by endless practise, to those who are going to need it—those for whom the job is waiting. If we are going to teach languages in our schools of general education merely because we are going to do business with the people who speak those languages we shall certainly have our hands full. We should have at once to put in Japanese and Chinese, also Russian, Polish, all of the Scandinavian languages, Dutch, German and Italian. And surely we could not dispense with Arabic. We shall probably have an expanded commerce all over the world.

Again, how absurd it is to push boys and girls, whose future is as yet quite indeterminate, into the study of any particular language on the general ground that its literature is worth knowing about. *That* is true of *all* literatures, ancient and modern. Icelandic, for example has a unique medieval literature of great distinction: is that a reason for setting our boys and girls generally at the study of Icelandic? There are a score or more of literatures all highly interesting, and each of them rich enough to furnish the specialty of a lifetime. The attempt to grade them with respect to their relative value is simply an expression of personal prejudice and personal limitations. One usually has a poor opinion of a literature that he does not know anything about. If *I* were to grade them I should probably put Greek at the top in a class by itself, then English: for third place I should hesitate between German and French. And so on. It is not necessary to pursue the gradation further. I merely remark that, as the matter strikes me, if literary value, distinction and importance is to be our criterion, we should teach in our schools neither French nor German nor Spanish, but dose our youth on English literature first of all, and then on Greek. Those two would suffice.

But I have taken time enough and must close. As a means of dealing practically with the ideas above set forth, supposing them



to have some solid merit, I suggest that a memorandum, or statement, on the study of forin languages in school should be prepared by the Regents and published under State auspices. It should be very carefully prepared by genuine experts having an eye single to the welfare of the young. It should be composed in plain, straightforward language, with the sole object of giving good advice and wise guidance. It should tell what this, that, and the other language is potentially good for, and how long it will have to be studied in order that its potential value may be realized. It should discreetly warn against the mendacious advertising fakir, who is out for the shekels, and against the special pleaders who promise more than can be performed, and urge specious and illusory reasons for studying the particular language they are interested in.

If such a statement, neither too long nor too short, could be prepared in the right spirit and made available for study and discussion by schoolchildren, parents and teachers, methinks it would do much good in the way of helping to wise decisions and preventing waste of time.

*Columbia University*

## OUR THREEFOLD NEEDS

By E. C. HILLS

IN THE MODERN LANGUAGE JOURNAL of October, 1919, there was an article entitled "Has the War Proved that Our Methods of Teaching Modern Languages in the Colleges Are Wrong?—A Symposium." This article has caused considerable discussion, and as one result several distinguished Romance scholars were asked to add their views to those already given. The statements that have been received are given below:

"Modern language teaching in this country is in need of reform because the results obtained at present do not justify the effort expended or correspond to the importance of the subject. It seems to me that changes should be made along the following lines:

"(1) Teachers should have a better oral command of the language and at least a practical knowledge of phonetics.

"(2) Elementary classes should meet at least five times a week and the number of students should be limited to twenty.

"(3) At the end of each year (or of each semester where practicable) the best students should be placed in special sections where rapid progress would be made.

"(4) By insisting upon a speaking command of the foreign language on the part of graduate students, universities should call attention to its importance for the appreciation of literature and for the study of linguistics.

"What we need most of all, however, is a change in the attitude of faculties and students towards the study of modern languages which should bring about full recognition of its dignity and value, and of the great rôle it is destined to play in the curricula of the future."

PROFESSOR EARLE B. BABCOCK,  
*New York University*

"What we need in modern language instruction is to get back to a solid foundation of systematic study, and away from 'reforms' and 'isms.' My talks with ex-service men have convinced me that what they needed most was drill in verbs, pronouns, and again *verbs*: tenses, moods, and verbal idioms. As one boy put it: 'I could look up nouns in my little dictionary, and the *War French* books gave lots of useful expressions, but to use verbs you've got

to know 'em.' A paragraph from my recent article on Spanish teaching in the *Journal of Education* expresses my attitude:

“Something has been said about various means of making the study of Spanish attractive to students, creating a Spanish atmosphere, utilizing games, plays, songs, appealing to the competitive sense, etc. It must be borne in mind, however, that such activity, no matter how ingeniously conceived, is never a substitute for good, hard work in learning the language. The sugar-coating makes the pill palatable, but it is the drug within that effects the cure, and if time presses we must needs take the medicine without the coating. No matter what ‘perfectly lovely’ times the teacher gives the class, if he does not make them *learn*, he is a failure as a teacher.’”

PROFESSOR HENRY GRATAN DOYLE,  
*George Washington University*

“Educational work is too poorly paid. The best minds do not always enter the field. Unless an ordinary instructor in our colleges can be paid about \$2500 to start we shall continue to have our college classes in the freshman and sophomore years taught by so-called graduate students. . . . In Spanish, another reform that is very imperative is the establishment of separate Spanish Departments with Spanish teachers as heads. As long as Spanish is an adjunct to French or German it will be poorly taught. . . . In most of our colleges and universities Romance departments are French departments. A glance at the Catalogue shows that Spanish and Italian receive little attention. A Spanish scholar and teacher should not have charge of a French department, and a French scholar and teacher should not have charge of a Spanish department.

“As for French and Spanish I believe they should be taught as living languages. For the first and second year classes native instructors should be obtained or American teachers who have a perfect command of the spoken language. The statement so frequently made that those who have a perfect command of French and Spanish, being as a rule, Frenchmen or Spaniards, cannot teach is the height of absurdity. Such statements are a confession of incapacity. The modern language teacher who merely translates into English because he cannot himself speak the foreign tongue is the one who spreads the legend that those who do speak the foreign tongue cannot teach.”

PROFESSOR AURELIO M. ESPINOSA,  
*Leland Stanford Junior University*

“As a rule nearly all who take up a foreign language desire to learn to speak it at short notice. . . . Those who are very familiar with foreign languages are well aware that these are not *learned*, they are *lived*—and one must be a long time living with them.

"Granted, for the moment, that the feat of learning to speak a foreign language in our classes in three or four years were possible, what then? From that very moment of perfect attainment, unless the student had the most unusual facilities for keeping up the language, he would immediately proceed to forget it. . . . As most of our University Extension classes here in Boston desire to hear the language spoken and strive themselves to attain some facility along those lines, naturally on my side, I strive to give them what they want. I use quite a number of Direct Method textbooks.

"The publishers are calling for these texts with which to teach *the spoken languages*, and today the teacher who can use these texts effectively is likely to meet with a cordial response from the many who desire to learn to speak 'at short notice,' and who are never likely to realize that such a result, in the nature of the case, is an impossibility."

PROFESSOR JAMES GEDDES, JR.,  
*Boston University*

"The war has revealed to several millions of our young people (who have carried the news far and wide) that there are actually men and women living on the other side of the Atlantic; that the French, for instance, are an extant race; with speech, habits, and ideas strangely like and strangely unlike our own.

"It is for us to utilize the interest born of this new sense of reality, to keep vivid the image of the people behind the language and the literature, to develop the idea of human kinship and human differences."

PROFESSOR C. H. GRANDGENT,  
*Harvard University*

"If the war has taught us any lesson with regard to the teaching of modern languages it is the futility of attempting to teach our students to speak a foreign language in two or three years of work in secondary school or in college.

"It is constantly being remarked that the European schoolboy learns to speak his foreign languages. But it must not be overlooked that the two chief factors in this achievement are: the European boy begins the study of foreign languages when he is eleven or twelve years old, when lingual training is easy; and he continues that study for six or eight years. If through the agency of the junior high school we can provide those two factors in our American schools, we may hope to attain results comparable with those of other countries.

"In the meantime, we must honestly accept the truth and admit that we cannot hope to teach students to speak another language in the few hundred hours of a school course.

"There still remain, however, certain things which we can hope to teach in our limited course. These are: the principles of grammar, translation, composition, pronunciation, and finally the ability to understand the spoken language.

"I cannot agree with Professor Ford in his statement that 'no small proportion of our students are linguistic morons,' unless he is willing to go with me a step farther and say that 'no small proportion of all our college students are mental morons.' . . . My experience has been that the students who fail in modern language courses are the students who fail in other courses; they are not 'linguistically' unfit, they are 'mentally' unfit.

"At Cornell we require three years of elementary work before a student is admitted to a course in conversation or a course in literature.

"I only hope that we shall not be lured into undertaking the impossible by the ill-advised and ill-founded pronouncements of theorists."

PROFESSOR HAYWARD KENISTON,  
*Cornell University*

"We learned from the war little that was new in regard to language teaching. The defects in our methods and results are due chiefly to unfavorable conditions, such as lack of sufficient time, size of classes, inadequate training of teachers, and total lack of language-sense on the part of many pupils.

"Reform should consist in improving such conditions. The present clamor for conversational fluency should not blind us to the necessity of mastering the grammar and learning to appreciate the literature. We should insist on the importance to the nation as well as to the individual of having foreign languages thoroughly taught in secondary schools, and of having sufficient time assigned for the purpose."

PROFESSOR KENNETH MCKENZIE,  
*University of Illinois*

"I believe that better results in language instruction are not to be gained by any radical change in aim and method but by the gradual removal of the handicaps of excessively large classes and insufficient time, by the more general adoption of the sabbatical leave (a mythical institution for most of us), and by holding in check the radical reformers.

"In the first year of language work our aim should be to help the student lay a solid foundation of grammatical knowledge and arouse in him, through the use of material that will give him some acquaintance with the racial character of the people whose language he is studying, the permanent interest that will impel him to

build upon this foundation according to his individual needs or desires.

"In the reaction that has taken place from the antiquated 'grammar-translation' method, the fanatical application of the so-called 'direct method' would be just as harmful to the real purpose of language instruction in colleges and universities.

"There can be little differentiation in the instruction given students during the first year in college and the first two years in high school. After the fundamentals of grammar and a basic vocabulary have been acquired through careful grammar study, much oral practice, reading, and even some translation into English, the student should then have the opportunity to specialize according to his needs or wishes."

PROFESSOR G. W. UMPHREY,  
*University of Washington*

These statements and those that appeared in the *Symposium* make clear that the basic needs of successful modern language teaching are threefold: (1) competent and enthusiastic teachers, (2) small classes, (3) sufficient time. With these three, all things are possible.

But competent and enthusiastic teachers, as a rule, can be had only by clothing their profession with dignity and by granting them adequate salaries. Small classes and sufficient time are strictly financial problems. In other words, good modern language instruction can be had if the public is willing to pay for it, and not otherwise. It is one of our tasks, therefore, to convince the public that the study of foreign languages is important.

There was a time, and not so long ago, when American imports and exports were bought and sold by foreign agents in our very harbors and shipped to and fro in foreign bottoms. The time has now come when the United States, as an industrial nation, must go out after the markets of the world. To do so we must have American agents who know the languages and customs of other peoples. This is an utilitarian argument, but it has great force.

Once we led a quiet and isolated life and were not especially interested in the great world movements that went on about us; but the war plunged us irrevocably into the midst of things and there we shall stay. To hold our own we must know our neighbors. The youthful period of blissful ignorance has gone forever, and the great mass of our people do not know it yet. We must teach them.

We are passing through troublous times. A thousand and one problems confront us and we do not know which way to turn. But other nations have been in troubled waters. Some passed through successfully and some were wrecked. Our people, for the most part, are serenely unaware of these facts, and we must do all that lies in our power to show them the moral and spiritual experiences of other nations.

In these ways and in a score of others we can be of real service to our country. When the great public comes to realize what we can do and are seeking to do, then and then only shall we have a sufficient number of competent teachers, small classes, and all the time we need to do our work well.

*Indiana University*

## ON THE TEACHING OF GERMAN<sup>1</sup>

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By ROBERT H. FIFE, JR.

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THE teacher of German who reviews the situation at the present time may well take as his subject the title of Burke's famous essay, "Thoughts on the Causes of the Present Discontent." He is called upon for the same qualities which John Adams in 1776 demanded of him who would manage the United Colonies: "The meekness of Moses, the patience of Job, the wisdom of Solomon, added to the valor of David." As a result of the drive against the study of the German language in the past two years, the whole field of German instruction is like a country swept by a hurricane. Here and there in some protected spot a farm or grove has been spared, but in the main the work of destruction is complete. Trees are uprooted, houses unroofed, fences laid flat, and blooming crops swept to ruin. In our high school German departments the devastation has been no less complete. To a great extent these departments have been badly crippled or utterly destroyed, the teachers have been driven into other work, for which they are only insufficiently prepared, and in some sections the teaching of the language has been made illegal. The hysteria of war-time psychology, aided by the efforts of time-serving politicians, could not well go further than it has in many sections of the country. The preparatory schools, it is true, as well as the endowed colleges and the technical schools, sheltered behind their conservative walls from the waves of popular excitement, are in somewhat better case; but the higher institutions have their own problem, for here the elementary and intermediate classes are crowded, while the number of young men and women entering college with two or three years of German preparation is approaching the vanishing point. The prospects are that soon practically all the high school graduates who take German in college will find themselves in the elementary courses, while in the

<sup>1</sup> A paper read before the Eleventh Annual Session of the New York State Modern Language Association, Albany, November 25, 1919.



Freshman and Sophomore years the advanced courses will be reserved for the graduates of private preparatory schools.

It is manifest that the effect on secondary education of this sweeping from the program of a well-developed subject has been little short of disastrous. Two years ago, when the war-wave swept over us, German was among the best-taught subjects in our high schools, and teachers of German were well on the way to develop a methodology that should set a fast pace for other language teachers. The results of the drive against German have shown themselves in the overcrowding of French and Spanish classes and in a reduction of personal efficiency on the part of the teachers of these subjects, many of whom have been forced to take them without adequate preparation. The net result of it all is the keen disappointment of students and parents with the results and a growing disregard by school administrators of proper methods and purposes of language instruction.

It is now our duty to face the situation as it is, our duty no less as patriots than as pedagogues. Never was the uselessness of crying over spilt milk more apparent than in this crisis. The drive against German was a perfectly natural and perfectly logical effect of war-time psychology, and the teacher of German, in the main, as innocent a victim of war as any ever dragged to the altar of Mars. We have made our sacrifice to patriotism and are entitled to all the precious benefits of adversity. "To endure trampling upon with patience and self-control," said Mr. Gladstone to John Morley during the bitter fight over Home Rule in 1893, "is no bad element in the preparation of a man for walking firmly and successfully in the path of great public duty. Be sure that discipline is full of blessings."<sup>2</sup> During the war our patriotic duty demanded that we keep silence in the face of misunderstanding and vituperation: now no less a patriotic duty demands that we adjust ourselves to the new situation and reconstruct that which has been destroyed in order to defend America's position in the world. We must do this even at the cost of personal sacrifice, that our boys and girls may go forth to the peaceful international competition equipped with just as good weapons as the boys and girls of Europe. It cannot be denied that the knowledge

<sup>2</sup> John Morley, *Recollections* I. 365.

of German, one of the few major languages of civilization, is one of these weapons.

In this connection, permit me to quote a passage from the Report of the British Commission, appointed by Mr. Asquith in 1916, whose findings, after the examination of 137 witnesses from many walks of professional and scholastic life, must be known to you all:

"Before the war German was perhaps the first language from the points of view of information. . . . In philosophy and in those sciences and quasi-sciences in which new knowledge is constantly acquired and general conceptions undergo frequent modifications, no student who wished to keep abreast of the times could afford to ignore German publications. This position was strengthened by the industry and competence of German translators. Important works of learning and literature, produced in languages not generally known, such as Dutch and Russian, were often accessible only in German translations. . . . If Germany after the war is still enterprising, formidable no less in trade than in arms, we cannot afford to ignore her for a moment. Knowledge of Germany by specialists will not suffice: it must be wide-spread throughout the people. A democracy cannot afford to be ignorant."<sup>3</sup>

It is apparent that these words apply with double force to America at the present time. It is trite to say that our relation to Europe since 1917 has radically changed. Despite ourselves and as the result of forces whose unhalting trend no group or generation of men can alter, we have become an immediate neighbor of all the European peoples; and however much we may wish to isolate ourselves from their influence, it is but a counsel of ignorance when we are told that we must shut ourselves up again in our tower of ivory. Only one item need be mentioned here: we have loaned more than ten billion dollars to the nations of Europe, and they are so far from being able to discharge this obligation that even the interest is to be funded. Bankers and business men tell us that this is only a beginning. In the new Europe we find a Germany which is assuredly still "enterprising, highly organized, and industrious."

Moreover we find that in a new and important sense Germany has become an intermediate language for the countries east of the

<sup>3</sup> *Modern Studies, being a Report of the Committee on the Position of Modern Languages in the Educational System of Great Britain*, H.M.S. Office 1918, pp. 59-60.

Vistula, the March, and the Leitha. Ten, perhaps more, new nations have risen on the ruins of what was once Russia and Austria-Hungary. A long line of ancient peoples, shot through with new national ambitions and with a new world of culture in their loins, lies between the Baltic and the Adriatic, each intent on pushing forward its civilization and of course its language as the chief representative of that civilization. America has stood sponsor for these nations, and America cannot close her eyes to them, nor to the Russia that lies to the east of them, as fields for trade and foci of civilization. We cannot learn their languages, and fortunately it is not necessary to do that in order to communicate with them. Business men, professional men and scholars of standing among them are all bi-lingual. We must perforce use German, which has been the *lingua franca* of these peoples for many generations. Without German we cannot successfully compete for their trade. Without German we cannot share their discoveries or inventions, follow the experiments of their scientists, nor enter into their philosophy, history, and literature. Unless we are to see them only through the eyes of Germans and know and trade with them only through the intermediation of Germans, we must ourselves know German. Now, more than ever, it is clear that the American boy or girl who aspires to do more than tickle the surface of culture must know two European languages—French, the language of Western Europe, and German, no less the language of all of Europe lying east of the Rhine. Says the British Commission:

“No country can afford to rely upon its domestic stores of knowledge. The whole civilized world is a co-operative manufactory of knowledge. In science, technical and pure, in history, antiquities, law, politics, economics, philosophy, new researches are constantly leading to new discoveries, new and fruitful ideas are giving new pointers to thought, new applications of old principles are being made, old stores are being re-arranged, classified and made available for new purposes. In this work all the civilized countries of the world collaborate, and in no branch of knowledge, abstract or concrete, disinterested or applied to the uses of man, can the specialist neglect the work of foreign students.”<sup>4</sup>

If America is to keep pace with the other foremost nations, it must know what the other branches of the knowledge factory are

<sup>4</sup> *Ibid.*, pp. 30, 31.

producing. It cannot know this without German, and this applies not only to the twenty-one universities and eight technical universities of Germany and the German universities in Austria and Bohemia, but also to the universities at Agram, Budapest, Lemberg, Cracow, Warsaw and Riga, not to mention those in Russia and Sweden, Norway and Denmark. It would certainly suit us better if these centers of thought communicated with the outside world in English: in view of the history of the emancipation of the Eastern nationalities, it would be politically more natural if most of them did so in French. But the presence between them and Western Europe of seventy millions of German-speaking people and the speech-habits of a thousand years bring it about that Baltic and Slavic and Magyar philosopher and historian and economist, chemist and physicist and mineralogist can communicate with America only through German.<sup>5</sup>

It has often been objected that these higher aims are only for the colleges and technical schools and universities, not for the American high school, a large majority of whose students seek no further education. It is quite true that the colleges and their feeding preparatory schools—whose patrons insist on having the best—retained and in many cases emphasized the study of German even through the war years. But is not equality of educational opportunity for all the greatest hope of democracy? While England at the present time, under the leadership of Mr. H. A. L. Fisher, is doing everything to bring its secondary education and higher education into closer alliance, America's duty is to develop still further the system which gives to every boy and girl the opportunity to prepare for leadership, for in America every boy and girl is potentially a leader. Those of us who have been for years on the firing line of modern language teaching know well enough the necessity for beginning the study of a foreign modern language in the high school years. Unless it is begun in those years, the chances for its really useful acquisition are very small.

<sup>5</sup> Cf. the report of a recent traveler in Jugo-Slavia, Major Sherman M. Craiger: "There was no propaganda against the use of the German language, as most Slavs are as familiar with that tongue as with their own. The business men of Jugo-Slavia find it advantageous to employ German for commercial purposes, and it is the only practical vehicle of communication between the Slavs and the western world. Americans who expect to do business in middle Europe should take this to heart." *N. Y. Sunday Times*. Jan. 11, 1920 (IV, 4).

But admitting that all of this is so—and schoolmen are pretty well agreed on this subject—what are we going to do about it? Prejudice against the study of German, like other expressions of war-time psychology, is a result of our national concentration on a great task, and like the sugar shortage, labor unrest, and high prices, one of the results of the conflict that promises to remain long after the conflict is over. Here once more it is our patriotic duty to face the situation with courage and hope. Abnormal mental states are more difficult to cure than most bodily ills, nevertheless in the healthy individual they gradually yield to treatment; and American public opinion is a healthy organism, where the most obstinate fixed ideas finally give way. Experts tell us that when convalescence from a mental crisis begins, the patient's recovery may be hastened by an appeal to sound argument. Public opinion in this country is ardent and mercurial on the surface, but beneath thoroughly sound; and in the end always responds to appeals to a sound and healthy patriotism.

In facing the situation, we must do so with the consciousness that the world has changed in many ways during the war and that especially the teacher of German has to make many readjustments. Through its planetary nature the struggle has given to the study of all modern languages a new significance. The danger of ignorance is especially emphasized in the British Report:

“The war has made this people conscious of its ignorance of foreign countries and their peoples. A democratic government requires an instructed people; and for the first time this people is desirous of instruction. . . . It cannot be said that before the war knowledge of foreign countries and their peoples was sufficient in ministers, politicians, journalists, civil servants, university professors, schoolmasters, men of business, or in any class of those whose function it was to instruct and guide the public. . . . Thus the classes and masses were ignorant alike to the point of public danger.”<sup>6</sup>

How true that is of America at the present day! It behooves us to go at the matter of enlightenment without delay, for every true patriot must be appalled at the danger which threatens our country through the ignorance of foreign languages and conditions on the part of leaders of public opinion. Thus it is well that both the National Federation of Modern Language Teachers and the

<sup>6</sup> Pp. 31, 32.

American Modern Language Association have appointed committees to make at least a preliminary survey of the situation in America. A proper survey, however, must not be confined to schoolmen, but must embrace men of other professions, and men of affairs whose interest lies in the enlightenment of public opinion.

That there must be a readjustment both in the subject-matter of instruction and its method must be plain to every teacher of German. Many things have been swept away which the German instructor often in his ignorance dwelt upon too earnestly, not to say too affectionately. Gone are the trappings of feudalism and materialism, the favorite and as the results showed, the by no means harmless hobby of certain instructors. Gone are the picturesque machinery of autocracy and the theories of "dualistic" government. Gone are the rigid social classifications, gone the chapters on the military and trading fleets, gone above all the caste-hardened military system. Even words have taken on a different meaning, such as *Reich* and *Landtag*, which have quite changed their connotation since November 9, 1918. *Verwaltung*, *Behörde*, *Magistrat* (the fountain of all the dread "*Verbotens*") are symbols of something quite new. All the chapters on politics and administration (think of that on taxation!) will have to be re-written for the new handbook on Germany, which must also revise its ethnographical and linguistic material. Alsace, West Prussia, Posen, Schleswig, Danzig are topics that suggest radical alterations. On the other hand, new material must be added. Austria must now be treated adequately in every discussion of the political and social background of the German-speaking peoples. The culture of Vienna is henceforth as important for us as that of Berlin; Linz and Graz are for the student of German cities as essential subjects as Stuttgart and Augsburg; the folklore of Styria and the Tyrol as noteworthy expressions of the German soul as that of the Schwarzwald and Thüringen. Indeed, the whole basis for the study of the social and economic organization of German lands must be surveyed anew and new points of view formulated.

But how much remains for him who conceives of the study of a modern language as the beginning of the pursuit of a great ideal,

the so-called "cultural aim." In this connection, the Report from which I have quoted so freely says:

"The practical aim of education is to enable men to live as individuals and citizens. The idealistic aim of education is to enable men to live better. . . . Early we should also aspire to make some of our boys and girls understand that foreign languages are not learned as an end in themselves, but as a means to the comprehension of foreign peoples, whose history is full of fascinating adventure, who have said and felt and seen and made things worthy of our comprehension, who are now alive and engaged in like travail with ourselves and therefore can the better help us to understand what is the whole truth."<sup>7</sup>

In this readjustment to the new relations of German-speaking lands within and without, it is refreshing to remember that the basic character of the German people and the popular expression of national culture have not changed and cannot change. War alters exteriors only. German folkpoetry survived the Thirty Years War and bloomed forth again after a century and a half in Goethe and Bürger. The popular drama passed undestroyed through the dissolution and resolution of the seventeenth and eighteenth centuries to reappear in Lessing. It may indeed be that the results of the Great War and the social revolution will stimulate again philosophy and literature and music, as did the results of the French Revolution, and that a romantic age will follow on Germany's humiliation and re-birth after the fall of the Guglielminian state like that which followed the fall of the Frederician. The really great names in German literature and culture remain as aloof as ever from political contamination. Goethe and Schiller, Grillparzer and Hebbel and Keller mean as much to the world as they did in the microscopic days before the birth of Pan-Germanism. The great lyricists from Eichendorff to Liliencron are aseptically of politics. Where does one find in the novel from *Wilhelm Meister* to *Jörn Uhl* aught save the truest human appeal!

This is also manifestly true of philosophy and the natural sciences. The award of three Nobel prizes in physics and chemistry to German university teachers in the very year of the Peace Treaty testifies that Germany is still an important part of the "co-operative manufactory of knowledge" and demonstrates how

<sup>7</sup> Ibid., pp. 46, 48.

little Americans can afford to neglect the productions of German scientists. As teachers of German we must think of our subject less in terms of politics and more in terms of the widest culture. Here we still have at hand for our students the great storehouses of science, poetry and art. Here we shall find that the Great War, like other wars, has failed to touch the real substantive material, whose value made for the study of German the position which it occupied in America before 1914.

On the other hand, the intense national competition begotten by the war teaches us the necessity for making what we teach immediately usable. We in this country have too often looked upon the study of modern languages as contributing in some undefined way to the student's uplift and development, with an aim as indefinite as the prayers of Chateaubriand, which he claimed to have directed out into the great dark Unknown. The much-criticised Students' Army Training Corps taught this one thing—that to be worthy of the student's time, that which he learns must be *immediately* usable. For this purpose emphasis must be placed directly on the student's special need, whether for business, for professional preparation or for one of the many branches of technical work. Oral and aural work assume through the war a new and vital importance. Thoroughness of method and a constant revision and re-orientation of aim and purpose must replace the old mental attitude that if the boy or girl successfully passed the examination, some way, somehow, love's labor would not be lost. Above all, our attention should constantly be focused on one great aim, to fill the need of our country for men and women trained in the knowledge of foreign peoples. For that purpose, books on German popular culture and on the present and prospective position of the German-speaking lands among the nations ought to form an important part of the subject-matter of instruction for all pupils from the elementary year.

In spite of the deplorable situation which has come as a by-product of the war for the freeing of Europe, and of Germany herself, there is much at the present moment to encourage the teacher of German. The war has brought it about that men of affairs take a far deeper interest in the study of modern languages than ever before. This, with our small classes, offers an extraordinarily favorable moment to the teacher of German for fruitful



experiment. When times are dull and a factory is half idle, the management takes stock and plans and experiments and trains the staff for the days when profitable business shall again arise. The teacher of German is for the moment in the same position. He has also a tremendous encouragement in the spirit of his students to-day. Free from prejudice and unfettered by the traditions of past hatred, Young America looks forward with ardent eyes to a future in which his country is to play a new rôle among the nations. Deeply patriotic, he asks but the means of making himself useful to America and mankind. In furnishing him with a knowledge of German as a part of his essential equipment for leadership and usefulness, we are performing a truly patriotic duty.

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## L'ÉVOLUTION RÉCENTE DES UNIVERSITÉS FRANÇAISES

By FRANCK L. SCHOELL, *Agrégé des Lettres*

L'UNIVERSITÉ DE FRANCE, on le sait, est, comme tant d'autres institutions françaises, une création de Napoléon 1<sup>er</sup>. C'est lui qui l'a conçue à la manière d'un régiment dont les quinze compagnies (ou académies) seraient en tout point identiques et dont le colonel (dénommé Grand Maître) serait installé à Paris pour y être bien dans la main du véritable Maître.

Dans le beau discours que M. Raymond Poincaré, alors Président de la République Française, prononçait lors de l'inauguration solennelle de l'Université de Strasbourg, le 22 novembre 1919, il rappelait cette conception qui présida à cette refonte de nos Universités:

“Seul chargé désormais de l'enseignement supérieur, l'Etat ne tolère plus auprès de lui qu'un grand corps universitaire qu'il entend bien tenir sous son autorité et à la tête duquel il délègue un grand maître.

“Plus d'Universités régionales; rien que des circonscriptions administratives qui s'appellent des Académies. Les Facultés resteront partout isolées les unes des autres, et, à Strasbourg comme ailleurs, le droit, les lettres, les sciences et la médecine resteront confinés dans autant de compartiments distincts, comme s'ils représentaient des puissances rivales, incapables de vivre en bonne harmonie.”

Cette tendance à la centralisation, à l'unité—pour ne pas dire à l'uniformité—subsiste encore après un siècle, on ne saurait trop le répéter, et c'est peut-être elle qui distingue encore le mieux nos Universités des Universités américaines: ces dernières nous apparaissent d'une diversité étonnante: l'une compte plus de deux siècles d'existence, l'autre, qui ne cède en rien à la première pour l'importance ni pour la richesse, n'a pas trente ans d'âge; l'une est ouverte aux étudiants des deux sexes, l'autre uniquement à ceux du sexe masculin, la troisième exclusivement aux étudiantes; l'une est une fondation privée, dont les étudiants paient des

droits d'études, à moins qu'ils n'aient obtenu une bourse, l'autre est une Université d'Etat dont l'enseignement est gratuit aux étudiants de l'Etat.

En France, rien de pareil. Les Universités privées—Universités catholiques—dont nous comptons quelques-unes, sont presque négligeables dans la vie universitaire de la nation. C'est l'Etat, représenté par le Ministre de l'Instruction publique, qui nomme les professeurs, c'est lui qui fixe partout les droits d'études, c'est lui qui détermine la date des examens, lui seul qui octroie les grades universitaires.

Au demeurant, il faut convenir que cette uniformité nous rend souvent de grands services. Elle a d'abord pour effet de donner à tous nos examens et diplômes rigoureusement la même valeur. En France, on est Bachelier ès lettres tout court, Licencié en droit tout court, et non pas Bachelier ès lettres de l'Université de Poitiers ou Licencié en droit de celle de Toulouse. Les programmes d'examens sont partout les mêmes, l'application de ces programmes est partout la même, car les maîtres qui les appliquent s'inspirent en somme du même esprit et ont été en leur temps soumis aux mêmes disciplines intellectuelles.

On ne saurait assez répéter cette vérité en Amérique, où un trop grand nombre peut-être ont une tendance à croire qu'un diplôme portant la mention prestigieuse "Université de Paris" vaut davantage qu'un diplôme octroyé par l'Université de Rennes, par exemple. Nous connaissons une jeune Française à qui une directrice d'école américaine demandait sur les bancs de quelle Université elle avait étudié, et, lorsqu'elle répondit qu'elle avait fréquenté l'Université de Caen—et non celle de Paris—un je ne sais quoi lui fit comprendre qu'elle avait légèrement baissé dans l'estime de son interlocutrice.

Il est exact qu'il fut un temps où le doctorat de l'Université de Paris était notoirement plus recherché que celui de toute autre université française. Mais cette partialité injustifiée ne subsiste plus guère aujourd'hui, car quelques-unes de nos meilleures thèses sont depuis quelque temps soutenues dans nos universités de province, et notamment à celle de Strasbourg.

Par conséquent, pour résumer cette partie de notre exposé, disons qu'il y a en Amérique M. A. et M. A. (de très bons M. A., comme celui de Johns Hopkins, et de moins bons), mais qu'en

France, il n'y a qu'*un* baccalauréat, qu'*une* licence, qu'*un* diplôme d'Etudes de Civilisation française.

Un grand avantage dérive de cette uniformité de valeur qui est la marque de nos examens: il est en effet des plus faciles de négocier avec nous des équivalences d'examens et diplômes, puisque chacun de ces examens et diplômes suppose de la part de l'étudiant la même somme de connaissances, la même maturité d'esprit, la même aptitude aux études supérieures.

Tout récemment, un comité, composé mi-partie de Français, mi-partie d'Américains, était constitué à New York dans le but de déterminer enfin une équivalence pratique des grades universitaires français et américains. Si le travail fut relativement si simple, et des décisions satisfaisantes si rapidement atteintes, la raison en est pour une bonne part que l'uniformité des grades français facilitait grandement leur tâche aux membres du comité.

Aussi bien, cette centralisation universitaire que nous constatons dans notre pays n'empêche point que l'Université de France ne soit un corps vivant soumis à des courbes d'évolution rapides et parfaitement capable de se réadapter continuellement aux nécessités de la vie, au fur et à mesure que ces dernières se manifestent ou s'accusent. Nous n'en voulons pour preuve que les trois transformations récentes qui marquent la vie universitaire en France depuis la guerre: le relèvement des traitements des professeurs, l'avènement de plus en plus irrésistible du régionalisme universitaire, et la conscience sans cesse plus nette que prennent nos Universités de leurs devoirs vis-à-vis du nombre croissant de leurs étudiants étrangers.

Le relèvement des traitements universitaires s'imposait depuis quelques années déjà. La guerre tout court, puis surtout la guerre sous-marine, avaient fait monter le prix de la vie dans des proportions telles qu'il devenait manifestement impossible de nourrir une famille et de vivre dignement avec les maigres ressources allouées par l'Etat appauvri. Un professeur d'université devait déjà mener une vie étriquée, à moins qu'il n'eût de la fortune—cas rare. Mais que dire alors de la vie du maître de conférences (instructor) qui recevait moitié moins? Or le titre de professeur et les émoluments afférents, sont beaucoup moins généreusement octroyés en France qu'en Amérique, et si l'Etat voulait continuer à s'assurer un personnel de choix, il fallait qu'il

y mit le prix, malgré la situation embarrassée de ses finances. Le danger était surtout grand pour le personnel de nos facultés des sciences, car, ne l'oublions pas, le corps enseignant de nos universités se recrute uniquement parmi nos professeurs de l'enseignement secondaire: or ces derniers désertaient en masse, car ils préféraient gagner leur vie dans l'industrie, moyennant plus de labeur peut-être, et la renonciation à de beaux loisirs, mais avec l'assurance, à tout le moins, de lendemains prospères. . . .

Dès après la victoire, conscient de sa responsabilité vis-à-vis de la nation et des jeunes générations, le parlement attaqua le problème en face. Il fallait d'ailleurs qu'il l'attaquât bien vite, car le mécontentement grondait parmi les professeurs, victimes d'une grande injustice, et des menaces, qu'il eût été peu sage de ne pas prendre au sérieux, commençaient à se faire entendre.

Les augmentations consenties par la loi de juillet 1919 sont des plus appréciables: elles atteignent, parfois même dépassent, les 75% des traitements d'avant-guerre, et surtout elles consacrent un principe très juste: à mérite et à rang égal, deux professeurs ne doivent pas nécessairement toucher le même traitement; le professeur marié et père de famille a droit à recevoir davantage. Autrement dit, l'Etat accorde une véritable prime à la naissance de chaque enfant.

Cette innovation était dictée au législateur par le souci de contribuer si possible au relèvement de la natalité française, si essentiel au relèvement de la France; mais elle était avant tout une mesure de justice sociale, une concession faite à la *famille*, que l'on substituait partiellement à l'*individu*, que l'on élevait en quelque sorte officiellement au-dessus de l'individu.

Nous ne serions pas surpris que ce principe, assez généralement adopté par l'Etat français, et dont l'application donne d'excellents résultats, soit très sérieusement médité hors de France et y trouve de prochaines applications.

Quelques années déjà avant la guerre, des vellétés de décentralisation s'étaient par la force des choses insinuées dans notre organisme universitaire. Depuis 1893, par étapes successives, l'enseignement supérieur avait été en France l'objet de réformes profondes, et nos universités, telles qu'elles avaient été refondues en 1896, n'étaient plus de vaines abstractions: elles étaient dorénavant des corps vivants, ou susceptibles de le devenir; elles pouvaient

s'assouplir à des conditions d'existence fort différentes et se développer dans les directions les plus variées.

Douées de la personnalité légale, nos universités pouvaient dorénavant recevoir des dons particuliers qui ajoutaient à la richesse de leurs bibliothèques, à la diversité de leurs enseignements, voire même à la spaciosité de leurs locaux. C'est ainsi que, sous le rectorat de L.Liard, la Sorbonne reçut de très beaux dons de la marquise Arconato-Visconti et du prince de Monaco. Nombre de gouvernements étrangers—Portugal, Roumanie, etc.—fondèrent à la Sorbonne des chaires nouvelles et spéciales—langue et littérature portugaise, philologie roumaine, etc.

Certaines de nos métropoles universitaires se spécialisèrent selon les aptitudes propres que leur assuraient, soit leur position géographique, soit la nature même du sol sur lequel elles avaient grandi. L'Université de Lyon, voisine de l'Italie, s'orientait tout naturellement vers les études d'italien, d'art italien. L'Université d'Aix-Marseille, proche du continent africain, s'intéressait particulièrement aux sciences coloniales. Celles de Toulouse et de Bordeaux adoptaient entre autres spécialités celles des études hispaniques ou sud-américaines et prenaient sous leur patronage l'Institut Français de Madrid. Grenoble, celle de nos universités peut-être qui avait élu domicile dans le cadre de nature le plus pittoresque et le plus somptueux, au coeur même des Alpes françaises, attira à elle toute une clientèle étrangère d'étudiants allemands, scandinaves, russes, et leur offrit l'enseignement le plus recherché, sans doute, des étrangers: de bonnes leçons de phonétique française professées par un phonéticien éminent dans un laboratoire approprié.

Bref, dès avant la guerre, la spécialisation progressive de nos universités—j'allais dire la découverte par chacune de sa vocation propre—était en bonne voie. Mais il manquait une direction d'ensemble, il manquait surtout un exemple éclatant qui donnât toute sa valeur, toute sa portée à ce mouvement régionaliste.

Cet exemple éclatant, l'Université de Strasbourg est venue fort opportunément nous le fournir.

De l'Université française d'avant 1870, il subsistait le souvenir très vivant et très net—car une université où ont professé un Pasteur et un Fustel de Coulanges est assurée de ne jamais tomber dans l'oubli des hommes. Mais il n'en subsistait guère

que le souvenir. Nous nous trouvions, au lendemain de l'armistice, en présence d'une université allemande, voire même pangermaniste, car c'est à peine si les Prussiens avaient admis quelques rares Alsaciens à professer dans leur propre université. Presque tout le personnel enseignant venait en droite ligne des bords de la Sprée.

Allions-nous du jour au lendemain insuffler à ce grand corps, qui nous était légué par le vaincu, une âme uniquement, et abstraitement, et impersonnellement française? C'eût été une faute, et c'est ce que comprirent admirablement les organisateurs de la nouvelle université.

"Sans doute, dit M. R. Poincaré dans son discours du 22 novembre 1919, toute Université est une école nationale, en ce sens qu'elle travaille au bien du pays et qu'elle doit enseigner à la jeunesse les intérêts permanents de la patrie; sans doute aussi toute Université est une école universelle, en ce sens qu'elle est ouverte à toutes les sciences. . . ., mais toute Université est en même temps une école régionale qui doit tenir compte des aspirations particulières de la contrée où elle vit, des habitudes locales, du milieu économique, de tout ce qui donne à une vieille province française sa physionomie et son caractère. L'Université de Strasbourg sera donc une grande Université nationale, mais elle restera, pour l'honneur et pour la joie de la France, une Université nettement alsacienne."

Et en effet, l'Université de Strasbourg est bien une Université alsacienne. Un très grand nombre de ses maîtres les plus éminents sont des Alsaciens: l'historien Chr. Pfister, doyen de la Faculté des Lettres, le théologien Baldensperger, jadis professeur à l'Université de Giessen, le juriste Eccard, les médecins Pfersdorff et Schikele, pour ne citer que ceux-là. De multiples enseignements sont consacrés à la dialectologie alsacienne, à l'histoire des pays rhénans. Une société des amis de l'Université de Strasbourg vient de se fonder, qui se recrute principalement parmi les Alsaciens et se propose de resserrer encore, si possible, les liens entre l'Université et le milieu régional où elle vit et grandit.

Bref, alsacienne, l'Université de Strasbourg l'est, mais elle le deviendra de plus en plus.

Simultanément, ou presque, l'ouverture à Nancy et à Caen—cités du fer—de véritables instituts techniques destinés à vulgariser

les tout derniers progrès de la sidérurgie, la multiplication à Grenoble—cité de la "houille blanche," de l'électro-chimie et de l'électro-métallurgie—de centres électrotechniques appropriés aux besoins de la région en ingénieurs, en contremaîtres et en chimistes: toutes ces créations nouvelles et d'autres encore viennent confirmer, s'il en est besoin, la signification que nous attachons à la rentrée de l'Université de Strasbourg dans la communauté des Universités françaises: résolument, nos universités provinciales sont devenues des cellules actives de vie régionale intense. De plus en plus elles tendent à une autonomie morale, elles se *font* une personnalité, et nous croyons—avec les Compagnons de l'*Université Nouvelle*<sup>1</sup>—que là est bien pour elles l'avenir et la véritable utilité.

Mais il se manifeste dans les Universités françaises une autre tendance, non moins symptomatique, une autre preuve de leur parfaite adaptabilité aux conditions nouvelles de la vie internationale.

Nos Universités s'apprentent à tout faire pour attirer, satisfaire et retenir les étudiants étrangers désireux de s'initier à nos méthodes d'enseignement supérieur et de se livrer chez nous aux recherches de la science désintéressé ou appliquée.

Or ce ne fut pas toujours le cas.

Sans doute les étudiants polonais, russes, voire même turcs, étaient fort nombreux, avant la guerre, à se faire immatriculer à nos universités et trouvaient le séjour à Paris ou à Nancy fort à leur goût. Mais les étudiants anglais ou américains ne connaissaient point le chemin de nos Universités. Nous en avons quelques centaines à peine, dont la plupart fréquentaient à Paris notre Ecole des Beaux-Arts ou nos ateliers de peinture, justement réputés. Au contraire, Ed. Gosse estime que 15,000 étudiants anglo-saxons au moins se dirigeaient chaque année vers Berlin, vers Heidelberg, vers Leipzig.

La France en effet orientait tout son effort vers l'enseignement réservé aux seuls Français. Stephen H. Bush, de l'Université d'Iowa, grand ami de la France, constate lui-même:<sup>2</sup>

"Before the war the French universities were rather inhospitable to Americans. Students found themselves in difficulties of red tape. It was hard to find and register for the work which they

<sup>1</sup> Paris, Fischbacher, 1918.

<sup>2</sup> *American Soldiers in French Universities*, Educational Review, Jan., 1920, p.72.



wanted. The professors did not understand them or the system of which they were the product."

Or ces temps ont changé, M. Bush se hâte de le constater. Les indications de ce changement sont si nombreuses que nous ne saurions les enregistrer toutes ici.

Notons seulement que l'Office National des Universités françaises,<sup>3</sup> que nous pourrions appeler "Bureau Parisien de liaison universitaire internationale," a maintenant des fenêtres largement ouvertes sur tous les continents, sur tous les pays, et a notamment fondé à New York un véritable bureau d'information<sup>4</sup> qui fournit gratuitement aux Américains tous renseignements utiles pour un séjour d'études aux Universités françaises.

Constatons que le Bureau des Renseignements de la Sorbonne<sup>5</sup> que l'auteur de ces lignes connut jadis revêche, inhospitalier, inaccessible tant au Français qu'à l'étranger, est à présent accueillant aux visiteurs, qu'il est outillé pour répondre aux questions qui lui sont posées, qu'une bonne partie de son personnel comprend, parle et écrit couramment l'anglais et les principales langues étrangères, que son directeur, M. Henri Goy, est admirablement informé sur toutes matières universitaires, que ses voyages l'ont initié aux goûts et aux desiderata des universités étrangères, et que de plus sa complaisance et sa courtoisie ne connaissent point de bornes.

Jadis, pour prendre d'autres exemples au hasard, il n'était pas donné à la Sorbonne un seul cours où il fût tenu compte de la présence, parmi les auditeurs, d'un grand nombre d'étrangers auxquels notre culture était chose nouvelle, déroutante. L'envahissement de la Sorbonne, en mars 1919, par des centaines d'étudiants du corps expéditionnaire américain obligea le conseil de l'Université à improviser en quelques semaines un enseignement adapté aux besoins de nos hôtes.

L'improvisation fut si brillante, si définitive, que ces cours de civilisation française, hâtivement organisés, se trouvèrent répondre à tous les besoins normaux du temps de paix, et qu'ils continuent à se donner avec un égal succès semestre après semestre.<sup>6</sup>

<sup>3</sup> 96 Boulevard Raspail, Paris. Le directeur en est M. C. Petit-Dutaillis.

<sup>4</sup> 411 W. 117th Street, New York City. Le directeur en est le professeur J. J. Champenois.

<sup>5</sup> Sorbonne, Paris, est une adresse suffisante.

<sup>6</sup> Le semestre d'hiver va du 1<sup>er</sup> novembre au 1<sup>er</sup> mars et le semestre d'été du 1<sup>er</sup> mars au 1<sup>er</sup> juillet.

Professés par nos maîtres les plus renommés, ils comportent trois séries de conférences sur la littérature française, une sur l'histoire de la langue française, une sur la géographie de la France, quatre sur l'histoire de la France, des idées françaises et de l'art français. Tout étranger peut, à toute époque de l'année, se faire inscrire aux cours de Civilisation Française sans avoir à présenter de titres ou diplômes universitaires, sur la simple présentation d'une pièce d'identité (passeport, bulletin de baptême, etc.) A la fin du semestre, les étudiants étrangers peuvent se présenter à un examen de fin d'études. Il est délivré aux étudiants qui subissent l'examen avec succès un Diplôme d'Études de Civilisation Française. Le diplôme est délivré sans frais. Il a dès à présent une valeur réelle et il y a tout lieu d'admettre que sa valeur n'ira qu'en s'affirmant.

Enfin—symptôme important—nos Universités commencent enfin à se préoccuper du bien-être matériel des étudiants qui se confient à elles.

Il y a peu d'années encore, l'Université était d'une magnifique indifférence en ces matières; que ses étudiants et étudiantes dormissent dans une cave ou dans un grenier, que leurs chambres eussent de l'air et de la clarté ou qu'elles n'en eussent point, que cette jeunesse studieuse mangeât une nourriture saine ou malsaine, peu lui importait: l'Université était là pour dispenser le haut enseignement, le pur enseignement, et rien de plus.

A présent—et ce pour une part grâce à l'exemple donné par l'American University Union<sup>7</sup>—nos Universités et notamment la Sorbonne se rendent compte que c'est bien à elles qu'il appartient d'assurer à ses hôtes des gîtes hygiéniques et à bon compte. Un comité de dames—beaucoup d'entre elles femmes ou filles de professeurs—a organisé un service de logement et de patronage de l'étudiante qui fonctionne au Bureau des Renseignements. Toutes les chambres inscrites ont été dûment visitées par ces dames et l'on peut être sûr qu'elles remplissent toutes les conditions imposées par l'hygiène moderne.

Le prix de la vie est actuellement assez élevé à Paris et en province . . . pour des bourses françaises. Mais, pour un Américain qui vit sur de l'argent américain, le prix de la vie restera sensiblement plus bas qu'aux Etats-Unis tant que le dollar vaudra

<sup>7</sup> Rue de Fleurus, Paris (tout près du jardin du Luxembourg).

dans les douze ou quatorze francs. Pour l'étudiante, la pension, dans des maisons visitées par le Comité des Dames, va de 170 francs (\$12.50) par mois à 450 francs (\$32). Pour l'étudiant, la chambre, dans une famille honorable, coûte de 100 à 150 francs par mois (\$7 à \$11). Les repas, dans un restaurant modeste, coûtent huit francs (60 cents) par jour. Une vie plus large représenterait une dépense de 600 francs par mois au minimum (environ \$44). De plus, un restaurant coopératif fondé par les étudiants, fonctionne au Siège de leur Association.

A toute cette liste de progrès réalisés, il conviendrait d'ajouter la création à Fontainebleau, dans le beau palais de François 1<sup>er</sup>, d'un véritable Conservatoire de musique, ouvert chaque été pour les étrangers, et où seules professent les sommités du monde musical parisien; il conviendrait aussi de signaler la reprise ou l'établissement prochain de cours d'été aux Universités de Grenoble, de Rennes, de Montpellier, de Bordeaux, de Toulouse, etc., de rappeler la fondation récente de bourses d'études exclusivement attribuées à de jeunes Américaines, dans nos meilleurs lycées de jeunes filles (Jules Ferry à Paris, Versailles, Caen, Tours).

Mais nous en avons assez dit pour que le lecteur soit orienté sur les tendances nouvelles qui se font actuellement jour dans le monde universitaire français.

Les Universités de notre pays s'adaptent avec une énergie non démentie aux besoins du monde moderne, à ceux surtout de la clientèle étrangère, et nous croyons en toute bonne foi que M. Bush a raison quand il conclut son intéressant article sur *Les Soldats Américains dans les Universités Françaises* par ces déclarations catégoriques:

"The French administrations are ready to go half way to meet Americans and know how to help them to take advantage of what is found in each university. With their sense of order and precision, their love of clearness, their instinct for all that is artistic, their high intellectual gifts, added to their present understanding of Americans, the French professors have something to give to the future American student in France."

*The University of Chicago*

## THE REAL KNOWLEDGE OF A FOREIGN COUNTRY (Continued)

By LILIAN L. STROEBE

### CONSTITUTION, ADMINISTRATION, NEWSPAPERS, PERIODICALS

Closely related to the study of history is the study of the constitution and the administration of the foreign country. A short but clear and satisfactory outline of the constitutions of France, Germany (as it was) and Spain can be found in the valuable little books *French Daily Life*; *German Daily Life*; *Spanish Daily Life* (Newson's Modern Language Series, New York). For a general survey and for a comparison with American conditions these outlines are quite sufficient. Each country has achieved some particularly good features in legislation that ought to be studied more in detail, for instance Germany has done pioneer work in labor legislation and one recitation might well be spent on the study of the three compulsory insurance laws, insurance against accidents, insurance against illness and insurance against invalidism and old age.

In connection with the constitution and administration, the students ought to learn about the different political parties of the foreign country, their aims and their ideals, their party platforms and their party slogans. It is not very easy to find clear descriptions of the political parties in the foreign language, as the information is either too technical, presupposing too much knowledge on the part of the reader, or it is written for the purpose of propaganda and therefore is too one-sided, so very likely the instructor will have to give a little talk on the subject, telling the students what they ought to know. It is only after the students have studied the political parties that they will really understand the newspapers of the foreign country, as a very large part of the space, even in the non-political newspapers, is given over to the discussion of internal politics, so the reading and studying of foreign newspapers, and later on of periodicals, might profitably find a place in this part of the course. A few introductory words

about the different ways in which news is gathered in Europe will be necessary: the difference between the Associated Press and the big European Agencies, like Havas for France, Wolff for Germany, etc. might be briefly explained. Then students are to look carefully over a few copies of the most important newspapers of the foreign country under discussion: for instance, *Le Temps*, *Le Matin*, *Le Figaro*, *Le Gaulois* for France; *Das Berliner Tageblatt*, *Die Münchner Allgemeine Zeitung*, *Die Kölner Zeitung*, *Die Frankfurter Zeitung*, for Germany; *La Epoca*, *El Nacional*, *El Correo*, *El Español* for Spain; *La Nacion* of Buenos Aires, *El Mercurio* of Chile, *La Lucha* of Cuba, etc. After having read those papers students will be able to answer questions like the following: How is the material arranged as compared with the large American newspapers? Comparatively how much space is given to the politics of the country, how much to political events of foreign countries? What sort of news is printed about arts and science, theatre, sport, crimes, scandals? What about the advertisements, the local news, the news of the stock exchange and commerce, etc?

While staying in a foreign country the careful reading of the daily papers is one of the best means of gaining a good knowledge of the foreign ways, but I find that for students in the United States the reading of periodicals is perhaps of more lasting value. It is impossible to get the daily papers quickly and regularly; all the articles are written for the passing moment and lose much when read weeks after the event. Of course, there are foreign newspapers printed in this country, but almost all of them are only a translation—and usually a very poor translation—of American newspapers, so their value for any one who wants to study the conditions of a foreign country is very small.

Among the seven thousand periodicals to which the Public Library in New York subscribes, all the most important periodicals of France, Germany, Spain and South America can be found and a few hours of work there, choosing the best ones for class use, will amply repay the instructor, who has not had the chance of studying those publications carefully in the foreign country.

Very few colleges have money enough to subscribe to many important and interesting foreign periodicals, but two or three of the most representative ones should be found in every library.

It is very easy for the instructor and costs practically no money to procure a few sample copies and back numbers of almost all the good foreign publications of that kind. In that way, the students will be able to see and study all the best and most representative periodicals of the foreign country under discussion. They will learn to understand their scope and their special features. They will learn to compare them with American periodicals of the same type, and they may even learn to understand the jokes in the comic papers.

Many excellent periodicals are published in France, which the students should know and appreciate. *La Revue des deux Mondes* and *Le Mercure de France* are well known monthlies, *La Revue de Paris* and *La Nouvelle Revue* are issued twice a month. These are all intended for the educated classes. In addition to novels, short stories and poems, they publish articles written by the best authors on all the interesting questions in politics, literature and art. *La Revue Hebdomadaire*, *Je sais tout*, *L'Illustration* are good weeklies of a similar character. The latter is beautifully illustrated and is especially interesting on account of its literary supplement which prints the best modern dramas.

There are several good German monthlies which give articles of general interest and novels of the best modern writers: for instance, *Die Deutsche Rundschau*, *Die Neue Deutsche Rundschau*, *Die Süddeutschen Monatshefte*, *Velhagen und Klasings Monatshefte*. The latter is very well illustrated. *Das Literarische Echo* is published twice monthly and contains good articles about general literary questions and reports very carefully all the important new books in German literature. *Die Woche* is a weekly, well illustrated, which contains, in addition to some good literary articles, the most important news from Germany and all other countries of the world.

There are plenty of interesting periodicals to be found in the Spanish language. A few of them are printed in New York and are intended for the Spanish speaking peoples of Central and South America. Of course they lack the real Spanish atmosphere though they may be found useful at times. We have already mentioned the *Boletín de la Union Pan-Americana*, a monthly treating wholly of America, to the exclusion of Spain. *La Revista del Mundo* is the Spanish edition of "The World's Work" and

*La Revista Universal* is the Spanish edition of "The Pictorial Review."

Spain is especially well supplied with good weeklies, mostly published in Madrid. We have already mentioned *La Esfera* on account of its excellent illustrations. *España* is a good record of political, social and literary events. *Blanco y Negro*, *Nuevo Mundo*, *Nuestro Tiempo* are also well illustrated and are intended for the general educated public; they contain articles of all kinds, short stories, poems, etc.

Students find it much easier to discuss newspapers and periodicals from some definite point of view and after having finished a general survey of the subject, a few practical talks and topics in which the students have to condense their information will be helpful. For instance: You have five dollars to spend on French or German or Spanish periodicals. Which ones would you choose and why? Compare them with American periodicals of the same type. Write a letter to a friend and tell him that you are going to subscribe to one foreign (German or French or Spanish) periodical, and suggest that he should subscribe to one you mention, and then you can exchange them. Explain to him in detail the reasons why you chose the two periodicals, and inform him about other possibilities. A book agent comes to your house and wishes you to subscribe to a particular French or German or Spanish periodical. Give the conversation between yourself and the book agent. What will the book agent say in order to arouse your interest in this periodical and what reasons will he give you for his conviction that you cannot afford to miss such a wonderful opportunity.

#### EDUCATION

The students certainly ought to have a general idea about the educational system, the organization of schools and universities of the foreign country and some more detailed information about points of special interest for Americans or for future teachers. A general short outline ought to precede the detailed study; for France, Germany and Spain a good short survey of a few pages can be found in the useful little books already mentioned, *French Daily Life*, *German Daily Life*, *Spanish Daily Life* (Newson's Modern Language Series). The study of the educational system again affords a good opportunity for a geographical review.

Students will have to remember their maps showing the seventeen educational districts of France, or the twenty-two university cities of Germany, or the ten universities of Spain and those of South America. The French system of education is absolutely centralized, so it is comparatively easy for the students to get a clear idea of the underlying principles. In Germany each separate state has its own educational system, but there is very little difference and it is therefore quite correct to speak of the educational system of Germany. Though the Spanish universities played a most important part in the intellectual life of Europe in the middle ages, neither Spain nor South America has contributed very much to the advancement of education in modern times, and not very much study will have to be spent on these countries. Again students must have access to the original sources of information. In France and Germany each of the higher grades of schools issue every year circulars containing the course of study, the daily program, the names of the teachers, their degrees and titles, the distribution of class work and similar information. The college ought to own a number of those catalogues which have been issued within the last ten years, but it is not necessary to have the new ones every year, as the changes usually are very unimportant. Whereas these programs are quite meaningless to those who do not understand the general system, they contain a great deal of illuminating information for those who can read them, and with the help of the instructor students will be able to obtain from them valuable information on all important points. A comparison with American conditions is the best way to find out whether the students have gained a clear idea of the foreign system. The general question could be: How does the American system of public schools compare with that of France, of Germany? What useful lessons—if any—relating to public school education and university system might be learned from those countries? Why has the democratic party in France and especially in Germany lately advocated very strongly the establishment of the American system (called *Einheitsschule* in Germany)? What are the advantages of the American system over the French, the German one? What are the disadvantages? The most important innovation in the American system within the last ten years has been the establishment of the Junior High School: to what degree



does the French, the German school system incorporate the ideas which led to the establishment of the Junior High School in this country? In a general way the freshman and sophomore year at an American college might be compared to the two last years of a French lycée or a German Gymnasium. After having studied "*Plan d'études et programme d'enseignement dans les lycées et collèges de garçons,*" let the students compare the number of recitation hours, the number of subjects studied, the possibility of elective work, the amount of freedom and spare time and many other points of interest of the foreign school with a good American city high school. They will certainly find out for themselves that a French boy of seventeen or eighteen is harder worked and has less freedom than a young American of the same age in the corresponding type of school.

Again the practical application of the theoretical knowledge will help the students very much to clarify their ideas on the subject. They might be asked to describe in detail the education which children in the different strata of society are likely to receive in France, Germany, or Spain. How much schooling will the son of a poor factory worker receive? What is he likely to attain in life, unless he is exceptionally gifted? What education is the son of a small peasant, who will inherit his father's farm, likely to receive? Or the son of a small shopkeeper, an under-official, a government employee, a schoolteacher, an army officer?

The majority of the students who elect a course of this kind are prospective teachers of modern languages and for them some knowledge of the preparation of teachers and especially of the preparation of teachers of modern languages abroad is very important. The study of this particular subject also gives a good insight into the university system of the foreign country. The government regulations and reports about the qualification of teachers should be studied carefully and compared with the systems or lack of systems in the different states of the Union. Students will find out for themselves that, for instance, French teachers of modern languages are better prepared and better equipped for their career than most of their American colleagues. A good topic, that might be worked out in connection with this special subject, would be: Which points of the French system of training teachers of modern languages are especially good and

how could these requirements be adapted to American conditions? How is it that the French teachers of modern languages have a very high professional standard and how could the professional standard among American modern language teachers be raised? It is very easy to find topics for shorter talks in the class room, for instance; Monsieur X. is a French exchange professor at an American college and he gives a little talk in the French club about his school and university years and his professional life. The students are to give this talk with explanations in such a way that college sophomores who know nothing about French education can understand what Monsieur X. is talking about. The first student could speak about his school days, the second about his university years and the third about his special professional training.

After having studied the geography of the foreign country, the students planned a summer's trip and a whole year's itinerary in the foreign country. Now after having studied the educational system, they are to lay out the work they could do abroad during one summer vacation and plan the work for a sojourn of one, two or three years. France and Spain are making great efforts to offer good summer schools where Americans can improve their knowledge of the foreign language and the foreign country and students should study those circulars carefully—always in the language of the country. This point is never to be lost sight of. A person who wants to pursue serious study at the university of Paris should consult *Littératures et Langues Romanes*, a pamphlet, published annually, in which all the courses in Romance languages and literature given in Paris are listed. Students can learn what courses are to be offered in all the German, Swiss and Austrian universities by consulting *Vorlesungsverzeichnis der Universitäten und Hochschulen Deutschlands, Deutsch-Österreichs und der Schweiz*. Such a topic, if worked out carefully and in detail, will give the students a very good idea of the points of interest and the possibilities of study in the foreign country and it will fill them with a lively desire to see for themselves all that it can offer to them.

(To be concluded)

Vassar College

## Editorial Comment

A sermon makes a dull beginning, but if this one gets home we shall end the year with a song. Volume IV of the JOURNAL cost, as was to be expected, a good deal more than its predecessors. At last news from the business office, the printer had not been paid in full for the May issue, and the Business Manager had given up the hope of receiving the modest salary allowed him by the Executive Committee of the National Federation. Over against this, there was a considerable number of subscribers who had not paid up for 1919-20, and some collections from advertisers remained to be made. At best, however, the JOURNAL is barely solvent, and now is the time to come to its aid. Direct action and mass action are needed. All individual subscribers should be certain that their fees for Volumes IV and V have been paid in, either to the Business Manager or to the Secretary of their regional organization; and all regional organizations should see to it that all the modern language teachers in this territory are entered on their membership lists and pay the fees promptly. As was announced in the May issue, the subscription price is now two dollars, which, in the case of members of the regional associations, nets the JOURNAL one dollar and a half. Persons who do not belong to one of these organizations should remit two dollars directly to the Business Manager. Since it costs about ten cents a copy merely to print the JOURNAL, it is evident that the margin of safety will not be great, even at the new rate. The income for this year should, however, be sufficient to pay the printer promptly, to provide the business and editorial offices with enough clerical help so that the daily routine may go on effectively, and to pay the Business Manager the all too small remuneration that he has the right to expect.

A good many of our readers have been good enough to say that the JOURNAL has justified its existence. It is a widely known fact that American modern language teachers have never had greater need than now of combining all their energies for doing the job that lies before them. There is a wide spread interest in methods and materials of instruction. Many recruits are entering the profession under the pressure of present day needs, and there is a general cry that teaching standards are below what is demanded by the ideals of the profession and by what the public has a right to expect. The just demand by teachers for a fairer salary basis has been insistent and, in many cases, successful.

In view of the very large number of modern language teachers throughout the country and the slender ties that bind to each other the numerous city and state systems, it is only through some organ like the *JOURNAL* that members of the profession can get in contact with their colleagues in America and the world of modern language teachers generally. The *JOURNAL* belongs to the profession. It has no other excuse for being. Its contributors have given freely to the cause of their best thought and wisest counsel. There is every prospect that the articles will grow finer in quality and more fertile in suggestiveness and interest. The editors hope and believe that their colleagues throughout the country would disapprove vigorously of any backward step at this stage in the history of the publication. Let the modest budget be assured by a few moments of attention to the necessary details on the part of each subscriber and by the vigorous co-operation of each regional executive, and the *JOURNAL* will go forward strongly toward its goal.

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The following communication from a zealous and active high school teacher is significant. It indicates a partial explanation, at least, for the regrettable and often repeated assertion that our language teachers are poorly prepared both from the standpoint of mastery of language and of ability to stimulate the interest of their pupils in language study.

"I studied French for 2 years (1897-99) in a prep. school, translation and the rules of grammar, without drill in pronunciation or oral practice or any sort of composition. When a freshman in college (1903) I joined a class of juniors who were reading, I think, Corneille and Racine. During my course I studied French whenever it was possible, but the time, quite drearily spent, seems now nearly wasted. In my senior year we read, I remember, 19th century authors. We used English constantly in class, read two or three books each term—there were then three terms in the college year—and as many books outside, in which we had written examinations in English. We wrote much composition from the larger Fraser and Squair, but I remember no other composition text and no free composition at all. No oral practice, no one in that class could have acquired any facility of speech. We studied—also in English—a history of French literature. All that I know which is real and useful has been acquired since college days. . . . My most helpful work was done at—Language School. In 19— during two weeks in June, two days in September, and four days in October I took thirty lessons in pronunciation from Miss ——. The work was most intensive. I took two and even three hours a day and practiced fully half of the rest of the

time. The result was a transformed pronunciation. . . . The joy and confidence that this transformation caused reacted on my pupils last year."

Some years ago an article by Dr. Wm. R. Price in the *School Review* presented a distressing group of documents on this subject, and the question at once arose: What are we going to do about it? If Dr. Price's article seemed to throw on the teachers themselves the onus of responsibility for lamentable deficiencies, the passage quoted above very evidently places it elsewhere, and in doing so points the way to at least a partial remedy. Our correspondent had poor instruction in secondary school, but her chief grievance is against the classes in college, where despite her almost pathetic eagerness in the study of French, her time was "quite drearily spent and now seems nearly wasted." That she was no slacker nor lacking in ambition is shown by the rest of her story. Not content with her equipment, she continued her efforts to better it, and found that in *thirty lessons* her pronunciation could be so improved as to give new zest and confidence to her teaching. Like so many others, she had dragged on through school and college and the first years of teaching, impelled by an instinctive interest in her subject, but conscious, apparently, of the hollowness of her claims in certain very important particulars to a teaching equipment in French. There are hundreds of teachers who are quite aware that they can not pronounce nor understand nor speak the language in which they give instruction with any reasonable degree of confidence, and this knowledge is a "mental hazard" that plays havoc in the school room. During their school and college preparation they have had few or none of the kinds of exercise that develop to some extent the sense of being at home in the language, and many of them never surmount this handicap. Either they lack the mental curiosity and restlessness of spirit that drives them to take the decisive "thirty lessons" or they develop bad habits that nothing short of the most heroic treatment can overcome.

The responsibility, then, for the training of competent language teachers rests, in the last analysis, chiefly on the colleges and universities, and conditions in this field will not improve rapidly—we believe they are improving—until the modern language departments indicate their awareness of the truth of this by no means novel assertion by considering what they may do to keep the vicious circle of imperfectly trained teachers producing imperfectly trained freshman classes from going on forever. College men inveigh continually against the poor preparation of entering language students, and there is too often rich justification for their complainings. But their own withers are not unwrung. We venture the assertion that many hundreds of modern language teachers, if they got up in an experience meeting,

would have a story strangely resembling that of our correspondent. It would not be just the middle-aged ones either, as we know from observation. Many college graduates of this decade would tell as sad—and as heartening—a tale, and many of the next decade will repeat the indictment.

The school or college language department that turns out graduates who have had little or no training in pronunciation, little or no practice in hearing and in trying to speak the language studied is guilty of neglect of duty, which, in the case of graduates who expect to teach, becomes more than a sin of omission. There may be still some college teachers who take the delightfully simple and easy position that the task of acquiring ear and tongue training is entirely the student's responsibility. Since it is generally admitted that unavoidable conditions make it very, very difficult to impart a really excellent pronunciation and almost impossible to develop real ease of written and oral expression in the case of a given class, is it not better, they ask, to work on something definite—grammar, translation from and into the foreign language, history of literature, and to say frankly to all would-be teachers: "We can not give you a satisfactory training in the other aspects of language learning. Go where you can be among the people, and you will acquire the other things in half the time and twice as accurately"? Even if this last statement were quite true, the general position is unsound. It is indisputable that very, very few people gain an easy command of a foreign language without direct and fairly prolonged contact with some group that uses the language in normal intercourse. On the other hand it is just as undeniable that the proper kind of teaching, in school or in college, can, and often does, produce graduates who have a good pronunciation, with some feeling for intonation, who understand readily Frenchmen or Spaniards or Germans, as the case may be, who can use easily the language of the classroom and can even converse with a foreigner, and who can write with correctness, if not with ease of idiom and elegance of expression. To be sure, these are the best, but as few students become teachers of a subject for which they have not a special aptitude and a particular interest, it may be fairly assumed of a given college class that those who plan to teach languages are capable, if given a chance, of closely approaching the standard outlined above. If this is the case, the conclusion is self-evident. A three or four year language course in college, neglecting for the sake of our argument the language history in secondary school, should be so devised that a student of good language ability who finishes it may reasonably be expected to pronounce well enough to be easily intelligible to a native, to understand the language when carefully spoken by a native, to read without consciously translating, and to write a

letter or a brief theme in perfectly intelligible style and without many mistakes of grammar and idiom.

If college and university teachers all over the country will but accept these statements as being in accord with facts, and will see to it that their *agenda* for this year's classes take account of them, the effects will be manifest some five years hence in the decreasing number of such *documents* as the one that caused this editorial outburst.

Our readers will not misunderstand. They will not assume that we should like to see all language chairs filled by Sprachmeistern; that we would eliminate all courses in English in which the intellectual and artistic achievement of the foreign country is critically examined; that we consider success in the formation of new linguistic habits as the only valid test of achievement in modern language study. Such an assumption would be ill-founded. We simply mean to say that the chief burden of preparing capable teachers of languages rests today, as in the past, on the colleges, that with European travel so costly and troublesome, it is more difficult than formerly for college teachers to shift their obligation to give proper attention to all aspects of language teaching, and that unless our language departments concern themselves seriously with this pressing duty, we shall look in vain for the training of the great multitude of secondary school pupils to be any better in the future than in the past. We have talked proudly since 1916 of our opportunities; it is time to examine searchingly our obligations and to see that the fulfilment of them is largely in our own hands.

## Notes and News

### NATIONAL BUREAU OF EDUCATIONAL CORRESPONDENCE

During June and July, the National Peabody Foundation for French-American Educational Correspondence, co-operating with the French Minister of Education, has conducted an official lecture tour of publicity throughout the educational institutions of France. In this capacity Dr. André Béziat of Vanderbilt University and Professor André Allix, official lecturer of the Alliance Française 1919-20, have visited French cities in order to obtain enrolments of French students, especially of French girl students. The three thousand American girl students who during the last school year failed to receive their assignments of French girl correspondents, will receive such correspondents immediately after the opening of the American schools this fall. The teachers of the above classes of students may inform the Bureau as to when their schools open, otherwise these assignments will be sent late in September.

One hundred thousand French enrolments are anticipated by the end of October.

The principal schools of fourteen central and South American countries have been approached officially for co-operation in the Spanish-American correspondence. Assignments of Spanish-American correspondents will be sent out in October.

The work of the Bureau has been extended to the higher institutions in France, and American college and university students may now be put in touch with suitable correspondents.

All American instructors in institutions where correspondence with French and Spanish students is being carried on should warn their pupils that letters for France and Spain need a five cent stamp. Some French students have complained that their correspondents over here put on only a two cent stamp, which makes considerable trouble for them.

To secure greater correlation between the intermediate and the high schools, a "Council on Modern Foreign Languages for Intermediate Schools" has been recently organized in Boston. This council is composed of the heads of the departments of modern foreign languages in the several high schools, together with representative teachers in the intermediate elementary schools.



Under the able leadership of Mr. William B. Snow, sub-committees have already been appointed to consider and report on courses of study, text-books, and kindred subjects.

Such a committee should be productive of good results, especially along the line of eliminating waste and standardizing requirements.

NINTH SEMI-ANNUAL MEETING OF THE NEW JERSEY  
MODERN LANGUAGE TEACHERS' ASSOCIATION,  
NEWARK, MAY 1, 1920

In a paper dealing with the Improvement of the Teaching of Spanish, Mr. Lawrence A. Wilkins of New York laid special stress upon:

The adoption of a new aim which seeks to lay a firm foundation for the use of the modern language in any and all the ways a language is used, not primarily and chiefly in the development of reading ability;

A simplification of the work in reading so that, first, a smaller number of texts may be used in the first year or year and a half of the high-school course, and, secondly, that the classics may be altogether removed from the high-school course. Less of *Polyucte* and more of Pollyanna;

The use of more of the *realia*, the facts and real things of Spain and Spanish America;

The elimination from our classes of those without linguistic ability, this elimination to be effected by carefully prepared prognosis and predetermination tests;

The organization of the school program, so that language teachers may have but four periods a day of class recitation;

The limitation of first year classes to thirty pupils;

Better pay for teachers, including more dollars, more appreciation and esteem by boards of education, and the sabbatical year for study abroad;

The need of a changed attitude by many in authority towards Spanish, resulting in a realization of the importance of the language, of the fact that Spanish is not "easy" either to learn or to teach, that it should be taught for more important reasons than that it is a "practical" language, useful in commerce.

In conclusion, all attempts to improve our teaching should have, as their one supreme intent, not the making of Spaniards or Spanish-Americans, but the making of sturdy, competent citizens of the United States.

In the discussion that followed the assertion was made that our high-school aims in modern language teaching could be still further simplified. The one objective that our high-school courses *can* attain and that is productive of immediately useful results is the ability to read the foreign language with ease and

comfort. This does not mean that all our efforts, or even a considerable proportion of them, must be confined to translation. Nothing could be worse than spending a large part of our classroom time in translation. Real reading knowledge is most rapidly achieved thru regular, persistent and systematic oral and aural drill in the commonplaces of the language. This drill must be lively and energetic, should be supplemented by written work and regular practice in applying the knowledge thus acquired in reading. In this way the pupil is not only enabled to acquire a good reading knowledge in the shortest possible time, but he is also prepared adequately for continued progress in understanding, speaking and writing.

Professor Percy A. Chapman of Princeton University, speaking for Princeton, dealt with some common misconceptions on the part of high-school teachers with regard to college entrance requirements. There is a long-standing complaint of high-school teachers to the effect that they are at a disadvantage as compared with certain private school teachers in the matter of training pupils for entrance to college, particularly in modern languages, because college requirements are at variance with the courses approved by the high schools, which are intended to develop a speaking knowledge and a certain familiarity with the history and customs of the country the language of which is being studied.

Princeton regrets this situation extremely, if it exists, as Princeton is very anxious to have as many high-school graduates as possible among its students. Moreover, the modern language courses offered at Princeton are all given with a view to literary training, and it is impossible to find time in them to teach the spoken language or history and customs other than incidentally. Princeton is therefore trying by its requirements to leave as much liberty as possible to the schools, testing candidates rather on what they have actually done than on any prescribed course of study, and is emphasizing the importance of the spoken language by the introduction of oral and aural tests as a part of its entrance examinations.

It is hoped that these measures will remove any disadvantages that may have been in the way of high-school students who wished to come to Princeton. The University further hopes that high-school teachers will realize the desire of its officers and faculty to assist them in any way possible, and will not hesitate to call upon them for information or advice.

Mr. William Milwitzky of the Barringer High School, Newark, exhibited some excellent posters issued by the French railways, and made some valuable suggestions as to their use in the classroom as a basis for oral and composition work. It is expected

that Mr. Milwitzky may be able at some future meeting to deal in greater detail with the subject of *realia* in French.

EDWARD FRANKLIN HAUCH,  
*Acting President*

*Rutgers College,  
New Brunswick, N. J.*

The Kansas Modern Language Association held its first general annual meeting in Topeka on April 24. The keen interest manifested by the teachers from all over the state who were in attendance augurs well for the future of language instruction in Kansas. The morning session was devoted to Round Table Conferences of the various modern language groups, while the afternoon was given over to a general session of the Association as a whole.

The following is the program of the meeting:

9:30 A. M.

*Round Table Conferences*

*French*

Chairman, Ethel Vaughan, Kansas City, Kansas, High School,  
Vice-President for French.

Discussion of Text-books in View of State Adoption.

*Spanish*

Chairman, Samuel J. Pease, State Manual Training Normal  
School, Vice-President for Spanish.

Discussion of Text-books in View of State Adoption.

*German*

Chairman, John V. Cortelyou, Kansas State Agricultural College,  
Vice-President for German.

A Survey of the Teaching of German in Kansas—Elmer F. Engel,  
University of Kansas.

2:00 P. M.

*General Session*

Chairman, Eugénie Galloo, University of Kansas, President.  
Election of Officers.

Kansas Modern Language Association Publicity—Lillian Dudley,  
Kansas State Normal School, Chairman of Publicity Com-  
mittee.

The Correlation of the Work in Modern Languages in the Junior  
High School with that in the Senior High School and in the  
College—Kate L. Riggs, Lawrence High School.

A New Aid to a Practical Vocabulary—John A. Hess, University  
of Kansas.

The Foreign Language Clubs as Auxiliaries to Class-room  
Work—Alpha L. Owens, Baker University.

4:00 P. M.

South America Today (illustrated lecture)—David L. Patterson,  
Professor of European History, University of Kansas.

Officers of the Association for the year 1920-21 are:

President, John V. Cortelyou, Kansas State Agricultural  
College.

Vice-President for French, Marjorie Rickard, Fort Scott High  
School.

Vice-President for Spanish, Velma Shelley, El Dorado High  
School.

Vice-President for German, Theodore W. Todd, Washburn  
College.

Secretary-Treasurer, Amida Stanton, University of Kansas.

The senior class of Bethlehem (Penn.) high school presented  
on May 4th last a Spanish play arranged by them entitled "La  
heredera de mi tía." The play was written and staged under  
the directorship of Mr. Allen V. Laub, instructor in Spanish in  
the high school.

*Notice to Members of the Association of Modern Language Teachers  
of the Central West and South and other Teachers:*

This Association has had the report of the committee on syllabi  
mimeographed at considerable expense and now stands ready to  
furnish copies of the French and German syllabi, gratis, to all  
applying for them. The Spanish Syllabus will be published in  
the JOURNAL. The Syllabi should be of value to all teachers. In  
applying, please enclose a two-cent stamp. Address:

C. H. HANDSCHIN, *Sec'y-Treas.*  
Oxford, Ohio.

#### NOTICE

Members of the Modern Language Teachers' Association of  
the Central West and South will please note that the October  
number of THE MODERN LANGUAGE JOURNAL will be sent to all last  
year's members. However, all subscriptions not paid by the time  
the November JOURNAL is mailed will be cancelled. Please note  
also the advance in the fee from \$1.50 to \$2.00 per year. Members  
are therefore requested to remit by November 15th at the latest  
to the undersigned.

This new regulation is necessary since numerous subscriptions  
have to date remained unpaid. Some assert that they did not  
receive the JOURNAL, others state that they did not consider them-  
selves subscribers. The result is that our finances are not in  
satisfactory condition. The new regulation is intended to remedy  
this.

C. H. HANDSCHIN, *Sec'y-Treas.*

A member of the editorial board who has been visiting a number of schools and universities in Switzerland and Italy writes: "The two things which have struck me in the schools I have attended have been the old fashioned methods of teaching the languages, almost all by translation and grammar, and the solid position German has retained here. It is still taught in all the higher schools with English as an alternative, and tho the classes have become smaller during the war, they have by no means disappeared. Nowhere in France, Italy or Switzerland have I seen any hint of a movement toward the introduction of Spanish; even the universities do not offer it in any form. French is taught in all the higher schools in Italy, but in the earlier classes, German or English being given four years at the end of the modern course in the *liceo*, the school which directly feeds the university. Those taking Greek have only French as a modern language."

Our readers know, of course, that much interest is taken in Spanish in certain French universities, especially at Montpellier, and that Spanish is taught in some of the *lycées*, at any rate. The managing editor attended a very interesting class at the *lycée* of Bordeaux in 1915.

Professor Laurence M. Riddle of the Romance department of the University of Southern California is spending a sabbatical year in study at Johns Hopkins University. Professor Riddle was made an "officier d'Académie" and decorated with the academic palms by the French government in recognition of his services on behalf of the Alliance Française of Los Angeles. Professor H. A. Austin, who has been for a number of years in the Romance department of the University of Michigan, will have charge of the department during Professor Riddle's absence.

Lander McClintock, instructor in French at Swarthmore College, has been appointed to an assistant professorship in the University of Indiana.

The following visiting professors gave courses in the Romance department of the University of Chicago during the summer quarter:

M. A. Buchanan, University of Toronto, D. H. Carnahan, University of Illinois, Albert Léon Guérard, Rice Institute, Antonio Heras y Zamorano, University of Minnesota, Raffaello Piccoli, University of Pisa, M. A. Colton, U. S. Naval Academy, F. E. Guyer, Dartmouth College, R. T. Hill, Yale University, E. R. Sims, University of Texas.

Mr. Louis Allen, instructor in the Romance department of Illinois, has accepted an assistant professorship at the State University of Oklahoma.

Professor Marian P. Whitney of Vassar, one of the editors of the JOURNAL, spent the spring and summer in Europe visiting France, Italy and other countries.

Professor Albert Schinz of Smith College, whose recent book on French war literature has just appeared, returned from Europe recently after a six months' stay.

The Spanish department of Cornell University gave a "velada literario-musical" on July 30 under the direction of Professor H. G. Doyle, aided by Messrs. Hespelt, Sherwell, Arratia, Mrs. Morrison, and Miss Catherine Lowe. In addition to Spanish dances by Mrs. Morrison and Miss Seidman and Spanish songs, two short plays were given, one of them a "Chascarillo en acción" of Jacinto Benavente, and the other a "juguete comico" of Luis Cocat and H. Criado.

Olin H. Moore, who went to Northwestern University last autumn as associate professor in the Romance department, has accepted a professorship at Ohio State University.

B. M. Woodbridge, who was called to Rice Institute two years ago from the University of Texas, returns this autumn to Austin as professor of French.

## Reviews

*CUENTOS DE LA AMÉRICA ESPAÑOLA*. Selected and edited with Notes and Vocabulary, by ALFRED COESTER, PH.D. Ginn & Company, Boston, 1920. V+236 pages (136 text, 21 notes, 76 vocabulary).

Professor Coester's book is the first collection of Spanish-American short stories to be published for school use, though a few have been included in "readers," or incorporated in collections of Spanish stories. The tales are suitable for third year in high school and second year in college. Since the recent awakening of interest in Spanish-American countries the tendency has been to emphasize the so-called "practical" by the publication of constructed material descriptive of these countries, or to teach their history by excerpts from Mitre, Vicuña Mackenna, etc. Professor Coester says in his preface: "Stories afford the best material for the study of colloquial speech, as well as for oral and reproductive exercises. Stories better sustain class interest than pseudo-travels or extracts from newspapers and histories." This is a psychological fact well-known to anyone who has tried to induce classes to read descriptions of battles and marches, or who has struggled through some of the travel dialogues above-mentioned. Moreover, many of the latter are anything but colloquial and do not teach Spanish as it actually exists.

A knowledge of Spanish-American history is certainly worth while, but its study furnishes a very poor medium for instruction in Spanish conversation. A student who lands in Buenos Aires will scarcely find it necessary to discuss the splendid heroism of San Martín, nor the political issues of Federalists and Unitarians, though he may wish to know how to manipulate a *bombilla* if he is invited to partake of the classic *mate*. As Professor Coester says further, stories, especially those of present-day life, will put the student in closer touch with local customs than anything else he can read. A foreigner studying English and contemplating a trip to the United States, may be thoroughly familiar with the story of Washington crossing the Delaware or the dramatic episode of Lee's surrender, and arrive in New York an utter stranger to every phase of American life and even unable to make himself understood in an ordinary restaurant. So the Spanish student may have read with interest a description of San Martín's heroic crossing of the Andes or the story of his famous interview with Bolívar and know absolutely nothing of the people he will meet in South America. The first story in Professor Coester's

book, *Cómo se formaban los caudillos* by Mansilla, will interest a student in the man Rosas, when he would be bored by a chapter from any history however well-written, and the bald statement "ejerció durante 24 años una sangrienta dictadura" (from a recent reader) would be forgotten the next day. Next to a personal acquaintance, the best way to know the people of any country is through the literary productions of their own writers.

Professor Coester's volume contains seventeen selections, representing nine different countries. The selections are well chosen with reference to diversity of style and to local color. Some of the leading writers of the several countries are included, such as Ricardo Palma, Blanco-Fombona, Señora Matto de Turner, Rubén Darío and Manuel Fernández Juncos. Others are of lesser note, some too recent to be well-known outside of their respective localities—Viana, for example, who is undoubtedly one of Uruguay's most talented writers. Mexico fares rather badly. The short story has been much in vogue in that country for over a half-century, and Mexico's greatest novelists have made excursions into that field. With a list of great names including Altamirano, Rafael Delgado, Portillo y Rojas, Federico Gamboa and Amado Nervo, it seems rather unfortunate to select as the sole representative of Mexico's great literature, a comparatively unknown journalist of over sixty years ago. Romero's little story *Anita* is interesting, however, and typical of the romanticism of his times, if not of the Mexico of to-day. It may be questioned whether anything is gained by retaining the Chilean spelling in the last selection (*Juan Fariña* by Baldomero Lillo). It is easily read after one knows Spanish, and may prove only needlessly puzzling to a high school or college student.

*Cuentos de la América Española* is excellent from a mechanical point of view, and the illustrations, both photographs and drawings, are well-suited to the text. A map of *La América Latina* precedes the notes. (Why not some other term? Perhaps Professor Coester endorses this, but some of us are fighting hard to keep our students from using "Latin America," though, with most departments of history against us, it bids fair to be a losing fight). The vocabulary is complete; the notes appreciative and entirely adequate, covering all historical and geographical references, as well as translating many difficult idioms. The text is remarkably free from typographical errors. In fact, the book is one of the very best edited texts with which we have been favored recently and it is welcome. It is to be hoped that it will encourage the study of the life and customs of the countries of Spanish America through their literatures, rather than by means of the more or less stilted texts constructed by American teachers.

CHARLES A. TURRELL

University of Arizona,  
Tucson



*EASY SPANISH READER.* HATHEWAY AND BERGÉ-SOLER.  
XI+386 pp. The Macmillan Co., New York, 1919.

The book is intended by its authors for secondary schools and is designed to meet their needs; that is to say, the need for a large amount of very easy reading material based on the experiences of every-day life. This is sound psychologically and practically as easy material lends itself to rapid reading, repetition and drill; a large amount of material fixes impressions; and material based on every-day life makes a vivid appeal to the child mind. The authors have done a very striking thing in thus relating the thing to be learned to those daily activities and experiences which are of most vital interest to the high school student.

The *Easy Spanish Reader* is in fact a kind of juvenile story of American boys and girls at work and at play: a thread of narrative interspersed with sprightly dialogue and description. Country life is pictured in detail with its barn-yards, its fields, orchards and recreations; the rush of city life with its elevated railroads, hotels, parades, department stores; school life with its geometry and history lessons. Woven into this are expositions dealing with animal life, natural products, trades and industries. It will readily be seen that the book is based on things already experienced or actually being experienced by the student.

Being thus related to his natural interests and knowledge it is not surprising that the *Easy Spanish Reader* is almost entirely lacking in Spanish background. American atmosphere is apparent not only in the subject-matter but also in the language and style of the book. This, however, is largely due to the pedagogical plan underlying the reader. The authors, for instance, deliberately use the Vd. form thruout, a desirable device pedagogically speaking, but contrary to Spanish usage. Again, in the chapters on the passive voice and the progressive form of the verb their zeal in the presentation of these topics betrays them into woodenness. Here and there, too, one may notice a slight exaggeration of word and idiom. There is much to be said, however, in favor of non-Spanish subject-matter in an elementary reader. In the first place, familiar material gives the student an opportunity to concentrate on the mechanics of the language he is learning instead of scattering his efforts in an attempt to express something he does not know in a language he does not know. Furthermore, after the foundation has been laid for a grammatical command of the foreign language, based on a well balanced vocabulary, the student can in a very short time and with much less effort familiarize himself with the life and customs of the country.

In the reader under discussion we undoubtedly have a well balanced vocabulary. The language is an ingenious mixture of

the practical and the literary. The practical vocabulary—which by the way, is a most usable one—is introduced by means of a dialogue, narration and exposition; the literary, by means of description: of things, persons, animals and manners; even by vivid narration. The vocabulary is large. There are about 3500 words in the book. The constructions, however, remain simple throughout, so that the pedagogical problem resolves itself into the acquisition of vocabulary.

The book is divided into four main parts, the perennial spring, summer, autumn and winter. It has 302 pages of text divided into 49 chapters or lessons varying in length from 2 to 12 pages. The book is too long for intensive study throughout, but large parts of it can be assigned for rapid reading outside of class, or used for sight reading in class. The book is well adapted for sight reading as there is a large amount of very easy dialogue.

Accompanying each chapter is a grammar topic for emphasis or review; a *cuestionario*, and a *tema*. To call the attention of the student to the illustrations of the grammatical principle in the text the authors have had recourse to the device of printing in heavy type the word or words under consideration. The teacher will have to guard against the temptation on the part of students to emphasize such words in reading, thus destroying the rhythm of the Spanish sentence. The authors by means of these reviews stress practically the whole field of Spanish grammar with the following exceptions: the position of adjectives; the personal *a*; *pero* and *sino*; apocopation; the sequence of tenses; substitutes for the passive; the dependent subjunctive. The grammatical reviews in parts I and II are good. In part III, five chapters are devoted to the progressive form of the verb. One feels that this is unnecessary and hardly justifiable. In part IV, five chapters are devoted to the regular passive. No substitutes are introduced. Since the reflexive and impersonal forms of the verb are used more than the regular passive by all Spanish-speaking people, the authors' treatment of this subject lacks balance. The *cuestionarios* which appear at the end of the lessons consist of short, simple questions based on the text. The authors boldly launch forth with 32 questions on 2 pages of text, but later their ardour decreases, due to the increasing amount of dialogue in the text. The questions are not meant to be exhaustive, leaving the teacher free to develop further along the lines suggested. The short *tema* which follows the questions is composed of English sentences to be translated into Spanish. They do not add materially to the value of the book. It is to be regretted that the authors have not included other exercises. A variety of exercises for purposes of drill on vocabulary and grammatical forms would add greatly to the value of the reader.

The vocabulary is very complete. It gives all irregular verb forms; the articles with the nouns; a great many idiomatic expressions; and the grammatical notes. The book has no notes except those appearing in the vocabulary. The following corrections might be made in the vocabulary: p. 307, *el desnudo* translated *dash* would be clearer if translated *boldness*; p. 331, *los narices*, probably a misprint for *las narices*; p. 334, *portátil*, *step-ladder*: the necessary dash to supply *escalera* has evidently been omitted; p. 340, *graznar*, translated *gobble* should be *croak*, *cackle*; p. 347, *laborable* translated *for work* would be clearer if translated *workable*, *tillable*; p. 362, *el policía* for *policeman* is a neologism—substitute *el guardia civil*.

The reader is attractive in appearance. The print is large. Sixteen pictures illustrate the text and correlate with it. Such outstanding features as (1) simple constructions, (2) grammatical reviews, and (3) a well balanced, broad vocabulary will undoubtedly recommend the *Easy Spanish Reader* for Junior High School use.

DOROTHY SCHONS

*The University of Texas*

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E. L. C. MORSE, *Business Manager.*

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NEW YORK            BOSTON            CHICAGO

# The Modern Language Journal

VOLUME V

NOVEMBER, 1920

No. 2

## ON THE IMMORTALITY OF EXAMINATION PESTS

By EDWARD F. HAUCH

THERE was a time when the touchstone of the hopeful high school graduate's fitness to enter cloistered college halls was his fluency in declining in faultless German the biological curiosities, *Reptil*, *Animal* and *Fossil*. A little search among old and happily forgotten examination papers might easily add *Amphibium* and *Krokodil* to the list. I am tempted to suggest in passing that the examiner, in spite of appearances to the contrary, was not wholly void of humane and scholarly intentions. Let us credit him at least with the well-meant attempt to furnish his prospective student with a correct and adequate nomenclature for the academic menagerie that was to furnish him a doleful amusement during the more tedious hours of the coming college years.

Lest one linguistic field should prove insufficient for his entertainment, we took care to provide him with a few *joujoux* from somewhere else: a few *cailloux* to throw at the *Animalien*, or if he preferred a less deadly missile, a *chou* or two. These might serve to scare away at least the *hiboux* and still leave him sufficiently helpless for ordinary disciplinary purposes before whatever other pests the faultless rhythm of the deathless list might suggest.

Fuss enough was made over these pedagogic *joujoux* in days gone by to keep the minds of the helpless victims in lifelong confusion about them. Did *you* ever have trouble on the spur of the hectic and unhappy fraction of a moment in instantaneously recalling whether it was *s* or *x* that these beasts took with them when a whole lot of them went off on a witches' Sabbath together? If you did, you know how it feels to be the *joujou* of fate and pedantry in its playful mood.

The Big Noise about the Direct Method and similar plans of salvation have put to flight the creatures of the night and slime. They no longer stare at us with their one-time boldness out of the cold type of college entrance examination papers. The human race is irrevocably committed to progress, so we are told, and learning, more or less unwillingly, moves on with the rest of the procession. Yes, there has been a house-cleaning. The evil spirits have been exorcised; the house is empty, swept and garnished—and ready for new tenants no less evil than the first! Ghosts are hard to lay in these piping times of ouija boards, and seasoned pedantry dies hard. The documentary evidence that I have in hand to this effect bears a date considerably less than twenty, or fifteen, or even five, years back. Nor is it the product of some obscure, small, forgotten, stick-to-your-guns-at-all-costs, one-horse college; it is statewide in its application in one of the biggest and most progressive states in all the Union.

Of the one hundred, or two hundred, or possibly several thousand, bromides with which the unlettered Sancho Panza ekes out the meagre schooling of his thread-bare speech, here are a few that, judging by the documents before me, young Americans, after two years of study (of “proverbios,” or of Spanish?) are expected, not only to know, but to *explain in Spanish*:

No hay mal que por bien no venga  
 Del dicho al hecho hay mucho trecho  
 No hay mal que dure cien años (Let's hope so!)  
 Mas vale buen callar que mal hablar  
 Mas vale tarde que nunca  
 No hay miel sin hiel

In most cases the meaning is obvious enough. Even where it is not, it might still be inferred from the context if there were a context with which to connect it. But to provide it, would be making things much too easy for the ambitious two-year-old. It is apparently the business of the examiner, not to test knowledge of Spanish in more or less natural textual environment, but to kill where and while the killing is good. Even then the two-year-old might escape easily enough, for he has a choice of three out of the six “proverbios.” But what abysmal lack, or fiendish superabundance, of a sense of humor prompts the cheerful executioner to ask his trembling victim to explain in Spanish, for example:

"Mas vale tarde que nunca"? The very rights of man could not be more self-evident! Verily might we say with Sancho: "Del dicho al hecho," etc.

Sancho-like—I too am a pedagogue—I can not resist the impulse to interrupt myself long enough at this point to relate a little anecdote that occurs to me. In a little district school the reading lesson for the day was about a poor old Indian who, after the lapse of years, comes back to the haunts of a happier young manhood to gaze in dejection upon what to him were the brutal ravages of a superior civilization. A little barefoot urchin was reading, with every evidence of due appreciation of the pathos of the story, about how in his dejection "the Indian leaned against a tree," etc. But the tyrant of the ferule was not satisfied. In fact, he was duly irritated at the soulful interpretation of the scene. Something had to be done to bring the boy back to painful, school-room reality. "What does that mean?" he thundered, "'The Indian leaned against a tree?'" The dazed Dodridge Watts Weaver—the name was not his only affliction—hesitated a moment, then rallied and informed his tormentor that he supposed it meant he leaned against a tree. That was about as far as he could get, and in desperation—at heart he was no coward—he finally challenged the irate tyrant to do better if he thought he could. The nearest *he* could get to it when he took up the challenge was: "Why, it means, it means, of course it means the Indian took up an accommodating position against the tree!" Hands up all you who can come any nearer in Spanish to "Mas vale tarde que nunca," or even, "No hay miel sin hiel"!

This is followed up on the same paper with the request, couched in polite Spanish, to translate, among other things:

He cut his Spanish class  
 He broke his engagement  
 He can not help doing it

Could any real red-blooded American youth, after wrestling with the problem of de-sanchoizing some of the above "proverbios," be blamed for cutting his Spanish classes forever after, or breaking other things besides mere engagements? Or would he stand by the phrase of least resistance and accept the examiner's alibi: "He can not help doing it"?

Let us hope the red-blooded American youth tempers with the discretion of the Yankee the valor of more impulsive breeds; better days are in store for him. At the end of a third year the examiner, for some reason or other, relents and is now willing to listen to explanations, in more or less perfect American, to "modismos" such as these:

Abrir una boca de vara y media  
Tener el pie en dos zapatos  
Bailar al son que me tocan  
Tener malas pulgas  
Hacer ver a uno las estrellas

Here at least is progress; no more *Reptilien*, no more *Krokodilien*, only *malas pulgas* now!

Let us suppose the average high school pupil has sat long enough at the feet of Sancho to learn the several hundred "modismos" he will need to meet successfully the ingenious caprice of the examiner in his indiscriminate choice. Let us suppose he has acquired, besides, a good working knowledge of the future subjunctive of *arrepentirse* and the common uses of *placer* with a personal subject, for the honorable mention of these things on the examination paper may easily mislead the unwary average high school teacher into supposing that they are needful in getting, if not into heaven, at least into college. After these achievements, how much time will the average high school pupil have left out of his thirty-eight minutes per day, five days per week for three years, for the scarcely less essential commonplaces of plain, but more or less polished, Spanish? When in the course of the first two years will he get the seventy-five homely Spanish words for the due consideration of the truly vital question suggested, among others, as a test of his ability in free composition: "Porque estudio yo el español?" Well might he ask! Or what "unas ciento treinta palabras" at the end of three years would do justice to the theme: "La utilidad del idioma español?"

As a matter of fact, the examiner seems sufficiently aware of the difficulty. If the pupil claims credit for oral work, he is privileged to ignore Sancho and also the future subjunctive and the uses of *placer* with the subject in the first person singular. If, on the other hand, modesty, or candor, or the State Inspector for Modern Languages forbids him to make such claims, he is



not expected to know why he studies Spanish. At the end of three years, ignorance of its utility will not suffice to damn him; at least, he will not have to tell all about it in Spanish.

I have no quarrel with free composition in a foreign language as a classroom exercise. But an examination paper, if anything, should be as simple, concrete and definite as it is possible to make it. It should furnish no vestige of excuse for vague and non-descript lucubrations. What have those to say about the utility of free composition exercises on examination papers who are doomed, *ex officio* or otherwise, to pass judgment from year to year upon the rubbish? After a by no means meagre experience, at least with second year answer papers, I for one can not fool myself into believing that much of it really is free composition. Much of it is obviously an attempt at translation of an English original that the pupil hastily fabricates for himself as he goes along. It is not necessary to dwell in detail upon the usual result.

## II

Why can he "not help doing it"? Not mere lust for scalps, zeal for the pedagogic cause has made him mad. Pedagogic dignity and the appearances of profound erudition must be kept up even on elementary examination papers. These things look impressive—at least to the unsophisticated. Thus works the logic in his subconscious mind. More consciously, the theory is this: If the pupil can work the *Fossil*, *âieul* and *pulgas* puzzles, he surely is an expert with the more homely and useful, the more immediate and obvious, but less picturesque, vocabulary and idiom of everyday reading and experience. Often enough, he is nothing of the kind. The trouble with the theory is that it is all wrong.

The chief trouble with examination questions such as these under discussion is that they tend to misplace the emphasis in the teaching. It has come under my own observation that pupils could decline *Fossil* with brilliant perfection and at the same time managed to fail utterly in the attempt at correct usage of such commonplaces as *Haus, Stadt, Strasse*. They "got away with" *Er werde geliebt worden sein*, but the much simpler *Er wurde gesehen* was too much for them. I am told that even the hypothetical future subjunctive of *arrepentirse* did not seem to be wholly outside of the direct method experiences of the pupils of

at least one particular school, but that certain other matters much more within the range of direct common human experience seemed to present much more formidable difficulties. The reason is obvious.

Nor is the average high school teacher at all to be blamed if he has not the courage to go boldly on and teach what seems to him really vital, regardless of examination papers. For many teachers examination papers, in part at least, are a guide to his teaching material. He has a right to regard them as such. If he teaches *chinoiseries* as a result, the blame should fall on those who set the papers.

### III

If our teaching and examining is to be sound pedagogically, we must be as positive as human fallibility will permit us to be on at least two primary, and fundamentally vital, considerations:

1. The real purpose of foreign language study in general
2. The limitations of the high school classroom in relation to this general purpose.

We know in a measure what we are driving at in the way of general linguistic equipment, but we have too much and too long neglected careful study of the proper function of the classroom in relation to the general purpose of language study. In our enthusiasm for the direct method we are all too much inclined to take for granted that the classroom can accomplish everything. We have not yet satisfactorily answered the question: What constitutes a reasonable achievement in a given high school course? We have not delimited closely enough our high school aims in language teaching. Only when this has been done can we proceed with safety to a third consideration: *method*.

So far, direct methodists, no less than others, we have been all too pretentious and diffuse with regard to our program of aims. Even a three year high school course can not make accomplished linguists out of average high school pupils, and yet this is what some of us seem to have been attempting. It would be far more helpful if we restricted our classroom aim to the achievement of a decent and comfortable reading knowledge of the language taught. If we succeeded in this, we should be accomplishing much more than is usually the case with our much broader and more ambitious programs.

I am not for a moment pleading for a return to the old grammatical and translation practices. Nothing in our work could be more calamitous than that. The most rapid and most profitable progress toward the "decent and comfortable" reading knowledge desired is by the arduous road of constant, systematic and energetic oral and aural drill. It is in relation to a restricted and concentrated aim for a good reading knowledge that direct method practices can become really useful in our work. The pupil's progress in learning to read English was greatly facilitated by the speaking knowledge he had already acquired before attempting the task of learning to read. Oral and aural drill in the foreign language has an analogous effect upon his acquisition of a reading knowledge of it. Of course, almost from the very beginning, this oral practice must be supplemented constantly with written work based upon it, and constant exercise in applying the language power thus acquired in practice in reading suitable texts in the foreign language.

Oral and aural drill, besides being the most useful instrument in the acquisition of a useful reading knowledge, is also the best means of anticipating the exigencies of a college career or an occupation in which a knowledge of foreign languages is useful or necessary. A three year high school course will not regularly produce accomplished linguists in every sense of the term. It can produce a good reading knowledge and a good foundation for future progress in the language, only, however, if we as teachers have the common honesty to restrict our aim to something we can really accomplish instead of making a spectacular, but brilliantly farcical, attempt at accomplishing the impossible.

#### IV

So far as a reading knowledge is concerned, well-chosen passages from the foreign text for translation into English are probably on the whole as good a test as is necessary, even if this form of test does not wholly satisfy all possible theoretical requirements. So long as pupils and teachers alike are subject to common human frailty of judgment, and they always will be, it is wise to have in addition such questions on grammar, syntax and idiom as will encourage the sort of oral and written drill that is most helpful in acquiring the reading knowledge desired. It

may be said that this is in effect the purpose of the very examination questions here criticized. In that case credit must be given to those responsible at least for their good intentions, even if fear of making things too easy for their *joujoux* has robbed them of some of the courage of their convictions. We have managed to get the high school personnel, teacher and pupil alike, into a rather unwholesome state of mind with regard to easy examination questions. We have educated them to expect "stickers," and they think all their labors in vain if a paper happens to look easy to them. A high school teacher once came to me with the information that a certain paper was ridiculously easy. It was my painful privilege to inform her that I had read the answers furnished by her pupils, and that a rather formidable proportion of them had failed. I assured her that, had I set the paper, the questions would have been still easier, and even then I could still have kept out of college every one of her pupils whose knowledge of the *essentials* of the subject left too much to be desired.

Examination questions should be easy; no one with a decent knowledge of the subject should be tripped up with *chinoiseries*. At the same time, no one should be allowed to pass whose achievement in the subject is not all but perfect within the restricted limits of a good reading knowledge and the commonplace essentials. With such a knowledge of the subject on the part of the pupil the college could do something even if the pupil is all but ignorant of all but the most obvious Sanchoisms and the uses of *placer* in the subjunctive with the pronoun *yo*.

*Rutgers College*

## THE AIMS OF MODERN LANGUAGE TEACHING A FEW SUGGESTIONS

By DOUGLAS L. BUFFUM

A FEW years ago I happened to be on a coasting vessel northward bound from Copenhagen. A young man spoke to me in English; at first I thought that he was an Englishman, his English was not merely good, it was excellent, not only in accentuation, but in construction and in the choice of words. It was probably ten minutes before I detected anything suggesting a foreign origin. With some hesitation I asked whether he was an Englishman; he replied that he had never been either in England or in the United States, but that he was a Cuban who had learned English in Germany, and he added that he had never studied English except on the Continent. He of course had great linguistic ability, but granting this I could not help comparing him with gifted American students I had known and I could not recall a single American student of American parentage who at the end of his collegiate course and without having been in France could carry on a conversation with a Frenchman for ten minutes before any foreign influence could be detected in his speech.

It is probably in this respect, that is, in teaching students to speak the language, that in both preparatory schools and colleges our work is weakest. We have felt this strongly at Princeton and, hoping to develop this side of modern language instruction, we introduced a few years ago an aural test which we give to all Freshmen offering a modern language for entrance. We did not feel that we could go very far at first, consequently we began with what were really aural rather than oral tests, for many boys can be taught to understand a spoken language while they still have great difficulty in expressing themselves in any language but their own. We hope soon to change the nature of these tests so that they may be really oral. We should prefer to have the College Entrance Examination Board take over such oral tests, just as the Board has taken over the written examinations, but the Board feels that at present the difficulty and expense to be incurred in supplying

examiners who have the ability to speak the language and in sending them to many examination centers is too great. Until the Board is willing to give such oral examinations we propose to give them in the autumn at Princeton.

At present these tests are, as has been said, aural rather than oral. A very simple test is given to those offering the elementary paper known as A, and a similar, but slightly more difficult aural test is given to those offering the written paper known as B. These aural tests consist of a passage in the language read aloud by the examiner for dictation, a second passage read aloud to be reproduced in writing in English, and a third passage, also read aloud, on which questions relating to its content are based. These questions are to be answered by the student in writing and in the foreign language. That preparatory schools which prepare the students admirably for the written examinations do little oral work may be seen by the results of the September examinations of last year. In the aural test corresponding to French A, 60% of the candidates failed; in the aural test corresponding to French B, 52% failed. It is interesting to compare these results with those obtained one month later. The men offering French B are put into sections where no English whatsoever is used. We gave the same type of aural examination to these men again after they had been attending college for one month and then 77% passed instead of 48%, as had been the case one month earlier. This means that if French is used exclusively most students can be taught to understand French in a short time. In speaking French these men were of course inferior to those who had been taught to speak it in the preparatory schools.

Throughout Freshman year the men who offered French B for entrance hear no English in the classroom and we feel that practically any one can be taught to understand spoken French. This method requires much more work on the part of the instructor and it takes more time, but there is no doubt that the results can be obtained. A fortunate side of this type of instruction is that tutoring schools find it impossible to "cram" students so that they may pass such examinations. Too often, when no attention is paid to the ability to understand and speak the language, a tutoring school by studying the tactics of the old type of instructor who followed the methods in vogue for Latin and Greek and had his favorite

constructions which he invariably used in the examination, could by good guessing drill the students to pass the examination after only a few weeks of study, although in reality the student knew practically nothing about the language. A few years ago a professor in one of the prominent colleges told me that he paid little attention to anything on an examination paper except the irregular verbs.

While almost everyone may be taught to understand a foreign language, there is a type of student who probably can never learn to speak it. If a student is tone-deaf and shows that he can never make himself understood even imperfectly in French, we feel strongly tempted to advise such a man not to continue the language. At present, however, we allow a student of exceptional ability in reading and writing French to pass the examination, although he may be weak on the oral side. But we pass such a man only in case he shows exceptional ability on the written side and we are rapidly approaching the time when we shall condition all students who do not show some ability in speaking the language.

In sections of beginners the foreign language is used almost exclusively in the classroom and this is also the case with those who offer French A for entrance. Beyond Freshman year the students are allowed to go into sections where English is partly used in the classroom or into sections where French is exclusively used. Many of us feel that this is a mistake and that instruction even in literary courses should be wholly in the foreign language, but at present the students are not all sufficiently prepared to carry on literary discussions in the foreign language and I regret to say that many college professors of French literature are laboring under the same difficulty. I hope that the day will soon come when courses in French are conducted in French, but the colleges cannot do this in all courses until the preparatory schools adopt the same method.

For a number of years as a member of the Princeton Committee on Examinations and Standing, the committee which has charge of the scholastic work of the students after their admission to college, I have paid particular attention to the reasons for failure. This committee annually drops from college about 130 undergraduates for failure in their studies. A student must have five courses, each usually of three hours a week, throughout the col-

legiate year; he may have six courses. If he fails in one half of the number of courses he is taking, he must leave college for one term. This rule is never broken. At the beginning of the next term he is given an opportunity to remove his deficiencies by examinations; if he is successful, he is reinstated as a member of the college and usually graduates a half or an entire year later than his class. The reason for this failure of men who have already passed their entrance examinations is often that they have paid too much attention to extra-curriculum activities. Therefore we now require good standing of a student before he may represent the college on any athletic team or become a member of a dramatic organization or the editor of a college publication. A number of men from private schools fail because after an extremely strict surveillance in the school they are unable to adapt themselves to the greater freedom allowed in college. This is seldom the case with those who come from High Schools. Only about one fifth of the Princeton men come from High Schools, the remaining four fifths come from private schools. The High School students usually stand well and they are seldom dropped after they have been admitted; in case they fail, it is usually at the entrance examinations, and this is often the case with boys of high standing who have been excused from school examinations because of their high standing.

Princeton agrees thoroughly with the College Entrance Examination Board that examinations are essential. No one is admitted by certificate and no one graduates without examinations in all his subjects. According to the new plan of admission a student is admitted to college after he passes a comprehensive examination in four important subjects, provided he has maintained a high standing in his school. This new plan is growing in popularity and appeals especially to High School students. Unfortunately many boys of high standing in their schools, who apply for the comprehensive examinations, fail in them because as students of high standing they have been excused from their school examinations and thus have missed a valuable training. In a recent report of the College Entrance Examination Board the Secretary, Mr. Fiske, tells of a teacher who became convinced that examinations were necessary and accordingly instituted them in his school; thereupon the mothers of the children rose in wrath and threatened



the teacher with impeachment, if I may use this term, on the ground that he had violated the Constitution of the United States by subjecting the children to needless cruelty. The teacher was forced to give up the examinations. At Princeton we hope that examinations in the schools will not be abandoned and we would urge that without neglecting composition or grammar, all possible attention be paid to the spoken language in the classroom, and that an oral as well as a written examination be required at the end of the course.

If the foreign language is spoken in the classroom almost exclusively, a greater effort and a longer training are required on the part of the instructor, and the number of pages read will probably be somewhat smaller. But even if a few pages less be read each year, the results obtained are an ample justification. However, much time may be saved. Our instructors find no difficulty in covering eight pages a day of Maupassant or Balzac while using French in the classroom, and this is done not with the advanced students, but with those who have offered French A for entrance. We have abandoned the old method of translating the entire lesson each day and instead we ask the student to define the more difficult words in French or to express the idea in a different way, to give in French a summary of what has been read; sometimes, especially before the class is accustomed to the sound of French, we read aloud and ask the student to reproduce in French what we have read, or, if a student is not yet able to do this, we ask him to translate what has been read aloud. We often begin in this way with men who have not heard French spoken in the schools.

The men who have offered French B for entrance do not read stories, but study the institutions and history of France, not only for their own sake, which is particularly important at present, but as a basis for later literary work. With these men we ban all English whatsoever, and that good results are obtained is shown by the fact that in one month the percentage of those who understand spoken French is changed from 52% failing to 77% passing. This does not mean that these men can speak the language; this is a much slower process and much depends on the age of the student. The average age of the entering Freshman is eighteen years and a half. About one half of these men tell us that while they have studied French in the schools for two or three years, they have

almost never heard it spoken. At the end of Freshman year practically all of these men can understand simple French and some of them can speak it, but the best results cannot be obtained in the colleges until the schools emphasize the spoken language. When preparatory schools teach French or Spanish in the language itself, then we can turn out men and women who will compare creditably with the graduates of Continental schools. That this may be one of the results of the war I wish to emphasize.

*Princeton University*

## SYLLABUS FOR HIGH SCHOOL SPANISH

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The committee,<sup>1</sup> appointed three years ago to draw up a standard four year syllabus for high school Spanish has had the advantage of working upon the syllabi prepared by the College Entrance Board and the Association of Romanic Language Teachers of California, the New York Minima, the National Education Association Minima; the Report of the Committee on First Year Course in College Spanish appointed by the Central Division of the Modern Language Association, the Report of the Committee of Five on a Course of Study in Spanish appointed by the Modern Language Association, and the Report of the Interlocking Committee on the Coördination of Language Study for the High Schools of Illinois, appointed by the Annual High School Conference of the University of Illinois.

By a careful comparison of those of the reports that contained specific recommendations concerning the amount of work to be done, we find some very interesting results, among others a remarkable approximation to identity, as will be seen from a brief statement of the reading requirements for the first year: College Entrance Board—100 pages; New York Minima—65 pages (with most classes reported as actually covering 100 pages); National Education Association Minima as proposed by Professor Hatheway—100 pages; Association of Romanic Language Teachers of California—75 to 125 pages.

In working up any syllabus the prime essential is naturally a statement of the aim that is to be had in mind in carrying out the

<sup>1</sup> Appointed at the annual meeting of the Association of Modern Language Teachers of the Central West and South, 1917. A preliminary report was discussed in the annual meeting of 1918. The report is printed in this form in order that Spanish teachers may have it for a study, with a view to a full discussion in the next annual meeting.

program. Mr. Wilkins of New York recently made the following statement:

"The aim in the teaching of Spanish is to effect that thorough mental discipline imparted by a study of grammar, idiom and syntax and so to develop that ready and accurate facility of ear, tongue and eye that, all combined, will make the present and future use of the language, and progress therein, both possible and certain. We cannot in two, three, or even four years assure a student a complete mastery of the language. But we can and should so train him that he may apply his knowledge of Spanish to any one or to several ends with the self-confidence (conscious or unconscious) that he can easily grow up to any demands that may be made upon his knowledge of the language."

This is good as far as it goes, but there is at least one thing that should be added. In the judgment of your committee the teacher should be able, even in a first year course in high school, to instill into the student some notion of and appreciation for the spirit and culture of the people whose language is being studied.

In these days when methodology has assumed such a prominent place in the educational world that some Teachers' Colleges have actually found themselves obliged to insist that students who take a course in methods of teaching this, that or the other subject should also be obliged to take a content-course on that same subject, it will naturally be expected that your committee will have something to say on the subject of method. Many would have us believe that the grammar method is hopelessly out of date; the natural method so called (than which there never was anything more unnatural) has had its ardent adherents and still has them; and at the present moment the reform method or the direct method seems to be gaining the upper hand. Your committee cannot help feeling that the method that will ultimately be adopted by most of our best teachers will contain the best element in each of these systems and will reject all the rest. We believe, too, that in brief space the ideal method has nowhere been better expressed than in the instructions issued to modern language teachers by the Minister of Public Instruction in Austria, to wit:

"The teacher of modern languages should bear in mind that he must use the language which is the subject of study

as much as possible, and the language of his pupils as much as is necessary; but he should never forget that he must at all times be intelligible to all the pupils."

This doctrine applied to our work in Spanish will prevent our attempting too much in our first year course; and (just at this point) your committee feels moved to suggest that even if at the end of a second year we fail to attain speaking ability, our work is well worth while, since all our other objects can be attained if our pupils acquire an easy and accurate reading ability, for this latter ability makes possible an intimate communion with the great minds of the country whose language is being studied. Most of us are familiar with cases of individuals who have never had the privileges of foreign travel and who speak but indifferently, or indeed not at all, any foreign language, but whose knowledge of the literature, history, art, and general culture of several foreign peoples is a constant joy to all of their friends, as well as to themselves.

For pronunciation we recommend that Castilian be taught. The arguments for and against Castilian have been rehearsed time and again. The best recent summary thereof was published by Professor McKenzie<sup>2</sup> as the result of a questionnaire sent to some of the leading teachers of Spanish in positions scattered all over the country. Your committee's recommendation in favor of Castilian is in line with the practice as well as the theory of the vast majority of those who answered the questionnaire.

Your committee agrees with the conviction of some of our best teachers (as for example the declaration of the Association of Romanic Language Teachers of California, reaffirmed in the second edition of their pamphlet) that whatever method be adopted, training in the principles of grammar must form the backbone of the work in all beginning classes.

While learning to read simple prose with a good pronunciation the pupil must also acquire the habit of translating into good idiomatic English any text he may be reading. There is much to be said in favor of the Latin professor who insisted that the proper translation of

" . . . ponto nox incubat atra,"

is *not* "Black night lies over the waters," but rather "Night lies over the waters, black."

<sup>2</sup> See MODERN LANGUAGE JOURNAL, II, p. 21.

For the grammar work there are in particular two methods covering the ground that should be covered in the first two years' work. One may adopt a grammar large enough to occupy the entire two years in going over the ground once. This method your committee does not favor. The other method is to adopt a grammar which will give a skeleton of the entire field in one year. The second year may then be devoted to a review of the grammar thus previously done, with greater stressing of detail.

There are two ways in which this latter plan may be carried out. The first is to take a grammar built on the lines of Edgren's French Grammar. In this book the part called Part I gives a skeleton of grammar that may be comfortably worked through in one year. In this part no mutilated paradigms are taught, but a complete outline of the grammar is presented. Then in Part II, so called, that same field is reworked with added details. The other method would be to take a short grammar presenting just material enough for one year's work and then use in the second year some good elementary composition book built systematically to enforce a review of grammar while giving some of the more important details that have formerly been omitted. The student will thus have covered in two years all of the regular and auxiliary verbs, and most of the more commonly used irregular verbs, including all the verbs of motion; the gender and formation of the plural of nouns; the agreement, formation of plural and position of adjectives; the entire paradigm of personal pronouns; the possessive pronouns (stressing adjectival and pronominal uses); the demonstrative pronouns (stressing adjectival and pronominal uses); relative pronouns; adverbs; negatives and numerals.

The committee especially recommends that in both verbs and pronouns the second person intimate forms both singular and plural be taught systematically in their proper places. Even though the teacher do not care to drill the pupils on these forms in the composition work, they should become part of the student's mental picture of the paradigms in question since he will so frequently meet them in almost any reading that he undertakes.

The study of syntax, as distinct from morphology, should be left for the third year's work; whereas the grammar work of the fourth year should consist of a careful review of the principles of syntax with copious practice in advanced composition and conversation.

## FIRST YEAR COURSE

Your committee recommends from the very beginning the use of the direct method concerning things in the class room and in ordinary life outside the class room and the teaching in the same way of abstract words of very general use.

*Pronunciation.*

Your committee does not recommend much use of phonetic symbols in the teaching of pronunciation at this stage of the work. The teacher, of course, should be familiar with the most recent publications along those lines and should be able to explain in simple language the physiological formation of the sounds so that the pupil will be able to place the organs of speech in the proper position and not be obliged to rely entirely upon an accidental ability to reproduce a sound more or less imperfectly caught. As said before, the Castilian is preferable to any other pronunciation and no slovenly work should be tolerated at any stage of the student's development. One of the best helps in pronunciation is the memorization of short stories or short poems. When the pupil has a few of these in memory he will have standards of pronunciation that he will turn to subconsciously when in doubt.

## GRAMMAR

*Verbs.*

The three auxiliary verbs, *ser*, *estar*, and *haber*; a few irregular verbs such as, *tener*, *poner*, *hacer*, *decir*, *ir*, *morir*, *ver*, *volver*, *traer*, *dar*, *querer*, *saber*, *pedir*, *servir*, *dormir*, *sentir*, *perder*, *pensar*, *poder*, and *jugar*.

The teacher should avoid making the difference between "*ser*" and "*estar*" too scientific at the beginning. Pass lightly at first, making the student feel the difference by means of pictures or funny remarks. For instance: if a student says, "*Soy sentado,*" the teacher might answer, "*Ud. es sentado. Muy bien. Entonces le diré: Buenos días, señor Sentado.*" Then go back to it and explain the reason for the use of "*ser*" and "*estar*" in the reading.

All verbs taught in the first year should be taught in the present indicative, past absolute, past indefinite, future, imperfect indicative, and the present subjunctive as used for imperative. Special attention should be paid to the various uses of the imperfect indicative.

*How to use the grammar.*

Very slowly in the beginning. The committee's experience is that in order to obtain the best results not more than one lesson of the average grammar now on the market should be gone over in one week and this practice should be continued for at least six weeks. The progress will be more rapid after the first six weeks or two months and the entire morphology as outlined in our preliminary statement should be covered in skeletonized form during the first year.

*How to use the reader.*

Begin the reader the last of the second month. Read the piece to the class in Spanish. It will do no harm for the teacher to translate the entire passage to the class, either before or after reading it in Spanish. In any case the student should then be required to read it carefully in the original while the teacher constantly corrects pronunciation, attention being given not only to the correct pronunciation of the individual word but also to the correct pronunciation of the breath group. The piece will then be given to the class to study and will be the basis for:

(a) Conversation (by means of questions and answers in Spanish).

(b) Dictation.

(c) Composition-reproduction at the board.

By composition-reproduction the committee means that students are sent to the board and sentences in English based on the piece studied and read are given offhand for them to reproduce in Spanish, the class being called upon to correct the mistakes.

*Dictation.*

The great importance of dictation in teaching Spanish can not be too much emphasized. It should begin as soon as the reader is taken up and should deal with the lessons in the reader and the points of grammar studied previously. The sentences should be very clear and not too long at the beginning. At the outset five or six sentences will be enough, the number being increased later to ten or twelve. The following method of dictation has proven very successful:



"I dictate the sentences to the class. Then I send a few students to the board and have them write their sentences (each student writing one) as they have them written on their papers. The sentences are then corrected and the students have to bring me, the next day, a clear copy of the correct sentences. The next day I collect these copies and send to the board as many pupils as there are sentences. I dictate to each one the English of the sentence and he has to translate it into Spanish. I instruct the students to study their dictation and prepare themselves for the reproduction of the Spanish sentence in this way: They are to translate each Spanish sentence into good idiomatic English, then to put away their Spanish and reproduce them from their own translation in English and then compare *their* Spanish with the Spanish text dictated. This gives excellent results, and in order to prevent those pupils who might not be inclined to work from relying upon help between lessons, I have the studying of the dictation as described above done under my supervision in the class room.

"All the above may seem lengthy but it has, in my judgment, a great deal of importance as I don't use any composition book in the first year. It will be all the more important and productive of good results for those teachers who use a text book having no composition in it."

## SECOND YEAR

### *Grammar.*

Review rapidly the grammar of the first year before taking up the new work of the second year by whichever of the two ways previously mentioned the teacher may choose to proceed. Special stress should be put on the place of the object pronouns: their usual place in the ordinary sentences and their place after the infinitive, the present participle, and the affirmative imperative. Also stress the reflexive verbs with which the students have already become acquainted in the reading. Additional irregular verbs must be taught. The forms of the subjunctive will be taught but the regular and exhaustive drill in their use will be reserved, for the beginning of the third year. The teacher should endeavor first to give the pupil a feeling for the subjunctive, showing its use in subordinate clauses and driving that home with repeated

drill at the board of easy, clear sentences illustrating the use of the subjunctive in the present and the perfect tenses.

The same recommendations for the use of the grammar, reader and dictation are made for the second year as are made for the first year. One cannot stress too much the necessity of a thorough review of the work of the first year before beginning the new work of the second year.

### *Reading.*

The reading for the second year should consist of about 150 pages.

## THIRD YEAR

### *Grammar.*

Whichever may have been the grammar method used by the teacher in covering the work of the first two years (we refer in particular to the two methods suggested in the beginning of this report), this third year should be devoted to a careful and painstaking study of the principles of syntax. Of course, at the outset a rapid review of morphology will be necessary to freshen the students' memory along those lines. In order that they may get the systematic exposition of syntax that becomes necessary at this point of the work, great care should be taken in the selection of the grammar to be used. It should contain the kind of exposition of the principles of Spanish syntax that is to be found for French syntax in that part of Edgren's French Grammar which is specifically called syntax and extends from page 110 to 295. Your committee does not recommend a set of exercises such as those contained in the aforesaid Edgren's Grammar. Such exercises are hopelessly out of date; but the exposition of syntax contained in pages 110 to 249 is very systematic with copious examples and good reference lists for the regimen of verbs. Some such exposition as this should be present in any Spanish grammar adopted for third year work.

Each lesson in the exposition of syntax should be presented by the teacher before the students work on it at home.

The work of composition-reproduction of the reading matter in the class room, by means of drill at the board and through the study and reproduction of dictation as described in the work of the first and second years, should be continued throughout the entire third year.

*Reading.*

Some easy Spanish plays may be used for outside reading or for memorization and actually played in the class room, the parts being distributed so as to enable each pupil to recite. This will be found a pleasant and useful drill.

The reading for the third year should be not less than 250 pages, 200 of which may be assigned for class work and 50 for outside reading and report.

## FOURTH YEAR

*Grammar.*

The grammar used in the third year for the exposition of syntactical principles should be the reference book of the fourth year and the practice in composition should be given the student by means of a very carefully graded advanced composition and conversation book. There should be extensive practice in the making of abstracts of the reading done both in class and out and in the reproduction in Spanish prose of certain passages of poetry that may have been read. The pupils will sometimes find it interesting to put into Spanish the introductory material that some editors supply at the beginning of their text books.

*Pronunciation.*

Of course pronunciation should not have been neglected at any stage of the work and during this year the pupils ought to be able to put what one might almost call the finishing touches on their ability to read intelligently the original.

*Reading.*

In the fourth year the reading should be not less than 400 pages. Of this 400 pages, 225 may very well be done in class and the remaining 175 may then be given for outside reading and report. As every pupil in fourth year work ought to possess a good dictionary, the choice of texts is less limited than it would be for the work of previous years.

Your committee has, with deliberate intent, not recommended any specific book for any stage of the work since such a thing could not be done without immediately favoring one or another

of the various publishing houses who are trying earnestly to serve our needs. Of course, in the matter of texts for reading we could have listed a series of books of approved difficulty because it would not have been necessary to choose a particular edition, but with grammars and composition books such a thing would be impossible. If the teachers of the Association wish the committee to draw up a graded list of texts we are prepared to do so. For the grammars and composition books, the only equitable way to proceed would be to mention all those available for a given grade of work.

## EXPERIENCE WITH ORAL EXAMINATIONS IN MODERN LANGUAGES

By PHILIP M. HAYDEN

SOME years ago when oral examinations were the subject of frequent discussions at meetings of teachers, I used to hear opinions expressed as to what could and could not be done in that line. Calculations were made that individual examinations would take from fifteen minutes to a half hour and that it would therefore be a physical impossibility to use them for admission to college. It was from that point of view that my first experience with oral examinations was particularly interesting. With a colleague I was called upon one summer four or five years ago to conduct the written and oral tests in French and Spanish for the Civil Service examinations for the position of court interpreter. The written test lasted about three hours and it was arranged that we should call out the candidates one by one for the oral test. Since this was an examination of interpreters, we decided to have them interpret, and this apparently simple conclusion appears never to have been thought of before for these examinations. After a few questions to get the man's origin, training and experience before us, we asked him to interpret between us, one taking the part of an examining magistrate—as we conceived him to be, since neither of us had been one or before one—and the other a complainant or a witness. We allowed our imaginations full play, and invented tales of robbery, assault and embezzlement which delighted us but which probably fell far short of the tragedy and comedy of a municipal court. We found that a short series of questions and answers of this sort were sufficient to test the capacity of the candidate, and when the supervisor asked if we could not speed up a little so as to finish with the whole group within the period of the written test, we cut down the time of each man until we were examining at the rate of twelve an hour, including consultation on grades, which we made while the next man was being called. Five minutes per candidate,

of which not over three and a half were actual examination, and this for a civil service test which could fairly be considered more important than college entrance. This was possible partly because we wasted no time on questions that could be answered by yes or no, or briefly without showing any real power, and because the requirement that he say a certain thing was far more stringent than a general conversation in which the candidate might say whatever he felt inclined or able to say. Instead of listening to generalities, we were able to set the man at the task approximately which he would have to perform. We increased, with the better candidates, the length of the statement which he was to remember and reproduce, and obtained a gauge of his power. One man who had already served as an interpreter in the immigration service surprised us. He was like a converting phonograph, taking a record of whole paragraphs and converting it without a change of order or the omission of a single point.

The candidates and their preparation were most varied, and most of them had acquired their languages entirely apart from schooling in this country or elsewhere. Hardly any were native to either French or Spanish, since these were secondary languages, Italian and Russian being the principal ones for these positions. Some of the young Italians and Russians, however, had learned their French in the public institutions of the city, and a few were able to pass, although it is not naturally to be expected that school and college training can suffice for such posts as these.

Our method of conducting the test was reported to the Board and made official, and when we were summoned some weeks later to examine a few more men, a clerk proceeded to instruct us in the method which we had ourselves introduced.

A second experience with oral examinations began a little over two years ago, when the Postal Censorship was established. A staff of several hundred readers was gradually organized, and since by far the largest number were needed in Spanish, the examinations in this language continued at frequent intervals during the winter and spring, most of the time about twice a week. The examination consisted of a short translation from a printed or typewritten text, followed by specimens of script of progressive difficulty to be deciphered and translated. A collection of letters and postcards of varying degrees of calligraphy was obtained as

specimens. Each examination took about ten minutes in this case since there was no desire to hurry the candidates. The candidates whom I saw, several hundred in number, had the widest possible variety of training. Many were native to the language, and others had studied it for a few months only. Two general observations were to be made. The script gave greater difficulty than might have been expected. Even in what anyone would call a legible hand, some letters may be slurred or carelessly formed, and the reader must know the language well enough to read by phrases rather than by separate signs in order to decipher them. On the other hand, some of the more experienced could read at a glance one particularly illegible card quite devoid of context, reporting safe arrival and greetings from Boston, in a scrawl that had cost me some minutes of study and—may I confess it?—some help from the friend who lent it to me. The second observation concerns translation and has two sides, one favorable and the other unfavorable. I found that translation is an artificial convention. Many persons who control two languages with almost equal ease and can express any idea in either are quite at a loss, if they have never practiced the school-boy art, to translate accurately from one into the other. In such cases it was fair to suppose that a little practice would remove the embarrassment. On the other hand, the translation test served to bring out the limitations of many candidates who had lived abroad and acquired considerable fluency in the spoken tongue, but who had never read much, and could not follow the vocabulary or the sentence structure of the written language. Generally they were not readers in any tongue. I recall one woman who claimed to have been a more or less official translator in various posts both in the Philippines and in America but who had no conception of accurate and complete translation. She was quite capable, as she showed, of deforming fundamentally the thought of a simple passage. I flunked her, and wondered if her work in any of her previous positions had ever been checked up. I suspect that many a commercial translator—to use the school-boy vernacular—gets away with murder, for his employer, by definition, is unable to verify or control his work.

One group of candidates included a large number of young Porto-Ricans whose English had been acquired in the schools of the island, and I must say that I gained a high opinion of the Porto-

Rican school system. They were distinctly well trained, not merely in language, but in intelligence and in the discipline of application. They tackled the translation with attention and with confidence, and in general with excellent results. Unfortunately most of them were not qualified by age and experience for the work of the censorship, just as one could not take a high school youth as a confidential responsible clerk.

Many Americans of mature years presented themselves and passed the examination. One I remember had no acquaintance with the language beyond a reading knowledge gained by himself after study of several other languages. His well trained mind had practically mastered both vocabulary and construction.

The most interesting group to me personally and professionally were the young students of both sexes, many of whom were entirely successful with the test after two or three years of study, and they were a class that the authorities were glad to employ. In one of the women's colleges a Spanish teacher had formed in the spring a special class to train for this work, and after examining three or four candidates prepared by her, I was able to report that any whom she recommended might be considered qualified without further test.

The foregoing experiences have little relation to the regular work of the schools and colleges, though they afforded opportunity for some observations and reflections.

The supplementary oral or aural tests for admission to college, known as  $x$  and  $y$ , have now been in operation at Columbia for three or four years. They are, I think, working satisfactorily from the point of view of the schools and of the college. The teachers in the preparatory schools need no longer feel that the time and attention which they are urged to give to the oral side of the training are entirely overlooked in entrance examinations. The college is able to determine whether the student is prepared to enter a class conducted chiefly or entirely in the foreign language. The method of the test is comparatively simple. There is a brief dictation exercise, then a passage read in the foreign language for reproduction in English in the elementary test, in the foreign language in the intermediate or advanced test, and some questions asked orally to be answered in the foreign language. In the elementary test these are fairly simple, based on general



knowledge and vocabulary, or on a brief passage which the candidates have had opportunity to read; in the more advanced tests the questions are more difficult and may be based upon a passage read aloud by the examiner. The test, it will be noted, is entirely a written one and tests the comprehension of the pupil but not his power to pronounce or converse. This is in order to examine a group of fair size in the minimum time, but it furnishes pretty well the desired data on his preparation and his qualifications for a given course in college. It would be easily possible to add an individual pronunciation test, each candidate to read a very few lines, once slowly to test the elements of pronunciation, and once as rapidly as he could to test his fluency and grasp of intonation. Two minutes per candidate would suffice. I do not see how a general conversation test could be handled rapidly and I do not know that even the pronunciation test is necessary, since, as I have already said, the present test gives the necessary information.

The chief point in the preparation of the tests is the necessity of making the intermediate and advanced tests really more advanced than the elementary. The tendency of oral work is to give "more of the same" with but little advance in difficulty and in vocabulary and in power of expression. The questions of the elementary paper may well be those which the student who has had fair oral practice may answer readily, but the advanced test should require an accurate comprehension of more extended, involved and rapid sentences, and more definite power of sentence structure for the replies. The student who passes the elementary test will enter an intermediate class where the foreign language need not be used exclusively. The candidate for the intermediate is seeking admission to classes conducted entirely in the foreign language, and should be made to show his ability to understand and express himself readily.

I believe that the continuance of these tests will have an excellent effect on the instruction in both the schools and the colleges. A standard of proficiency will gradually be recognized, and the means of attaining it will be more generally discovered and practiced. The student will realize that he can well give special attention to this side of his work, with growing satisfaction in his own increasing power. Once get them interested in the problem, and the more able and ambitious ones can be taught to give them-

selves regular exercises in forms and phrases, by trying mentally to express in the foreign language every-day actions and needs, by practicing the use of numbers through repeating the multiplication table, etc. I strongly believe in the introduction of free composition, based on the text read, in the third year of the high school and the second year, at least the second half of it, in college. The construction of even a few sentences summarizing his reading for the day or some part of it, will bring the student face to face with difficulties much more interesting to him and more profitable than the translation of set exercises. He finds at once phrases that he wants to use which are not in his vocabulary, and from the corrections on his paper he can build up a vocabulary of material which he himself has felt the want of, and which is the vocabulary he is going to need. Such composition exercises also furnish a preparation for discussion of the text in the class room, and thus serve a double purpose. The papers may be brief, and should be so in order not to overburden the teacher. There ought to be individual conferences such as are given on English themes, but we have allowed the English teachers and the science laboratories to steal a march on us in the giving of individual instruction, and shall doubtless have to wait a long while before public or official opinion will sanction the necessary increase in staff. In the meantime, a few minutes of comment in class by the teacher on the most common difficulties will accomplish a great deal.

To try to sum up this rather rambling record of experience, I find that oral or other examinations may be very definitely related to the result sought, and should be carefully prepared and graded with that intent; that individual oral examinations may be given with considerable speed, but that the form of entrance test now used in groups is successful. I believe that the continuance and spread of the present college entrance tests will have a beneficial influence on the study of foreign languages, by encouraging the effort to find and hire competent teachers, and encouraging these teachers to develop their work along the lines of the living language.

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## THE REAL KNOWLEDGE OF A FOREIGN COUNTRY (Concluded)

By LILIAN L. STROEBE

### ART

IT MAKES a very pleasant change in the course of study to turn from the more theoretical subjects, like education and administration, to something which appeals to the artistic sense of the students and ten or twelve hours may well be devoted to the study of art. This study of the art of the foreign country does not mean theoretical investigations into the principles of artistic reproduction, but is to give the students a knowledge and appreciation of a limited number of paintings, perhaps only two or three works of each of the most important artists. Emphasis should be laid on pictures which convey a strong impression of the life and landscape of the country to which they belong. Very likely students will need some training to learn how to look at pictures. There are quite a number of people who have never had any courses in art and to whom art is an entirely new revelation. Those students are in some ways much more satisfactory in class than those who have been taught in their courses in art to criticise, rather than to look at pictures. Of course, art criticism has no place in our work, however it is very interesting to *hear* the students give the reasons why they like one picture better than another. Describing pictures is an excellent practice in the correct use of the foreign idiom, and it is quite worth while to make the students give a regular little talk which they have to prepare carefully for the recitation. As the subject is before them and as they do not have to spend much time on collecting material they can concentrate their energy on the language and can describe in detail what they have before their eyes. Technical terms are not necessary, but it is well to begin with pictures which contain action, as it is much easier to describe action than to describe the mood of a landscape or the expression of a face.

As in other subjects students need books of reference. Besides those already mentioned in the introduction it is very helpful to

have an illustrated history of art to be used for special reference. The collection of general histories of art, *Art in France*, *Art in Germany*, *Art in Spain*, published by Scribner in their respective countries in the language of the country, can be recommended highly for the purpose. These books deal with the whole field, architecture, painting, sculpture and the minor arts and contain small but valuable illustrations and a good bibliography. Excellent short monographs with good illustrations are easily accessible in French and German. To mention a few collections: *Les Grands Artistes* (Paris, Librairie Renouard, Henry Laurens editeur), *Künstler-Monographien*, edited by Knackfuss (Velhagen and Klasing, Bielefeld and Leipzig). It is harder to find such books in Spanish, as the other nations seem to have appreciated Spanish art more and written a great deal more about it than the Spaniards themselves. However, the collection *Los grandes Pintores Españoles Contemporaneos*, Biblioteca del Arte Español (Sociedad Española de Librería, Madrid) contains a few valuable monographs; also the essay of Juan de la Encina, *El Arte del Ignacio Zuloaga* can be recommended. The collection *El Arte en España* has already been mentioned in connection with the study of the geography of Spain.

All these monographs are very desirable and stimulating for the instruction in art, but it is absolutely indispensable to have a well chosen collection of reproductions of all those pictures which are to be discussed in class. The art departments very often use lantern slides for their work, but I am convinced that good reproductions of pictures, not too small (not postcards), are more satisfactory for our purpose. Students must have access to the picture for their preparation and during the recitation there ought to be a possibility of having more than one picture before the students' eyes, in order to compare them. The German art publishing houses have issued a large number of reproductions of pictures by French, German and Spanish artists. The coloured reproductions of Seeman (Leipzig, price 30 cents) serve our purposes very well, and the German periodical *Die Jugend* has beautiful coloured reproductions of the works of French, German and Spanish artists, which can be bought separately at about 50 cents. They very recently issued a large illustrated catalogue containing several thousand reproductions from which pictures can easily be chosen: *Katalog der*

*farbigen Kunstblätter der Münchner Jugend* (München 1919, Jugend Verlag).

Though the chief object of the study of art in our course is to become acquainted with, to describe and to remember the great works of art, the idea of development and historic evolution is not to be left out entirely and each artist should be studied in connection with his surroundings and his period. The very shortest outline of the development of art in the foreign country might be given as an introduction by the instructor. As to the choice of pictures, there is in each country such a wide field and such a large number of treasures, that the personal element of selection and emphasis must play a very large part.

France is possibly the most important country in the history of modern art, but it is only in the seventeenth century that France began to have a national art of its own. I do not think that it would be too late to begin the study of French art with Watteau. He gave the most subtle expression to the Parisian spirit in the Rococo period. His *Fête Champêtre*, *Fête Galante*, *Rendez-vous de chasse*, show the elegant life in the time of Louis the Fourteenth. Of the transition period between the Rococo and the classical revival, Madame Vigée-Lebrun's portrait of herself and her daughter is a most charming example. The new classical art shows at its best in the works of David. His most famous pictures, however, take their subject from classical history and are therefore less interesting for our purposes, but his *Coronation of Napoleon I* and his *Death of Marat* will offer a good opportunity for a short review of history. Some of his portraits, for instance *Madame Récamier*, might also be studied. Of the romantic school Ingre's *Maid of Orleans* is very interesting. Then one might choose some of Meissonier's paintings, representing sentimental stories and incidents of daily life. Meissonier's *Reading at Diderot's* will remind the students of what they have learnt in their courses on French literature. The second half of the nineteenth century in France gave rise to the new realistic impressionistic school and their "plein air" painting has influenced that of all other countries. Courbet's *Stone breakers* and *Funeral at Ornans* and Millet's pictures of peasant life have already been mentioned in connection with the study of geography. Bastien-Lepage treats similar objects. The students are already familiar with some of the impressionistic landscapes and views of

cities by Pissaro, Cézanne, Monet and Manet, and they might study some more of them now. Finally Puvis de Chavanne's *Scenes from the Life of Sainte-Geneviève* in the Pantheon should not be omitted, as the artist is well known in America as well as in France. Modern French sculpture has produced many beautiful works; special attention might be paid to Bartholomé's *Monument to the Dead* in the cemetery of Père-Lachaise in Paris or Rodin's *Monument to the Six Citizens* in Calais.

Let us now consider the possibilities in studying German art. Not until the time of the reformation do we find really national German art and the two greatest painters of that period, Dürer and Holbein, are well worth studying. Of Dürer's pictures one might choose *Ritter, Tod und Teufel*, *Hyronymus im Gehäus*, *Matthias Holzschuher*, *Karl der Grosse*; of Holbein his *Madonna*, *Bildnis des Kaufmanns Gysze*, *des Erasmus von Rotterdam*, etc. The seventeenth and eighteenth centuries in Germany produced no great works of art; the Thirty Years' War had destroyed all intellectual life and a revival of German art did not take place until the beginning of the nineteenth century. As a representative of the classical school of painting at that time one might choose Schnorr von Carolsfeld, and his *Nibelungen Fresken* in the "Residenz" in München will interest the students as they know something of the subject of those drawings from their courses in German literature. The two greatest painters of the romantic school in the nineteenth century are Richter and Schwind. The subjects of their charming drawings and paintings are the German fairy tales and legends and quite a number of their pictures ought to be studied in class. Richter's *Am Berge*, *Kunst bringt Gunst*, *Weihnachten*, *Die Alte Käsefrau*, *Christnacht*, *Rübezahl*, *Genoveva*, and Schwind's *Hochzeitsreise*, *Morgenstunde*, *Die Waldkapelle*, *Wartburgfresken*, *Rübezahl*, all show excellent understanding for German life and German landscape and are easily understood by everybody. Rethel, another great German painter, lived at the same time, but he cannot be placed in any of the labelled groups of painters. He painted the frescos of the life of Charlemagne in the town hall in Aix-la-Chapelle and among his other pictures his *Der Tod als Freund* is most poetical and interesting. As in France, art in Germany grew more and more realistic in the nineteenth century. Painters like Defregger and Vautier give pictures of incidents from daily life.

Defregger paints the life of the Tirolese peasant in his *Vor dem Tanz, Der Salon-tioler, Abendruhe*. Vautier in his *Tanzpause, Am Markttag, Der Brautwerber, Die Tanzstunde*, etc. finds the subjects for his paintings among the peasants of the Black Forest. Life in the Black Forest has great attractions for the painters and one of the living artists, Hans Thoma, gives us interesting pictures of the life and the people of that region, and his *Mutter und Schwester des Malers* and his *Dorfgeiger* are certainly more realistic and truer to life than Vautier's paintings.

German art developed, following the lead of France, and the "plein air" style of painting found many followers in Germany. In the transition period Menzel and Leibl are the best representatives. Menzel's pictures of *Frederick the Great, Flötenkonzert, Tafelrunde in Sans-Souci* have already been mentioned in connection with the study of history. Now his *Eisenwalzwerk* might be studied and of Leibl's works his peasant pictures *Zeitungslesender Bauer, In der Kirche, In der Bauernstube, Am Spinnrocken* will convey a strong impression of his art. The modern "Secessionskunst" shows at its best in the works of Uhde. His most famous paintings show scenes from the Bible, but laid in modern times with modern German costumes. In his *Christnacht* we see the Christ-child in a German barn, Joseph is an old peasant. In the *Bergpredigt* we see German peasants returning from their work in the field crowding around Jesus listening to his words. The study of these and other pictures of the Uhde like *Komm, Herr Jesus sei unser Gast; Lasset die Kindlein zu mir kommen; Schwerer Gang*, etc. could well be accompanied by a reading of the German Bible in Luther's translation. At the same time with the realistic school there is a strong neo-romantic movement of which Böcklin, Stuck and Klinger are the greatest representatives. For the study in class Böcklin's *Toteninsel, Der Heilige Hain, Heimkehr, Das Schweigen im Walde*, will be found most stimulating.

The study of Spanish art is most interesting and satisfactory, as Spain has contributed largely to the world's masterpieces in past and present time. Though there are fewer books available on Spanish art in the Spanish language, there is no difficulty in finding good reproductions, as all the best classical and modern pictures can be found among the Seeman and Jugend Prints. One might begin the study of Spanish art in the seventeenth century

with Velasquez and among his famous portraits in the Prado his *Phillip IV on horseback*, *Prince Balthasar*, *The maids of honor*, might be taken up. In the latter picture we see Velasquez himself, standing at the easel looking at the scenes through a large mirror. Of Murillo, the other great painter of the seventeenth century, one might choose his *Streetboys eating melons*, *Children counting money* and his wonderful *Conceptio Immaculata*. The most important Spanish painter of the eighteenth century is Goya, but his realistic and sarcastic caricatures are not very suitable for class use. Of the painters of the nineteenth century Fortuny's *Vicaria* will be found interesting. It shows us a wedding in a Madrid church, the costumes are those of the time of Goya and we receive a clear impression of the artificiality of the rococo period. His *Pastimes of noblemen* and *Choosing a model* might also be taken up. The painter Pradilla belongs to the same time and his *Surrender of Granada* has already been mentioned in connection with the study of history. Of the contemporary Spanish painters, certainly Sorolla and Zuloaga ought to be studied, they are well known through their exhibitions in America and some of their pictures can be seen in the Hispanic Museum in New York and in other galleries. The students are already familiar with Sorolla's *Leonese peasants* and his pictures of *Scenes of Toledo*; one could now add some of his paintings which show the life in the Spanish seaside resorts. There is no painter nowadays who gives us a clearer idea of modern Spain than Zuloaga. Looking at his pictures we are deeply impressed with his austerity and his rigorous sense of reality. "In his canvasses can be studied, as nowhere, except from the originals themselves, those deep rooted racial factors which have molded into distinct types the seductive Andalusian, the aggressive Basque, the haughty Castilian, or the languorous and passionate Segovian." The students have already studied Zuloaga's paintings of Spanish landscapes and types; they might now study some of his family pictures, for instance, *Daniel Zuloaga and his family*, *My cousin Esperanza*, *My cousin Candida*, and others. The background of some of his portraits shows in the most impressive way the tawny hills of Castile and Arragon, the background of his picture of the French writer Barrès gives us another charming view of Toledo. The students certainly will be interested in Zuloaga's *Bullfight pictures* and portraits of *Famous Toreadors* and they certainly help us to an understanding of the national sport in Spain.



As in all other subjects, frequent short tests should be given, in order to be sure that the students really remember what they have seen and studied. A good and amusing test is to show pictures with which the students are familiar in rapid succession and have the students mention the name of the picture and the artist as quickly as possible. Or one student may give the title of a picture and another student describe it in one or two phrases, or one student describes in a few words the picture and the others mention the title and the name of the artist as soon as they recognize the picture. This is really a kind of a game and may seem rather juvenile, but according to my own experience the students will learn a larger amount and will enjoy the work when it is done in this informal way than if they have to listen to a lecture illustrated with lantern slides about certain painters and pictures.

After having gone over the whole subject, some longer talks and topics might be assigned as a review, for instance: Describe a visit in the Louvre, the Luxembourg, the National-Gallerie, the Schack-Gallerie, the Prado, etc. Your time is very limited and you can study only four or five pictures. Which pictures would you choose? Describe the pictures and give the reason for your choice.

Collect all the pictures you have been studying whose subject is natural scenery or cities or villages or peasant life or incidents of daily life and give a connected talk on that subject, referring constantly to the pictures.

Collect all works of painters and sculptors you have studied which depict the life of Joan of Arc. Tell the story of her life in chronological order, referring constantly to the paintings and sculptures.

Choose one artist you are particularly interested in. Give a very short outline of his life, select five of his best pictures, describe them and tell about the journey you would have to take in order to see the originals.

You are a High School teacher of French (German, Spanish) and somebody gives you a sum of money to buy French (German, Spanish) pictures for your class room. You can buy five or six pictures, describe them and give the reason for your choice. Tell us the size, the price, and how to procure them in this country.

## CONCLUSION

There can be no doubt that such a course will enable students to start out on their teaching or travelling experience better equipped than if they had no systematic training at all. Of course the real, intimate knowledge of a foreign country can be acquired only by a residence abroad; the daily life, the human touch, the personal element will impress students only in the foreign land. But even in this country a good deal of preliminary work can be done toward this goal by reading modern novels, dramas, short stories. The every day life of the people, their ideals and their standards, will be learned and understood better by reading modern literature than by reading books about the foreign country. There are few books which can give us such an insight into the life of the foreign people as a well written novel or drama can do. To take an American example; a foreigner, who is interested in American colleges, will read a college catalogue, an educational report, a college magazine and he will find a great deal of valuable information in those publications, but in order to have a glimpse of the every day life of the student and the faculty he will find the reading of novels like "Philosophy Four," "Brown of Harvard," "The Torch," "The Law of Life," "When Patty Went to College," etc. far more helpful than formal reports. However there will be hardly time enough during the college year for such reading, as a great number of books have to be read to get the different phases of foreign life, but such reading could well be done during the summer vacation. And students like to read foreign novels, that I know from my own experience. Every year in June a number of students appear in my office and ask me to recommend books to them for summer reading and by a few casual remarks in the autumn I find out that they have read quite a number of the books recommended. It therefore seems to be a good plan for the instructor to compile a list of books, novels, short stories and dramas for each country, dealing with the different strata of society like the peasants, the workingman, the small shop keeper, the city or government employee, the artists, the officer, the big merchant and financier, the nobility, etc. Such a list of books need not be restricted to the great masterpieces of literature, quite the contrary; the popular novels of the day, easily understood by everybody, the "best sellers," if a sufficient number of them is read, will furnish the stu-

dents with just what they need and they will find the man amusing recreation. Such a list of books, dealing with the different phases of modern German life, can be found in *THE MODERN LANGUAGE JOURNAL*, May, 1919, and it is to be hoped that instructors in the Romance languages will soon contribute a similar list of books for their field.

Finally, if it is asked what place such a course has in the college curriculum, I wish to state that, if well conducted, the course is by no means only informational, but that it offers an opportunity for the training of the mind as effectively as do courses in literature, economics, and the like. We demand that a student in his college career should learn how to think and how to use his mind, that he should gather valuable information and should know how to find information he does not possess, and that he should, without being trained to be a specialist, have a good general background of culture and education. Certainly all these points can be gained in a course on the life and the conditions of a foreign country. In addition to the training in the fluent and idiomatic use of the foreign language, the students, in giving reports about their reading, have to learn how to arrange the material, how to choose the most important points and how to present them in such a way that other people can understand them. Whatever has been learned is used immediately, and the best way of using information about a foreign country and of showing that it really has been understood, is by a comparison with American conditions. In trying to make such comparisons, the instructor, to his astonishment, very often will find how very little information and knowledge students have about their own country and how very immature their judgments are. It is therefore important that such a course should not be offered too early, not before the Junior or Senior year, but if the students are mature enough, the discussions about the conditions and ideals of a foreign country will not only give them a great deal of valuable information, but will teach them to appreciate the institutions of their own country and it may even lead them to understand some defects in their own country in fields where other nations have done more.

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## THE USE OF OUTLINES AND OTHER DEVICES IN THE TEACHING OF FRENCH GRAMMAR

By LOUIS H. LIMPER

AT THIS time when oral French is receiving so much attention, and when the direct method has received in this country a greater stimulus than ever before, the subject of this paper may seem untimely. "Cela sent son dix-neuvième siècle" may be the verdict of those who read the title only. Yet what teacher of modern languages, be his method ever so direct, does not at times make use of paradigms or outlines? How long would it take to learn inductively all the forms of only one verb, or of the possessive adjective or pronoun? But if the conjugation is the logical way of learning the various verb forms, and the paradigm the best way of mastering the possessives, why not use similar methods for presenting other grammatical material?

The outline is the most logical, concise and comprehensible method of presenting a series of related facts or rules. It is the greatest aid to visualization. As such the grammar outline should find its place in language teaching. The great majority of our modern language students are of an age to be able to reason fairly well at least. In fact they want to know the reason for things. That which is logical, or at least logically arranged, appeals to them more and is therefore more easily learned than that which appears to be illogical. Now grammar is for the greater part, at least, logical and therefore, after all, it is an aid and not a drawback to a student in the acquisition of a language. The direct method is based upon the claim that the best way to learn is by observing, drawing conclusions and then applying these conclusions. But the retention of a goodly share of the multitudinous facts learned by observation is possible only when these facts are logically arranged in the mind, unless, of course, one is able to pick up a language by hearing it spoken for several years. Herein lies the "raison d'être" of the paradigm and of the conjugation and of outlines of other grammar material.

Most of our grammars content themselves with summing up the facts that were to be learned inductively from the reading lesson in a series of numbered statements or rules, which are the bane of the student and which, if learned at all, are soon forgotten. As will be seen later, much of the material of grammar lends itself admirably to outline form, and when it is put in this form the student finds it much easier to remember. It would be unwise to put such outlines in a direct method text book, for, inasmuch as they appeal to the eye, the students would often study the outline before carefully preparing the reading lesson. The time to work out the outline is after the reading lesson and the questions and answers based on it have been gone over but before the sentences from English to French are taken up. The text book frequently has several lessons based on the same grammatical subject. Where this is the case the making of an outline serves as an excellent résumé of the whole subject. Students can hardly be expected to fill out these outlines unguided, but after the form has been suggested or given by the teacher, the filling out may well be left to the student.

The preceding paragraphs have referred to teaching according to the direct method, and it has been pointed out that for the purpose of review the outline form is the best way of summing up the facts and rules to be remembered. In college classes, particularly if they are large and meet only three or four times a week, time is lacking for following out the direct method persistently. Many points of grammar must be accepted *a priori*, and as the students are of maturer minds, they are willing to accept them thus. In fact, to many college students the direct method often seems slow and tedious, frequently even childish. They want solid food dished out to them in concise, clear and logical form. They will attend to the digestion outside the class room. But whether this is true of most mature students or not, the fact remains that, because of the lack of time, much of the grammar must be learned this way. To meet this situation, therefore, the outline or some happy device is the logical way of presenting the grammatical material.

It is surprising to note how many grammar rules, frequently covering several pages in a text, can be put together in a short and interesting outline form, which can be learned in but a few moments.

Examine for a moment the following way of presenting the subject of the four forms of the definite article and the way they contract or do not contract with the prepositions *de* and *à*.

	<i>the</i>	<i>of the, some</i>	<i>to the</i>
masc. sing. before cons. or aspirated h.....	le	du	au
fem. sing. before cons. or aspirated h.....	la	de la	à la
masc. or fem. sing. before vowel or mute h.....	l'	de l'	à l'
Plural in all cases.....	les	des	aux

No originality is claimed for this method of arrangement, though very few grammars sum up the subject in any similar way. How much quicker and more satisfactory to refer to an outline of this sort for the correct form, than to search through two or three lessons of the grammar!

When a student is in doubt about the relative position of two personal pronoun objects, he generally cannot rely on his ear for he has not had enough practice. The text book probably has this subject spread over several lessons and the rules tucked away in some inconspicuous place. If the student who has forgotten which comes first, "le" or "lui," can go to a table like the following, which is also found in a very few grammars, he can save himself a great amount of time.

	me			
	te	le		
Subject (ne)	se	la	lui	y en verb or aux. (pas)
	nous	les	leur	
	vous			

The following method of teaching statements of comparison appeals to the eye and will therefore aid the student in remembering. A text book might well use pictures for illustration, or the teacher with artistic ability might use his skill on the blackboard.

A est plus grand que B  
 A est aussi grand que B  
 A est moins grand que B  
 mon argent                      votre argent  
 J'ai plus d'argent que vous.  
 J'ai autant d'argent que vous.  
 J'ai moins d'argent que vous.

The demonstrative-pronoun is quite perplexing to most students. A summing up like the following often clears up matters.

	celui		ci
variable	celle	must be followed by <i>one</i> of these	là
	ceux		de
	celles		relative pronoun
invariable	*ce		

\*ce meaning "it" is an exception.

The various forms of the interrogative pronoun may be arranged as follows:

		Short form	Long form	Form meaning "which one?"
1. Subject	person	qui?	qui est-ce qui?	lequel?
	thing	....	qu'est-ce qui?	"
	idea	....	" " " "	.....
2. Object	person	qui?	qui est-ce que?	lequel
	thing	que?	qu'est-ce que?	"
	idea	"	" " " "	.....
3. Obj. of prep.	person	qui?	qui est-ce que?	lequel?
	thing	quoi?	quoi est-ce que?	"
	idea	"	" " " "	.....

Similarly the relative pronoun.

		When the antecedent is the last mentioned noun or pronoun	When the antecedent is not the last mentioned noun or pronoun
1. Subject	person	qui	lequel
	thing	"	"
	idea	"	.....
2. Object	person	que	lequel
	thing	"	"
	idea	"	.....
3. Obj. of prep.	person	qui, lequel, (dont)	lequel
	thing	... " , dont	"
	idea	quoi	

Because of their similarity to the English construction many grammars make no particular mention of conditional sentences. The change of mode and tense in the clauses, however, causes the student some trouble which only much practice will overcome. A glance at the following outline will tell him just which mode and tense to use.

1. Simple—Use the regular tense in French corresponding to the tense used in English, except that the English future in an “if” clause must be replaced by the French present.

2. Unreal or contrary to fact	{	present time	{	“if” clause—imperfect indicative
			}	main clause—present conditional
		past time	{	“if” clause — {pluperfect indicative or pluperfect subjunctive
			}	main clause— {perfect conditional or pluperfect subjunctive

Calling the attention of students to contrast or to similarity helps them to remember. Hence the usefulness of statements like the following:

In English all prepositions except “to” are followed by the form in *-ing*.  
 In French all prepositions except “en” are followed by the infinitive.  
 How much? or how many? = combien de?  
 How much! or how many! = que de!  
 How? = comment? How! = que!

Teachers with ingenuity will, no doubt, think of many more outlines and devices. These have been offered merely to give examples of what can be done and are by no means exhaustive.

*Kansas State Agricultural College*



## Notes and News

### THE LANGUAGE SITUATION IN PENNSYLVANIA COLLEGES

Foreign languages are taught in practically all of the nine hundred sixty-eight high schools in the state of Pennsylvania. But in a circular letter sent out from the State Department we read: "It is recommended that mathematics beyond the first year and all foreign languages be elective. This should not be interpreted to mean that these subjects should be elective in all the curriculums of a given school. The larger schools will be likely to include at least an academic curriculum, a commercial curriculum, a home economics curriculum, and a manual training curriculum. Each of these curriculums would include as requirements subjects belonging to its particular field." Further on, in speaking of the smaller schools, especially the second and third grade schools, which can afford only a single curriculum, it is stated: "Many of these schools will find it advantageous either to eliminate foreign language entirely, or to permit students who particularly desire to do so to carry it as a fifth subject." In the typical curriculums which this letter gives as suggestive types, no foreign language is included in the two general curriculums set forth, nor in the stenographic, general business, or first vocational curriculums. In the two typical academic curriculums, foreign language receives a place in each of the four years; in the mathematical curriculum, chemistry or foreign language is recommended for the third year, physics or foreign language for the fourth; and in the second vocational curriculum, foreign language or etymology is suggested for the first year, and foreign language or economic geography for the second year.

Answers received from fifteen of the more than thirty colleges and universities in Pennsylvania, recently addressed by a questionnaire, disclose the following facts:

All but one gave instruction last year in French, German, and Spanish, the exception being Allegheny College, where German was dropped during the war and, in spite of the recommendation of the Faculty, has not been restored to its place in the program of studies. In some institutions, as Juniata College, Huntingdon, there were but two or three students taking German, and in coeducational institutions these were exclusively men. At Muhlenberg College, Allentown, two years of German were required up to 1918-19. Now the German classes are small, but show an increase. French and Spanish are exceedingly popular

now at Muhlenberg both at college and in the extension courses. All work in these languages is given by the direct method. Muhlenberg requires Greek and Latin for its A.B. degree, but, as most of its men enter the theological seminary, the college thinks they need the practical work in French and Spanish. Bryn Mawr, Haverford, State, Temple, and Washington and Jefferson gave instruction last year also in Italian. State College taught Russian too, and the class in that language numbered fifteen, as many as were in the class in Italian, which is a junior elective.

At the majority of the institutions referred to above French was the leading modern foreign tongue and Spanish came second. Haverford College, however, reports a larger registration for German than for Spanish, the number pursuing this latter language being small, no greater than the number pursuing Italian. At Lehigh University, South Bethlehem, German held first place, about twice as many students taking German as French, which held third place. It is interesting to note in this connection that only about two per cent of the Lehigh students thronged into the Latin classes. At State College Spanish led by two to one nearly, but French came second and is improving its standing. At Thiel College, in Grenville, German was second in numbers, Spanish third; and at Washington and Jefferson, Washington, where about half the students take French and a third Latin, about a fifth take German, a fifth Italian, and a fifth Spanish. The Romance department at Allegheny was last year the largest department in the college, when measured in student-hours.

At least two years of foreign language study *in college* are required for the A.B. degree in all the academic institutions of Pennsylvania worthy of the name. Too often, however, students are allowed to divide this time between two different languages, neither one of which is sometimes a language offered for entrance. At Juniata College French is a required subject, and practically all the students take it, even those in home economics and the "pre-medic" department."

The decrease of interest in German does not seem to have been productive of greater numbers registered by college Latin departments, altho sometimes, as at Lehigh, a slight growth of interest in things Roman is detected in the entrance units presented by candidates for admission. It is French and more, perhaps, Spanish which has gained through the falling off of German. As one correspondent says: "Spanish America appears to be the engineer's promised land." Another, sighing for the coming of the day when Spanish will hold its place in our curricula for its cultural value, writes from a college where there is no engineering department: "Incidentally any encouragement of Spanish is entirely unnecessary as long as students come from the high school with the idea that a year of Spanish is the only thing required to

enable them to go to South America and become millionaires in a few months."

Ursinus College, at Collegeville, notices a drifting toward vocational courses by the large enrollment in its chemical-biological group. Allegheny and Swarthmore feel also a slight drift from language study towards vocational work. At State College, where the atmosphere is, naturally, rather vocational, all liberal subjects and of course the languages "get the fag end of time and spirit and suffer accordingly." But "State has a constantly increasing number of really linguistic students."

The modern language clubs seem some of them to have suffered thru the war. Most of the German clubs went into retirement in 1917 or 1918. Lehigh is the only institution reporting the existence of a *Deutscher Verein*. This has sometimes given plays for its own membership, but no public performances. At Swarthmore, where the registration in French and Spanish has been disproportionately large and the duties of the instructors in these languages disproportionately heavy, the *Cercle français* has led a suspended existence, but will be resuscitated in the fall. State College has a *Cercle français* and a *Centro Cervantes*, but "not any too active." They hope to take a new lease of life soon. State has "parlor plays" in foreign tongues. A year ago two Spanish plays were given there, and it is hoped to repeat the undertaking next year. This last year there were in French only dialogues before the class. Allegheny College reports a very active French club. Aside from the meetings, its members produce a French play each year and have at least one lecture in French, usually given by the official lecturer of the *Alliance française*. The latter organization has a small but enthusiastic chapter in Meadville, which works in fine harmony with *Le Petit Salon*, the college organization. Bryn Mawr supports French and Spanish clubs, and French lectures are occasionally given under the auspices of the formal organization. The annual play presented by *Le Cercle français*, the men's organization at the University of Pennsylvania, in conjunction with *Le Salon français*, the women's organization, has grown to be an important event in the life of Philadelphia. Temple University has a French circle also, and has always made a feature of its French plays. Ursinus has no French, German, or Spanish club, but its Modern Language Group, which holds monthly meetings, takes the place of such organizations. Frequently there are features of the program that are rendered in the original tongues. Washington and Jefferson College also has no French club, but the students there take part sometimes in the exercises of the town's *Alliance française*.

Four French Graduate Scholarships are offered annually at Bryn Mawr College to French women. Swarthmore has for the last two years maintained two French women Scholars, who

have, in addition to carrying on their own work, assisted in the French department. State College also had last year two French girls. This year it is looking for a girl for a Fellowship. It has strangely enough, in its Romance Faculty of fourteen or fifteen, no woman instructor. There will be next year a graduate from the University of Chile, Santiago, and one trained in graduate work at the University of Uruguay, with three years' educational experience in South America. State is planning to strengthen the South American side of its work, with reference to trade, commerce, and literature. It is developing practical business courses rapidly.

#### PERSONALS

Dr. Lander MacClintock, who has been for the last three years at Swarthmore College, goes to the University of Indiana as assistant professor in French. Miss Beatrice Jenkins, daughter of Professor T. A. Jenkins, of Chicago, and a graduate of Swarthmore, will teach French at Albright College, Myerstown. Professor J. M. D. Brown has taken the French and Spanish at Muhlenberg. Professor Brown studied at Grenoble and then traveled on foot thru France and Spain. At Ursinus, Professor Baden will devote himself exclusively to Spanish and Greek. Assistant Professor Fost will give all his time to the German department, and M. C. Edouard Roche, of the University of Vermont, has been elected professor of French.

ISABELLE BRONK

#### NOTES FROM OHIO

E. S. Ingraham, Professor of Romance Languages at Ohio State University, has resigned from the University to go into other work. His place will be filled by Professor Wm. S. Hendrix, Assistant Professor of Romance Languages at the University of Texas, who will have charge of the Spanish work at Ohio State University.

Miss Sara T. Barrows, Assistant Professor of German at Ohio State University, for the past year on leave of absence returns this fall. During the last year she gave courses on English Sounds for Foreigners in the Extension Division of the University of California.

Mr. H. P. Spring, Lecturer at Toronto University, has accepted the appointment as Assistant Professor of French at the College of Wooster. He fills the place left vacant by the resignation of Professor H. G. Behoteguy, who was for thirty years Professor of French at Wooster.

Miss Luella Kiekhofer, Professor of Romance Languages at Mt. Union College, who has been doing post-graduate work at Johns Hopkins for the past year and a half will resume her work at Mt. Union College this fall.

Ohio Wesleyan University reports a very large advance enrollment in French and Spanish both in the beginning and advanced classes.

Mr. Grimm, Professor of Latin, has been transferred to the French Department.

Italian will be offered this year for the first time.

Lake Erie College has an enthusiastic Cercle Victor Hugo which meets monthly. It numbers twenty-five members, all advanced students.

During last year one hundred students studied French, twenty Spanish, and two Italian.

The University of Toledo makes a specialty of lecture courses which are open to the general public. Professor Théophile Dambac will offer Gambetta, fondateur de la troisième République; Mirabeau et son rôle au commencement de la Révolution française; Jeanne d'Arc et ce qu'elle personnifie.

Courses in elementary Italian will be offered this fall.

Miss May Tweedie of Iowa Wesleyan College has accepted the position as Instructor at the University of Akron. She takes up her work this fall.

#### NOTES FROM WASHINGTON

Miss Sarah P. Sutton, of the department of French, Lincoln High School, Tacoma, spent the summer in England and France.

Professor P. J. Frein, head of the department of Romance Languages and Literatures in the University of Washington, Seattle, gave three courses in French at Stanford University, Palo Alto, California, during the summer quarter. The courses given by Professor Frein included Advanced Composition, the Modern French Drama, and the Short Story, all classes being conducted in French.

Professor G. W. Umphrey, of the department of Spanish in the University of Washington, Seattle, and one of the editors of *Hispania*, sailed on June 19th for Panama and South America. Professor Umphrey is a special emissary of the Institute of International Education, which was established a little over a

year ago, and is its first representative to South America. He will give a series of lectures, covering a period of six months, in the principal universities of Peru, Uruguay, Argentina, and Chile, with a view to creating a better understanding of the customs and ideals of the United States. The lectures will be given in Spanish, and will include the following subjects: "Pan-Americanism," "Americanism in Contemporary Literature," "University Life in the United States," "The Educational System in the United States," and "Walt Whitman, a Typically American Poet."

The Department of Romance Languages of Beloit College gave a performance of Labiche and Martin's *La Poudre aux Yeux* on May 28, 1920. With one exception, the students taking part were members of the classes in elementary French. The artistic success of the play was due largely to the training of the actors by Miss Mary Eleanor Fassaway, of the department. The proceeds were devoted to the maintenance of a French orphan.

Mlle Yvonne Tissier, who has spent two years at Beloit College as one of the two students assigned to the college by the French government, and has received her A.B. degree from that institution, will be assistant in French in Beloit College for the coming year.

Professor Irving Babbitt, of Harvard University, will be one of the speakers before the modern language section of the Wisconsin State Association at the meeting in November.

## Reviews

*THE CURRICULUM.* By FRANKLIN BOBBITT. Houghton Mifflin Co., Boston, 1918. VIII+295 pp. \$1.50.

As the reviewer is guilty of a sin of omission, he wishes to add a brief criticism of the above book to his 'Literature of Modern Language Methodology in America for 1918.' The fourth conclusion to this article, cf. *M. L. J.*, vol. IV, no. 2, p. 86, reads: "Strange to say, outsiders—which means non-Modern Language people—are represented by 25 men and women. This might be considered an auspicious omen, but it is in truth a dangerous indication as several of them are psychologists and educators who seem to question the validity of our subject and its present prominent place in the scholastic curricula. We must clearly enunciate our claims and prove them."

We have now to add as the twenty-sixth member of that category Mr. Bobbitt, who is Professor of Educational Administration in the University of Chicago. Cf. *M. L. J.*, II: i, p. 40.

'*The Curriculum*' contains a short Preface and six Parts as also an Index of three pages. Parts I to V need not be discussed here as they fall distinctly into the field of general education. The titles indicate fairly well the nature of their contents: Ends and processes; Training for occupational efficiency; Education for citizenship; Education for physical efficiency; Education for leisure occupations. Part VI, however, on Education for social intercommunication, pp. 247-289, is of direct concern to us. The first chapter on The Mother-Tongue, XIX, pp. 247-254, again interests most of all the teacher of English. Hence we shall confine our remarks to chapters XX and XXI, on the Training in Foreign Languages, pp. 255-281, and on Some Concluding Considerations, pp. 282-289.

Chapter XX has six subdivisions. We are told that foreign languages are scarcely needed for occupational efficiency. Bobbitt says that the foreign language method is highly expensive in time and money (p. 260), and considers the teaching of foreign languages justified for strictly professional purposes for perhaps one in a thousand. The author holds 'that men and women of all ranks and classes should read, but it is obvious that for effectiveness and economy the reading should be in the mother-tongue. Unless specifically situated, therefore, there seems to be no occupational reason for foreign languages for the millions of

workers below the professional ranks,' p. 261. We grant Mr. Bobbitt, with reservations, the correctness of the last statement, but we take decided issue with him on his thesis as to the value of foreign languages for strictly professional purposes. An inquiry among progressive physicians, surgeons, chemists, engineers, etc., would undoubtedly reveal the onesidedness of the author's judgment.

That foreign languages are not needed for civic activities is the second argument of the writer. He considers the mother-tongue sufficient, i. e., the reading of the history and of the literature of nations in good English translations. But are the foreign histories and their literatures easily accessible in good English translations?

We need not dwell upon the third item as to the need of foreign languages for family life. No one has seriously offered an argument of that sort as a reason for introducing a foreign language into the curriculum.

The next discussion of 'Foreign languages and leisure occupations', brings forth a number of interesting points. Mr. Bobbitt holds, of course, that foreign language instruction is superfluous for occupational or for civic efficiency, and that it is merely one form of recreational opportunity. He makes, however, one great concession when he says: "Literature in the foreign-language often brings a tingling of new and eager interests that is less evident when the same literature is received through the routine grooves of vernacular habit"; p. 267. Still this end, viz., real reading of foreign literatures cannot in any degree, he thinks, justify forcing the language upon the unwilling. Yet who is forcing the foreign language upon the student? A survey of the flexible programs for graduation from high school, or even from college, would reveal a lack of such coercion.

The positive side of Mr. Bobbitt's dangerous linguistic-methodological contribution now follows, pp. 267-268: Since the dominant purpose in learning a foreign language seems to be that it shall function as a leisure occupation, or engender recreational habits, our teaching should be of the play or interest-driven type. We must give the pupils a start in the vocabulary, pronunciation (a sad hysteron proteron), fundamental forms, etc., to lead them up to attractive reading. There is no longer justification for that perverse practice on the part of language teachers of pouncing upon the hard spots, the unfamiliar words, the difficult and irregular grammatical forms and relationships. But how in the world can we with intellectual honesty really teach pronunciation, vocabulary, and fundamental forms so as to make them void of any difficulty or irregularity? The very genius of any foreign language is forsooth totally different from that of English. What Mr. Bobbitt means and says more than once is that much of the expenditure of money and time in the teaching of foreign languages at present is a wanton waste.



Again he needlessly pleads for optional study of languages; that is the case now in practically all of our high schools. The author predicts, however, that a considerable number of our pupils will pursue foreign languages as a recreational opportunity and experience, provided the reading plan is followed and no vexation of spirit is caused. The foreign language best suited to such leisure reading in high schools would be French. To persons interested in collecting specimens of pseudo-scientific procedure, we heartily recommend Mr. Bobbitt's account of how he ascertained, scientifically and objectively ascertained, the respective values for the student of today of the various modern languages. He counted the titles of the translations from foreign languages in Everyman's Library, and ranked the literatures of the world accordingly, for, as he sagaciously observes, since this collection is a commercial enterprise, it offers a basis for very definite conclusions. You cannot deceive a business man with any fine talk about literary values! He knows the real values and you have but to count the titles in Everyman's Library and see that he knows! According to these statistics, from the viewpoint of literary output, Greek, Russian, Latin or German would follow. P. 271.

The fifth question as to whether Foreign languages are needed for proficiency in English is, as expected, answered by the author in the negative. Latin, French, and Anglo-Saxon may have a slight value for spelling and for vocabulary-building. The writer goes so far as to say that one can study the etymology of English without studying Latin, French, or Anglo-Saxon. If study means serious investigation—which is its connotation etymologically—then we consider that statement more than specious. Incidentally, p. 276, we learn that Mr. Bobbitt has 'studied' Latin, but no Greek. This weakness betrays itself at times, as also the lack of a general foreign language preparation. We challenge the extravagant dictum that people who have not studied Greek appreciate the etymology of such words as *psychology*, *theology*, *pantheon*, *biography*, *biology*, *bibliography*, *philosophy*, *phonograph*, etc., about as completely as do people with training in Greek. This is absolutely impossible, for to the person with no Greek these terms are etymologically meaningless, whereas to the initiated each word is a compound of most clearly understood component factors.

Again the reviewer disagrees when Professor Bobbitt asserts that etymology does not reveal subtle differences of meaning in *servant*, *serf*, and *servitor*; or between *service* and *servitude*.

The last topic on 'Foreign languages needed for humanistic experience' is another attack upon the value of training in the classical languages. By implication, modern languages fare a trifle better.

In the concluding chapter, foreign languages are not even mentioned though by inference they may belong to 'reading for vision.'

'*The Curriculum*,' no doubt, is a real contribution to general educational theory, see, e.g., pp. 5-7. Unfortunately, Part VI, with its special treatise on foreign languages, offers little of constructive value though it contains many stimulating suggestions. Once more we utter this time-honored warning: *videant professores ne quid detrimenti capiant usus atque ratio linguarum*.

CARL A. KRAUSE.

*New York*

*LEYENDAS HISTORICAS MEXICANAS POR HERIBERTO FRIAS*. Edited with Vocabulary, Notes and Exercises by JAMES BARDIN. The Macmillan Co., 1919.

The text of the present volume will be of interest to students of folk-lore and history and of value to all who find in legends a basis for the interpretation of racial and national character. In a narrower sense it should be of especial interest to those who wish to gain a better understanding of Mexican history, character and life.

The book has called for an extraordinary amount of annotation, and the work has been very thoroughly done. A very definite policy in regard to introduction, notes, and vocabulary was evidently formulated in advance, and has been consistently followed throughout.

The text is preceded by a general historical introduction of some six pages. Each selection is provided with its own special prefatory note. Matters of religion, customs, biography, etc. are handled in footnotes. Full information as to the pronunciation of Aztec terms, and explanations of difficulties in grammar, or of an occasional divergence from Spanish usage, are given in the elaborate set of "Grammatical Notes" covering some twenty-seven pages. Suitable exercises are given at the close of each selection. The vocabulary lists common idioms which do not demand special comment and appears to be complete. Irregular verb forms are not listed, as this book is not intended for beginners.

The grammatical notes form the most striking feature of the editorial work. Hardly a difficulty has been overlooked, and some of us would say that much has been unnecessarily included. Explanations are very full and really explain. Idioms are translated literally as well as put into real English. A pupil having a reasonable knowledge of grammatical forms should be able to work out a lesson from this book without having to thumb a grammar or carry an extra book home, an item of prime importance in these days of multiple and exacting student activities.

It may be here remarked that under the direct method as ordinarily followed, pupils frequently do not get a thorough

knowledge of forms and syntax. College professors and teachers of advanced classes in schools have constantly to struggle against this defect in the student's preliminary training. As a means of enabling the student to fill up the gaps in his knowledge of grammar, as quickly and comfortably as possible, these complete grammatical notes deserve the highest commendation.

Quite often a note is given in order to enable the student to follow the course of the story—to recall the thread of the argument. Such notes are seldom given in reading texts and are perhaps not generally necessary. Here they are called for by the at times disjointed rhapsodic style. Their inclusion shows an unusual degree of appreciation of a student's needs.

Ordinarily the reviewer prefers to widen the scope of the vocabulary so as to have only grammatical notes, and to place these at the foot of the page. The result of following such a plan with the present text would be to have on some pages about five lines of text and twenty-five of notes. There can be no question as to the wisdom of the plan followed by the editor.

The editor deserves our praise for giving us so interesting a specimen of Mexican literature. He tells all too little of the author, who—as even these brief selections show—is a literary artist of no mean ability. The book might well have been provided with a brief bibliography, for the benefit of those who like myself make no pretence of being experts in Mexican history, archaeology and religion.

It is a pleasure to pay tribute to the intelligent and conscientious care bestowed upon the preparation of this volume. So careful a piece of editorial work has seldom come to the attention of the reviewer.

JOEL HATHEWAY

*ARGENTINA: LEGEND AND HISTORY.* By GARIBALDI G. B. LAGUARDIA and CINCINATO G. B. LAGUARDIA. Benj. H. Sanborn & Co. 1920. LVIII+411 pp.

There is a certain virility and actuality about this book which offers a refreshing contrast to the many etiolated epicenes lately spawned on the trusting public by the so-called educational press.

Argentina, with its social, economic development, is a fascinating topic, but one hardly within the scope of this JOURNAL. Suffice it to say that that young and energetic country, mostly Spanish, with a large infusion of Italian blood, is developing on its own lines and is now and will be henceforth the most serious rival of the United States until Russia, if ever, gets on her own feet again. And—the more shame to us—it is a country about which the average North-American possesses the most abysmal ignorance.

This book, in the hands of mature students, say third year of high school, will do much to widen the mental horizon. One sees

a young and vigorous conglomeration of old-world peoples conquering the vast forces of nature, under strange physical conditions hampered by traditions from ancient Rome, yet imbued with the most modern ideas of liberty and fraternity tempered with sane conceptions of equality.

The vigorous and picturesque nature of the gaucho is brilliantly set forth. Legends, short stories and sketches portray the intimate life of the people. Ibáñez gives the impressions of a traveller approaching for the first time the largest Latin city of the world, after a long sea voyage. Gutiérrez depicts the scenes and incidents of the overland journey from Valparaiso to Buenos Aires.

The history is well done, and the political science is the best of all. One sees the early struggle for independence, the frequent lapses into anarchy, the final incorporation into a genuine republic, like and yet unlike our own in many respects.

There are two articles in this little book that deserve to become classics. Ernesto Nelson, discussing "El Congreso de Tucumán," in clear and lucid language, displays a profundity and honesty of thought that is as rare as it is impressive. Bartolomé Mitre in "La Abdicación de San Martín" writes with the practiced hand of an editorial expert, with a clearness of vision and an impartiality that does justice to one of the noblest and saddest episodes of all history. It is but another pathetic instance of the ingratitude of a democracy and the recognition, all too late, that they had been entertaining an angel unawares. San Martín, the Washington of South America, died in poverty and exile—probably one of the most remarkable instances in history of pure, unselfish patriotism. The book closes with the text of the so-called Drago Doctrine, the protest of the Argentine government against forcing Venezuela, then under the heel of Castro, to pay her public debts to foreign powers. It is an adroit case of special pleading, but one cannot help asking what would have been the attitude of Argentina if she had been the creditor herself.

The book is well illustrated, the maps are appropriate, the notes illuminating and not too pedagogic, the vocabulary, so far as tested, complete. Eccentricities of accent and spelling are less common than is the general rule in first editions. The publishers are to be congratulated on producing one of the most satisfying and appropriate books of the season for young Americans.

E. L. C. MORSE

*SCÈNES ET RÉCITS DE LA GRANDE GUERRE.* RÉGIS  
MICHAUD. D. C. Heath & Co., 1920.

In this little book Professor Michaud has made an interesting addition to the war-text-book literature which is a natural outgrowth of the long struggle. In form it differs from most of the

other books of the type, as it is neither a diary nor a succession of descriptive chapters, but a series of letters exchanged chiefly between a young French officer, formerly a Harvard student, and his American chum. The epistolary form has the advantage of breaking up the narrative into short, lively, anecdotal chapters, and of giving continuity and sustained interest. As a historical document it is not without value, as it contains in full the text of some of the speeches and orders of French generals; and, since it covers the whole period 1914-18, it serves to show the gradual change of sentiment in the United States and its participation in the war. The book ends with the advance of the A.E.F. and the victory of Chateau Thierry.

There follows a group of questions on each of the thirty-four chapters. These are short, and are probably as interesting as such set questions can be. The notes are full and helpful, and the vocabulary well made. It seems to me a distinct advantage to put before every noun its complete article, *le* or *la*, and in the case of a vowel or "h" mute, the indefinite article, instead of merely putting "m" or "f" after the noun. This method solves the mute and aspirate "h" problem neatly.

I see no reason why Professor Michaud's book should not find a warm welcome among the young people of this generation and their teachers.

ELSIE SCHOBINGER

*The Harvard School,  
Chicago*

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#### A LETTER BOX: SHALL WE HAVE ONE?

The suggestion has come from several quarters that the JOURNAL should have a department in which our readers may express their views, more or less informally, on the various topics brought to their attention by articles in the JOURNAL, by other publications, or by their own cogitation and experiences. The editors would heartily welcome any such communications and would gladly give them space, as a whole or in part, reserving only the most necessary editorial privileges. We should, for example, be very glad to learn what some of our readers think of the article by the late Calvin Thomas in the October issue, which undoubtedly opened up a considerable field for discussion; to publish comments on the Spanish syllabus printed in this number; to learn, informally, what our readers think about various professional matters on which they might be glad to express themselves in a few paragraphs whereas they would be too modest to propose putting their views into an article.

We wish to assure our readers that the suggestion of such a department meets with the approval of the editors, who expect to receive many interesting communications. If you have read a book or heard a lecture or made a voyage of professional interest, or devised a useful procedure, or discovered the real explanation for the objectionable features in entrance examinations, or found out how to set and mark examination papers so as to conform to some sort of system, "tell the world" through a letter to the JOURNAL, and remember that copy must be on the editor's desk before the first of the month preceding that of publication.

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Owing to the totally unexpected number of new subscribers (205), we regret that we shall be unable to supply back numbers of the issue of October, 1920.

E. L. C. MORSE, *Business Manager.*

# The Modern Language Journal

VOLUME V

DECEMBER, 1920

No. 3

## ATTAINABLE AIMS IN MODERN LANGUAGE TEACHING IN THE PREPARATORY SCHOOLS

By *FREDERICK S. HEMRY*

(Read before the New York State M. L. A.)

**E**IGHT years ago it was my privilege to present to the Association of Preparatory Schools and Colleges (please note the order in which I put them) my views on the aims that modern language instruction in schools and, to a certain extent, in colleges should have. Since that time I have served on the Modern Language Section of the Commission of the National Educational Association on the Reorganization of Secondary Education, and have had two years each of service as examiner and reader for the College Entrance Examination Board. A dozen years of experience in teaching in preparatory schools constitute an additional factor in the personal equation that you have a right to know as the basis of my views.

Eight years ago Professor Armstrong, then of Johns Hopkins, expressed the hope in his address to the Association that the time devoted to the modern languages might soon be increased. And in its report to the N. E. A. the Modern Language section of the commission already referred to urged the establishment of a six year course. But I have been informed that the reviewing committee, which sits in judgment on the recommendations of the various sections, has limited its approval to two years of a modern language. The public high school will surely not be a less potent factor in the future than in the past in the setting of entrance requirements.

I do not believe, then, that in the country as a whole there will be any increased emphasis placed upon the teaching of languages in the schools. We are face to face today with a world in which the problems of the creation and distribution of wealth, the production of goods, are uppermost in the minds of men. The schools will be

called upon to furnish stenographers and electricians, draftsmen and designers, budding chemists and engineers, and in the training of these teachers of modern languages can have but small part, even though we may occasionally help a girl of nimble tongue and fingers to a stenographer's place in an importing house or start a boy on his way to South America as a Yankee drummer.

We shall, then, have to continue working in the schools practically under existing conditions as to the sum total of time allotted to our subjects, two or three years each of four or five periods per week. These schools of which I speak fall into two categories:

1) The public high schools, an extremely inconstant quantity, varying from the large well manned or "womaned" urban school, where, however, preparation for college entrance examinations is a by-product, to the schools in towns of five or ten or twenty thousand, which may, to be sure, be well staffed, but find it difficult to maintain proper standards because of a lack of understanding on the part of school officers or because of social pressure. It is, however, from these latter schools that the majority of our boys and girls must find their way to college.

2) The private preparatory school, likewise a variable quantity, an older institution than the public high school and owing its continued existence, first, to a certain class aloofness of the well-to-do and, secondly, to the belief that the public high schools, established as they are for a different purpose, are not always able to give the thorough training necessary to enable a particular boy to enter the particular college for which he is bound. It has become, therefore, a common practice of well-to-do parents in the middle and central states to send their sons to the local high school for one, two, or three years and then to a fitting school, if indeed they do not send him directly from the grades.

The natural outgrowth of this is, that, along with many brilliant and ambitious boys, there descend upon us, to be fitted for college, many youngsters whose high school career has been unsuccessful by reason of their own lack of interest and talent or who, with a moderate share of both, have been lulled by inflated grades into blissful unconsciousness of their real attainments.

In determining the kind of instruction to be given, there are three things to consider: 1. Who is to give it? 2. Who is to receive it? 3. What use is he to make of it? Let us consider here the



recipient, for of instruction, if not of advice, it may be said that it is more blessed to receive than to give. What are his tastes and what sort of relations has he established with such a subject?

Frankly, he is not interested in the literature of France or Germany or Spain, as he is quite uninterested in English literature, nor especially in the language as an art. To be sure, it does stir his curiosity a bit to hear some boy from South America, denominated a "guinea" or a "wop," speak glibly a language of which he understands not a sound, and if he could purchase the ability to do likewise, he would cheerfully wire Father for extra funds. Moreover, Father, who is a manufacturer of plows in Illinois or of collars in Troy, is extending his business to South America, and it would be a pleasant adventure to take personal charge of that end of things a little later on.

No, he has never had any Latin. He tried it three years ago and repeated the experiment the second year, but that stuff sure did get his goat, and he dropped it. What is a verb? A verb is—he can't quite define it, but he is sure that in the sentence "It is John," *is* is the verb and John its object, and as for a progressive or emphatic verb, you are quite at liberty to search his person. Or perhaps, like one attractive boy that I know, he has had four years of high school Latin, including Virgil, two years of German, and one of Spanish, and must slowly be helped to an understanding of verb, subject, direct object, indirect object, genitive case. And if you undertake to probe more deeply into the question of what he did last year or the year before, you will probably learn that "it was a brown book" or a green one or a red one.

Yes, he is going to college. His teacher in Texas or Wyoming or in Indiana has assured him that with the start he has been given, he should easily make Princeton or Yale Sheffield or Cornell or the Wharton School or Massachusetts Institute in two years at the outside. Or perhaps, indeed, he has, or has been assured, credit at Pennsylvania or Cornell or Swarthmore.

And when he emerges from college halls, he will be an electrical engineer or a mechanical engineer or an administrative engineer or an engineering administrator, ready to take upon his young shoulders the responsibility for making Portuguese plows for Brazil, Spanish ones for Mexico, or collars and cuffs for these Unionized States.

Of such, with variations as countless as the shadings of the autumn leaves, is the kingdom of the modern language master in a preparatory school. But here is the boy in your second or third year French or German or Spanish class along with the brands you and your colleagues plucked from last year's burning. And in your first year class is his younger brother, as yet virgin soil for your sowing. What are you going to do with them?

This is no time for hitching wagons to stars, that is, if you wish to continue teaching modern languages in preparatory schools. For the private preparatory school, whether conducted as a gainful enterprise or as an endowed semi-public institution, shares with no other institution of our whole educational cosmos or chaos, as you will, the distinction of being checked up by an outside agency, nowadays the College Entrance Examination Board. You are confronting the irreducible minimum.

To steer your boys safely past these examinations—let us be perfectly frank about it—must therefore largely constitute the primary aim of your instruction. And since the proportion of successful candidates to the unsuccessful in these standardized tests, the country over, is only a little better than "fifty fifty," you probably heave a sigh of relief and pat yourself on the back, when you find that your candidates, even the football heroes, have piled up for you a score of seventy-five or eighty or perhaps even a century.

In order to attain this goal or aim, which you have proposed to yourself out of purely pragmatic considerations, you must do some real teaching, even if it be in no small measure what one of the most successful men I know calls "stuffing and cramming and pounding," the same sort of intensive, concentrated drilling on essentials that, in 1917, transformed clerks, lawyers and even schoolmasters into lieutenants and captains and even majors. What shall you teach?

First of all you will teach pronunciation, but you will not have time for a purely phonetic method, nor indeed a great deal of time for just pronunciation at all. It is in French that the task is hardest and you will never be able to relax in your vigilance. Vowels, consonants, syllable division, word and sentence stress, taught largely by imitation, using phonetic symbols as a means of visualizing sounds, will lead presently to dictation. In the third

year reading aloud and questioning in French on a portion of the text read or a composition lesson prepared will probably be the means employed. Exceptional students will have acquired a fairly good pronunciation, but many will still have far to go both in the clearness of the vowels and in the general swing of the phrase. In many cases their reading of English could not serve as a model for a foreigner. German or, I presume, Spanish will show better returns for the same effort.

Meanwhile you will teach formal grammar and translation. You have learned from experience about what is expected of your pupils, and you set about teaching, if your subject is French, adjectives, pronouns, the partitive, and the regular verbs the first year. You have to teach fundamental grammatical notions. Your pupils must forget—but they are very Bourbons for remembering it—what they have been taught about English *my* and *your*, learn the real possessive pronouns, the difference between *who* and *whom*, for few of them have any use for the latter form, between relative *whom* and interrogative *whom*, though it is a veritable achievement to get quickness and accuracy in these things in the modern school-boy, who has rarely learned to parse. And direct and indirect objects mean but little even to the boy who has some Latin, nothing at all to the one who has had none.

If the first year is devoted largely to pronunciation and grammar, the second is consecrated to grammar and translation. The grammar of the first year must be reviewed, for your second year class is composed of the survivors of the first year and as many newcomers. Then you make a frontal attack upon irregular verbs, the subjunctive, the infinitive, and special constructions. Every step of the way must be carefully explained, for your youngsters have no idea of mood, they can't distinguish an infinitive from a participle, and as for seeing any difference between the uses of the infinitive in the two sentences, *This exercise is difficult to write* and *It is difficult to write this exercise*, the boy throws up his hands in despair at the intricacies of the French language. But you pile example upon example till at last he remembers, four times out of five, to use his infinitive or subjunctive correctly. Much of this, to be sure, is preparation for the third year's work, for in recent years the examination of the Board in French A have done little more than touch on the subjunctive.

With this study of structure goes reading, that is, translation, again a study in the comparative structure of French and English. You perhaps raise your brows at the suggestion of so antediluvian a practice. I take it, however, that we are agreed that in school and college we expect to teach French largely through literature, the artistic expression by means of language of the worth-while thoughts and feelings of a people. What better means have we in the time at our disposal to effect comprehension and assimilation of these ideas than the persevering attempt to exchange the symbols we know best for those strange ones, which we shall probably never know in all their fullness of denotation and connotation?

This is not the time to engage in any labored defence of translation. For us who are preparing boys to translate from French or Spanish at sight, the question is not a debatable one. For there is no other way to learn how to translate than by translating, doing it well, with constant attention to differences of idiom, to differences of meaning, for example, between such English words as sensible, indifferent, conscience, pupil, tutor, and their French congeners; to the particles, the *va! tiens! allez! allons!* of French dialogue, or the *schon, doch, denn, auch,* of German, which, like the *μέν, δέ, καιροι* of Greek, are so important for the proper understanding of your text, teaching your boys that every word has a fundamental meaning and may have a host of figurative ones derived from that. Such things as these, well taught, may make your modern language class the same broadening educative force that the study of Greek was to former generations.

How much reading and of what kind? The first year you will probably not read over seventy-five pages of an easy French text, working it over carefully to fix forms; the second you will read perhaps two hundred pages, all the time keeping up work in pronunciation and grammar, including much writing of phrases and sentences. As the modern schoolboy rarely of his own accord reviews any portion of a subject already passed over, we find our hands quite full.

I doubt very seriously whether, with proper attention to pronunciation and grammar, careful translation, and any attempt at oral practice at all, preparatory school boys in their first and second high school years can compass the "250 to 400 pages of easy modern prose in the form of stories, plays, or historical or

biographical sketches" of which the syllabus speaks so lightly. Nor do I believe that the pupil can be expected "to read at sight easy French prose," unless that be qualified by the words "carefully selected as to its vocabulary."

In the third year the work in grammar consists in the development of the syntax of the subjunctive and the infinitive, the writing of paraphrases and summaries, with an occasional excursion out on the slippery field of free composition in the form of a letter or a brief description or narrative.

In connection with the reading of the third year we want to teach our boys something of the geography, the history and the political organization of France: the department with its subdivisions, the rivers and cities, the centralized political organization; some of the great figures and movements of her history: Charlemagne, Louis XI, Louis XIII, the Revolution, Napoleon, the Second Empire; before they leave us, they should have some idea of the significance of such names as Corneille, Molière, Racine, La Fontaine. We want to try to teach something of the foreign way of thinking, do something to create that understanding of foreign countries that young Americans so much need.

Here again the syllabus expects, I think, the generally unattainable in the Intermediate requirement that the pupil should be able to read at sight "ordinary French prose." If "ordinary French prose" means, for example, any French novel, it is asking too much, especially when we consider that it is based upon the reading of from 400 to 600 pages. At Tome, where our third year of French is the pupil's junior year, we aim to read 400 pages, sometimes falling slightly below. That amount is probably not greatly exceeded by most other schools.

In all that I have said, I have used French as the example, because of the fact that in the territory represented by this association, German, with which I am more familiar, is practically an extinct language. In such intellectually benighted regions as New England, where German is still taught, in the preparatory schools at least, there comes criticism of the Intermediate requirement in German, particularly on the side of composition. As to Spanish, schools are still feeling their way. It will be years before, the country over, there will be built up as efficient organi-

zations for teaching French and Spanish as existed in many schools for the teaching of German.

For a decade now we have been talking a great deal about method, but I wonder whether the improved methods have materially raised the level of student accomplishment. Certainly the statistics of the Board do not show any steady progress in the last five years, and it is quite possible that the gain of this year may be wiped out in next year's report.

For twenty years we have been working on the standards set up by the Committee of Twelve. Is it not time to modify these standards in the light of this experience? Would it not be advisable to establish a standard of accomplishment for the entire combined school and college course in modern languages? Are we not beginning to realize that mastering a foreign language is a task of some difficulty, that perhaps talent of a marked degree is rarer than we thought? Could we not say then that every graduate of a reputable college should give proof at the close of his junior year that he is able to read any modern piece of pure literature in *one* foreign language, to write personal letters in the language, and to comprehend thoroughly a lecture in that language on a literary, historical or economic theme?

Then in the schools let us require that one foreign language be pursued throughout the course, that one which the student will continue in college, and that no other one be taken up in school except in those cases where the pupil is looking forward to specializing in modern languages. This would give even in the school a degree of mastery that might make the language a permanent possession of the pupil who does not go on to college, and would give the college graduate what we are all anxious that he should have.

To the realization of such aims the good preparatory school is making and will make a substantial contribution, helping also to form in its pupils those habits of industry, concentration and accuracy that are even more important to most boys than learning a modern language.

*Tome Institute,  
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## THE STUDY OF GRAMMAR IN SECOND-YEAR SPANISH

By HAYWARD KENISTON

THE study of Spanish in our secondary-schools has passed through the initial stage of a subject of transitory interest; it has been accepted as a regular modern language in the curriculum, on a par with the other modern languages. It is the business of teachers of Spanish to give to it the qualities of systematic discipline which were once counted as the chief virtues of the study of Latin and Greek and which have been made in so large a measure a part of the training in French and German.

The study of grammar, the development of a sound teaching technique in the presentation of grammatical material is unquestionably the phase of modern language teaching which can most easily be developed to a high point of excellence by the average teacher, for it does not require any special gift of tongues nor a residence in foreign lands; its chief requirements are intelligence and accuracy. And for that matter, it is also the phase of modern language teaching which is most likely to prove of permanent value to the student. For the great majority of our students of modern languages will never have occasion to use these languages either for vocational or cultural purposes. We shall have made slight contribution to the real development of our students if our modern language instruction has not helped them to think clearly and logically.

It will be objected perhaps that these are qualities which can far better be taught in other subjects, such as mathematics. Undoubtedly this is the chief virtue of the study of mathematics. But for that matter, it is the fundamental purpose of all education. Lip-training, ear-training, hand-training are all important elements in education, but in the end they are secondary to the prime business of mind-training. Salamanders and chameleons can be taught by experience to act in a given fashion; they cannot be taught to think. As teachers of Spanish we must contribute our part to that training in thought which, through divers means,

forms the fundamental unity of the education of our boys and girls.

The natural tendency in the study of modern languages is unfortunately to consider that the first cursory survey of the grammar is sufficient for the needs of the student and to pass directly to the easier processes of *translation*. The average student, and not infrequently the teacher as well, on the conclusion of the "First Book" heaves a sigh of relief and thinks, "Well, that's over!" And it must be admitted that our present text-books in Spanish encourage that feeling. Not because they are poor or unsound or dull, but because they for the most part offer no material for the further study of grammar.

That is the first condition in the study in Spanish to be remedied. We have already a number of excellent books for the beginner in Spanish. But these books make no pretense of presenting either a complete or a systematic survey of Spanish grammar. Some of them do not even contain the subjunctive at all! To supplement these "First Books" in Spanish, we must have "Second Books" and "Third Books" which will review the principles already presented and extend the knowledge of syntax. We must make strict grammatical training an essential part, not only of the first year, but of three years of work in our secondary schools.

Until such books are available, what can the teacher of Spanish do to fill the need? A number of the Spanish grammars now available contain sufficient material for two years of high-school work. They are of two types: (1) those presenting the material in a single group, including as they progress a large amount of secondary and exceptional information; (2) those presenting the material in two groups, the first containing only the essentials and fundamentals, the second providing for a more systematic review of the whole field. Of the two types, the second is greatly to be preferred. In the first place it enables the student to concentrate his attention upon the regular, normal usages, freeing him from the distraction of infinite exceptions. In the second place it permits a rapidity of progress in simple expression and in reading which encourages both class and teacher by giving them the conscious satisfaction of achievement. Finally it provides even those who study the language but a single year with a unified survey of the whole field.



The chief objections to the grammars of this latter type now in use are that the second part of the work is either too brief or too extended for the best results and that the materials of this second part seem rather a new work than an enlargement of the first part.

For the teacher who has used one of the incomplete "First Books" in the first year of Spanish, there seems to be no other recourse in the second year than the adoption of one of the fuller grammars. In this case the type of the "First Book" must determine the choice of the grammar. If the "First Book" be one which does not attempt to make even a cursory survey of the whole field, then the grammar which follows it must be one of the first type, which takes up the material relatively *in extenso* as it progresses and the teacher may begin at that point which begins the material not included in the "First Book." If the "First Book" be one which gives a hasty survey of the whole field, then the grammar may well be of the second type, offering a systematic review. In either case the situation is unfortunate, for the vocabulary of the new book is certain to be different from that of the first-year book and the full benefits of repetition and drill on the same material are lost.

It must be observed that a number of the elementary composition books contain a "grammar review" and that there is a certain temptation for the teacher to accept this as a substitute for the formal continuation of grammar study. The inadequacy of this method is clear to all those who have attempted it. For a "grammar review" can plainly be attained only through the instrumentality of a grammar. This means that the teacher must provide the class with a new and unfamiliar book, for the review of a "First Book" would obviously not extend the knowledge of the class.

Here arises the first difficulty. What shall the reference grammar be? There can be no doubt of the excellence of Ramsey's *Text-book of Modern Spanish*; it is as sound and as thorough as that excellent work on which it is based: the Bello-Cuervo *Gramática castellana*. But it is in no sense a practical grammar to place in the hands of a second-year high-school student. Teachers who have tried to use it even in advanced college classes know from experience that the student derives little profit from reading its complex distinctions; the mere statement of a grammar rule, without some actual practice in the exemplification of the rule in

living sentences which he himself must use, makes little impression upon him. It is not dabbling here and there that teaches a child to think but systematic study of a definite whole and that whole must be limited to his capacity for absorption.

And there is an even greater practical difficulty: classes do not take seriously references to grammars; perhaps the notes in texts of Cæsar and Virgil are responsible for their skepticism. In fact, it is to be questioned whether the benefit which they derive from such reference can be compared with that obtained from the study and imitation of the actual expressions found in the Spanish text of the composition book. In general it is safe to say that the use of a composition book would better be deferred to the third year of work, when the "grammar review" is really a review of material already studied.

There remains one other phase of grammar work in the second year: that is the use of the reader or text to illustrate the grammatical points already studied. A student acquires a greatly enhanced respect for the rule that the preterite perfect is used instead of the pluperfect in temporal clauses, when he finds that it is actually used by people who write Spanish and is not a mere devilish device for tormenting him.

The teacher must bear in mind that this phase of the work is merely a supplement to formal work in grammar and not a substitute for it. The points which arise are unrelated and offer no consistent development. It is difficult to secure proper preparation by the class or to review them the following hour. And there is the added danger that too much time may be devoted to this part of the reading and that the student's attention, absorbed in routine parsing of the text, will be turned away from the content of the passage.

The chief point is that our students must be encouraged to think that grammar is, after all, not a theory of expression but an interpretation of expression. And this means that the teacher must be eternally vigilant in emphasizing in the reading of the class those sentences which illustrate the grammar he is studying. This emphasis will naturally best be achieved by leading the student to make the observation. We must not be content with the

questions "What?" and "How?"; the question most often on our lips should be "Why?". But that is only repeating the thought with which this paper began: that our chief function is to teach our students to think.

*Cornell University*

## THE USE OF PHONETIC SYMBOLS IN TEACHING FRENCH PRONUNCIATION

By ANNA WOODS BALLARD

(Read before the New Jersey and New York State Associations of Modern Languages at their annual meetings and before the Modern Language Teachers of New York City.)

**I**T SEEMS to me impossible to over estimate the importance of the first year's work in a foreign language. Is it not well worth the best efforts of a faithful, skilful and interested teacher? Does it not require more careful planning of the lesson and more effort in the class room than the work of any other year? I think so—if it is to be completely successful; if it is to lay the foundation in pronunciation, in oral work, in grammar and in translation for all the work to follow.

I mention pronunciation first, because it is of such vital importance in French. It is the chief stumbling block to the swift acquisition of the language on which so many hearts are bent; it is a very real difficulty in French and an indispensable first step in the understanding and speaking of the language. Times have changed. We have ceased to ask if it is worth while to try to give a good pronunciation; we have ceased, have we not, to discuss the value of oral work? We know we must do what we can to satisfy in some measure the insistent demand for a comprehension of the spoken word. The desire for it always existed. I wonder sometimes what men are thinking now of the French teacher who never had time for pronunciation and never tried to do much with it!

To give all the members of a class a good pronunciation by any method means patient, constant and trying work for the teacher and faithful, obedient and hard work for most pupils. Without such work on both sides success is impossible. There is only one method that I believe to be successful for practically the whole class and that is the method that uses the much maligned, much misunderstood phonetic symbols.

So much is said in general about phonetics and so little practical and definite information is given, so little definite and successful experience is contributed. Yet the method is very definite, very simple, very sure. I have used phonetic symbols with classes more or less for eight years with ever increasing faith in their efficiency and appreciation of their help. Therefore I shall try to be very practical and beg forgiveness for trying to tell you just what I do in my own classes.

When I speak of the phonetic alphabet, I mean that of the International Phonetic Association, used for 400 languages. Its symbols have long been under discussion but it is only from the scholar's standpoint that much fault can be found with them. To the pupils they are completely satisfactory. The only one they confuse is [j] and I fancy that is because they meet the word *je* so early in their work.

When I meet my beginners, I tell them they are to learn to pronounce the sounds of French. I show them side by side a page written in symbols and the same page in the regular spelling. Their interest is aroused at once, the interest of every pupil. The symbols look queer to them, of course; but if they have never seen a sheet of music, the notes would look queer too. The story written in symbols will teach them how to pronounce the story written in words just as surely as the notes of a song teach the tune to which the words are sung.

At the very first lesson I teach the class to say correctly *lit*, *nez*, *met*, *table*. The words are written on the board and beside them the symbols for the sounds they illustrate [i] [e] [e] [a]. We practice words and sounds. These are key-words and they learn to connect each sound with the corresponding word, each word with the corresponding sound. I use key-words because a word is so much more easily remembered than a sound. I point to the sounds and tell them they are not letters, but symbols, [i] represents what you hear when I say [i]—[e] is what you hear when I say [e]. We read English words such as he; we; see; say; may; day; lay; owe; foe; toe; go; and I say them as if they were French. They learn that the last short sound must not be heard in French.

At the same lesson the nasal sounds of *bon* and *main* and the sound [y] can be taught without confusion. The other sounds are

taught in successive lessons. Every day all the sounds they have learned are practiced aloud in and out of class. The lists containing them (each sound has one) are read word by word, by the teacher first and then by the class in concert. The sounds they have learned are often dictated. Individual difficulties give a chance for class practice. Pupils are asked to put any questions on the desk before class. They usually ask: "Please do the list of words for [y] or for [e]," or for some difficult sound.

In all this work my object, never for a moment lost sight of, is to prepare them rapidly to read from the phonetic text. After six or seven lessons of fifteen minutes each, they know all the sounds and can begin their phonetic text. From the very first lesson, the work is divided into three parts—sound-work including the quoting of a poem, oral work, and grammar. We do not spend more than fifteen minutes on sound work. In the oral work, they are learning the very expressions they are to meet in their phonetic text; so that, to their joy, when they begin to read it, sentence by sentence, they understand it as they hear it. In grammar they are learning the present indicative of the very verbs they use. For rapid progress, a phonetic text in the hands of every pupil is absolutely essential. I have tried to do without it. It is wasting time, a great deal of precious time to put phonetic transcription on the board and have pupils copy it, and they *must* have it to practice from aloud every day out of class and to read from in class. The phonetic text is practiced at first in class to give the pupils courage and to show them how to work. Sound by sound, group by group, sentence by sentence, first the teacher, then the class in concert. They practice aloud at home frequently, ten minutes at a time. When they have read seven or eight pages of the phonetic transcript correctly, they compare it at home a page or two at a time with the French text, they learn to pronounce the latter and read it for me in class. Their success is remarkable. Their pride and pleasure in it is beautiful to see. I do not forget to praise them. I know how hard they have tried. Do we not sometimes forget that praise is one of the most important of the teacher's functions?

When they write their verbs on the board, they grow accustomed to putting the symbols over the difficult places so as to indicate the pronunciation. When they read their poems aloud,

they tell me how many nasal sounds they hear, in what line such and such a sound occurs, etc. Very soon written exercises can be given, based of course on the work done. What is the last sound in *venons*? The first in *je*, the last in *bon*? Mimeographed sheets of such questions are ready in abundance and each pupil has one to fill out for his note book. They do sheet after sheet of such work. In Intermediate French those who have had phonetic training coupled with practice in the use of symbols invariably pronounce better than anyone else. Even those who did not shine in the beginning class have a fair pronunciation.

The difficulty of teaching pronunciation with the aid of phonetic symbols has been greatly exaggerated. No wonder teachers are afraid of it. The method is simple, the results are sure. Results are not always a fair measure of the value of work—but they are a necessary measure of the value of the teaching in our high schools. Work done by a faithful worker and a good method is bound to have good results. Faithfulness and method—that is the indispensable combination. And faithfulness, long-continued, implies hope.

I have always found pupils anxious to learn to pronounce French well. During these years that eagerness has spread far beyond our school rooms. If pupils are to speak, and they all desire to speak, they *must* know how to pronounce. It is not particularly useful for one American to understand the French of another, each making the same mistakes. Unless a Frenchman understands, it is hardly of value, is it? Difficult French sounds must be learned without comparison with English sounds, for the *hard* French sounds have no English equivalent.

Is it too much to give the first ten minutes of every lesson in the first year to pronunciation with the hope of having every pupil pronounce at least decently? Let no teacher be afraid to try using the phonetic alphabet. If she pronounces well, she can learn in a few hours to fit her correct pronunciation to the symbols and to teach them to her pupils. If she has faults, reading from the phonetic text will call her attention to them insistently and constant practice will cure them.

It is evident that I am *very* enthusiastic about the use of phonetic symbols. This enthusiasm spreads to every class at the first lesson, to every pupil. It continues and increases through-

out the course. The more phonetic work they do, the more they love it, the harder they work, and the better they pronounce. What is the greatest incentive for good work on the pupil's part? I have no hesitation in saying that the immediate incentive is the old-fashioned one of pleasing the teacher. That is the one that works. The diligence with which they practice out of class, the effort the better pupils make to excel, the persevering and hopeful struggle of the poorer ones is given life and fire by the desire of the teacher, by his great expectations, by his never failing hopefulness, above all by his complete knowledge of the improvement of individuals.

Every teacher of French has the opportunity of presenting a subject that should attract the love and the eager interest of pupils. Why should we ever fail to win them?

Throughout our lives is not all our best work done for love of it or to please somebody? Has it not at its best a very personal side? We forget the great power we have as teachers. We forget, do we not, the teachers whose understanding approval was the greatest incentive for our hardest work. We have forgotten that "happiness is a great love and much serving." That love and that service are ours for the time being if we deserve them. That happiness is ours to give to our pupils if we care to bestow it.

*Teachers College,  
Columbia University*



## NEWSPAPERS AND PERIODICALS IN FRANCE: HINTS TO SUBSCRIBERS

By ALBERT SCHINZ

The writer not infrequently receives letters asking for advice as to what French books to buy, or what French periodicals or papers to subscribe to. He has reasons to believe that others than occasional correspondents might welcome information on the subject.

Since 1908 he has given regularly in the *New International Year-Book* (Dodd, Mead and Co.) a list of the outstanding books published in France during the preceding twelve months (Novel, Theater, Poetry, Literary Criticism and History of Literature)—and he will continue to do so.

He has also endeavored to render the same service for the books on the Great War in the three Appendices of his volume *French Literature of the Great War* (D. Appleton & Co., 1920).

The present pages are intended as a little guide for libraries and individuals wishing to select French periodicals or newspapers. Only the most important will be mentioned, and each will be described in a very few words. Still it is hoped that the hints will prove helpful.<sup>1</sup>

### DAILY PAPERS

*Le Temps*—generally considered as the organ of the French government. Well informed. Intelligently conservative and steady. Excellent articles on all that pertains to higher culture in France. *Le Temps* is read by the public corresponding about to the public which reads the N. Y. Times in this country.

*Le Petit Temps*—weekly edition gleaned the important articles of the daily during the past week.

*Journal des Débats*—no connection with the government; and, while it has the same features as the *Temps*, is a little more independent in its ideas. Perhaps more representative of all France. One might perhaps suggest a parallel with the N. Y. Tribune.

<sup>1</sup>*La Revue Politique et Littéraire (Revue Bleue)* in Paris published in its issue of Sept. 18 an article giving the same kind of information to French libraries and individuals who are contemplating subscriptions to American papers and periodicals.

*Débats Hebdomadaires*—weekly edition of leading articles.

*Le Figaro*—representing the right wing of French political life; stands always for national traditionalism. (The name of the valet in Beaumarchais' play therefore, is no indication of democratic tendencies, but only reminds one of Figaro's witticism.) One sometimes thinks of the N. Y. Sun in reading the French *Figaro*. Many read it who do not share the views expressed in the paper, but who enjoy the cleverness of the style.

Just at present—that is to say, some years before the war, during the war, and up to now—France has conservative papers (or, it would be more exact to say: papers opposed to radical views for social reorganization) of three different shades. The first shade is represented by the “traditionalistic” *Figaro*—just mentioned. The second, chiefly by the *Echo de Paris*, more combative, applying the same principles to concrete actual problems with a good deal of passion; it is the paper of Maurice Barrès defined by the Germans and pacifists as “jingoistic”—let us call it “nationalist.” The third, by the *Action Française*, which is the most outspoken of the three; in fact advocates openly the return to “monarchy.” Whether the contributors really mean or not that the reestablishment of monarchy would be a blessing to their country, they are certainly the most consistent opponents of communistic theories; and it must certainly be understood (since the French nation is a bulwark against bolshevism) that if they have a large following among the people, this is due to what they *do not want* (communism and sovietism), rather than to what they claim they want (order and discipline by a king). The two leading men in the paper are Léon Daudet, the politician and the man of action, and Charles Maurras, who besides being an extremely keen mind, is a remarkable stylist—like Barrès, and comparing not unfavorably with Anatole France himself.

Ideas diametrically opposed to these are offered in *L'Humanité*—the best socialistic paper, keeping up the traditions of Jaurès.

Nothing shows better how earnest the people of France are to listen to all, and to decide afterwards for the best, than the existence simultaneously of these two excellent papers, *L'Action Française* and *L'Humanité*, advocating daily salvation from the difficult problems of the day, one by a return to monarchy, the other by socialism, even by communism.

(Perhaps we ought to mention here *Clarté*, the paper of H. Barbusse, a fanatic supporter now of internationalism and sovietism; in existence since 1919; is not yet, but hopes to become a daily.)

A word about *Le Matin*—It has a very large circulation. Often called the chief yellow paper of France. Very sensational, and often quite jingoistic. But it is read by many people who belong to the better class, on account of its excellent news service, and because, on important questions, the editors easily secure contributions from leaders in political life (for instance Poincaré, former President of the French Republic). The *Journal*, it might be said, is read chiefly by the class which reads the *World* in this country. *Le Petit Journal* and *Le Petit Parisien* are read rather by the class corresponding here to the readers of the Hearst papers—being however, not quite so bad.

Other well known papers need be mentioned by name only, such as *Le Gaulois*, and *Gil-Blas*, both in Paris, dealing with national and political issues in a manner which need not appeal to foreign readers.

Among the chief local papers—corresponding to such papers in this country as the Brooklyn Eagle, The Chicago Tribune, The Philadelphia Ledger, the San-Francisco Chronicle, The Baltimore Sun, etc.—we might cite *La Petite Gironde*, *Le Petit Marseillais*, *La Dépêche de Toulouse*, *L'Echo du Nord*, *Le Progrès du Nord*.

#### THE MONTHLY (OR BI-MONTHLY) PERIODICALS

The best class of these in France pursue an aim different from that of the best known American monthlies and bi-monthlies. They cater more to the intellectuals, who form comparatively a larger percentage of readers than in America, and less to the general public.

*La Revue des Deux Mondes* (conservative catholic) and *La Revue de Paris* (conservative a-religious) are the two leading publications of this kind; corresponding to the former Atlantic Monthly (the present Atlantic having taken long steps towards the magazine style), or Yale Review, or the North American Review.

Add to these: *La Grande Revue* and *La Nouvelle Revue*—same qualifications as *Revue de Paris*, but less known and now in the

hands of the former pupils of the Ecole Normale Supérieure. *Le Correspondant*—catholic. *La Revue du Mois*—of 'universitaires,' by 'universitaires,' and for 'universitaires.' *La Bibliothèque Universelle*—a French Swiss paper; articles of unequal value; good monthly chronicles from abroad.

Among all these French periodicals, the American intellectuals have quite spontaneously adopted as their favorite in recent years, the *Mercure de France*. They appreciate on the one hand, its perfect aloofness from fads; the *Mercure* sacrifices nothing to fashionable styles or topics. On the other hand, they are attracted by the remarkable comprehensiveness of its information, giving in each issue, as it does, first hand news of interesting manifestations in the various domains of art, literature and science, news not only for France but for other countries as well.

The fashionable review with many people just now is the *Nouvelle Revue Française*. In the writer's personal opinion, however, they can certainly not claim that it has displaced the *Mercure de France* as far as openmindedness and broadness of vision are concerned. It claims to renew French thought and art, but how is as yet most indefinite. One would certainly not be very much mistaken in maintaining that many people read the *Nouvelle Revue Française* more because it represents "le dernier cri" than because they really enjoy and understand it. Among the signers of articles are men like Romain Rolland (before the war), Copeau, Duhamel. To people who wish to be informed on the movement of ideas in France chiefly, the *Revue Critique des Idées et des Livres* would probably be more serviceable.

The so-called "revues des jeunes" change constantly. Some, however, keep afloat for years, like *La Phalange*, *Les Marges*, *La Vogue*. The reader is referred on this point to Baldensperger's *Avant-Guerre dans la Litterature Française* (Payot 1919—p. 38).

Quite the type of the American Magazine are:

*La Revue Mondiale*—(formerly *La Revue*, and even before this *La Revue des Revues*). Likes popular articles on topics of the hour, preferably written by men of great repute. Follows public taste rather than guiding it. Agreeable reading. Often articles on America, sometimes well informed, sometimes less. Some columns of miscellaneous information at the end.

*Lectures pour Tous* and *Je Sais Tout*—frankly aim at the masses.

A deluge of new periodicals has been started since the war, like *Revue des Deux Mers*, *Les Deux Mondes*, *La France Nouvelle*, *La Vie des Peuples*. It is too early to predict much about their future.

#### THE WEEKLY PERIODICALS

Very commendable for such as want to keep in touch with the life of France are the weeklies—not as ponderous as the monthlies, not as ephemeral as the dailies.

The first place belongs to the twins popularly known as *Revue Bleue* (*Revue Politique et Littéraire*) and *Revue Rose* (*Revue Scientifique*). They are under the same management, and since 1862, when founded by Odysse Barot and Emile Young, have maintained the highest standard of excellence. They had a hard struggle, however, during the war, and ceased to appear weekly. They correspond, in the field of the weeklies, to the *Revue des Deux Mondes* or the *Revue de Paris* in the field of the monthlies.

The *Revue Rose* might perhaps be compared to the Science Monthly (former Popular Science Monthly) in its purpose. Most of its contributors are members of the Institut (Académie des Sciences) and each week brings a most interesting summary of the interesting happenings in the world of natural sciences; and this is done in a style which is easily understood by people of only general culture.

The *Revue Bleue* has well been defined “organe de pensée supérieure.” No review, in any country, can boast of such a brilliant array of contributors. In the past generations men like Fustel de Coulanges, Claude Bernard, Pasteur, Taine, Renan, Brunetière, Lemaître, Gaston Paris. . . . Today, Raymond Poincaré, Paul Deschanel, Alexandre Millerand (the three presidents of France), Léon Bourgeois, the President of the League of Nations, the great historian Aulard, the scholars and men of letters, Lanson and Bédier, the philosophers, Bergson and Boutroux. . . . Among the present features, besides a variety of articles on problems of the day, are excellent ‘Chroniques’ on the Theater, by Gaston Rageot, and on the new novels by F. Roz. The leading

spirit is Paul Gaultier, whose keen and courageous books have more than once been crowned by the French Academy.<sup>2</sup>

*Revue Hebdomadaire*—considered an excellent weekly as shown by a very large number of subscribers; with some illustrations; published by the catholic firm of Plon, but very broadminded.

*L'Opinion*—has made an excellent name for itself during the war and maintains it. *L'Opinion* is a progressive paper, run by men of less maturity than those of the *Revue Bleue*. It is well informed and alive. It stands between the poised *Revue Bleue* and the numerous free lance reviews of the quite young.

For a general family review *Les Annales Politiques et Littéraires* indisputably take the first and best place. They remind one somewhat of the Ladies' Home Journal or Saturday Evening Post, but the French public likes a good deal of attention paid to style. The editors choose contributors of the greatest fame to cater (in a somewhat patronizing fashion at times) to a fashionable public. Together with the *Annales*, the editors also publish *L'Université des Annales* reproducing lectures of famous men of the day addressed to audiences which are pretty well those of our ladies' clubs.<sup>3</sup>

#### MISCELLANEOUS

Scientific periodicals are not recorded here. We might say, however, that the popular *La Nature* is to the *Revue Rose* about what the *Annales politiques et littéraires* are to the *Revue Bleue*.

Bibliographical periodicals: *Revue Critique des Idées et des Livres* (picks out the books to be reviewed, and reviews rather for a high class of readers); *Revue des Livres Nouveaux*; *Polybiblion*. Two new publications are: *Le Livre des Livres* and *Le Carnet Critique*—the latter having among its contributors men like Barbusse or Ernest Charles, that is to say men who review from an angle of their own (socialistic).

<sup>2</sup> The same group of writers that presides over the destinies of the two above named periodicals has started a monthly, *La France Nouvelle*, *Revue de la Vie Française*, which describes the efforts of France to recover from the effects of the war, in all sorts of fields (Orientation des Moeurs, Orientation scientifique, industrielle, commerciale, agricole, coloniale, financière, intellectuelle, artistique, musicale, etc). Paul Gaultier is surrounded by men like Aicard, Bergson, Boislève, Cambon, Gide.

<sup>3</sup> The *Annales* are illustrated. But to people used to the fine illustrations of our American firms, their pictures will seem very poor. Of course the illustrated review of France is the monthly *L'Illustration*—too well known to be discussed here. *La France*, the very ably edited and illustrated French periodical in New York, also does not call for discussion in a paper dealing with publications in France.

Literary History of France: *Revue d'Histoire Littéraire de la France* (scholarly review, indispensable to university students of French Literature; great wealth of information). For medieval Literature: *Romania*. For both modern and old: *Revue des Langues Romanes* and *Revue de Philologie*.

The *Revue du XVIII<sup>e</sup> Siècle* has discontinued publication. It was almost a review of comparative literature. Thus one may say that perhaps the new *Revue de Littérature Comparée* will take its place with a broader basis.

Bibliographical reviews of a general character: *Revue Critique*—scholarly reviews of scholarly books for a scholarly public.

Here we may quote: *Revue des Cours et Conférences*—one of the most stimulating periodicals to peruse for college people. *Intermédiaire des Chercheurs*—corresponding to our Notes and Queries.

Two good periodical reviews: *Revue de l'Enseignement*, and *Revue Universitaire*.

Religious Journals: What the Outlook and the Independent are to Americans—but with the religious note more emphasized—the *Démocratie* (which replaced *Le Sillon*) on the catholic side, *Foi et vie* and *La Revue Chrétienne* on the protestant side, are to the French.

The following titles of reviews are self-explaining: *Revue Philosophique*; *Revue de Métaphysique et de Morale*; *Revue Historique*; *Revue Parlementaire*; *Revue des Questions Sociales*.

All these papers and reviews can be ordered through any book dealer in this country. Many of these agents, however, are profiteering terribly just now.

*Smith College,*  
*Northampton, Massachussetts*

## Notes and News

The managing Editor regrets sincerely the delay in getting this issue in the mails. According to his agreement with the printer it was to be mailed by December 10, and he has done his best to adhere to the schedule. However, owing to difficulties in the proof room, the printer did not send in the galley proof for correction until December 11, forty days after the copy was sent in!

The Editor can only beg our readers to explain any *bizarrerries* in the Notes and News by reference to this fact, and ventures to express the hope that the printer may be able to get out the succeeding issues nearer to the scheduled date.

Handschin's Predetermination Test for measuring the linguistic ability of pupils, first published in THE MODERN LANGUAGE JOURNAL October, 1918, and since then put into more practical form and standardized, is now made available for use through the U. S. Bureau of Education. Numerous schools have used it and more are using it this year. Since a copy is not handed to the pupil the exercises being written on the board, or spoken orally, one copy will suffice for each teacher. Only pupils who have had no modern language should be tested, hence the test should be used with beginning sections only, and before instruction begins. The test is easy to administer and easier to score. It is understood that it has recently been published in another form and under another name. However, it was Professor Handschin's intention to make it available gratis as it now is, through the Bureau of Education so that it may do the greatest possible good.

### WASHINGTON NOTES

The high school of Everett, Washington, a city of 35,000, has twenty students of French who are corresponding with French girls in different parts of France, and twenty-four students of Spanish who are corresponding with boys and girls in Chile, for the most part in Viña del Mar, a seaside resort. Both the Spanish and the French club of Everett are thriving, part of the club programs including original plays written by the advanced students.

Dr. Corinth L. Crook, head of the department of foreign languages in the Lewis and Clark High School, Spokane, Washington, spent the past summer in France. Her trip included two weeks in Paris, and a month of study at the University of Grenoble. Dr. Crook reports that she found France in a wonderfully prosperous condition.



Mr. Rupert Eichholzer, formerly head of the department of Modern Languages in Broadway High School, Seattle, has been made Supervisor of Foreign Languages for the whole city, which includes five high schools.

The University of Idaho has commenced the year with an unusually large enrollment in the Foreign Language department—three hundred sixty-seven students. It is second in number only to the English department.

Dr. H. J. Trumanhauser, formerly with the State Agricultural College, Brookings, S. D., has been appointed Assistant Professor of Romance Languages in the University of Idaho.

The Foreign Language department of the State Normal School at Cheney, Washington, has been discontinued, and Mrs. M. L. Sargent of this department has been appointed associate professor of Romance Languages at the University of Idaho.

German has been re-introduced into Whitman College, Walla Walla, Washington, this fall, with twenty-five students enrolled. An instructor and a teaching assistant have been added to the Modern Language department. Two hundred seventy students are enrolled in the department, an increase of fifty over last year.

NOTES FROM WASHINGTON STATE—ENROLLMENT

Name	Total Enrollment	Latin	Greek	German	French	Spanish	Italian	Scandinavian
Univ. of Wash. Seattle.....	5,191	35	13	90	938	373	9	64
Wash. State College, Pullman.....	2,532	7	.....	21	169	105	.....	.....
College of Puget Sound, Tacoma.....	200	4	.....	7	41	30	.....	.....
Whitman College Walla Walla..	375	65	.....	24	101	143	.....	.....
State Normal Cheney.....	No Foreign Language taught							
State Normal Ellensburg....	No Foreign Language taught							
State Normal Bellingham...	No Report							

## ACCREDITED HIGH SCHOOLS AND ACADEMIES

Name	Total Enrollment	Latin	Greek	French	German	Spanish
Bellingham, Whatcom H. S.....	886	176	.....	201	.....	112
Centralia.....	782	50	.....	40	.....	128
Olympia.....	514	92	.....	51	.....	44
Seattle						
Ballard.....	1,180	69	.....	205	.....	130
Broadway.....	2,175	250	.....	580	.....	390
Franklin.....	1,500	155	.....	282	.....	236
Lincoln.....	1,920	248	.....	381	.....	289
Queen Anne.....	1,264	126	.....	216	.....	194
West Seattle.....	890	70	.....	104	.....	136
Total.....	8,929	918	.....	1,768	.....	1,375
Spokane						
Lewis and Clark.....	1,854	421	.....	360	.....	133
North Central.....	1,846	372	.....	356	.....	315
Total.....	3,700	793	.....	716	.....	448
Tacoma						
Lincoln.....	1,500	215	13	190	.....	270
Stadium.....	1,625	314	.....	325	.....	377
Total.....	3,125	529	13	515	.....	647
Walla Walla.....	900	169	.....	154	.....	142
Yakima.....	805	263	.....	112	.....	56
90 schools aggregating...	11,924	1,596	.....	1,863	.....	1,314
4 schools aggregating...	60	No Foreign Language taught				
112 schools.....	Have not replied					

No schools are counted twice.

The Washington Educational Association met at Yakima, October 27, 28, 29, 30.

## OFFICERS

Pres., Miss Grace I. Liddell, Tacoma.

Sec., Miss Stella Eustis, Seattle.

## PROGRAM

A Recitation in First Year Latin.....Miss Jessie Keith  
Broadway High School, Seattle.

Shall Phonetics be Taught in the High School?

.....Prof. P. J. Frein  
University of Washington, Seattle.

The Latin and Greek departments of the University of Washington have an enrollment of 94 in Roman Civilization and Roman Art and 258 in Greek Civilization and Greek-Latin Literature in addition to the enrollment in the Greek and Latin languages.

The Bellingham, Washington, High School, having an enrollment of 64 in French and Spanish, reports that interest in both languages is being greatly stimulated by correspondence with pupils in France and Chile.

Vancouver, Wash. (total enrollment 496), reports that there is a demand for Portuguese, but that the authorities are not inclined to introduce the subject into the curriculum.

No high schools report any inclination to resume the teaching of German. There is a very earnest plea from the German department of the University, however, that an opportunity be given students to receive their elementary training in German in the high schools. Professor E. O. Eckelman, Chairman of the department, writes: "We have an enrollment of 90 this fall quarter, which signifies an increase of 50% over the fall quarter of last year. Thirty-seven of these are in the beginners' section and are interested primarily in the sciences, in premedical and library work, and in fine arts. Forty-nine students have had their preliminary training from two to eight years ago in the high schools of the state.

"Surely our prospective scientists and medical men should have the opportunity of doing their elementary language work in the high schools. The university offers the incoming students the advantages of expensive equipment in their special fields, and the comparatively inexpensive language training had better be shifted to the high schools. And again, what work were given at the University would be benefited. At present we have four students in the advanced classes of the Upper Division, scarcely enough to do the coaching for the delinquents, to say nothing at all of creating a helpful atmosphere for the underclassmen. If the University could again make it its primary object to train teachers of German for the State's schools, not only would its proper function of attending to specialized needs be restored, but it would tend to give the scientist and the medical man his necessary knowledge of the language (always provided he had to get it at the University) better and more quickly. If then the high school is again willing to undertake to teach the elementary language work, I see every inducement for it to do so.

"At the University we have a secretary, Mr. Fletcher, who attempts to look to the vocational needs of the state. He tells me

that several calls have come to his bureau for teachers of German. I earnestly hope, therefore, that this is a good sign and that the resentment which we have felt against the German Government will no longer be directed against the German language."

A Modern Language Association was organized during the Inland Empire Teachers' Convention held at Spokane, Washington, last April. This association includes Oregon, Washington, Idaho, and Montana. The officers of the new association are: President, Miss Margaret Fehr, North Central High School, Spokane; Secretary, Professor G. L. Lawrence, Whitman College, Walla Walla, Washington; Treasurer, Mr. E. Salzman, North Central High School, Spokane.

Miss Gertrude R. Schottenfels, acting head of the department of language and literature at the State Normal School at Cheney, Wash., writes that the authorities hope to resume the teaching of modern foreign languages next quarter.

In the high schools of Spokane, Wash., teachers of Latin, modern languages, and music are graded the lowest in rank of the departments and receive the smallest salaries.

Of the students in the Scandinavian department at the University of Washington who are taking the literature courses in translation, three-fourths are of non-Scandinavian extraction; of the twenty enrolled in elementary courses four are non-Scandinavian.

G. I. L.

Stephen P. Duggan, Director of the Institute of International Education, published in the April number of the *Journal of International Relations* a brief review of the situation in regard to higher education in Europe. However, he does not touch on the countries that were grouped with the central empires.

In speaking of the losses to the teaching profession caused by the war he asserts that 25% of the teaching staff of lycées and universities in France were killed, while the Ecole Normale lost 80% of its staff. He spoke of the general desire on the part of the authorities of European institutions to promote relations of exchange of teachers with the higher institutions in this country, and also their desire for some general understanding as to the equivalence of degrees in various countries. At what point will the French Bachelier begin his studies in an American college? This question is being answered in at least three different ways. Uniform agreement is necessary. The French universities are endeavoring to have foreigners understand that the discredit attached in some minds to the degree of Doctorat d'Université is

quite without foundation. Ten fellowships, worth \$1,000 each, have been established in France by the Association of American Fellowships, and twenty scholarships for American girls in French lycées have been founded by the French government. There were 181 French girls in American institutions at the time that this article was written, and twenty-six men, most of the latter being graduate students in the professions. As for Spain, the Board of Modern Studies is attempting to organize closer relationships with foreign countries, especially with the United States. This is to be encouraged by means of exchange professorships, of sending advanced Spanish students to America, and by giving vacation courses in Madrid for teachers from foreign countries. Mr. Duggan is of the opinion that American institutions have a splendid opportunity to play much the same rôle for Europe that Germany before the war played for America, and that our university authorities should have this possibility distinctly in mind in forming their educational policies.

#### OHIO COLLEGES

Toledo University has an increase of twenty-five percent in classes in Modern Languages.

Miss Luella Kiekhofer, after a year of graduate work at Mt. Union College, has returned to her position as head of the department of Romance Languages at Mt. Union College.

Mrs. Katherine Neuhoff bequeathed ten thousand dollars to Mt. Union College. It will be equally divided between a professorship of French and one of Italian.

Baldwin-Wallace College is forming a French Club. Considerable interest is being shown in correspondence with natives of France and Spain.

Professor Fouré has charge of the French Club at The Ohio State University. The club has an average attendance of about seventy.

Le Cercle Victor Hugo, The French Club of Lake Erie College, is affiliated with the Alliance Française. It has a membership of twenty-five. Six meetings are held each year. One of these is a dinner in honor of Victor Hugo's birthday.

Ohio Wesleyan has both a Spanish and a French Club. They meet alternate weeks. A plan for the return of the French Players is under way.

Mr. Raymond G. Ferrell who returned last year from France, where he was employed as an instructor in French in the American Army, has been added to the Department of Modern Languages of Heidelberg University.

The Cercle Français of Ohio University is entering its sixth year. It meets once each month. Each year the club puts on a French play. No charge is made to the public. In the spring an outdoor play is given. The club plans to raise the money to defray the expenses of the play by exhibiting a moving picture film on some French subject. The most important meetings of last year were the Christmas Service and the presentation of "Le Bourgeois Gentilhomme." Professor Mary Noss is very enthusiastic about the club. Those starting new clubs can probably get ideas by corresponding with her.

Professor Oliver E. Farnsworth has taken the place in the Romance department of Northwestern University left vacant by the resignation of Olin H. Moore.

MODERN LANGUAGE REGISTRATION IN OHIO COLLEGES

School	French	Spanish	Italian	German
Ohio University .....	250	210	0	23
Heidelberg University.....	153	98	a course is planned	interest increasing
Otterbein College.....	218	31	4	5
University of Toledo.....	200	150	.....	.....
Ohio Wesleyan University...	568	422	9	38
Lake Erie College.....	106	31	.....	.....
The Ohio State University ...	1637	1494	23	235
Baldwin-Wallace College....	179	42	.....	15
Mt. Union College.....	161	40	.....	.....
University of Akron.....	180	105	.....	32

CHICAGO NOTES

The first reunion of the year of the Society of Romance Teachers of Chicago was held at De Jonghe's on Saturday, Oct. 23. After luncheon, the acting chairman, Professor A. Coleman, in a spirited address, urged those present to spread the good news

regarding the opportunities afforded by these meetings for an exchange of opinions on all subjects of interest to teachers of French and Spanish.

The program was unusually bright and interesting.

Miss Jennie Shipman, who recently returned from Europe, spoke on *Travel Conditions in France*. Miss Shipman confined her remarks to the country south of Paris, where she found a plenty of all daily necessities except coal. While the exchange rates made it possible for American tourists to travel and live at less expense than in the United States, inconvenience was experienced at times by certain post-war conditions, such as the limited negotiability of the predominant paper money of the various Departments, the rigorous passport requirements, and the custom of giving change in postage stamps.

At the University of Grenoble the unexpectedly large attendance of foreign students made classification difficult, with the result that the student from abroad could not always obtain the course most desired.

Summing up her impressions, Miss Shipman glorified the undaunted spirit of France, re-echoed in the words of an old peasant whom she met in the Midi: "La France est le plus beau pays qui existe."

The second speaker, Miss Josephine Doniat, gave some interesting figures regarding French and Spanish in the Chicago High Schools. To summarize:

	French	Spanish
Teachers in 20 high schools:	41	38
Pupils in 1st year classes:	2480	3798
Pupils in 2nd year classes:	1625	1491
Pupils in 3rd and 4th year classes:	682	313
Total no. of pupils	4787	5602

An analysis of the enrollment shows that a much larger percentage of last year's beginners in French is continuing in second year than of last year's beginners in Spanish.

The last speaker, Mlle Françoise Ruet, who in 1918 was chosen by the French government and the University of Paris for an American scholarship and is now teaching French in the University of Chicago High School, spoke on *Impressions après deux ans d'absence*. What impressed Mlle Ruet most on her return to France last summer was the atmosphere of peace, the absence of military uniforms, the high wages, the dearth of maid servants, and the charm of Paris.

The next meeting of the Society will be held at De Jonghe's on Saturday, Dec. 11.

The first meeting of the year of the Chicago Chapter of the American Association of Teachers of Spanish was held at the Jones school on Saturday, Oct. 9, and an all-Spanish program was enjoyed by the members.

In a racy, panoramic, one-hour talk Miss Bertha I. Vincent of Senn High school led the audience over the route of her recent *viaje por España*. Points of special interest emphasized by Miss Vincent were the Mezquita of Córdoba, the *curso de fonética* given in the summer school in Madrid, and her visit to the home of Blasco Ibáñez.

The second number, a *conferencia* by Francisco Alatorre, was an enthusiastic demonstration of the impetus that will accrue to inter-American trade from the completion of the two Chicago-Atlantic water routes. Mr. Alatorre closed his address with an earnest appeal for a more sympathetic attitude towards Spanish America.

The Waller High School, Chicago, Spanish exhibit has been awarded first prize by the Illinois State Fair. The exhibit included laboratory books, international correspondence, and problem-project work in advertising.

Professor C. E. Parmenter of the University of Chicago spent a part of the summer at Madrid working in the phonetic laboratory of Professor Navarro Tomás, and is now in Paris continuing his phonetic studies with the hope, among other things, of developing a phonetic laboratory at Chicago after his return to America in December.

Miss Jennie Shipman and Mrs. S. V. Lockwood of the Hyde Park High School, Chicago, spent the summer in Europe.

Miss Florence A. Lucas of the Oak Park High School, Illinois, spent a part of the vacation in the School of French of Middlebury College, Vermont.

#### IMPORTANT ANNOUNCEMENT!

All the lovers of the Romance languages are asked to give their support to the meeting of the American Association of Teachers of Spanish, to be held at the Auditorium hotel in Chicago on Dec. 30 and 31. Plans are being made for a program to be furnished by leading Hispanists of the United States, and for a banquet which will probably be held on the 29th.

Let us show our loyalty to the cause of Romance Languages by attending the meetings.



The second meeting of the year of the Chicago Chapter of the American Association of Teachers of Spanish was held on Saturday, Nov. 13, at 2 P. M.

Professors FitzGerald and Van Horne of the University of Illinois, in the few minutes they could give us before leaving to take the homeward bound train, spoke enthusiastically in Spanish of the great rôle open to the chapter.

Professor Eduardo Azuola, Head of the Spanish department in the University of Valparaiso, Indiana, gave a wealth of information regarding Costa Rica. Thanks to our poet-lecturer we now visualize clearly this little country of scenic grandeur, with its mountains, volcanoes and tropical forests; with its treasures of gold, silver, iron and oil, awaiting only capital for development.

Even with its natural wealth scarcely tapped, Costa Rica is prosperous. The railroads, bridges and highways, built for the most part by American and British engineers, challenge comparison with the best in any country. Everywhere are to be found great modern industrial plants: electric power plants, Panama hat factories, plants for the manufacture of ice. The cotton industry offers an attractive field for development.

San José, the capital, is a *Paris chiquito*. Here one finds beautiful churches, modern hotels—El Europa, El Washington, El Central; fine boulevards; a national theatre of exquisite architecture. The artistic life of the nation comes to a focus in this city: here we find writers, sculptors, musicians and poets.

The soul of Costa Rica finds a worthy interpreter in the poetic Spanish of Professor Azuola.

El señor doctor Pedro Gracia Medrano, acting Mexican Consul, delivered an interesting and instructive lecture on "La enseñanza pública en Méjico y relaciones entre mi patria y los Estados Unidos." The status of public school education in Mexico may be judged from the fact that regular attendance is obligatory, that there is a public school for every 300 inhabitants, and that the minimum initial salary of \$100 a month is guaranteed all properly qualified young women teachers except those teaching in remote places, who receive \$100 plus a bonus.

The various classes of schools are: kindergartens, *escuelas elementales*, *escuelas superiores*, *escuelas preparatorias*, *escuelas normales* and *escuelas de artes y oficios*.

The *escuela de artes y oficios* is a technical school. The *escuela preparatoria* corresponds to the high grade American college. The *Universidad Nacional* admits only graduates from *escuelas preparatorias* who desire to specialize.

Dr. Medrano deprecates the selfish attitude of a section of our press towards his country. He says: "For a just opinion regarding my native land, ask any one who has lived there any length of time just what he thinks of us."

We are indebted to Dr. Medrano for his illuminating *conferencia*.

The program was brought to a close by two brief speeches. Mr. E. L. C. Morse appealed for a sympathetic, common sense attitude towards Mexico. Miss Lillian Wester, who spent twelve years in Mexico, concluded a beautiful eulogium by saying: "Un gran poeta inglés, Robert Browning, ha dicho: 'Si se pudiera abrir mi corazón, la palabra *Italia* se encontraría allí.' Así si se pudiera leer en mi corazón, allí se hallará la palabra *Méjico*."

EDITH CAMERON

The Chicago Chapter of the Alliance Française enjoyed the addresses of two distinguished Frenchmen during October. On the 13th, Captain de Lénéchal, representative of Marshal Foch at the meeting of the American Legion in Cleveland, spoke on conditions in France. On the 27th, M. A. De Lapradelle discussed "Millerand: His Life and His Work."

During November, the various activities of the Alliance were resumed: the customary French classes, the free Saturday morning lectures, the Tuesday soirées, and the lectures and receptions for members. On Saturday mornings, there is a Children's Hour of French Songs and Games which will be directed this year by Mlle Odette Fourglan of the University of Bordeaux. The class in French Diction for the staging of French plays will be continued under the direction of Madame Mercédès Devriès-Schmit.

On Thursdays at 11 A. M. beginning November 4, Mrs. Ly-sander Hill has been giving a series of eight talks on various periods of French History for the benefit of the Refugee Children of France.

The Alliance was greatly interested in the celebration of the Fiftieth Anniversary of the French Republic which was held at the Blackstone Theater, Chicago, on Armistice Day, November 11, at 4 P. M. under the auspices of Monsieur A. Barthélemy, the French Consul, and the French Societies of Chicago.

The German department of the University of Pennsylvania has reported no changes in its staff. In Romance languages the most important appointment for next year is that of Dr. J. B. Beck, author of *La musique des Troubadours* and other books and articles on Old French and Provençal literature, who comes from Bryn Mawr as Assistant Professor to replace Dr. Joseph Seronde who has been called to Yale. The following new instructors in Romance Languages have also been appointed: Otto Muller (Ph.D. of the University of Zurich), H. Z. Yereni-

makis (Doctor of Laws of the University of Paris), Pasquale Seneca (from Temple University), Luis A. Tirapegui (graduate of the Instituto pedagógico de Santiago de Chile), François de la Fontainerie (M. A. of Columbia), W. R. Crawford, W. S. Jack, and Carlos Berguide. The department has a staff of twenty-two men.

## NOTES FROM WISCONSIN

## The Study of German

Remarks by Professor Hohlfield in the German Section of the Wisconsin Association M. F. L. T., May, 1920

Speaking of "The Outlook" for the study of German, the speaker distinguished three phases of his subject: the common schools, the high schools, and the colleges and universities, the situation being very different in these three fields.

In the *common schools*, German, together with other foreign languages, is at present definitely eliminated, at least from the six grades below the junior high school. On the other hand, in the *colleges and universities*, the study of German shows everywhere encouraging signs of a steady, tho necessarily slow, recuperation. The high school situation, however, is chaotic and presents a problem that demands careful and unprejudiced study. As a result of the war, German has not simply been replaced, as many people seem to think, by French, and, to a less degree, by Latin and Spanish, but its disappearance in all but twenty-one of our public high schools has occasioned an absolute drop of 24 per cent in the total enrollment in foreign languages, ancient and modern, comparing the present figures with those of three years ago. This loss to foreign language amounts even to 33 percent, or a full third, if the increase in general high school attendance during this period is taken into consideration. Where there were 47 schools teaching no language besides English in 1916, there are now 135 such schools.

The national need in regard to the study of German in high school and college, if not for its literary and cultural values, then at least on account of its indispensability for science, industry, commerce, journalism and general world-intercourse has not been lessened by the war. In fact, many shrewd observers have claimed the opposite. To mention only one thing, often overlooked, German is indispensable for commerce and general intercourse not only in German speaking countries, but also in wide and important areas of northern and eastern Europe and western Asia.

If, therefore, America is not to be permanently handicapped in comparison with countries like England and France, where during the war the study of German in secondary schools has been

allowed to suffer far less, the time has come when an impartial re-examination of the question cannot be safely postponed much longer. Teachers of German, especially if of German birth or descent, will not be able to help much in this respect. They will not be considered sufficiently unprejudiced. They can hardly claim to be so. Nevertheless they may be able to help shape a calm and considerate public opinion, in response to which the competent local bodies or agencies may be induced to reconsider the question before it is too late.

MODERN LANGUAGE REGISTRATION IN WISCONSIN COLLEGES

	Language	Beginners	Others	Total
Carroll College.....	French	28	31	59
	Spanish	48	6	54
	German	15	10	25
Lawrence College.....	French	119	269	388
	Spanish	137	34	171
	German	14	24	38
University of Wisconsin...	French	550	1850	2400
	Spanish	600	900	1500
	Italian	.....	.....	60
	German	109	364	473

A correspondent writes:

"The statement on page 55 of the October number of the *Journal*, that nowhere in Italy is the study of Spanish offered, not even in the universities, is not accurate. In Milan there is, as a part of the Royal Academy, which is equivalent in rank to the faculty of letters in a university, a school of modern languages especially for the training of teachers, in which Spanish has its place. In Milan also is the Bocconi Commercial University in which Spanish is taught. In the University of Rome, until his promotion to fill the place of the late Professor Monaci, Professor C. de Lollis was professor of French and Spanish. Furthermore, every faculty of letters in the Kingdom has a professorship of the comparative study of classical and neo-Latin languages, and of the comparative study of neo-Latin literatures. As is well known, the professor chooses each year the particular field on which he is to lecture; and in many cases the field is Spanish. The only member of the A.E.F. who entered an Italian University and received the Doctor's degree wrote his thesis on a subject in Spanish literature."

The seventy-second annual convention of the Hampden County Teachers' Association was held in Springfield, Massachusetts, Oct. 22, 1920. The Modern Language Section was ad-

dressed by Joel Hatheway, Chief Examiner, Boston, Mass., on: "How are we to make, judge and choose our School Texts in Modern Languages?"; and by Professor Osmond T. Robert, Smith College, on: "The Use of the Reading Book in Modern Language Teaching."

#### MEETING OF NEBRASKA MODERN LANGUAGE TEACHERS

The annual meeting of the Modern Language section of the Nebraska State Teachers' Association was held in Omaha, November 3.

Some students from the Modern Language Department of the Omaha High School presented, as the first number on the program, the play "Cher Maitre," which was followed by a talk on "How We Teach Modern Languages in French Schools" by Mlle Marion Tamin, Instructor in French at Wayne Normal. Mlle Tamin came from Caen, France, about three years ago and has been studying most of the time since then at the University of Chicago where she received her degree last year. She gave a most interesting and instructive talk on the Direct Method of teaching modern languages as it is used in her native land. A boys' quartette from the Lincoln High School sang a couple of Spanish songs. This was followed by an address by Dr. A. Coleman of the University of Chicago on "Some Problems of the Modern Language Teacher." Dr. Coleman's talk was very practical, and unusually inspiring and helpful because, while he set before modern language teachers high standards towards which to work, he realized the problems that they must face, and the limited results which often come even from the best efforts. A Round Table discussion followed Dr. Coleman's address.

In the business meeting it was decided that the incoming officers should correspond with the officers of the Modern Language Associations of adjoining states looking toward the formation of a Regional Section of Modern Language Teachers to affiliate with the National Federation. It was decided, also, that more uniformity in the use of phonetics and of the direct method in the schools of the state would be very desirable, and the incoming officers were instructed to appoint a committee which should formulate plans looking to this end and to submit them, with suggestions as to suitable textbooks, at the next meeting of the Association.

The officers for the ensuing year are:  
Pres., Miss Ella Phelps, Omaha High School.  
Sec'y, Miss Edith Young, Kearney High School.

Two familiar faces were missing at this meeting, that of Miss Abba Bowen, one of the best known language teachers of the state, who accepted last summer a position as French instructor

at Smith College, and of Miss Edith Kingsbury, also a leader among us, who is spending the year in France.

ANNETTA SPRUNG, Lincoln

Mr. J. J. Champenois, Agrégé de l'Université, M. A. (Edin.) B. Litt. (Oxon), General Delegate for the United States of the Office National des Universités et Écoles françaises, has been placed in charge of Franco-American University relations and interests. All inquiries about opportunities for advanced study in France, courses, degrees, exchange of students, scholarships and fellowships, should be addressed to his office, 419 W. 117th St., New York.

Miss Madeleine Dulou, one of the French scholars at Ripon College last year, is now student-assistant in the Romance Department of Randolph-Macon Woman's College, in charge of the practice sections in beginning French. There are three regular recitation hours in this course, and in addition one hour per week is required for practical drill in pronunciation, dictation, and conversation, which is deducted from the time usually allotted to preparation and carries no additional credit. The results of this experiment have so far been satisfactory.

#### NOTES FROM NORTH CAROLINA

Mlle Gilberte Valery has been sent by the French government to spend a year in resident study at the North Carolina College for Women at Greensboro and will also assist in conducting conversational work in French.

There is a mild increase throughout North Carolina in the study of Spanish. The chief demand is in connection with commercial courses. French is very popular and will be, for the next few years no doubt, the leading foreign language in the institutions of the state. Since the registration in all the colleges is very large, the need for Romance instructors has so far exceeded the supply that many institutions have been unable to give the instruction demanded.

Reports from several colleges and many high schools in North Carolina show some very plain tendencies. French is very rapidly taking the position formerly held by Latin as the foremost high school language. Owing to this rapid shifting in large degree, students have before come to college with rarely more than one year's preparation in French. This year they come prepared in two years of that language, as is evidenced by the numerical shift from first to second year classes in college. Last year somewhat over seventy-five per cent of the high schools of the state

gave French, but very few indeed offered Spanish. This year a noticeably greater number offer Spanish, which is being eagerly taken—particularly by the boys in the commercial courses. German as a high school subject has almost reached the vanishing point. It is strongest in men's colleges, where it is partly required. The general proportion between the three languages, French, German, and Spanish in the colleges is six, one, and two, respectively. In high schools, as has been indicated above, French far outstrips the other two languages—as it does in the women's colleges, of which there are several in the state.

Prof. Sturgis E. Leavitt has returned to the University of North Carolina after an absence of sixteen months spent in South America on a Sheldon Travelling Fellowship. During the trip he collected material of a bibliographical nature on the national literatures of Peru, Bolivia, Chile, Argentina, and Uruguay.

#### INDIANA TEACHERS

The M. L. A. section of the Indiana State Teachers' Association met in Indianapolis on the morning of Oct. 21 with Professor Harry Bretz of Butler College presiding. The attendance was unusually good and showed an increasing interest in modern language instruction in a state where until recently these subjects, with the exception of German, had received comparatively little attention in public schools. Some 150 persons gathered in the Palm Room of the Claypool Hotel.

The first paper was a discussion of the application of phonetics to modern language teaching by Professor A. Coleman of the University of Chicago. The speaker undertook, first of all, to correct the erroneous opinion still held by so many people that applied phonetics means primarily the use of phonetic symbols. He showed that the phonetic symbols constitute simply a useful auxiliary to the physiological side of phonetics, which is the essential element to the practical teacher. He pointed out that the important thing to take into account is the great difference between the basis of pronunciation in English and the basis of pronunciation in French or German or Spanish, the three languages most taught in our schools, and attempted to demonstrate with the aid of a few concrete examples how much more scientific is the approach to the problem of a foreign tongue on the basis of practical phonetics plus imitation than on the basis of imitation alone. He remarked that the use of phonetic symbols is less called for in teaching Spanish or German than in teaching French, because Spanish spelling is less arbitrary and less complicated than French spelling. He maintained, however, that when we say Spanish or German is more phonetic than French, we mean simply that a given spelling corresponds more uniformly to a

given sound in these two languages, but that the basis of pronunciation in Spanish or German is quite as different from English as is the French basis, and that therefore a simple and practical explanation by the teacher of how the sounds are made is as integral a part of a thoroughgoing presentation of the pronunciation of these two languages as of the pronunciation of French.

The paper aroused a good deal of discussion. Several persons in the audience had evidently come prepared to combat an advocacy of the use of phonetic transcription, but no one took a position directly at variance to the point of view of the speaker.

Professor Lander McClintock of the University of Indiana followed Professor Coleman with a few remarks on his own reasons for making the phonetic approach to pronunciation, with some illustrations from his experience as a teacher.

The next speaker was Professor E. C. Hills of the University of Indiana who aroused much interest by a short account of his observations during a recent trip to France and to Spain. He spoke of the apparently normal conditions prevailing in France but suggested that under the surface might lie elements for uneasiness which would not be apparent to the summer tourist. In Spain, too, despite the numerous strikes, Professor Hills had enjoyed himself thoroughly and had been much interested in the educational activities with which he came in contact, particularly in the efforts of the *Junta*, which is doing so much now both to arouse the interest of Spaniards in scholarship and to offer excellent facilities for Hispanic studies to foreigners.

Following the raising of the question by Professor Hills, Professor G. D. Morris of the University of Indiana offered the following resolution: "Resolved, that it is the sense of this meeting that the law forbidding the teaching of German in the high schools of Indiana be repealed." After some discussion the question was called for and the resolution was adopted by a considerable majority. There has been considerable newspaper discussion of this action by the section, some of the comments, as may be imagined, being strongly in opposition. It is, however, an educational question of importance that the Legislature must squarely face before very long.

The chairman of the meeting gave the floor a second time to Professor Coleman to speak a word in behalf of the JOURNAL.

After the election of officers for the coming year the meeting was adjourned.

The Society of American Field Service Fellowships for French Universities announces that there will be awarded for 1921-22 on the basis of competition, not to exceed twenty-five fellowships, tenable for one year, of the value of \$200 plus 10,000 francs, subject to renewal if circumstances warrant. These fellowships



will be in the Social Sciences, the Natural Sciences, English, Oriental, Romance, Semitic, and Slavic languages, Philosophy, Psychology, Religion and Law. Successful candidates may enroll for study in any French university, although the Advisory Board counsels that a part of the time, at least, be spent in a provincial institution. The candidates must be citizens of the United States, must be graduates of a college of recognized standing, must have a practical knowledge of French, and must be preferably between twenty and thirty years of age. Inquiries addressed to Dr. I. L. Kandel, Executive Secretary, 522 Fifth Ave., New York City, or to Mr. Elliott F. Shephard, 224 Rue de Rivoli, Paris, will be promptly attended to.

Professor Raymond Weeks of Columbia University is Chairman of the Advisory Board, Dr. Kandel is Executive Secretary, and there are members representing the various geographical divisions of the United States, and three members representing France. The honorary president is His Excellency, Jules J. Jusserand, and the acting chairman is Mr. Charles A. Coffin of New York City. The organization proposes to establish and administer these fellowships as a memorial to the Field Service men who lost their lives during the war and to encourage understanding and fraternity of spirit between French and American educational institutions.

C. C. Connell of Yale has accepted an instructorship at Case Scientific School. Dr. R. C. Kissling and Mr. A. O. Groff have resigned from the modern language department of Case. Mr. S. E. Swanbeck of the Case modern language department spent the summer in Havana engaged in the study of Spanish.

Students who enter Case with two years' preparation in French take Spanish in the Freshman year and resume the study of French in the Sophomore year.

The proper training of modern language teachers in the city of Richmond, Virginia, is being encouraged by classes of college grade in the city Normal School and through the extension courses of the state university. This work is under the direction of Miss Josephine Holt, City Supervisor of French and Spanish, aided by Mr. Vincent Parisi, head of the modern language department of John Marshall High School. The courses are credited toward degrees by the University of Virginia, Columbia, and other institutions.

The enrollment in French and Spanish in the high schools of Virginia shows an increase over last year, particularly for French. In Richmond the Junior high schools have a large enrollment in 6A grade, which is the first opportunity for beginning a modern foreign language. The pupils in French at John Marshall High School will produce in December Molière's "Bourgeois gentil-

homme." The Virginia State Teachers' Association met in Richmond during Thanksgiving week.

Professor Jameson has been made Professor of Romance Languages, and head of the department at Oberlin College. He had been in charge with the rank of Associate Professor for two years. His professorship is on permanent appointment as distinguished from the two-year appointment as Head of Department.

Assistant Professor Edward Lathrop Baker has been made Assistant Professor of Romance Languages, permanent appointment, his title being changed from that of Assistant Professor of French to the one given above. He will devote himself altogether to the Spanish and Italian.

Mrs. W. J. Horner, Instructor, has resigned and will spend the year in Europe with her husband.

In her absence Mr. Herman H. Thornton, formerly of South High School, Youngstown, has been appointed, with the title of Assistant Professor. He will handle classes in French.

Professor Jameson reports as follows on class arrangements:

"We are going to try out this year an arrangement intended to meet some of the difficulties created by the difference in preparation of students who enter our second year classes. Some of them have had their elementary work with us, some have come from High Schools where the teaching is good, some come from High Schools where the teaching is not good, and there are always some people who have not been studying French for some time.

"We have arranged for three possibilities. First, for those whose preparation is the weakest, we have the second semester of elementary French given in the first semester. There will probably not be very many of these students, but, should it be necessary, we can weed them out of other sections and get them where they really belong.

"Second, for those whose preparation is average, one year or a year and a half in a good High School, or one year in college classes, we have what might be called the regular second year work. This will gather the majority of the second year students.

"Third, those who have high standing in their elementary French, such as those who make B or better with us, or who have unusually high grades from a first-class High School, or those who have had two years of ordinary High School French, will be eligible for special work which we are calling: Introduction to Nineteenth Century Literature. In this course, French will be used very largely, and more reading will be done than in the other classes. The grammatical and composition work will be more advanced.

"Thus we hope to sort out at least three different grades of students, and so give to each the kind of work which it should have. One good feature is, it seems to me, that the ability of some students to do a higher grade of work than the average is recognized and encouraged.

"We inaugurated last year the plan of offering a course in elementary French, beginning in the second semester. We shall, as I have indicated above, give the second semester this fall, and follow up next semester with the first semester of a second year course.

"We have not as yet sufficient teaching force to do the same kind of thing for the other languages, but expect to do so, if the numbers electing Spanish and Italian justify it."

#### MAINE NOTES

The following account of a class in Beginning Spanish, contributed by Miss Madeline Bird of the Rockland, Maine, High School, when asked by her former teacher to suggest some reasons for her successful work, shows what an ingenious teacher can do to make the most of existing facilities even when they are limited. This was her first year at this work. In the schools of Maine books are furnished to the pupils, but no funds were then available for suitable texts in Spanish. A further handicap was the feeling on the part of certain school officials that Spanish is easy and consequently no training in grammar is needed. The class, altho relatively small, was made up of several different racial elements.

"The last term, as I could not have any more books, I had to resort to original methods. For lessons I would give related words, such as those to be used in taking a trip or those employed by a doctor and his patients or by a grocer or dressmaker and their customers, and then I awaited developments. They always looked up extra words, and often played little scenes which they originated and over which I laughed sometimes until I cried. They were a source of enjoyment because I never knew what they would do next. They were extremely fond of playing before audiences, and we had a great many visitors.

"We recited in one of the science rooms and I never knew what they would do with the specimens there. A jar of sprouting beans served for money, canned goods, and a host of other things. The bottles of ink were everything from milk to medicine. The pupils would seize any thing and put it to some use.

"In one of their original playlets three of them were eating breakfast before taking a trip. All at once they called me and said that I must be the waiter. After breakfast I thought they were going to their seats, but instead they walked to another part of the room, two of them going to the ticket office and the other

to check the baggage. At last the train started and they left on it waving good-bye.

"The last term we also started a club composed entirely of first year students. We took dictionaries to the club as of course our vocabulary was limited. We played games practically all of which were originated by the members with the result that their vocabulary increased considerably. The first night we had original initiations. I alone initiated the first member. Each one after that had more to do, because each girl had something she wanted the others to do.

"At the same time thoro work was not neglected. The class was good in grammar, and knew when and why changes occur in the radical changing verbs. They knew backwards and forwards the imperatives, and the hands would fly up instantly, if any one made a mistake. They could take fairly rapid dictation without any repeating and write with almost no errors. One day we had a spelling match, and some of them could spell so fast it was hard to follow them. I found that these pupils had taken a reader and spelled aloud several pages in Spanish."

Dr. Herbert D. Carrington, formerly Assistant Professor of German in Smith College, is a recent addition to the German department of the University of Maine. Additional modern language instructors are John A. Strausbaugh in Spanish and Italian and Charles F. Whitcomb in French.

Miss Effie Noddin, formerly teacher of French in the Waterville, Maine, High School, is now in charge of Modern Language work at Auburn, Maine.

The study of Spanish has been introduced this fall in the High Schools of Bar Harbor, Belfast, and Livermore Falls, Maine. Courses were planned in other localities but the project was given up temporarily because of inability to find properly qualified instructors.

Enrollment in the French and Spanish classes in Arkansas schools is very gratifying. There is a marked increase in Spanish. Little Rock and Fort Smith both report forty-five in their beginning classes, more than 50% gain over last year. The total enrollment in the Department of French and Spanish at Fort Smith is two hundred and five; about three hundred at Little Rock.

The interest in French continues strong. Little Rock has three divisions of beginning French, with an average of twenty-two in a class. Fort Smith has also three divisions, with a total of eighty-seven, an increase from last year. Van Buren High School reports larger classes in French than ever before, and greater interest especially among the boys.

Unusual interest is felt in the State Teachers' Association at Little Rock, November 13.

In common with many states north and south, Arkansas feels the need of greater revenue to meet the demands of modern days in education. Citizens are holding mass meetings in all the larger cities, in a united effort to secure proper legislation to keep the schools of the State running and up to standard.

The State University is offering Extension Courses especially for teachers, though other people may enter. These courses will be conducted by instructors from the University, and will be given at any point in the State where a sufficient number of students ask for the work. Five classes in Education have been organized in Fort Smith, with more than one hundred and fifty teachers enrolled.

The Foreign Language Section of the State Association met Friday, Nov. 12 at 9:30 in the Court Room. An interesting program was prepared.

Blytheville High School sends a good report of increased enrollment in both French and Spanish.

Professor J. Moreno Lacalle has resigned from the U. S. Naval Academy to accept the position of Head of the Department of Spanish at Middlebury College, Middlebury, Vermont, with which institution he had already been connected since 1917 as Director of the Summer School for Spanish teachers.

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In case the JOURNAL is sent by mistake to a teacher not a subscriber, the proper (and honest) thing to do is simply to mark the wrapper REFUSED and return the JOURNAL (in the original wrapper) to the post office.

In response to the numerous and clamorous requests for the October number of the JOURNAL, the business manager regrets to have to announce that the supply is exhausted and that he can not furnish them. This is admittedly a deplorable state of affairs, but our usual edition of 3000 was printed—and how should the poor business manager know that there would be so many extra subscribers rushing in after the edition was off the press? In fact he disclaims all responsibility for the catastrophe. It is plainly the fault of the editors and contributors: they had no business to make the JOURNAL too attractive.

We are now printing editions of 3200 and shall increase the number if necessary but paper and printing are very expensive these days and the business manager must make both ends meet, financially speaking.

The only consolation that can be offered to belated subscribers is that their subscription will begin with the November number and run till the same month next year.

E. L. C. MORSE, *Business Manager*

## Reviews

A *SPANISH READER*. By JOHN M. PITTARO, Stuyvesant High School, New York City. D. C. Heath & Co. 1919.

The reading lessons are preceded by ten pages of class-room Spanish and followed by two pages of important idioms used in the text. Then we have the inevitable verb-tables, and the book closes with a vocabulary of sixty-six pages.

The list of class-room expressions seems unusually good, but attention may be called to a few of them. "*Coloquense en sus sitios*" is unnecessarily formal for "*Siéntense*" or "*Vayan a sus sitios.*" The translation given for "*Guarden Vds. los libros,*" would seem to be rather forced. "*Es su turno, señor,*" looks like a literal translation from English, for the more idiomatic, "*Le toca a Vd., señor,*" or, in question form, "*¿A quién le toca el turno?*" "*¿Tiene alguna falta esa frase?*", seems rather wooden. Why not: "*¿Hay alguna equivocación en esta frase?*" or "*¿Hay algún error en esta oración?*" or even "*¿Está bien esta frase?*" In the case of "*Eso no es respuesta,*" it seems to me that "*Éso no es una respuesta*" or "*Eso no es responder*" would be preferable. These few comments are questions rather than criticisms. The matter of classroom Spanish is troublesome to many American teachers and a good little manual on the subject, compiled by an experienced native Spanish teacher, who has not been overlong in this country, is greatly to be desired.

The text is broken up into lessons which for some reason or other are not numbered. Each lesson consists of reading passage, set of questions in Spanish, and various exercises. These last are abundant but happily lack the encyclopedic completeness aimed at in some books.

Of the reading material there is little to be said. The first few are rather difficult—a thing hardly to be avoided. They grow better and more interesting as we get further into the book. Many of them deal with Spain and Spanish America, giving interesting bits of biography and history as well as information about present day affairs and conditions. Many of the selections are from Spanish and Spanish American writers.

The various types of exercises may be indicated by citing those of the first lesson: I. is an exercise in conjugation; II. consists in supplying certain nouns with the appropriate article; III. gives some common phrases to be used in making new sentences; IV. calls for a synonym of *asimismo*; V. asks for the translation

into Spanish of two short sentences. There is no fault to be found with the first four except that the example chosen for Ex. IV. is not a particularly happy one. Some teachers will object to having Ex. V. introduced at so early a stage, and Ex. III. is to be used with caution. In general it is unwise to encourage young pupils to do anything more in their exercises than to repeat exactly what they have already learned. There is the same danger in the early use of such exercises as IV. on page 14, IV. on page 17, IV. on page 24, etc. To allow pupils to do such an exercise as V. on page 27—"Escríbese una composición, de unas cincuenta palabras sobre Nueva York"—at so early a stage of the work, may easily be productive of more harm than good.

The directions for the various exercises are uniformly given in Spanish. The theory is an excellent one, but leads in practice to the use of unusual words which can hardly be of much value. Take as examples "Formúlense preguntas sobre:—." To be absolutely consistent in this matter is hardly worth while.

At the risk of appearing hypercritical or ignorant I venture to question the appropriateness of the direction "*Antepóngase el artículo*" etc., given on page 12. *Anteponer* is not a common word. Is there any objection to "Escríbese el artículo delante del nombre?"

On page 13 there is another point that I would like to have settled. Here we have the question "¿Cómo son los corredores?" Evidently the answer expected is, "*Los corredores son largos y anchos.*" In the same way the answer to "¿Como son los profesores de Francisco?" page 19, line 5, would be, "*Los profesores de Francisco son simpáticos.*"

For years I have heard this type of question condemned as an imitation of the German—"Wie ist der Mann?—Der Mann ist dick," and have been assured by Spaniards that it is not good Spanish. Yet it constantly appears in books by men who are either right or should know better. It is recognized that the type "*Como son los corredores*" is legitimate when it calls for such an answer as "*Todo va bien. La disciplina es excelente,*" but not when it is used as in the examples given from Mr. Pittaro's book.

Again, on page 14, we find, "*Escríbanse las frases siguientes en plural.*" Why not *en el plural*? "*Póngase en plural,*" might be explained as a sharp, concise direction, but this can hardly apply to the elaborate direction quoted above. Native Spaniards have told me that the article should be used. What is the answer?

A few other points in the exercises may be noted. "Este es un mapa," page 22, Ex. I., should certainly be, "Esto es un mapa." Is "*salir bien en el examen,*" page 23, the regular expression? Is there any objection to *salir bien del examen*? On page 28, line 1, we read "*En Navidad.*" Is not "*En el día de Navidad*" or "*Por*

*las Navidades*" more usual? "*¿Con quiénes?*" in question 1, page 28, seems ultra formal. There could be no objection to "*¿Con quien?*"

On page 83 in §1 of "El Viaje," we read "En las vacaciones." Would not *durante* or *por* be better, according to the sense intended?

Throughout the book, Mr. Pittaro's notes deserve special commendation. Especially valuable is the frequent repetition of important matters. Many of the points explained in the notes are again given in the vocabulary. Such a procedure—while out of place in a more advanced book—is absolutely sound in a book for beginners. The notes are wisely placed at the foot of the page, where the pupil may consult them with the least possible expenditure of time and effort.

The vocabulary, always the hardest part of a school book to prepare, is well planned and in general well executed. Mr. Pittaro has given the minimum of grammatical terminology: he has listed the forms of irregular verbs; he has indicated the peculiarities of irregular and radical-changing verbs; he has explained the idioms and other difficult expressions met with in the text, and he has inserted, in alphabetical order, all the proper names needing explanation, instead of crowding them into the notes. All this goes to make up a good vocabulary and it is an ungrateful task to call attention to the following points:

If the change of the stem vowel is to be indicated for radical-changing verbs, why not do so in the case of *acordarse*, *acertar*, *almorzar*, *quebrar* and *tropezar*? If we have (ue) under *poder*, why not (ie) under *querer*, even if it be omitted under *tener*. Is it sufficient to give only (ie) under *convertir* and *consentir*? If *deduzco* is given under *deducir*, why not *conozco* under *conocer*, and follow the same practice with regard to *ofrecer*, *proteger* and *instruir*? Is it fair to say that *reponer* means *to reply*, without stating the limitations? Why not list e.g., *toqué* under *tocar* and *pagué* under *pagar*? Finally why dismiss *vamos* with the statement that it is a present indicative, when it is often something else?

The physical makeup of the book is excellent. Paper, print, binding are all good. The pictures are numerous, well chosen and surprisingly clear. The book is a good one and will have many friends. It deserves wide use.

JOEL HATHEWAY

Boston



*ELEMENTARY RUSSIAN GRAMMAR.* By E. PROKOSCH, Bryn Mawr College. The University of Chicago Press. 1920. 113 pages + Russian English Vocabulary.

Professor Prokosch, the author of the above book, is well known to the profession for his contributions to Slavic, Germanic, and comparative philology, and as editor of several German grammars and other school books.

As in the German texts so in the Russian grammar, the author's chief aim is to make the book interesting, simple, and teachable, sacrificing, occasionally, philological accuracy to practical classroom considerations.

The outstanding features of this new grammar are, briefly, as follows:

1. A scientific exposition of the principles of Russian pronunciation on a phonetic basis. The symbols used are those of the Association phonétique, with certain modifications which make it simpler and more practical for classroom purposes.
2. Inductive presentation of grammatical principles along the lines of the "Direct Method."
3. Simplification of declensional and verbal intricacies, wherever pedagogical expediency has seemed to warrant such procedure.
4. Oral approach to elementary vocabulary through carefully graded and attractive exercises, bases on connected material.

There are 69 lessons in the first part, covering 85 pages, followed by a synopsis of grammar and a Russian-English vocabulary.

It should be noted that the vocabulary involves approximately only 650 words. There is a great advantage in this limitation since it encourages intensive study of the reading material, and thorough assimilation on the part of the student.

The book is as yet the briefest and the most practical presentation of the basic principles of the Russian language published in this country, and will, no doubt, be warmly welcomed by teachers of Russian in schools and colleges.

C. M. PURIN

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Milwaukee.*

*FRENCH LITERATURE OF THE GREAT WAR.* ALBERT SCHINZ. Pp. XIII+433. Appleton, 1920.

Here for the first time in English the public has access to a careful survey of the very considerable number of literary productions by French writers that have appeared since August 1914,

which owe their inspiration to emotions or experiences for which the war is responsible. It was naturally a difficult task to know what limits to set to such a work. The author was guided as far as possible by the judgments of the reading public in France; where this guidance failed him he was forced to follow his own powers of critical appreciation. In Part I Professor Schinz considers first those works that grew out of what he calls the "period of emotional reaction" that followed the outbreak of the struggle, covering roughly the first twelve months of the war period, then the "period of documentation," which includes the following two years, and next the more thoroughgoing discussion of philosophical and political questions that characterize the years from 1917 on. Part II is devoted to the more strictly literary genres: poetry, drama, fiction. The three appendices give very useful general bibliographical information, including a catalogue of some of the best war diaries, and the index of authors and titles lists about a thousand names and titles. This last fact alone suffices to indicate the extent of the material discussed and the amount of labor involved in the undertaking.

For a good many years Professor Schinz has been contributing articles on current literature in France to the New International Year-Book and is unusually well qualified for such a task as compiling the book before us. He has done it systematically and well, and this volume is indispensable for readers who desire a guide through the mass of publications in France that grew out of the war, having any claim to literary value. Advanced students of current literary movements will profit by the author's critical comments and bibliographical notes. Professor Schinz observes a kind of mental weariness in the writing produced in the closing years of the struggle, and concludes, from comparison with the two or three similar crises in French history, that we cannot look for French creative genius to take up again its normal activity until the period of war-weariness has passed.

The reader may be somewhat disconcerted at reaching the chapter on fiction (p. 263) after the extensive discussion of the best known war novels in chapter two of Part I. There are a few misprints (*pupis*, p. 114; *worst*, p. 155; *themselves*, p. 344) and some evident gallicisms (such as: *minister* Richelieu, p. 36; *remarks*, p. 45; French public—who was even in 1918—, p. 60; Girardoux had *signed* . . . a book, p. 102; at the risk of being regarded as *chagrin*, p. 222; *makes proof*, 267; it does not seem . . . that we have *something* so different, p. 352). It is inevitable, also, that the emotions aroused by the great conflict should somewhat affect the judgments pronounced today on the literary products of the war period. It is too soon, for example, to say how just are the author's findings in the cases of Romain Rolland (p. 17 ff.) and of Barbusse (p. 33 ff.), though no one will disagree with the total con-

demnation of that unclean book, *l'Enfer* (p. 38). In any case, Professor Schinz has succeeded remarkably well in a difficult undertaking. The American reading public should be grateful to him.

A. COLEMAN

*The University of Chicago*

*THE INFLUENCE OF FRENCH LITERATURE ON EUROPE. AN HISTORICAL RESEARCH REFERENCE OF LITERARY VALUE TO STUDENTS IN UNIVERSITIES, NORMAL SCHOOLS, AND JUNIOR COLLEGES.* By EMELINE M. JENSEN, PH.D. Boston, Richard G. Badger. The Gorham Press.

In the preface the author defines even more precisely the object of her study: "The purpose of this book is to trace the influence of France from her earliest days to the present time, and to inspire the reader with a real love for the French people. The French people so brilliant, so courageous, so full of animation and vim are a people whom we to-day especially wish to know. . . . The French show a constant tendency to please even when contradicting. . . . They have an original aptitude for sociability, which has endeared them to other nations. The phrases and sentences, as well as words of the French introduced into the English during the Norman Conquest, have had much to do in giving the English a refining (*sic*) tone."

The public she has in mind is made up of college and university students who "will find here in this little work of historical literary research material for the writing of themes and essays on the subject of France and what she has given to the world." In view of the professed purpose the author should have written her account in at least a good undergraduate style that would safely escape the censure of English instructors. This merit she has not achieved. On page 25 we read: "(Rabelais) had a great intellect and was very humorous and witty. He possessed that satirical *esprit gaulois* which the French claim to have to a great extent." Writing of Opitz and Gottsched the author says (p. 39): "They wandered from the truth as is always the case with imitations. . . . Literature at this epoch became a slave to aristocracy. This was the aim of the French and this was so adopted by the rest of the world." Of Diderot and D'Alembert she says (p. 57): "They took upon themselves the immense task of arranging a vast and complete exposition of all the sciences and of all the arts and of making a universal collection of all knowledge of man, and of all things known to man." This, the author says, "tended to engender skepticism and incredulity."

Jensen's method of paraphrasing well known passages of literature also "tends to engender skepticism and incredulity."

Lessing's famous 17. *Literaturbrief* is garbled as follows: (page 86) "Nobody, maintain the editors of the library, will deny that any good thing given on the stage can have its source any place but in the French." Lessing bravely replied: "I am that nobody, for the true German drama will by far exceed it." This quotation bears only a remote resemblance to Lessing's statement,<sup>1</sup> and is meaningless in itself, but its gravest offence is that it travesties Lessing's style. Style is too individual a matter to be tampered with so lightly. One is tempted to remind the author of what she herself says of Buffon (p. 57):

The one thought, *Le Style est l'homme* (sic) is familiar to every school boy in all countries. He claimed that the style of a writer is that which stamps his work, with its true and real value, and is that alone, which makes it his own. He was one of the neo-classic cult of general terms. His care in the way of expression has been much admired.

Dr. Jensen's own work is notable for the cult of general terms tho not for great care in the way of expression. The influence of French literature on German literature receives some detailed and specific attention in the fourth chapter, but elsewhere we find chiefly random and superficial discussions of all French influences. In chapter I dealing with the "Eleventh, Twelfth and Thirteenth Centuries" there is no mention of French influence in Italy, Spain, or England. The same is true of chapter III dealing with "The Seventeenth Century." In chapter IV, "The Eighteenth Century," one page is accorded to Russia and four plus to Spain. England and English literature, in which American undergraduates presumably are most interested, receive an eleventh-hour mention on pages 103-116. These brief summaries are not sufficient to justify the inclusive title of the work. It should have been called *The Influence of French Literature on Germany* and the author should have cultivated the narrower field more intensively.

The footnotes lead back only to works of a most general nature. Elsewhere than in the fourth chapter we find chiefly references to the *Encyclopaedia Britannica*, Johnson's *History of Modern Europe* and *Sixteenth Century History*, Guizot's *Concise History of France*, Kluge's *Deutsche National-Literatur*, *The Cambridge Modern History*, Nelson's *Encyclopaedia*, Crown's *Encyclopaedia*, and Lange's *History of French Literature*, and this despite the promise in the preface of ample references to "larger and more complete works" in order that the student may read more widely

<sup>1</sup> Lessing actually wrote: "Niemand," sagen die Verfasser der *Bibliothek*, "wird leugnen, dass die deutsche Schaubühne einen grossen Teil ihrer ersten Verbesserung dem Herrn Professor Gottsched zu danken habe." Ich bin dieser Niemand; ich leugne es gerade zu.

on this subject. Even Betz's *Littérature comparée* is nowhere referred to.

A brief statement of the content of some of the chapters may be of interest. Altho the author states (page 8) that the French people "full of ready wit, creative imagination, and spirit" have led the literary world "ever since the early dawn of civilization," she wisely limits her discussion to the period since 1000 A.D. The first chapter treats of the "Eleventh, Twelfth, and Thirteenth Centuries." This brief chapter of five pages dealing with one of the most important periods of French influences is entirely valueless. It begins with some generalities regarding the French origin of the German minnesong and of the German court epic, of which she says the *Nibelungenlied* is a good example. This is followed by two statements, one from Crown's *Encyclopaedia*, another from Nelson's, regarding Charles the Great, and the chapter draws to an end with a long quotation from T. Roscoe (name of the work not given) regarding the French relationships of *Reinike Fuchs* from the time of the *Ecbasis Captivi* until Goethe's time.

The next chapter, dealing with "The Renaissance" in ten pages, suffers also from unwise apportionment of a limited space, and chronology is greatly confused. On page 26 Malherbe is classed as a poet of the Renaissance. On page 22 we read:

In politics again it is France that leads. Lodge says that in 1273 as in 1313 Germany was a mere bundle of States under a nominal head, while France had received a strong national organization under the rule of Philip IV. Germany, on the other hand, was retarded for nearly a hundred years on account of the religious quarrels which resulted in the Thirty Years' War. During this period many new schools and universities were built all over France.

Such congestions of facts are rather frequent in the manual. It is not to be feared that students will derive a false impression of the march of events; they will in fact derive no impression whatever. On page 26 the *Défense et Illustration de la langue française* is attributed to Ronsard whose "renewed" style of poetry was imitated and admired by Opitz. Du Bellay is not mentioned at all.

Chapter III deals with the "Seventeenth Century" in an ampler fashion. In the first half of this chapter stress is laid upon the influence of Descartes and Pascal. Ronsard is again taken up and his influence on Opitz and Gottsched is discussed at length but in such a way as to convey the impression that all three belonged to practically the same period. Confusion of this kind could have been avoided had the author consistently assigned influences to the century in which they took place. The influence of Ronsard on Opitz belongs properly in the seventeenth century

tho Ronsard himself died in 1585. The discussion of Ronsard's influence on Gottsched should have been reserved for chapter IV, the "Eighteenth Century." In the second part of chapter III the great authors of the French classic period are taken up. They were too numerous and of too great influence to permit of adequate discussion within the limits of ten pages. Betz's *Littérature comparée* lists forty-five works and articles on the subject of Molière in Germany alone. Jensen dispatches the subject in about a page beginning with the statement (page 41): "Molière's *École des Femmes* produced a literary war that caused showers of paper bullets of the brain to fly all over Europe." She then vaguely suggests that Lessing was indebted to Molière for his "idea of naturalness in writing" as shown in his "criticisms of the Hamburg literary circles." Apparently by way of explanation she adds: "In Molière's *Les Précieuses Ridicules* we recognize an attack on the over-refinement and affectation of the original, natural manners and impulses of the society of the Hotel Rambuild, then a school." If the undergraduate is able to surmise Rambouillet for Rambuild, he will still be baffled by the characterization. The influence of Corneille, Molière, and Racine lasted, according to our critic (page 43), until 1760 when "Lessing appeared along the literary horizon and administered such a mighty blow to the *goût français* that the influence of French on German literature almost died out." Lessing set up in its stead "a national German idea of theatre." The remainder of chapter III is devoted to brief paragraphs on La Fontaine, Fénelon, Boileau, Racine, Madame de Sévigné, Bossuet, and Fléchier, their influence on foreign literatures being barely touched upon.

The best part of the book is that dealing with the "Eighteenth Century," for here we come into actual contact with the poets and thinkers of the period. In this chapter the French writers are quoted in garbled versions of the original while their more fortunate German contemporaries, with one or two exceptions, are quoted from English translations. Despite formal defects this most important part of the discussion might prove stimulating to students, and the author seems to control her frequent quotations rather than to be controlled by them as elsewhere. One wonders, however, whether this chapter has not become pied with the following one by some shifting of sheets. Here we have as subject headings "Montesquieu," "Voltaire," "Rousseau" (the most thoro individual discussion in the work), "Schiller," "Wieland." Under the caption "Wieland," Lessing and Goethe are also discussed. Then follow the captions "Russia" and "Spain," summarizing in five or six pages the influence of France on these countries from 1650 to 1870. Chapter V deals with "Madame de Staël," "Chateaubriand," "Joseph Maistre," "After the Restoration" (title should have been "Béranger"), "Victor Hugo," and

"England." At this point we find ourselves suddenly projected backward into the centuries in the following abrupt fashion. "(Victor Hugo's) works have been so universally read that they have exerted a great influence over many countries. (Caption) The influence of French literature on England became quite marked at the time of the Norman Conquest." The last chapter is entitled "Bergson at the College of France" but deals with several other matters as well in its four pages, and the entire work is brought to a close by a somewhat irrelevant table of Spanish and French royal marriages and an index.

The most conspicuous defect of the work is the lack of that quality which the author calls (p. 28) "a formal respectability as to form." This applies not only to the general arrangement of the work but also to the details. Book titles are frequently given incorrectly as well as authors' names. Thus we find (p. 31) Cambridge's *Modern History*, (p. 40) *L'Art poétique*, and (p. 41) *Wilhelm Meister's Wander und Lehrjahre*; (p. 48 and 49) four times Boussuet for Bossuet and twice Flecher for Fléchier, on page 60 thrice Boyle for Bayle, on page 62 Maret for Marat, and (p. 73) five times Weimer for Weimar. On page 42 Francke's *History of German Literature* is quoted regarding Wiese of Zittam, from which the reader must derive Christian Weise of Zittau. Nearly all these errors reappear in the index. These are not isolated nor even exceptional instances. In a nine line French quotation on page 62 there are ten errors, and errors occur consistently from the dedication page which reads: "A Madame L. R. J., qui m'inspiré cet livre" to the final quotation on page 113, which contains fully a dozen errors, misprints, inversions, perversions, and other corruptions along with the usual number of wrong or omitted accents. Altho it is known that the Gorham Press does its own proof reading, it is not possible to acquit the author of complicity in these misdemeanors. In the text circumflex accents are found not at all, but grave and acute accents are found in just sufficient number to show that the Gorham Press possesses them in its font. But one derives the sad impression that Mr. Badger's compositor is no French scholar and that his stenographer was away on her vacation. If any teacher were for a moment tempted to put this work into the hands of his students he would recoil from the idea after a glance at the footnotes.

On the whole it cannot be said that the author claims too much for the French influence. A few instances of over assertion are to be found: on page 23, for example, we find the assertion that Petrarch and Boccaccio owed their love of liberty and learning to French inspiration, but quite as often she understates the case. On page 17 we read: "The great men of Germany came to Paris (at the time of Charles the Great) to discuss questions of education." The fact is that the German lands were not interested in

education until Hrabanus, a pupil of Charlemagne's Alcuin and "Primus Praeceptor Germaniae," returned to Fulda. In the next chapter, that dealing with the Renaissance, we read that scholars who read Fischart's *Paraphrase* wanted also to read the *Gargantua* in the original, "and so they set themselves to work to learn the French language with more zeal than they had ever done before." This also gives a false impression, for the scholars in question were no doubt already able to read and write French quite as readily and well as German, which had scarcely established itself as a literary language at the time. A reading of Reynaud's *Histoire générale de l'influence française en Allemagne* would have taught the author how to claim more for her thesis and to do so with greater convincingness.

A short discussion on this subject for the benefit of undergraduates has been a desideratum. A treatise may be brief and at the same time stimulating, full of information, and generally reliable; witness Max Koch's *Über die Beziehungen der englischen Literatur zur deutschen im 18. Jahrhundert*. It is not without a certain regret that one discards this book on which so much good will has been carelessly expended, but in order that books dealing with foreign literature even in a general way may be of use to the public, the publishers must use discrimination in the selection of manuscripts and provide themselves with competent proof readers familiar with foreign languages. It has been said: "A bad book one does not review at all," but since this shoddy book is only too likely to fall into the hands of European scholars or even of the better type of students in normal schools and junior colleges, where it may bring the American Ph.D. degree into disrepute, it is incumbent upon us to repudiate it.

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# The Modern Language Journal

VOLUME V

JANUARY, 1921

No. 4

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ATTAINABLE AIMS IN MODERN LANGUAGE TEACH-  
ING IN COLLEGES, OR, WHAT MAY WE SAFELY  
HOPE TO ACCOMPLISH IN MODERN  
LANGUAGE COURSES IN COLLEGE

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*By* ISABELLE BRONK

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(Read before the N. Y. State M. L. A.)

WHATEVER be the different racial affinities or pedagogical creeds of those gathered here today, we can but be of one mind regarding the importance of our common calling. For, faced squarely by the needs of our time, it is only the distorted vision which does not look upon the teacher of the foreign spoken languages as a great high priest (or priestess) in the temple of modern learning. Never did the mission of showing others how to interpret tongues seem so exalted as at present, when the world, through ignorance and misunderstanding, lies almost prostrate before us. Never did it appear more clearly than today that the coming of the kingdom of harmony is dependent upon an international understanding of different modes of thought, as these are expressed by the different spoken languages.

The college lies midway between the school and the graduate department of the university. It may serve as a link between these two, continuing the work in modern languages begun at the school and preparing for graduate instruction. It may, also, complete the work of the school, or serve as the first stepping-stone to the graduate work of the university, and it may, finally, have its own isolated, individual existence, giving students their only scholastic instruction in modern language work. Whichever of these four be its function, the most important aim which can be attained in the modern language courses is the imparting of a love or enthusiasm for the language or languages being pursued.

I put this love for the subject ahead of method, ahead of matter, ahead of all else, since I believe with the Revised Version that "the greatest of these is love." With love for a language in one's heart, the road to attempting its conquest and all that goes with it becomes an easy one and one sure of being traveled. No person who has experienced what we may call linguistic pleasure at college will wish to cease his wanderings in linguistic paths after he leaves the college portals. Events in the last few years and closer world relations have brought a new zest to the subject of modern language study. Poor indeed or ill-prepared is the teacher of the modern foreign languages who cannot now awaken thrills of pleasure among college students. Teachers of German may think this an exaggerated statement in their case. But, remembering that the young Frenchwomen sent over by their government to study at our college both elected German at the start and that they both pursue this alien tongue with relish, I think the students who still take German in our colleges can be made to find much enjoyment in it.

The object of our modern language courses is to train the intellect and enrich the mind, thereby making better individuals and more useful citizens. That part of our work, therefore, which is most conducive to this end, must stand clearly in the foreground. This is, giving a reading knowledge of the language. A reading knowledge presupposes the training of the intellectual faculties, and it leads to the ends most important probably for the largest number of students in our college courses. For it unlocks the doors to all the thought expressed in written form in the new language, hence to what is termed the immediately practical, and also to general culture and to aesthetic pleasure. The imparting of a reading knowledge is the aim most universally and easily realized in colleges. Today, owing to the justifiable encroachment of aural and oral rights upon what was previously considered an ocular province, the reading matter is necessarily less in quantity than formerly. Not only, however, can students imbibe the thought without recourse to the mother-tongue, when they read by themselves, but their understanding of the subject matter can be tested in class by the correct and expressive rendering of the original. One of our attainable aims is to make attentive readers. We should arrange the reading matter progressively and not put in the classics too soon. This subject matter for read-

ing should include, as far as possible, "the literary expression of all the activities of modern civilized life." It is not necessary to turn the college into a trade school, but our reading courses during the first years can be made to give a thorough and general foundation both as to vocabulary and as to forms.

A most important aim is to bring the language we are teaching before our students as a living thing and something capable of immediate use. Whatever be the methods on which a good teacher bases his hope of salvation, this aim can be realized. Whether a stalwart and tried grammar be our leader, or the most ultra "Practical Course" ever published by a direct-method enthusiast, we can teach students to talk and to understand. They can from the first be led to think to some extent in the foreign language, if their ears are filled with the sounds and their eyes with the written forms. Even with a conservative grammar, the teacher can work up to the rules, letting the necessity for their application arise from the reading matter. And the assimilation of them can be induced by forcing their immediate use. A clear and thorough knowledge of the essentials of the grammar can thus be imparted. Our aim, it must always be remembered, is, not to stuff students with grammatical rules, but to develop in them the ability to use grammatical knowledge. One of the most effective ways of impressing grammatical principles upon students is to call constantly for a free reproduction of reading material. By trying to make use of the different forms, the students have these fixed upon their minds. Thus speaking and writing help to a correct reading knowledge, just as the latter aids in the two former. Nothing is so interesting and stimulating to foreign language classes as speaking and trying to understand. In an experience of twenty years at one university and one college, I have met few students who did not have some hunger and thirst for the living tongue, if they had any hunger and thirst for the tongue at all. The brief time allotted to classroom use can be best utilized by requiring much simultaneous recitation in elementary classes and by impressing upon every student the importance of reciting mentally with each person who recites audibly. Speaking and attempting to understand cultivate an alertness of mind, a quickness of memory and judgment, which reading does not call so much into play. Personally I believe in the use of the foreign tongue by both students and teacher as far as practicable from the very first. This involvet

the outlay of much energy on the part of the instructor, and is not adapted to one of sedentary habits in the classroom. But there is no joy quite so great for the teacher of a modern foreign language as carrying a class along in literature or history through the medium of the foreign tongue alone. And this elation is fully shared by responsive students.

It goes without saying that the extent to which college students become able to speak and understand a foreign tongue is relative, not absolute. The ordinary, interested young man or woman who is working with a live teacher can, when he begins a language in college and has at least three recitations a week, at the end of the first year understand simple sentences and form them himself. At the end of the second year, he can do this same thing more fluently and easily, managing some idioms and colloquial expressions. (If you will allow him to do it incorrectly, he will go much further than this.) The third year his ear and mind—I really should begin now to use the feminine form of the possessive pronoun, as that is more applicable in third-year college classes—*her* ear and mind become better attuned to the endings of the different tenses, her mind and tongue readier in the use of these. Darkness begins to disappear off the face of the modal deep. She can give outlines, stammer her views on abstract matters, ask questions in an original way, etc. And so on progressively through the later years. Of course, the natural linguist exceeds this program, the stupid student attains almost nothing of it. Constant use of the new language in intercourse between instructors and students, clubs, plays, etc., also attendance at the foreign church, if there is any in the vicinity, stimulate enthusiasm for the spoken tongue.

It has been my experience that, while college students rather delight in aural and oral work, they are not so keenly alive to the pleasures of written composition. This must be cultivated, not only for its own sake, but because precision and correctness in the use of a foreign tongue cannot be gained without it. And languages learned without being written are languages easily forgotten. When college presidents and deans realize the importance of free composition in the modern foreign language departments, we may have in each of these half as large a corps of composition teachers as now sit comfortably before their neatly arranged cubbyholes in English conference chambers. Until that day

arrives, we must struggle along as optimistically as possible, availing ourselves of all the *modos operandi* which twentieth century genius has invented for making less oppressive to both the party of the first part and the party of the second part mental exercises of a written nature in the foreign language. Students in small classes are easily treated. But with forty or more needy individuals waiting *en masse* to be transformed into masters of style in a foreign idiom, the problem is less simple. A plenitude of classroom blackboards, slips of paper passed daily for test sentences, personal attention, and no shirking or economy of eyesight on the part of the instructor, are important contributory factors to success in elementary classes. As the students advance, eternal vigilance must be the teacher's watchword. The flowery paths of literature would lure some away from the narrower, thorny path of composition. But the two roads must not be allowed to diverge very far, and a teacher's subtlety can often keep them close together. Even in the most advanced classes in literature, there can be not only outlines, reports, and original papers, but neverfailing demands upon students for original sentences containing new constructions or idioms similar to those just encountered in reading, and the like. Direct correspondence with interested foreigners is also a modern possibility.

Inculcating a correct pronunciation of the foreign language, especially of French, presents a greater problem to colleges than to schools. Students of collegiate age deem originality a virtue and are not desirous of branding themselves with the mark of servile imitators. Phonetics can be made to appeal, if presented skillfully and with moderation at the start. Feeding phonetics alone for the first six weeks to students who have but a year to devote to a foreign modern language is like giving a stone to them when they have asked bread. Here again vigilance must be the teacher's watchword, vigilance and common sense. A good pronunciation must be cultivated, whether it be by means of phonetic charts and symbols, by rules, by imitation, or by all combined. Let each college teacher, thoroughly equipped for any task, ask himself or herself the searching question, "What method or methods can I use most effectively?" and then press forward to success.

Our modern foreign language courses in college may be made to give students the grammatical insight which they cannot or do not derive from English; also to provide mental linguistic dis-

cipline for the many who do not study the dead tongues. A thorough grounding in the subtleties of the French subjunctive and the manifold delicacies of that language, towers of strength when correctly employed; or a study of the complex German case relations and the proper use of the German modal auxiliaries, will go far in cultivating a nice perception as well as the reasoning powers; and if the newer methods of teaching the modern foreign languages are employed, more versatility and creative ability can be gained by the student through them than through the ordinary college study of Latin and Greek. The smaller amount of translation now can be made, too, to teach expression and style.

Another attainable college aim in teaching a modern language is to make students intelligent regarding its origin. This involves recourse to history, anthropology, and phonetic science, as well as to other languages, thereby conducing to general intelligence and culture. This kind of work sometimes gives students seemingly without oral gifts a chance to shine.

The process of learning to read, speak, and understand a foreign tongue provides intellectual training, but the mind is enriched more particularly through exercising the newly acquired powers. The results thus obtained are in the case of students with precisely defined needs, as to read scientific works or to understand a technical lecture, too apparent to require special mention here. We are concerned more fully with results not so direct, with those that accrue through the study of general literature. Pure literature is not one of the practical things of the moment, but the age is not so materialistic that our young men and maidens do not care to penetrate into new literary treasure-houses. And as they stand in amazement before the French writers with their ripe criticism of life and great impersonal truths embodied in elegant expression; as they dream over the German romantic lyrics or follow the German drama in its expansive development; as they turn the pages of Italy's immortal epic, or sit absorbed before the Spanish novelists, they are growing in mental stature and increasing their knowledge of what constitutes life. With such rich inducements as we modern language teachers can offer, what opportunities we possess to woo and win hearts to a love for reading the literatures of other lands! What opportunities come to us also thereby to create an enthusiasm for the people whose ideals are embodied in the new literature, or, if not an enthusiasm, a toleration, at least. There is no other way in which we can so broaden a student's outlook and

enlarge his horizon. With interest in the new people, develops a growing knowledge of their country, their nature and customs, institutions, arts, intellectual life, and civilization in general. From the very first, books must be chosen which will bring the student into the new national atmosphere and environment. And as he progresses in his knowledge of the new peoples, as he beholds the visions which have been given them, new visions may spring up within his own soul. Every foreign literature contains elements of value to our own national life. It is recognition of this fact which causes sympathies to grow mellow and hearts to turn in brotherly kindness to the whole world. "The real, the true and simple" is, according to Madame Clémenceau-Jacquemaire, all in literature for which the returning soldier cares. It is not difficult to bring our students also to like this best.

A very important attainable aim of modern language instruction at college is the production of good teachers. The "majoring" system is in vogue at many institutions or some other system which renders specialization possible, so that students can have five or six years of work in a language. Pedagogical departments, with their often too exalted ideas of the potency of method, must be induced to work with us, and schools are willing at times to allow our students to enter as practice teachers. Let the idea dissipate like mist that less gray matter under the cranial bone is necessary for instructors in the living languages than for those of languages dead and almost buried. Let us teachers angle amicably and legitimately for bright, ingenious, and capable students. Then, having inducted into them all the knowledge possible, and having impressed upon them the best of our methods, let us send them forth, humble postulants for fame. If we have failed to show them that their training has only just begun, and that they are to neglect no opportunity of bettering their pronunciation of the foreign tongue, of increasing their knowledge of its grammar and literature, and of improving their methods, we have failed in a great attainable aim.

From the wording of our subject, as it appears at the head of this paper, the inference may be correctly drawn that we teachers of the modern foreign languages do not consider all our desirable aims capable of realization at the present time. I have tried to set forth here the general aims attainable today in college courses.

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## REGENTS' EXAMINATIONS IN GERMAN<sup>1</sup>

By FREDERICK W. J. HEUSER

IF EXAMINATION-PAPERS have only the purpose of ascertaining a pupil's knowledge, it would be idle to spend much time over their discussion. But the teacher is consciously or unconsciously influenced by them in his work and led to stress those points which he sees most frequently presented. From this point of view a careful scrutiny of examination-papers will indeed repay us.

In general, it may be said that there is a vast improvement noticeable, when one compares the papers of June 1919 with those of June 1909. That improvement, which on the whole has been steady and progressive, is really indicative of a general improvement in modern language instruction in the High Schools of New York State and particularly of Greater New York. Two factors have more recently interfered with a steadily ascending curve, so far as actual attainment was concerned. One was the distracting influence of the war on both teachers and pupils, the other the very noticeable elimination of Latin as the first foreign language. Considerable time, which formerly was given in the Latin class to the acquisition of grammatical nomenclature, has now to be used in the German class with resulting slower progress.

There is now little dispute about the elementary or second year examination. Teachers are pretty well agreed as to what can be attained in two years of high school study. There is usually some easy concrete prose passage to be translated from German into English, and the other questions are clearly designed to test knowledge of inflections and of simple syntax rather than of a large working vocabulary.

On the whole, the selections to be translated into English are well chosen. They are concrete, form a thought unit and are not above the mentality of the high school pupil. The heading usually tells the candidate what to expect and is a distinct help.

Whether a word may fairly be expected to be known, cannot be answered abstractly. In one context it may be unfair, in

<sup>1</sup> A paper prepared for the annual meeting of the New York State Modern Language Association held at Albany, November 24, 1919.



another perfectly legitimate. For example, some might argue that the meanings should be given of *Erwachsene*, *mitleidig*, *bescheiden*,<sup>2</sup> *Landgut*<sup>3</sup> and *demütig*.<sup>4</sup> But *Erwachsene* is used in contrast to *Kinder*, and *demütig* in opposition to *stolz* and ought, therefore, to be guessed by the candidate.

Sometimes the meaning of a phrase is clear enough, but its exact and idiomatic rendering is not so easy to find. Such difficult phrases are for example: *das Fest verherrlichen*,<sup>5</sup> *der dir die Stunden verkürzen soll*, *einen fröhlichen Morgengruss bringen*,<sup>6</sup> *die herrliche Frühlingsluft tief einatmend*.<sup>7</sup> In the last paper, cognizance seems to have been taken of this real difficulty, when *für den Notfall* is rendered *for a rainy day*.<sup>8</sup>

It is encouraging to see that the examiner has avoided selecting passages from the texts widely used in secondary schools. The selection is in each case a genuine sight-passage for all. In several cases he has also wisely taken liberties with the text by simplifying difficult idiomatic expressions or omitting them altogether. There is no object in preserving the exact wording of the original text.

When we come to the grammatical questions, we can best see the tremendous strides that have been made within the last ten years.

In June 1909, we still have such familiar questions, as:

1. Give, with reason, the case of each of the four of the following (taken from the passage set for translation):  
*Schrittes, Weges, dem, ihm, Blicke, Netz.*
2. Explain the syntax of two of the following:  
*abgegangen seien, hätte gefischt, hinunterzustürzen.*
3. Conjugate, in the singular, four of the following:  
*vorgefallen* in the present indicative; *versunken* in the imperfect subjunctive active; *anfang* in the perfect indicative passive; *kam* in the future perfect subjunctive (!); *sich trennt* in the imperfect indicative; *denken* in the pluperfect subjunctive active.

<sup>2</sup> January, 1917.

<sup>3</sup> June, 1917.

<sup>4</sup> June, 1919.

<sup>5</sup> January, 1918.

<sup>6</sup> June, 1918.

<sup>7</sup> January, 1919.

<sup>8</sup> June, 1919.

4. Write, with the definite article, the genitive singular and the nominative plural of:  
*Sohn, Narr, Turm, Sonne.*
5. Explain the position of *habe, kann, wird.*
6. Give the principal parts of *hinweggeritten, achtend, geschehen, vergass, kann, stehn, ertragen.*
7. State the tense, mood and voice of: *wiedergekommen sein, sei geworden, wird belohnt.*

This type of question continues to January 1912, when the eye is arrested by two questions put in German:

1. Schreiben Sie die Grundformen (Hauptzeiten) von: *stand, verdorben, bitte, trage.*
2. Deklinieren Sie: (a) *das dürftige Aussehen* in der Einzahl (im Singular), (b) *grosse dunkle Augen* in der Mehrzahl (im Plural).

Formal Grammar asked in German marks no real progress.

However, one question on this paper actually startles one:

"Write the German dictation printed on separate sheet (to be read by the teacher)."

Here is the first real recognition of oral work. Here is something that looks like the dawn of a new era in modern language teaching. But to our great surprise, this so promising innovation is dropped on the very next paper never to appear again. Instead of it, the following legend appears at the head of the examination of June 1912:

"Students instructed by teachers whose work in the oral use of the language has been approved by the State Education Department may omit question 7.<sup>9</sup> Credit for oral work will not be granted unless an itemized certification on a separate sheet is attached to the answer-paper."

"This separate sheet provides for ten credits for dictation and ten credits for oral reading. In January 1917, the certification on a separate sheet is dispensed with and the directions now read:

"Credit for oral work may be added on the answer-paper directly to the mark obtained in the written examination."

It is very much to be regretted that the dictation was not given a longer trial and developed along the lines established at Columbia College by the late William Addison Hervey. If there is any virtue in having all the other types of questions reread at

<sup>9</sup> Question 7 is a series of English passages to be translated into German.

Albany, there is no reason why the requirement should not apply in the case of the dictation. If to the dictation were added the ability to retell in English a simple German anecdote read by the examiner and the proficiency to answer in German simple questions based on another anecdote, oral work would be placed at the forefront of modern language instruction and a long step be taken toward its standardization.

The paper of June 1912 continues the innovations of January of the same year (which are really of no moment) by asking stereotyped syntax and grammar questions in German; but two items really reveal an entirely new orientation. These are:

1. Schreiben Sie auf deutsch in Briefform eine Antwort auf die folgende kurze Einladung. (Then follows a short invitation in about three lines.)
2. Schreiben Sie fünf deutsche Sätze, und gebrauchen Sie in jedem derselben eines der folgenden Verben:  
 (a) *aufstehen* im Präsens, (b) *aufgehen* im Futurum, (c) *stossen* im Imperfektum, (d) *bleiben* im Perfektum, (e) *liegen* im Plusquamperfektum.

Here is really the first recognition of a direct method, the beginning of free composition. The year 1912 then is memorable in the history of the Regents' examinations in German, and it is not betraying a secret when attention is called to the fact that this same year marks the advent of Mr. W. R. Price as State Supervisor of Modern Language Instruction.

In both papers of the year 1913, an attempt is made to ask questions based on the text set for translation into English:

Folgende Fragen sind auf deutsch zu beantworten:

- (a) Wo ist der Wohnort des Kuckucks?
- (b) Was ist das Gegenteil von *nass*, *hart*?
- (c) Welches Wort im Lesestück ist ein Synonym für *böse*?
- (d) Welche Jahreszeit wird nicht im Lesestück genannt?
- (e) Schreibt man gewöhnlich *lasset*? Wenn nicht, was schreibt man?<sup>10</sup>

This method is not continued, probably because of the wretched results obtained, tho it was no doubt suggestive to the teacher.

By January 1915, all the grammar questions are asked in German. The phrase "translate into German" remains as the only English for some occult reason until 1916.

<sup>10</sup> January, 1913.

Completing sentences, putting words and forms in sentences, supplying endings, expressing sentences in indirect discourse and in another tense or voice, become more and more the rule, giving eloquent recognition to the basic principle that the unit in language is the sentence or at least the phrase.

Accordingly, it would be well if such questions as the following be entirely eliminated:

1. Geben Sie den Komparativ und je zwei Formen des Superlativs von: *nah, laut, hoch, rasch, gross*.<sup>11</sup>
2. Steigern Sie: *viel, kurz, nah, edel*, und geben Sie dann das Gegenteil von diesen Adjektiven.<sup>12</sup>

A more acceptable form is shown in:

Setzen Sie die richtige Superlativ-Form der eingeklammerten Adjektive ein:

- (a) *Im Winter sind die Tage (kalt)* etc.<sup>13</sup>

Instead of asking for the principal parts of isolated verbs, entire sentences should always be given.

Even such a legitimate question as the following had better be eliminated:

Deklinieren Sie (a) in der Einzahl (1) *the new book*, (2) *my new book*, (b) in der Mehrzahl: *all my books*.<sup>14</sup>

No amount of declining is worth anything, unless the respective cases can be readily used in sentences.

A very unfortunate relapse is this question:

Schreiben Sie (mit der englischen Bedeutung) sechs Präpositionen, die immer den Akkusativ regieren.<sup>15</sup>

Who is not familiar with the pupil who can rattle off the doggerel about the prepositions with the accusative and then blithely writes *durch dem Fenster*. What he needs is not to say more often *durch regiert den Akkusativ*, but *durch ihn, durch die Tür, durch das Fenster*. Of course, it is not insisted that such questions should never be asked in class, tho ideally perhaps they should not, but the question-paper ought to indicate to the teacher those things he should stress most with his pupils. And the asking for

<sup>11</sup> June, 1917.

<sup>12</sup> June, 1918.

<sup>13</sup> January, 1918.

<sup>14</sup> June, 1919.

<sup>15</sup> June, 1919.

comparatives, principal parts and cases governed by prepositions ought to consume a very small part of the time indeed.

There is a danger that the use of the grammatical terms in German will give the teachers the self-sufficient feeling, that they are using a highly progressive, useful and modern method when they spend a whole hour on such questions as:

Was ist der Genitiv von *der Mann*? or Wie heisst der Konjunktiv von *ich war*?

They feel quite proud of themselves for not having used a single word of English during the whole period, and yet their pupils get no nearer a real mastery of the language than if the whole exercise were conducted in English.

With all the stress to be placed on free reproduction and composition, synonyms and antonyms, translation either way cannot be dispensed with. It is the one exercise which 99% of the students will need later in life, if they ever have any call for their linguistic knowledge. The examiner is to be congratulated for not having allowed himself to be swept off his feet by our direct method extremists, who wish all translating tabooed.

When the oral credit was first introduced in June 1912, it was regrettable that translation from English into German was imposed as a sort of penalty on those who were so unfortunate as to have teachers "whose work in the oral use of the language has not been approved by the State Education Department." That regulation placed them at a double disadvantage. Not only did they have an inferior teacher, but they were also required to do what is usually considered the most difficult part of the paper.

This anomalous situation continued until June 1918, when the English passage to be translated into German was placed in Group I, required of all candidates.

Original composition, beyond using German words in sentences, was first recognized in June 1914:

Erzählen Sie auf deutsch, in etwa 40-50 Worten, irgend eine kleine Anekdote.

More precise questions are asked the following year:

1. Beschreiben Sie in zehn deutschen Sätzen in ungefähr 50 Worten, Ihre Heimatstadt oder Ihr Heimatdorf.<sup>16</sup>

<sup>16</sup> January, 1915.

2. Erzählen Sie in 14 deutschen Sätzen von mindestens je sechs Worten, was Sie letzten Sommer getan haben.<sup>17</sup>

All these questions are good and legitimate, tho it gradually becomes harder to vary them sufficiently, so that the student cannot simply memorize a few set models.

Once or twice helpful suggestions are offered for a suitable subdivision of the topic, e.g.:

Schreiben Sie auf deutsch einen Aufsatz von 75 Wörtern (?) über Ihr Weihnachtsfest, etwa nach folgendem Schema: (a) Ihre Geschenke (b) Ihr Mittagessen (c) Was Sie sonst getan haben.<sup>18</sup>

Of course, this type of question must not be overrated. It is really a test in resourcefulness and ingenuity rather than in actual knowledge, and it is quite conceivable that a good, but ambitious student, would fare rather badly, if he thought more of the content of what he wrote, than of the form.

A novel question, but one the possibilities of which are soon exhausted, occurs in the last paper:

In zwölf der folgenden Wörter bezeichnen Sie den Vokal mit- oder ~.<sup>19</sup>

It is doubtful whether the pupil may fairly be expected to be able to use: *ausserhalb, innerhalb, von aussen, je . . . desto*; but they occur among 16 expressions from which only ten are to be selected.<sup>19</sup>

Too vague is the following:

Geben Sie auf deutsch ein Beispiel von dem Passiv.<sup>19</sup>

To summarize then:

There is little fault to be found with the elementary papers and there is noticeable a sane utilization of what is best and most modern in modern language instruction. Their influence can only tend toward better teaching. On the whole, it would also be better if the question-papers were printed in German instead of Roman type. It confuses the student if he sees a word in a different form from that which he has been used to.

In the third and fourth year, things are by their very nature less satisfactory. The chief difference between these years and the second year lies largely in the demand for a larger active and

<sup>17</sup> June, 1915.

<sup>18</sup> January, 1917.

<sup>19</sup> June, 1919. ▽

passive vocabulary. At the end of the second year the average pupil has a working vocabulary of about 2500-3000 words. The range of the active demand on the elementary paper is probably within 1000 words. Hence, even tho the students have used a variety of beginners' books, the common *Wortschatz* of which may not be larger than 200-300 words, still they have supplemented that number by intensive work on reading-matter and in prose-composition books, so that we may possibly assume an additional sum, common to all, of 700 words. This is largely guess-work, but Professor Bagster-Collins once presented some accurate statistics which are, however, not accessible in print.

Now what is the situation at the end of the third year? The pupils have read and more or less digested possibly 200-300 pages of reading-matter and have continued with the rudimentary facts of inflection and syntax. They may have acquired another 1000 words. If 100 teachers were asked to draw up a list of these 1000 words, the probable result would be that only 100 at most would be found on all, while the sum total of all the different words on those 100 lists would amount to at least 10,000.

Or one might select from the vocabularies of the twenty-four texts recommended by Columbia and Barnard for intermediate reading those words which occur (a) in all of them, (b) only once. The result would probably be startling. And this list, compared to what the different publishers recommend for intermediate work, is extremely limited.

The question then is: How is the examiner to select from say 10,000 possible words those which he may fairly expect the pupil to know? And so far, this estimate took into consideration only isolated words. How will it be with idiomatic expressions, where the possible number must run into the hundred thousands? This is really the crux of the problem which confronts every examiner and causes him more *Kopferbrechen* than many a passage in Faust.

Fortunately in translating from German into English, the case is not quite so hopeless as it sounds, because of the power of the German language to express new ideas by compounding a relatively small number of stem-words. A boy or a girl of average intelligence can often guess from the context the meaning of a compound not met with before, tho this ability needs to be

developed by special emphasis being placed from the start upon word-formation. But the situation is indeed desperate where the rendering is to be made the other way around. Accordingly, one may take any third or fourth year paper and at random select words and phrases which a pupil may legitimately not know.

Is there any remedy for this unsatisfactory condition of affairs?

Something can be gained by allowing a more liberal choice, but even an option of one out of two does not solve the difficulty. The chances are that the questions are either unfair, or so easy that they should appear on the elementary paper. "*I cannot blame you*" may honorably be missed by a fourth year pupil; "*he has been here only two weeks,*"<sup>20</sup> which appears on the same paper should not be too hard for the elementary. It has been suggested that the papers be submitted in advance to a large board of practical teachers for comment and criticism, but that does not strike at the root of the evil. Each teacher would simply object to the words and phrases with which his students are unfamiliar, and the result would be an elementary paper.

A real solution would be found in the creation of a definite canon of words and phrases, to be drawn up by a representative committee of the New York State Modern Language Association or better yet of the National Federation. In that way some continuity would be brought into modern language work, when students pass from high school to college, and teachers and pupils would see a much more definite task before them. There would be less blind groping and less bootless "rapid" reading. It is discouraging to have worked painstakingly thru several texts and then on the examination get material with an entirely different vocabulary. With a word and phrase list, it must of course, still be understood that a live vocabulary can be acquired largely thru a study of connected texts; but there can be no harm in adding to one's vocabulary by taking up disconnected words, provided they are worked over systematically and according to categories. What I have in mind, is something like Ploetz, *Vocabulaire systématique*, or Krüger, *Systematic English Vocabulary*, *Englisch-Deutsches Wörterbuch nach Stoffen geordnet*, which stands the Germans in such good stead in acquiring a speaking knowledge

<sup>20</sup> January, 1919.



of French or English. It would not be hard to agree under each category what words and phrases belong to second, third or fourth year respectively.

The other alternative would be for the Regents to prescribe certain texts for intensive study, something on the plan of the English reading list of the College Entrance Board. Such prescription would probably be less popular than the word and phrase book, particularly as not all words and phrases of any given text are worth while remembering, and an element of uncertainty would be at once introduced.

There ought to be some prescriptions as to subject matter. If these are not altogether scientifically obtainable, then they must be more or less arbitrarily arrived at. Sanely made, they will help the colleges and be a godsend to high school teachers and pupils alike. There is no reason why the Regents should not prescribe for third and fourth year the knowledge of certain facts in German history and geography and of biographical data about some of the great German poets. If a representative committee of the State Association made detailed recommendations, the Regents would accept them only too gladly.

What was said in detail about the second year papers applies in large part to those of the third.

There is little quarrel with the selections to be translated into English. Since 1909, when a passage was taken from Wilhelm Tell, nothing but genuine sight-passages has appeared.

Whether a pupil may be expected to render idiomatically the following phrases is at least open to doubt:

1. Die Adler vollführen ihre Kreisbewegungen<sup>21</sup>
2. mit dem mich in Gedanken eine enge Freundschaft verband<sup>22</sup>
3. er hat weiter gewirkt auf mich und durch mich<sup>22</sup>
4. dass mir Hören und Sehen verging<sup>23</sup>
5. fragte bestürzt<sup>24</sup>
6. meine bodenlose Schlechtigkeit<sup>25</sup>
7. Der Schauplatz meiner Kindheit ist mir noch deutlich vor Augen.<sup>26</sup>

<sup>21</sup> June, 1915.

<sup>22</sup> January, 1916.

<sup>23</sup> January, 1917.

<sup>24</sup> June, 1917.

<sup>25</sup> January, 1918.

<sup>26</sup> January, 1919.

Nothing would have been lost if these expressions had been ruthlessly simplified.

It is the hardest thing in the world so to phrase your questions that they will be understood by candidates who have not been your pupils. Every teacher has a certain routine-way of asking questions and a new type, particularly if it is put in German, is apt to bewilder. Here too, there has been a steady advance toward definiteness and precision.

The following question seems altogether too indefinite:

Bilden Sie je deutschen Satz von mindestens fünf Worten mit jedem der folgenden Verben: *einschlafen, spazieren gehen, sich erinnern, zerreißen, aufgehen, anbieten*.<sup>27</sup>

If a wise boy used all of these in the future tense, he would not need to worry about principal parts or separable prefixes.

The very next paper corrects this vagueness:

Bilden Sie je einen deutschen Satz von mindestens sechs Worten mit jedem der folgenden Verben (a) im Imperfektum mit *beten, anbieten, bitten*, (b) im Perfektum mit *aufstehen, verstehen, bestehen*.

The less desirable form occurs again three years later.

Gebrauchen Sie in deutschen Sätzen: *ermüden, befreien, entlaufen, gefallen*.<sup>28</sup>

Beginning with June 1918, a choice is allowed, tho not always enough leeway is permitted: Five out of six, in one question; five out of ten in another. If a choice of from five out of ten to five out of twenty were allowed, much hostile criticism would be silenced. Teachers could with some show of justice contend that after three years of German, a pupil might not have run across: *Anspruch machen auf* or *sich beziehen auf*.<sup>29</sup> If these were simply possible choices out of a fairly large number, nobody could object.

With January 1918, this additional direction is added after the list of words to be used in German sentences: "Uebersetzen Sie diese Sätze ins Englische." This seems almost an absolute necessity, for even the best students cannot always construct sentences in such a way that the meaning of a word will become clear from the context. The candidate should also be

<sup>27</sup> January, 1915.

<sup>28</sup> January, 1918.

<sup>29</sup> June, 1916.

told that he must not use the same noun, verb or adjective more than once.

It is doubtful whether a third year pupil can: define in German *Kasino* or *die Gleichheit*, give synonyms for *begrenzt* and *plaudernd*, think of the opposite of *Freiheit*,<sup>30</sup> or whether he can use in a sentence *eifersüchtig auf* or *achten auf*.<sup>31</sup> A more liberal choice would take care of this difficulty.

The translation of English into German seems fair on the whole. Too hard appear such phrases as:

1. *After thinking the matter over, he came to the conclusion*<sup>32</sup>
2. *I am looking forward to this trip*<sup>33</sup>
3. *I have not neglected my work*<sup>34</sup>
4. *looking imploringly*<sup>35</sup>
5. *She . . . found her greatest delight in discussing the latest books.*<sup>36</sup>

The word *Irishman* is not necessarily in the student's vocabulary, nor *prescribe*, *testimonials*,<sup>37</sup> nor *stature*.<sup>38</sup>

It is probably a safe assumption that even on the intermediate paper, the prose composition serves not so much as a test in vocabulary as in the correct use of inflections and the less elementary syntactical constructions. Accordingly, it may well be simple in its vocabulary and go only a little beyond the range of the elementary paper.

The original composition themes all seem fair and suited to the age and viewpoint of the pupils. When directions are given in English,<sup>39</sup> the task is really harder than when the question reads:<sup>40</sup>

Führen Sie folgende Andeutungen in einer Erzählung von 125 Wörtern (?) aus: *Sich in einer fremden Stadt befinden. Manne*

<sup>30</sup> June, 1918.

<sup>31</sup> June, 1919.

<sup>32</sup> January, 1915.

<sup>33</sup> June, 1915.

<sup>34</sup> June, 1916.

<sup>35</sup> January, 1917.

<sup>36</sup> June, 1917.

<sup>37</sup> January, 1918.

<sup>38</sup> June, 1918.

<sup>39</sup> June, 1914.

<sup>40</sup> January, 1919.

*auf der Strasse begegnen. Ihn bitten, den Weg nach dem Bahnhof zu zeigen. Die Strassenbahn nehmen, dahin fahren. Fahrkarte am Schalter lösen. In die Zughalle eintreten. Abteil zweiter Klasse suchen. Einsteigen. Gepäck ins Netz tun. Alles in Ordnung. Fertig. Der Zug fährt. Die Reise. Die Ankunft.*

But little needs to be said about the fourth year papers. They are the most unsatisfactory for all concerned—student, teacher and examiner. This is presumably so, because by the end of four years the individual aptitudes of the students begin to show a great divergence. For various reasons, many pupils do not seem to progress much beyond the third year. They have so much trouble to retain in their poor memories what they have learned before, that they acquire little more.

In selecting a fourth year passage for translation into English, an examiner is tempted to take one, the thought-content of which is beyond the range of the average pupil. Fortunately this mistake was made only once, when a passage from Lessing's *Hamburgische Dramaturgie*,<sup>41</sup> dealing with the three unities was given. In general, there is observable a gradual lowering of the demands within the last five years, and the Regents' papers show a better realization of the attainable than the college examinations. It is well not to forget that fourth year is only one year beyond third. Still it is hard to see why as elementary a question as the following should occur at all:<sup>42</sup>

Gebrauchen Sie in deutschen Sätzen: (a) folgende Formen des Relativpronomens: *dessen, deren, denen, welchem, die*, (b) und folgende Temporalkonjunktionen: *wenn, wann, als, wie, ehe*. A student who cannot do that perfectly at the end of four years of study should not pass at all. Twenty points is too much to allow him for the correct answer and too little to deduct if he fails.

On the other hand, a question like the following is too difficult and the knowledge involved too unprofitable:

*Die Bedeutung mit der Angabe deutscher Beispiele von zwölf der folgenden Vor- oder Nachsilben ist (auf englisch oder deutsch) anzugeben: ent-, er-, ver-, zer-, -heit, -keit, -ei, -er, -nis, -tum, -ig, -lich, -los.*<sup>43</sup>

<sup>41</sup> January, 1914.

<sup>42</sup> January, 1919.

<sup>43</sup> January, 1919.

In general, more attention in the fourth year should be paid to synonyms and word-formation and to more systematic vocabulary-building.

Once an outline map of Germany with the location of a few cities, mountains and rivers was allowed as an option,<sup>44</sup> at another time, some still more elementary geographical information.<sup>45</sup> The showing was probably so poor that this style of question had to be abandoned. Here too, there is room for the more specific prescriptions demanded in an earlier part of this paper.

In summing up, we may say, that the papers for each of the three years show a steady improvement and cannot help having a salutary influence on modern language teaching. The elementary papers are the most satisfactory. Very little more can be done with the third and fourth years, until it is generally realized that without very definite prescriptions as to content and words and phrases, no human being, from the very nature of things, can set papers which are at the same time fair and not too elementary.

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<sup>44</sup> June, 1917.

<sup>45</sup> January, 1918.

## TEACHERS' COURSES IN SPANISH

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By J. WARSHAW

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WITH the establishment of a course in the teaching of Spanish at Yale, the acute situation in our field receives special emphasis. It undoubtedly points to further similar action both in the endowed and in the state universities. In some of the latter, such teaching courses have been given for some time; yet the example of Yale, Harvard, Princeton, Chicago, whether in the way of salaries or of scholastic advancement, has always carried uncommon weight and will continue to do so for many years, in spite of the late Professor Royce's reported conviction that within fifty years the state universities would be the leading centers of learning in the country.

The growth in the number of teacher-training courses in the languages should not be eyed with suspicion. They have in themselves nothing to do with the possible exaction of a degree in education,—a contingency "viewed with alarm" by many of our best language teachers. Professor Northup has summed up their sentiment in one of his admirable bibliographical paragraphs (*Hispania*, May, 1920, p. 165): "The author thinks that the time is near when a degree in education will be exacted of all language teachers. Such a tendency is evident in several states. Many of us believe that in so far as university and college teachers are concerned this would be retrogression and not progress. There are too many teachers in the country who think they can dispense with necessary content courses in favor of courses in education."

Between the offering of a specific course in the teaching of Spanish and the requirement of a degree in education, there is a wide gap which, perhaps, ought never to be bridged. I do not suppose that anybody can object to a training-course in languages or in a language, particularly since it is usually short and does not prevent extensive and intensive content-preparation. The mere word "pedagogy" or "education" ought not to prejudice us against a positive good.

Not only should teacher-training courses in the languages be tolerated, but the number of them should be increased. Our

profession is a teaching profession, after all; and there is, or ought to be, such a thing as teaching. The genuine teacher is probably born, like the poet: and, like the poet, he must learn something about his art after he is born. The American Association of Teachers of Spanish could take no wiser step than to outline a set of minimum requirements in content and in the methods of teaching content and to use all its influence in having these requirements accepted and regarded by school authorities. The present dearth of teachers makes it almost obligatory to unite in concerted action toward a high standard. There is real danger that the shortage in teachers may result in a weakening of professional morale. The war, low salaries, and the readjustment due to conditions in German and in the classical languages have already occasioned a grave situation in the teaching of the Romance languages.

If we aim at careful instruction in our subjects, we must make it practically impossible for any teacher in the country to believe that a smattering of the language aided and abetted by a total ignorance of the rudiments of teaching will enable him to hold on in high schools or even in some colleges. We must likewise so arrange our professional work as to preclude the query on the part of Spanish or French clerks or salesmen as to why they should not be occupying high university positions in view of their intimate knowledge of their own language. Questions of this sort have not been unknown. In the first of the cases mentioned, lack of grasp of the language should seal the fate of the teacher, and in the second, inability to teach American students, where such inability is evident or probable, should have the same effect, no matter how critical the teaching situation may become. The first case should not be difficult to handle provided there is uniform agreement throughout the schools as to minimum preparation. The second case, whether applying to foreign or to American teachers, offers greater trouble, since not only is such a thing as professional preparation for teaching generally unrecognized, but even the usefulness of such preparation is matter of debate.

Nevertheless, few serious teachers are likely to deny that there is enough substance in a teaching course in languages to justify attention to it two or three hours a semester. This should be true above all for Spanish. Possibly separate teaching courses in

French, Spanish, and other languages involve duplication: and it may be that a flexible, general teaching course in the languages, rather than an individual course for each language, would prove more economical and quite as effective. For the present, perhaps, distinct teaching courses would seem to have the best chances of success, though combined courses with individual oversight of practice classes have in some instances been managed advantageously.

The factors which enter into a consideration of teaching courses in Spanish are numerous, often unusual, and frequently unappreciated. A greater mass of informational material must be presented and more detailed directions given for self-orientation than in the other languages. The benefits or want of benefits in the use of phonetics, the problem of which Spanish pronunciation to teach to American students, the apparent conflict between the purely practical and the literary, the possibilities in the way of educating students about the Hispanic American countries, the question as to how much propaganda work is advisable and necessary, and how the steady attempt to depreciate Spanish may be met, the relative merits in Spanish of the "direct," the "natural," or the "translation" method, the encouragement of backbone in the treatment of students even if the enrolment should suffer somewhat,—a thing much feared by an extremely large proportion of teachers, though never admitted,—the furnishing of inspiration to prospective teachers who have not delved deep in Spanish, the opportunities for self-development in Spanish and in Spanish affairs, the desirability of membership in the national association of teachers of Spanish and in a local chapter, are vital points not likely to be taken up outside of a strictly professional teaching course. Some of these questions, though solved acceptably for the teachers of other languages, have not been solved for Spanish teachers.

Other elements less specifically Spanish must, moreover, be taken up with students who have never taught. Many of them may be nothing but trade-matters, such as the way to go about getting a position in Spanish, how and where to apply for one or for scholarships and fellowships for advanced study, what sections of the country offer the widest educational opportunities for teachers of Spanish, the writing of applications, private agencies



and government agencies, salaries in Spanish in different cities and states, foreign countries in which a knowledge of Spanish is an asset, summer schools in Spanish for teachers, and the like. Perhaps the objection may be made that this is shoddy, that students who cannot do these things or find out about them for themselves do not deserve to hold a teaching position, and that it has nothing to do with the teaching of Spanish, anyway. I fear that this attitude is a near kinsman of that sanctimonious attitude which urged young people to go out and teach, glorying in the conviction that, though the worldly rewards might be small, the spiritual rewards were beyond compare. Actual direction of a few classes dispels toplofty ideas of this kind. We discover that thoroughly earnest and sensible students are often all at sea in these significant trifles, and that they have nobody to whom to go for advice unless the teacher of teaching is willing and able to give it. Of course, as soon as we encourage students to think of teaching our subjects, we assume certain responsibilities, and we cannot safely wave them aside with a scholarly air.

How to *teach* Spanish is, though, the main concern of the courses under discussion. By that is meant "how to teach Spanish grammar, translation, composition, and conversation." The teaching of literature is another story. On the whole, the principles which apply to the teaching of French, Italian, German, or Portuguese will obtain here also. That is why, in its broader aspects, an excellent manual like Mr. Lawrence A. Wilkins' "Spanish in the High Schools" seems to some teachers rather indefinite, in that its pedagogical treatment savors too much of all foreign languages and not enough of Spanish by itself. But it could not be otherwise, in the nature of the case. What nobody has any reason to complain of is Mr. Wilkins' facts about the growth of Spanish in its teaching aspects, his detailed course of study, his "bibliography and other aids for the teacher of Spanish," and his enthusiasm.

The topics under which a profitable course in the teaching of Spanish may be outlined are almost innumerable, even when we eliminate the vague terms "psychology," "child-psychology," "class-psychology," and their congeners. Not improbably, a study of "teacher-psychology" combined with an investigation of

the effects of dyspepsia on teaching might, to many, seem more to the point. For the sake of experiment, the following leading topics may be suggested as a nucleus for the pedagogical substance of a course in the teaching of Spanish,—or of any foreign language:

1. Methods or devices.
2. Practice classes.
3. Observation and criticism of practice teachers and of other teachers in the vicinity.
4. Analysis of courses of study and the formulation of an original course of study.
5. Critical examination of text-books.
6. Minute examination of a particular grammar, with criticism and suggested improvements, including a survey of vocabularies.
7. Study of Spanish examination-papers, among them, those prepared by the College Entrance Board, with a view to understanding the scope and value of examinations.
8. Regular preparation of lesson-plans, that is, detailed written outlines of exactly what the teacher expects to teach, and how, on the following day.
9. Backward-student tests.
10. The use of a question-box.
11. School libraries, plays, clubs, debates, and the social side of language work.

Very brief reflection will convince even those most skeptical about teaching courses that each one of these topics has important ramifications and that the intending teacher can devote the necessary time and thought to them only in a teaching course. It is no exaggeration to assert that practically every specialist in the languages who has been interested solely in content, has left college and taken up his own teaching work without an adequate realization of the meaning of these and similar matters. True, they learn much in the language journals, but these can never take the place of a general survey and actual experimentation.

Four of the suggested topics deserve special explanation. The others speak for themselves.

The keystone of any course in teaching is the practice class. Without it, all judgment on a student's ability is guess-work, and the course, though valuable even then, becomes too much like a theoretical course in physics without laboratory facilities. Since

the directors of teaching courses are sure to be consulted about teachers, they should have ample opportunity for watching their students under fire. Besides, there is no other means for practicing what has been heard preached. In universities supplied with a practice or model high school, the problem is taken care of. In universities not so supplied, arrangements may be made with the regular high schools either through the use of members of the teaching course as substitute teachers on occasion or through the regular employment of such students by a system of alternation. It is assumed that the students will have had the requisite training in the language before being accepted in the teaching course. The only question which arises in connection with these practice classes is the possibility of injustice to the children in placing them under unskilled teachers. On the other hand, teachers who have never taken a teaching course in the languages are unskilled and their charges are under the same handicap as the children in the practice schools until the teachers have gathered experience. The chances that the members of a teaching course will make fair teachers, at least, are normally good. As a last resort, where no practice school is available, a practice class may be formed in the university or normal school by selecting students out of the elementary courses who will be helped by additional instruction; or else, by turning the members of the teaching course into pupils *pro tem*. The latter shift is not recommended. It is mentioned as serving a useful purpose sometimes.

With a practice class, the whole teaching course gains cogency and coherence. Supervision by the director,—who should be relieved of other work for this task which takes time and energy,—and observation by students become feasible. Critical analysis of methods, discipline, personality, and progress can be undertaken on a solid foundation. The application of tests of various sorts may be carried on. The formulation of lesson-plans, which is of the utmost significance for beginners, becomes practicable and the inspection of their adequacy in actual class-work, possible.

Few things are more helpful to the teacher than the outlining of lesson-plans. A lesson-plan is only another form of pedagogical preparedness. It should be written out and preserved, thus serving as a record of what has been done daily and having such subsidiary uses as the furnishing of specific information on the

ground covered and the methods employed in any given period. Presumably, every teacher prepares lesson-plans, but not all put them on paper in tangible shape. The labor involved need not be excessive. The experienced teacher will find an ordinary filing-card large enough and can easily keep all the cards for each class together for reference in an envelope pasted within the back cover of the text-book used. The practice teacher will find it wisest to keep a book of lesson-plans extended in detail day by day. The confidence secured through such bona fide planning cannot help standing for much in a mastery of the subject if faithfully continued, and the dissatisfaction created by a long series of monotonous and identical lesson-plans cannot but stimulate pedagogical thought and the spirit of inquiry. It is to be feared that if the mental lesson-plans of many teachers were reduced to paper, they would read: '*Grammar*, pp. 31-4, etc.: rules; read in Spanish; translate; composition; verbs.' Aside from the question of interest, whether on the part of the teacher or on the part of the student,—some teachers pretending to a horror of attempts to interest the students, as an obstacle to thoroughness, though their own thoroughness and anxiety for thorough work may well be doubted,—the purely mechanical preparation indicated above and the often as purely mechanical system for conducting classes are scarcely worthy of persons who have spent time and money in getting ready to enter a liberal profession. If that is all there is to teaching, then I should be inclined to sympathize with the belief that cheap help is perfectly satisfactory for the elementary language courses. Nor should I complain if my subject, by the very nature of it, were characterized as "inferior."

Nearly as essential as preparedness by means of lesson-plans is preparedness through an understanding of texts as texts. When, under ordinary conditions, the student leaves college, he has an acquaintanceship with the limited number of books which he has used. But it must be observed that he has known these books simply from the standpoint of the student, and may commonly think of them separately only by the color of their covers. They have been tasks to him, not instruments. He has probably never given a thought to them as teaching equipment. As soon as he becomes a prospective teacher, his viewpoint must necessarily change. There are texts and texts,—“and then some!”

Almost any text can be employed with fair success either in the high school or in college, the teacher and the student being superior to any book made or to be made, but certain texts are, of course, better arranged and better adapted to certain stages than others. A careful study of the presentation of lessons, length and kind of vocabulary, subject-matter, teaching-aids, exactness of editing, general attractiveness, including typography and binding, should be a *sine qua non* of any teaching course. Some day, somebody will write an article on text-book prefaces, showing that many of them resemble, in their genial display of language, those college catalogs which emphasize the unsurpassed location of the institution, the unique charms of the climate, the inimitable dignity and picturesqueness of the campus, and the unequalled opportunities for social life. Not every text can be ordered on its preface, on the advertisements of the publishers, or even on the reviews. The best way to know a book is to go through it and without doubt principles for the analysis of texts may be formulated if they are not already available. Anybody who buys any kind of instrument, implement, or utensil, likes to feel that it will do fairly efficiently the work for which it was designed.

It stands to reason that the Spanish teacher should be familiar with the merits and defects of as many texts as possible; and a scientific analysis of them is indispensable before actual teaching begins. If nothing else were accomplished by this study, the acquisition of some principles for judging would repay the time spent. Naturally, special attention to texts presupposes a good library of modern texts along with some old texts for comparison.

A final suggestion is that a question-box into which anonymous slips may be thrown with impunity should be at the disposal of students in every teaching course. The discussion of these slips in class may not settle anything definitely, but it encourages reflection, sharpens the observational faculties, and stirs the imagination,—perhaps unduly. The young intending teacher deserves all the sympathy in the world. He is to face scores of pairs of scrutinizing eyes and to be under direct surveillance by his superiors in high schools or under indirect surveillance in colleges, and the sensation is about as agreeable as that of taking your first dictation in a business-office. Before he gets into action, he has many qualms and questions. The director of a teaching

course can dissipate many of his doubts, answer some of his questions, and above all put him in the right frame of mind. If the student has some practice teaching to do, his queries will be the more pertinent and the aid which he receives the more beneficial.

A limited number of queries taken practically at random from a question-box to which contributions were made by one of my classes in the teaching of Spanish may be of interest:

Will the memorizing of vocabulary which is not used every day be of much benefit?

In planning a lesson for a modern language class, how can the teacher make the lesson unified, especially when a lot of ground must be covered?

Can much provision for individual differences in students be made in the teaching of a language?

To what interests and aims of the student should one appeal in planning a lesson in Spanish?

Would you advise a student to take beginning Spanish and second French, or vice versa, at the same time? I appreciate the fact that first Spanish and first French should not be taken together.

With due respect to conversation, should not the main emphasis be laid on grammar and reading?

How is it possible to get the real, exact meaning of a page of Spanish unless you translate the words and the phrases either consciously or unconsciously? I think it is all a question of the amount of vocabulary you know. I defy anybody to get the meaning of a page of Homer or even Xenophon by merely going over it half a dozen times unless he knows most of the words or forms. (This was handed in by the timidest girl in that particular class.)

Is it worth while for a teacher to compile a list of idioms for the students and have them learn a certain number each day?

Why should the direct method of teaching discourage the reading of books for content?

When a teacher reads sentences that have been prepared by the pupils to be translated from Spanish to English, and the students seem to do it well, may she feel that they are able to understand spoken Spanish?

Can any provision be made for the self-conscious student in languages?

I cannot pronounce the *jota* without a tremendous amount of labor. Do you think there is anything the matter with my soft palate?

May the same methods be used in teaching high school students that are used in teaching college students?

Is it absolutely necessary to teach Spanish pronunciation by the use of phonetics? How can we find the time to do that and a lot of other things?

Why are some educational authorities so strenuously opposed to having the pupils do any written work in elementary language study?

Would it not be better to present the definite article to a class before the gender of nouns?

Can an all-Spanish book be used successfully in a high school?

What is the use of teaching those points in which Spanish usage and English usage are alike?

For how many hours of consecutive language teaching can a teacher be efficient in one day?

Some of the pleasantest teaching I have done has been in teaching courses. The work has been stimulating to me personally, whatever effect it may have had on the students. I honestly believe that it never degenerated into "hot air," as so many teachers are afraid must be the case in pedagogical discussion. Some things, I have learned, teaching courses cannot furnish. They cannot supply that priceless, though inexplicable, asset, personality; and personality is more than half the battle in teaching. But they can encourage personality by recognizing it and emphasizing its value; they can even help it by advice and by criticism of undesirable tricks or mannerisms; and they can sometimes almost create it by evoking it where it lies latent. Outside of personality, teaching as professional work can be taught in a teaching course, and it should be taught there. I do not "view with alarm" but "point with pride" to the increase in the number of teaching courses.

*University of Nebraska*

## Notes and News

### WISCONSIN NOTES

About sixty teachers of modern language attended the sectional meeting of the Wisconsin State Teachers' Association in Milwaukee, November 4, 1920. In other years German and Romance meetings have been held separately, but it was held that in view of the probable small attendance of teachers of German, it would be advisable to meet in joint session, as was done the year before. The program was accordingly arranged by Professor H. H. Armstrong of Beloit College, the chairman of the section, so as to appeal equally to all teachers of language.

The principal paper was by Professor Irving Babbitt of Harvard University, on "True and Sham Liberals." Mr. Babbitt, who believes that in order to teach literature successfully and effectively, we need to take stock of the fundamental ideal of which literature is the expression, describes two conflicting conceptions of liberty, and consequently two schools of liberal thought, bequeathed to us by the past. These conceptions are the Washingtonian and the Jeffersonian, the centripetal and the centrifugal. The latter seeks liberty through the removal of artificial forms, the release of the expansive impulses of man, thus permitting the innate will to brotherhood to function freely and to produce a sort of equalitarian liberty. The other believes in the firm exercise of the veto power by a central authority, in the employment of the inner and outer check. Needless to say, Professor Babbitt throws the entire weight of his powerful influence on the side of the Washingtonian conception.

President Brannon of Beloit College discussed "Points of Emphasis in Modern Language Teaching" from the standpoint of a college administrator. He stressed (1) the assignment of sharp and positive tasks, of definite and exact standards of intellectual effort, invaluable for giving the student a true sense of his own limitations, (2) the development of personality in youth. This led to the realization that the qualities to be inculcated in pupils must be in the teachers. In subsequent discussion, the feeling found expression that the cultural value of modern language study had received somewhat less than its due in Mr. Brannon's paper.

The session concluded with a very sensible paper by Mrs. Greenleaf of the University of Wisconsin on the teaching of pronunciation. Mrs. Greenleaf realizes that the pupil does not need to know anything about phonetics, but contends rightly that it is an indispensable tool for the teacher.



Officers of the section were chosen for next year as follows: Chairman, Miss Laura Johnson, Madison; Vice-Chairman, Miss Elizabeth Waters, Fond du Lac; Secretary, Mr. J. W. Siegmeyer, Milwaukee.

B. Q. M.

#### WASHINGTON NOTES

The Northwest Chapter of the American Association of Teachers of Spanish met at the University of Washington, November 6.

The members of the Association joined in paying tribute to the memory of Señor Luis Santander, Chilean consul and professor of Spanish in the University of Washington, whose recent death deprives the Association of a most enthusiastic member who gave generously of his time and energy to further the study of Spanish in the state of Washington.

Señor Dahmen, who is director of the Technical Commercial Institute, Vallenar, Chile, and as a representative of the Chilean government is investigating the teaching of commercial subjects in this country, gave an interesting talk on the schools of Chile. He spoke of the attitude of the government in promoting a fine system of education and gave statistics as to the salaries of teachers and cost of equipment. Señor Dahmen outlined clearly the work of the different divisions of the school system, giving particular attention to the curricula of the *Liceos* for boys and girls. Of particular interest was his statement that English, French and German are taught, but that English is by far the most popular language studied in Chile. Particular attention is given to courses in Home Economics and Home Nursing. In all of the larger cities of Chile there are commercial institutes similar to the one of which Señor Dahmen is director. At the request of the teachers present, Señor Dahmen furnished a list of *Liceos* and Commercial schools with which arrangements could be made for an exchange of letters between the students of English and Spanish.

There followed a discussion by Miss Edith Johnson, of the Stadium High School, Tacoma, of the problem confronting the high school teachers of Spanish in endeavoring to meet the reading requirements of the College Entrance Board and also find time for abundant oral practice and grammar drill. Miss Johnson pointed out the fact that the average amount of reading accomplished during the second year is about 150-200 pages, as contrasted with the 350-400 pages suggested by some of the colleges, and for the third year 250-300 pages as compared with the 600 page college requirement.

On November 15, the Spanish students of Lincoln High School Tacoma, Washington, organized a Spanish Club. More than one

hundred students were present at the first meeting and many more have since expressed their intention of joining. Officers were elected and a constitution and by-laws adopted, all in Spanish. Much interest and amusement were aroused by some of the nomination speeches, which had been carefully prepared beforehand by members of the third year class. The club will meet once a month. The programs will include plays and games, Spanish only being allowed at all meetings. The members will also carry on correspondence with high school students in South America.

The language section of the Washington Education Association met at Yakima on Oct. 29. The modern languages were represented upon the program by a most interesting and helpful paper entitled "Shall Phonetics be Taught in the High School?", by Professor P. J. Frein, Head of the Department of Romanic Languages and Literatures in the University of Washington, Seattle. Professor Frein maintained that phonetics should be taught in the high school, in a very much simplified form, and he gave an outline of his method of presentation, with detailed illustration.

Officers for the ensuing year are as follows:

President, Miss Adell Hermann, Yakima

Secretary, Miss Lurline Simpson, Selah.

G. I. L.

#### NOTES FROM MAINE

The meeting of the department of Modern Languages of the Maine Teachers' Association was held in Bangor, Friday, October 29. The presiding officer was Miss Effie Noddin of the Edward Little High School, Auburn.

At the beginning of the program Dr. J. B. Segall, Professor of French in the University of Maine, explained in detail the work and aims of the Peabody Foundation for International Educational Correspondence. Professor Segall as Chairman of the movement in this state, reported that about 350 pupils, located in nineteen places were enrolled at that time.

Dr. Roy M. Peterson, Professor of Spanish and Italian in the University of Maine, spoke on the topic "Spanish Culture as a Factor in Modern Education." After explaining some of the reasons why the civilization of the Spanish speaking countries has not been properly appreciated in the United States, he outlined briefly the contributions made by Spain in the different departments of literature, and called attention to some of the distinctive features of Spanish civilization. He emphasized especially the broadening and liberalizing influence which comes to the mind from a contact with a culture so different from our

own, even tho this may not present many phases that we would care to imitate, and stressed its educational value resulting from this diversity.

The last speaker on the program was Professor H. P. W. de Visme, Dean of the French School of Middlebury College, Vermont, who delivered an address in the French language on the theme "Interpretation as an Aid to Instruction." Calling attention to the necessity of a proper interpretation of the written word, he presented in a systematic way the fundamental principles that must be observed in order to interpret adequately a piece of literature, and enumerated certain defects of French pronunciation and other errors that are inimical to a proper use of the language. He illustrated his remarks by reading a number of passages exemplifying different literary styles, and at the close of the address favored his audience with a number of French songs, which were enthusiastically received.

In the business meeting the Secretary, Professor Leonard, made an earnest presentation of the claims of the New England Association of Modern Language Teachers and THE MODERN LANGUAGE JOURNAL. The following resolution was adopted and the Secretary was instructed to send a copy to the MODERN LANGUAGE JOURNAL.

*Resolved:* that we, the Modern Language Teachers of the State of Maine, regret the resignations of Miss Augusta Prescott of Auburn and Miss Frances Davis of Kent's Hill and the loss of their council and advice; and wish hereby to put on record our appreciation of their able and faithful service, their sympathy with their pupils, their cordial cooperation with fellow teachers, their keen interest in the cause of education, and their devoted labor in its behalf in this State.

Officers for the ensuing year were chosen as follows: Chairman, Roy M. Peterson, University of Maine; Secretary, A. N. Leonard, Bates College; Members of the Executive Committee; Miss Magoun, Bath; Mrs. Stanley Gower, Skowhegan; Miss Annie Torrey, Portland.

Modern Language enrollment in Maine colleges, exclusive of the University:

*Bates:* French 224, Spanish 72, German 193.

*Bowdoin:* French 165, Spanish 70, German 100, Italian 3.

*Colby:* French 220, Spanish 120, German 168, Italian 10.

R. M. P.

#### NEW YORK CITY NOTES

Jacob Greenberg has been appointed Assistant Director of Modern Languages for the City of New York. He will supervise the work of the Junior High Schools.

The topic of discussion for the October meeting of the Modern Language Section of the High School Teachers Association was *The Value of the Phonetic Script in the Teaching of Phonetics*. Miss Anna Ballard stated the case for the use of the International Alphabet, Dr. Damin, Chairman of the Department of French in Townsend Harris Hall and Mr. Daniel C. Rosenthal, Chairman of the Department of Modern Languages, Bryant High School, spoke in opposition. The Section voted that it be requested that the question on phonetics be dropt from the Regents' papers in French.

The first meeting of the Association of Teachers of French of New York and its Environs took place, on October 23, at the Cercle des Annales. The speakers were Madame Cécile Sartoris and Professor Spiers of Columbia. Madame Sartoris brought the Association a message from France, and Professor Spiers spoke upon what was expected of the High School graduate in his work in French at college, and urged that teachers in secondary schools acquaint themselves with the aims of University teachers.

The Association voted that the question on phonetic transcription be dropped from the Regents' papers in French, or, if that be impossible, that the question be transferred to another group of the papers.

The next meeting of the Association took place on December, 11.

The Modern Language Section of the Society for Experimental Education met on the evening of November 12, at Washington Irving High School. Mr. Edward O. Perry, Chairman of the Department of Modern Languages in the George Washington High School, was elected Chairman.

The ban upon the teaching of German in the New York schools has lapsed. Beginning classes may be established in some schools with a minimum of 70 pupils, in others with a minimum of 60.

The Spanish Department of the Washington Irving High School is to give shortly *La Solterona*.

D. C. R.

#### NOTES FROM NORTH CAROLINA

In connection with the North Carolina Teachers' Assembly, which held its thirty-seventh annual session at Asheville Nov. 24-26, a group of modern language teachers met to form a permanent organization. Nearly all possible kinds of institutions offering modern languages were represented, including denominational normal schools and junior colleges. The University of North Carolina also lent material aid with three prominent members of its faculty in attendance.

The first meeting on Thursday afternoon appointed a committee on organization and discussed some related subjects,—particularly that of affiliation. Copies of the MODERN LANGUAGE JOURNAL secured through the courtesy of the Business Manager were placed on the desks and the merits of the publication briefly set forth by your correspondent. The copies were eagerly examined and taken up immediately.

On the evening of the same day, Dr. Lingle of Davidson College gave a very interesting talk in French on higher education in France. Mrs. Laughlin of Greensboro High School followed with a paper in Spanish on the importance of Spanish in the high school curriculum, ending with a plea for the four years' teaching of Spanish. Dr. Toy of the University of North Carolina then added to the enjoyment of those present by some impromptu remarks in German on the status of that language: All these talks held the close attention of the hearers.

On Friday morning the meeting proceeded to elect the following officers: Dr. W. S. Barney, N. C. College for Women, president; Dr. Thos. W. Lingle, Davidson College, vice-president; Miss Annie Beam, Greensboro High School, secretary-treasurer. An advisory committee to make preparations for the next meeting and to act with the officers as an executive council will be named by the President. It was then decided to seek affiliation with the North Carolina Teachers' Assembly, and to consider other affiliations later. The remainder of the meeting was given up to informal discussion of familiar subjects of special interest to the profession.

The enthusiasm shown in the discussions and the interest displayed by a goodly attendance in spite of many conflicting attractions argue well for the future growth of the association.

W. S. B.

#### THE MODERN LANGUAGE SITUATION IN SOUTHERN CALIFORNIA

A questionnaire sent out by the Modern Language Association of Southern California to all the high schools of the region resulted in full returns comprising about 40 schools, large and small, in addition to the 23 intermediate and high schools of the Los Angeles system. From these data some interesting facts have been culled which give a fair notion of the modern language situation in this part of the State. Probably the figures would not be duplicated in any other region of the same school enrollment.

In the city of Los Angeles there is a total enrollment of 115,000 pupils, of whom 31,000 are in intermediate and high schools. Neither Spanish nor French is now being taught in grades below the eighth. The above total includes 10,000 pupils in evening classes of whom of course only a small proportion are studying French or Spanish.

In the 40 high schools outside of the city, there is a total enrollment of 22,300. Of these, three have an enrollment of over 2,000, two others have above 1,000 and nine have over 500 each.

However, Spanish is taught in every one of the 40 and French in all but eight. Of the 219 teachers of modern languages in these schools 27 are teaching both languages, 68 are teaching French only and 124 Spanish only. The attendance in the French classes in the smaller schools is much lower than that of the Spanish classes as will be seen when we compare the following totals:

Classes in French.....	243	Classes in Spanish.....	497
Total French enrollment.....	4,677	Total Spanish enrollment.....	15,600
Average in French classes.....	19.5	Average in Spanish classes.....	30

It will be interesting to note that one teacher out of every ten is teaching either French or Spanish while one pupil out of every three is studying a modern language. The preponderance of interest in Spanish over that of French is further shown by the fact that in the smaller schools there are 13 teachers with only 26 French classes with an enrollment of 152, or less than ten pupils in a class, while the Spanish classes are all above ten in each, and a much larger proportion of the Spanish teachers are fully occupied with language teaching.

As the qualifications for certification in the State are strictly adhered to, there is a scarcity of teachers for modern languages, and in the city of Los Angeles all who were on the eligible list at the beginning of the year have been set to work. Most of the teachers have six classes daily with an average enrollment of over 25, with instances of over 30 in a class.

As there is ample opportunity in this region for the teachers of Spanish to join conversational classes or to meet socially persons of culture who speak that language as their mother-tongue, much emphasis is placed on correct pronunciation and on the constant use of the vernacular in the class-room. The interest and enthusiasm shown by the members of the M. L. A. in lectures and other meetings where Spanish is the medium of communication is good evidence that a large majority are meeting the requirements for the teaching of a "living language." Opportunities to hear French lectures are not wanting and the group of teachers of that language is equally enthusiastic over their social and cultural gatherings.

C. SCOTT WILLIAMS

#### CALIFORNIA NOTES

During the summer quarter at Stanford University the department of Romanic Languages offered a number of advanced courses, including subjects of especial interest to teachers. Dr. O. M. Johnston gave a seminar upon French Arthurian romances

and his teachers' course. The courses of Professor P. J. Frein, head of the department at the University of Washington, on Nineteenth Century Dramas and the French Short Story were well attended. Professor Felipe de Setien of the Univ. of Southern California gave a valuable course on Spanish Pronunciation and Spanish Civilization. Dr. Alfred Coester discussed high school methods, and gave a half-quarter course on Spanish Commercial Correspondence.

Changes in the faculty were the departure of Mr. John Sellards to study in Belgium on an exchange scholarship, and that of Dr. Louis de Vries to become a member of the Washington State University faculty. These places have been filled by the appointment of Dr. Fredrik Anderson and Mr. William L. Schwartz, of the College of the Pacific, as instructors in French.

Miss Adèle Roth, M.A., formerly a teacher at Lasell Seminary, has been appointed Professor of French and German at the College of the Pacific, San José, to succeed Professor Schwartz, who resigned to join the French department at Stanford University.

At the December meeting of the Association Française, held at the San Francisco Public Library, the program included an address on *L'Idéal de l'Éducation en France*, by Professor R. Michaud, of the University of California, and an illustrated talk on Paris by Mlle Réau, of Mills College.

The French department of the Oakland High School has recently given a "Cabaret Dansant", and has realized enough money to continue the support of four French orphans, besides donating \$30 to a local orphans' home. The pupils also carry on very interesting correspondence with French boys and girls, whose addresses they have obtained from the Peabody Foundation, at Nashville, Tenn. The letters often give a very illuminating and amusing insight into their ideas of American character and institutions.

Dr. I. C. Hatch, head of the department of modern languages in the Polytechnic High School, San Francisco, has left that institution to take the principalship of the Crocker Intermediate School, San Francisco.

Our correspondent from Southern California writes as follows: "We have had a successful meeting of the Association and will hold another before Christmas. The Spanish-section is planning a huge fair, where all things Spanish will be seen and done. We are also having a series of lectures in Spanish in which distinguished

persons from different South American countries give us facts and observations about their native land. These will be held monthly all during the winter season. I think the French section is planning something similar, but they have not yet started."

I. C. H.

The editors are informed by Professor William Tilly of Columbia University, Recorder of the Phonetic Society, that G. E. Stechert & Company, 151 West 25th St., New York City, have made arrangements in their establishment for "Phonetic Shelves" and that Mr. Bruderhausen, manager of the German Department, is prepared to correspond with persons interested in getting information about books on phonetics published in the United States and abroad.

Professor H. P. Williamson de Visme, Director of the French School of Middlebury College, Vermont, has been awarded the cross of the Legion of Honor as a reward for his services to France and as an exponent of French culture in America. Professor Williamson de Visme, who was formerly on the faculty of the University of Chicago, and who for several years conducted a school in France, has recently returned to the United States to take charge of the School of French at Middlebury College.

A supplement to bulletin number two of the Institute of International Education announces a considerable list of foreign professors who are available for teaching engagements in the United States. The French professors who may be secured for this purpose represent various departments of learning: French, French Art, History of Philosophy, Law, Mathematics, Physics. The English professors available represent the departments of Botany, Anglo-Saxon, Chemistry, Economics, Electrical Engineering, English Literature, History and Mathematics; from Switzerland may be secured a professor of French and Latin; from Syria, a professor of Mathematics; from Italy, professors of Italian Literature and Mathematics. A professor of mathematics from the University of Stockholm is also available. Institutions seeking further information about any member of this group should address the Director, Stephen P. Duggan, 419 West 117th St., New York City.

At Dickinson College, Carlisle, Pa., if a language is begun in college, it must be continued for at least two years to secure any credit whatsoever, and some one language must be continued through at least the third year of its study. For the degree of A.B., Latin or Greek in college is required; for the degree of Sc.B. or Ph.B., two modern languages in college.



German has not fallen off so much at Dickinson, because, even if a student elects French, as most do, he must take German in addition, unless he is prepared to continue with fifth year Latin in college or is willing to begin Greek. This arrangement subsidizes German heavily.

Last year, Dickinson had two scholars from France, this year it has one.

I. B.

A meeting of the Pittsburgh Teachers Institute and Education Association of Western Pennsylvania took place at Pittsburgh on Nov. 26 and 27. The Modern Language section was presided over by W. H. Shelton, University of Pittsburgh; secretary, Bertha M. Rogers, Schenley High School. The following papers were presented: Modern Language Measurement Tests, Dr. C. R. Hoechst, Schenley High School; the Proportion and Quality of Grammar, Reading and Speaking in Elementary and Intermediate Language Courses, Dr. P. S. Barto, Carnegie Institute of Technology; L'usage des phonétiques (*sic*) dans l'enseignement de la prononciation, Professor Gaston Louis Malecot, Washington and Jefferson College.

The fall meeting of the Rhode Island group of the New England M. L. A. took place at Brown University no Nov. 13. Mrs. Mary Bowen Brown spoke of her experiences as a teacher in South American countries. Mme A. Ducimitière Warge addressed the group on the subject of her recent observations while attending school in France. The presiding officer was Miss Edith H. Williston of the Technical High School, Providence.

#### NOTES FROM IOWA

At the annual meeting of the State Teachers' Association Professor S. H. Bush, of the Department of Romance Languages at the State University, presided at the Modern Language Round Table. Professor C. E. Young, also of the Romance Department of the University, was chosen to succeed him for the following year. At this meeting committees were appointed to prepared syllabi for two year courses in French and Spanish in the high schools.

A French Club has been organized by students of the State University. The club is fortunate in having as guides, philosophers, and friends two young French women who are instructors at the university this year. A play will be staged by the club later in the year.

A study of the enrollment in Romance languages at the State University reveals some interesting facts. The total number is slightly increased over that of last year. Spanish has the largest increase, while there is a decrease in first year French. French on the other hand shows a large increase in all the advanced classes. Elementary Italian is not given this year, but there is a class in Dante. The total for the department is 1525.

Plans are well under way for summer session, including the continuation on a larger scale of the *Maison Française* established last year and the opening of a *Casa Española*.

In the spring a conference for modern language teachers will be held at Grinnell under the patronage of the Romance Department of Grinnell College.

C. E. Y.

#### NEWS FROM NEBRASKA

During Better English Week in the Lincoln High School the pupils of the Modern Language Department made lists of the pure French and Spanish words and expressions which have been accepted, without change, in the English language, and have become an important part of our everyday vocabulary. The supply—especially of French words—seemed inexhaustible, and a surprisingly large number of Spanish words was found also. The pupils were very much interested in bringing in all the words they could find, and in learning the meanings of new ones, many of which they had met with in reading, but did not understand.

At the end of the week lists were made of the more common and important of these foreign additions to our vocabulary. These lists, numbering about fifty Spanish words, and one hundred and seventy-five French words, were published in the *High School Advocate*, and will be used by the English teachers as a basis for some valuable additions to the students' vocabularies.

A number of students in the Modern Language Department wrote compositions on the value of the knowledge of good English in learning a foreign language, and the best one was published in the *High School paper*.

In looking over the reports from 383 accredited High Schools in Nebraska we find 367 teaching Latin, 53 French, 36 Spanish, 3 Greek, 7 German, 1 Swedish and 1 Bohemian. About 40 of the smaller High Schools had not yet reported. In several schools where Latin only has been offered before, French or Spanish has been added this year.

The study of Modern Language seems to be holding its own in Nebraska despite the prophecy of many, a year or two ago, that

it would be short-lived and that the eager desire to know French would be forgotten as soon as our active intercourse with the French people ceased. There may be a slight falling off in French in some schools due to the increased demand for Spanish, but while the Spanish enrollment is increasing, in most schools it does not seem to be decreasing the demand for French. The enrollment in Modern Languages in the University of Nebraska is said to be heavier than ever. This is due, to be sure, partly to increased attendance and to the fact that Italian, Bohemian and German have been added to the list of languages offered. Reports are not in from all the High Schools of the state, but in the two largest—Omaha and Lincoln—the Modern Language enrollment is fully as heavy as it was last year—about 600 in each school.

Modern Language is no longer demanded by the University of Nebraska as an entrance requirement for enrolling in the School of Agriculture, the School of Engineering and the School of Business Administration. This change is welcomed by language teachers as well as by many boys who do not care for languages and will be glad to be relieved from the necessity of studying them. There are so many students who want them and enjoy them; why force them upon those who do not care for them?

A. S.

#### IDAHO NOTES

The Department of Romance Languages of the University of Idaho, 1919-1920, under the direction of Professor Mabel H. Schell, has published a pamphlet, "Suggestions to Teachers of French and Spanish in the High School" (University of Idaho Bulletin Number 11, Volume XV). In addition to outlines for two-year high school courses in French and in Spanish, it contains suggestions as to method, pronunciation, tests, teaching devices, clubs, etc., and lists of newspapers, magazines, and reference books for the teacher as well as for the student. This pamphlet has been sent to all the schools of the state where French or Spanish is being taught, and is sent upon request to any Idaho teacher who wishes to see it.

The Modern Language Department in the University of Idaho shows a very healthy increase of students over last year. There are now enrolled 405 in Spanish, French and German, making it the largest department in the University except that of English. Spanish shows the greatest increase, viz. 185 against 112 last year. The French department numbers 191, an increase of five per cent over 1919. The German is slowly returning with a student enrollment of 29, of which number ten are in advanced work.

M. L. S.

## ARKANSAS

The State Teachers' Association met at Little Rock, Nov. 11-13. It was estimated that 4000 teachers were enrolled in the association proper and about the same number of teachers and citizens enrolled in the Citizens' section.

The Foreign Language Section held its meeting Nov. 12 in the County Court House. The room was well filled with language teachers from the schools and colleges of the state. The following program was presented:

1. Standard Tests in Language Teaching:  
     Modern Languages—Miss Fannie A. Baker, Fort Smith High School.  
     Latin—Miss Florence Betts, Texarkana High School.
2. The Use of the Library in Teaching Languages:  
     Modern Languages—Miss Vivian Hill, Hendrix College  
     Latin—Miss Essie Hill, Little Rock High School.
3. Proposed State Course of Study in Languages:  
     Modern Languages—Miss Ada Jane Harvey, Little Rock High School.  
     Latin—Miss Hazel Murray, Little Rock High School.
4. Class Demonstration of the Direct Method by Junior High Pupils—Miss M. L. Diggs, Little Rock.
5. Address—Dr. J. L. Hancock, University of Arkansas. The subject of this paper was "Jargon". Professor Hancock made a vigorous appeal for constant training in good English while teaching pupils to translate. While most of the illustrations were taken from real exercises in Latin classes there were many helpful suggestions to teachers of the modern foreign languages.

The subject of the proposed State Course of Study proved so interesting that the modern language teachers returned at 2 o'clock for a continued discussion of the questions involved.

For some time, the modern language teachers have considered the feasibility of having their own sessions. But since there are many High Schools employing but one teacher for both French and Latin, it is thought best to continue meeting with the Latin teachers.

Mr. L. E. Winfrey, Professor of Modern Languages in Hendrix College was chosen President of this Section for the ensuing year.

The Fort Smith High School has recently made an interesting trial of Prof. C. H. Handschin's "Predetermination Tests" in the Junior High. Judging from results thus far tabulated, there are very few pupils who should be barred from the study of foreign languages. The pupils showed a keen interest in the tests and reacted with enthusiasm.

F. A. B.

## OHIO COLLEGES

A Cercle Français has been founded at Akron. Raymond Blanguernon of Chaumont, France spoke on "Le Paysan Français." The latter part of the evening was given over to French games and songs.

Lake Erie College has just formed a club of twenty-five subscribers to *Le Petit Journal*. The students enjoy the work with this and the journals in the library.

Miss Hazeltine of Lake Erie is making a very interesting experiment in encouraging conversation outside the classroom. The second year class is divided into small groups of Perroquets Français, who undertake to use French in conversation with one another at all time. The idea has been taken up with much enthusiasm.

The Ohio Teachers' Association met at Cincinnati, Ohio, Oct. 29. Professor Handschin of Miami spoke on "Predetermination Tests for French and Spanish."

Miss Mildred Dimmick, formerly assistant in Romance Languages at the University of Illinois, has become head of the French Department of the Shaker Heights School of Cleveland.

Toledo University expects to make great increases in the library facilities.

C. B.

NORTH-EASTERN OHIO TEACHERS' ASSOCIATION  
MODERN LANGUAGE SECTION

The Modern Language Section of the North-Eastern Ohio Teachers' Association met in Cleveland on October 29, 1920, at Eagle School. Dr. E. B. de Sauzé, Director of Foreign Languages in the Cleveland public schools, presided. There was a very large attendance, nearly twice that of the year before.

Mr. Lensner of Cleveland gave a general survey of the results so far achieved in modern language teaching in Cleveland since the reorganization of the course of study. The results under the new method have been striking. Students are able to speak and understand with considerable ease while the grammatical principles are so thoroughly mastered through oral and aural exercises that all the students who took the comprehensive college entrance examination in French last year passed, most of them with very high averages.

Professor Jameson of Oberlin College spoke on "Songs in modern language classes." He spoke of the help that songs in the classes are in pronunciation and in increasing the vocabulary. There are psychological principles involved in the study of music as it rests the minds of students after they have become weary because of long periods of drills and testing. Songs promote

fellowship and add to the interest of the class. Professor Jameson's talk was illustrated by a quartet from Oberlin College.

A paper written by Miss True of Philadelphia on "Should grammar be taught in English or in French" and one by Miss Konigslow of Cleveland on "The irregular verbs—a new way to teach them," presented other new pedagogical principles in the teaching of modern languages and added greatly to the interest of the program.

E. B. de S.

#### NEW YORK STATE

The Wednesday morning session of the recent meeting of the N. Y. State Modern Language Association held in Rochester November 23-24 was given over to discussion of tests and particularly of the Handschin tests.

Prof. Handschin gave a short talk on the need for and the practicability of his predetermination and his silent reading tests.

Mr. Delmar E. Batcheller reported on the results of the Handschin predetermination tests which had been given to pupils in two sections of beginning French at the East High School and one section at the Jefferson Junior High School. The purpose of the giving of these tests to pupils who had already begun work in French was in general to experiment in the application of the tests and secondly to see how the results obtained checked up with the teacher's marks and with the Otis intelligence tests, which a number of the pupils had tried before entering East High. He reported a high degree of correlation between both the teacher's marks and the results of the Otis tests with the results of the Handschin tests. There were few pupils who failed to pass the Handschin tests. The large number of those who made high marks is no doubt due to the few weeks work in language which they had had. No especial value was claimed for the results, however interesting they might be.

Mr. George Eddy, principal of the afternoon session of the East High School, and Dr. Mason D. Gray, head of the Department of Classics of the East High School, reported on the system of grouping in vogue in the various departments of the senior high schools by which pupils are arranged in sections according to the results of the Otis intelligence tests, which the pupils take in the grade schools. This grouping seems to work out quite well, although not entirely accurate. The teachers do not receive any information as to the rank of the section which they receive. They know that the group is supposed to be homogeneous.

In the Latin department, the pupils are divided into three general groups, a slow group, a fast group and a medium group.

J'aime mieux un saint qui a des défauts qu'un neutre qui n'en a pas.

Other chapters will be enjoyed in proportion as each reader knows more of the facts underlying Baldensperger's statements. But this chapter is easily enlightening to all.

It was well that such things should be said. Why were they not said in English? French people know most of these truths, it is we who are often little aware of them. And by the way, the book grew out of lectures prepared for the students of Columbia. The book ought to be translated.

Need we say that the chapter on poetry is one of the most relevant? The author being a poet himself was bound to be well informed, and indeed his quotations are extremely well selected.

ALBERT SCHINZ

*Smith College*

*ELEMENTARY FRENCH READER.* OLMSTEAD AND BARTON.  
146+ 14+38+77 pp. Holt, 1920.

Fifteen little Brittany folk-tales, ranging from the graceful and charming to the uncouth and weird, and twelve short stories, each representing the style and the characteristics of the best-known modern short-story writers of France, make up this attractive little book.

Here again we find such favorite stories as Daudet's "La Dernière Classe," Dumas' "La Pipe de Jean Bart," Guy de Maupassant's "La Parure" and others equally well known.

The book is prettily bound, the print is clear, the text practically free from typographical errors, and the authors have yielded very little to the temptation of inserting localisms and expressions in "patois."

The French as it should be, is simple and clear, and gives the teacher an opportunity for thorough drill in every day expressions. The authors have prepared the vocabulary with extreme care, and it is only now and then that a word has been omitted. The word *enclume* on page 11, line 5, is missing from the vocabulary, and neither the notes nor the vocabulary give an adequate translation for such an expression as "poussière du néant." But as a whole the notes are quite complete and explain, in a satisfactory manner, the difficulties in vocabulary and construction, which the pupil, at this stage of his progress, would be likely to meet.

The exercises, at the end of the book, cover the folk-tales and four of the stories of the second part. They are neither sufficient in quantity nor varied enough to be of great value to the inexperienced teacher, nor do they give suggestions to the experienced teacher who is accustomed to inventing his own exercises.

As the authors plainly stated in their title, it is a text for beginners, but it might also be used to advantage for rapid reading outside of class by second year pupils.

FLORENCE A. LUCAS

*Oak Park High School, Ill.*

*CONTES DE LA GRANDE GUERRE*, written and compiled by HOMER H. HOWARD. 162+85 pp. Ginn and Company, 1920.

Prof. Howard served in France during the war. He made up over there and he has now published as "a reading text of vital interest to the student" a scrap-book containing sixteen pages of text written by himself and reciting his own experiences, and about 140 pages of newspaper clippings. He has added some notes and a vocabulary of 83 pages. The book is entitled *Contes de la Grande Guerre*. Now the French have always been particular about the names they have given to their *genres littéraires*. A *conte* is a "short story" or a "tale," it may even be a "yarn," but what our newspaper men call a "news story" cannot be called a *conte*. *Scènes et récits* would be correct for some parts of the book, *Album* or *Un peu de tout* would be a fitting equivalent for "scrap-book," but *Contes* is decidedly a misnomer.

The Preface sails out in lofty fashion: "My own experience has amply demonstrated the fact that the most successful educators are those who aim to expand their particular subject beyond its inevitably narrow limits, to establish its relations with other subjects in the school curriculum, to assist every other teacher on the staff. This compilation has rudimentary vistas into history, government, sociology, art, and literature. In the hands of a real teacher it should be of far wider import than merely as a French reading text."—A beautiful program, indeed, and one which, carefully carried out, will attract hundreds of students who are eager to spend the forty-five or fifty minutes of a French class on anything that lies outside the "narrow limits" of French grammar.

But some of us still believe that we are expected to teach French. What help does *Contes de la Grande Guerre* offer us in the performance of this our first duty?

The book has no exercises. It does not tell us how to pronounce such names as *Pontanézén*, *Quimper*, *Doullens*, *Nesle*, *Alleik*, *Fouesnant*, etc. It has five, exactly five, grammatical notes, four on page 28 and one on page 29. These state that such or such an expression stands for this or that and is "not good French." But there are many other expressions on those pages and elsewhere in the book which are not good French; how are our students going to know? A few words are called "slang" in the vocabulary or in the notes. Thus *bagnole* is tagged "slang" and the students are



warned; but its neighbor *bouffer* bears no tag and yet we do not want our students to use it for *manger*, (p. 28.) The bulk of the notes are of the "vista" type. "Pontanézen was an old French barracks in which Napoleon was once housed. . . ." p. 17. "Vauban, born 1633, . . . strengthened three hundred old fortresses and built thirty-three new ones." (p. 46.) They do not explain any grammatical difficulties; they really constitute an English text added to the French. They offer no grammatical help.

Let us take the book for what it evidently purports to be: a French text with a vocabulary. Is this text "French"? Can we with safety give it to our students?

*Pèlerin* has an acute accent (*pèlerin*) in the text, p. 20, although the vocabulary spells it correctly. The vocabulary also is correct in *événement*, but the text has *èvenement* on page 55. The text has at least twice *traîner* without the circumflex, p. 15 and p. 29; the vocabulary again is correct. In *éperdument*, however, with a circumflex, both the text (p. 17) and the vocabulary are mistaken. Skipping a hundred pages we find in close succession *souhaites de bienvenue* for *souhais*, p. 121; *cuirassés américaines* for *américains*, p. 122, and *appointements* for *apportements*, p. 123. The latter misprint is repeated in the vocabulary. The author's grammar is as unsafe as his spelling. He calls potatoes *de grosses tubercules* (p. 2) when *tubercule* is masculine; on the same page we read *du même couleur*; on the following page *le paysan n'était pas long* should have *ne fut pas long*; p. 14, *un ordonnance* should be *une ordonnance* and the participle *adossé* should agree with its direct object; p. 134, *il dépassait* is impossible even among the Bas-Bretons, it should be *cela dépassait*.

The Preface complains of "the austerity of certain vocabularies (which) renders the text unconsciously difficult and bore-some." It assures us that "special care has been taken to make this one a real aid to the student." This leads us to hope that the absence of grammatical notes will be amply made up in the vocabulary. Now let a student read *cette fête comporta un concert et un arbre de Noël* (p. 42), he looks up *comporter* and finds "require" and yet the meaning is "include." On page 49 he reads that the ways of some French colonial troops are not like those of the French *territoriaux*, but the vocabulary tells him that the word *territoriaux* means colonial troops! Twice at least does the word *chasseur* appear in the text and it is a fact that only *chasseurs à pied* are meant on page 56 and page 139. Now what is a *chasseur*? The vocabulary tells us that a *chasseur* is a "chasseur" and adds that a *chasseur d'Afrique* is an "African chasseur, light cavalryman for African service"; but what is a *chasseur à pied*? You have seen a *veste fortement échancrée au col* (p. 66) and you will be astonished to hear your students translate *échancré* par "scalloped, rounded at the corners," when they should see a low-cut or deep-cut neck.

We are already spending too much time in our classrooms correcting some of the books we have to use. Until it is thoroughly overhauled "Contes de la Grande Guerre" will not help, it will only complicate the situation.

F. J. KUENY

*University of Maine*

GIACOSA, *Tristi Amori*, edited by RUDOLPH ALTROCCHI AND B. M. WOODBRIDGE, with an introduction on the life and work of the author by STANLEY A. SMITH. University of Chicago Press, 1920. 159 pages (Introduction: 1-13; text: 15-98; Notes: 99-129; Vocabulary: 131-159). Price: \$1.50 net; postpaid: \$1.60. The second volume that has been published in the new University of Chicago Italian Series under the general editorship of Professor Ernest H. Wilkins.

Students of Italian in the English-speaking world owe a great debt to the editors and publishers of this admirable play, the masterpiece of one of Italy's greatest modern dramatists, who is well known outside of Italy as the author of another great play: *Come le foglie*. A convincing presentation of the familiar triangle theme, marked by great simplicity, sympathy and moral elevation, the *Tristi Amori* is a welcome addition to the regrettably small repertory of Italian texts edited for college classes. The excellence of the editorial work deserves the highest praise. The Introduction has been assigned to Professor Stanley Smith, who has previously written an article on Giacosa for *The Drama* (no. 10; May, 1913). The present sketch admirably brings out the many sided talent of the dramatist, and particularly his relation to naturalism, in which movement Giacosa's work is refreshingly conspicuous for its wholesomeness and lack of cynicism. "From the generality of dramatic treatments of the 'triangle,'" Professor Smith remarks, "*Tristi Amori* differs in that its important characters, thoroughly human and thoroughly interesting, possess no claim to distinction as heroes, rogues, victims, egotists, or singular products of a corrupt civilization, and in that its moral atmosphere is healthy without being clouded by didactic preoccupation." The Introduction closes with a very satisfactory bibliography, to which we might add, for the sake of greater completeness: E. Boutet, *G. Giacosa*, in *Nuova Rassegna*, Feb. 5, 1893; S. Monti, article in *Rassegna nazionale*, Sept. 16, 1906; also the excellent sketch in D'Ancona e Bacci, *Manuale*, VI, 311 ff. As frequent references are made in the Introduction to "martellian verse," a term quite unfamiliar to most students, and not given in English dictionaries nor in some of the larger Italian ones, it would have been helpful to add in a note a statement to the effect that martellian verse derives its name from its inventor, Pier Jacopo Martelli (1665-

1727), a dramatic poet, who, in order to reproduce better the French Alexandrine, composed his lines of fourteen syllables, divided into seven syllable hemistichs, the rimes arranged in couplets.

The text is reproduced with great care, the editors having even taken pains to list on page 129 the errors in the original Treves edition which they have corrected. We have noticed only one misprint (p. 72, l. 23: *render meli* for *rendermeli*). The notes are the work of unusually competent and painstaking scholars. They are abundant, as they should be in an Italian text of this kind that will in many cases be read after a relatively brief preparation. The fine distinctions of meaning in the dialogue are well brought out, and departures from Tuscan usage are recorded.

One of the most valuable features of the edition is the vocabulary, which has been prepared with great care. The values of the letters *e*, *o*, *s* and *z*, so puzzling to students of Italian, are clearly indicated, the syllabic stress is always shown, and in listing the verbs the stem-stressed forms are given in parentheses after the infinitives, with the value of the *e*'s and *o*'s; for example: (*mormorare mormoro*), (*prosperare prospero*), (*strepitare strepito*). Even the proper names occurring in the play are listed with their pronunciation.

For the literary merit, intense interest and wholesome tone of the text, and also for the scholarly accuracy of the editing, this new edition of *Tristi Amori* can be recommended without reserve.

E. F. LANGLEY

*Massachusetts Institute of Technology*

## I

*FIRST SPANISH BOOK.* LAWRENCE A. WILKINS. XV+259 pages. Henry Holt & Co. 1919.

This is a practical, useful book, based on experience and marked throughout by strong common-sense. The eight-page preface, which is well worth reading contains a good statement of the nature and purpose of the book and gives useful suggestions as to its use. The short chapter on pronunciation, refreshingly free from technical terms and scientific discussions, is so clear and simple as to be readily understood by the pupil.

The body of the work is divided into thirty-eight lessons, each of which contains text, grammar, questions and exercises. The text is either especially constructed or else adapted from Spanish originals. In general the work has been very well done. In fact the only criticism that can be made,—and this applies only to the first few lessons, is that the material is not particularly interesting. To make such a criticism is easy—only those who have

tried know how hard it is to prepare material which shall be easy enough for beginners, bring out the important points that each lesson must develop, and at the same time have the text interesting. Mr. Wilkins's plan is pedagogically sound and skilfully worked out and the element of interest, in using this book or any other is primarily dependent upon the teacher.

The grammar lessons are based on good examples, are short and to the point. In his desire to be clear and concise, the author has once or twice made his statement too sweeping, for example, on pages 43 and 44 when he explains the formation of the feminine adjective. He indicates a better way to go at the matter, in his prefatory note to the vocabulary on page 218. We note with pleasure the exclusion of the dependent subjunctive from text, grammar and exercises, the emphasis upon the polite forms of the imperative, the emphasis upon *usted* and *ustedes* and the sparing use of *tú*; also the very practical plan followed in giving the paradigms of verbs; i.e. always combining some short phrase with each verb form so as to give further practice in pronunciation, to teach word groups of frequent occurrence, and to make the sentence rather than the isolated verb form, the chief point in the drill.

The exercises are abundant and sufficiently varied. One may object that "themes" are introduced rather too early. One may of course take them or leave them but most teachers are inclined to follow the book pretty closely and there is danger in encouraging the free play of the pupil's imagination so soon. If pupils would stick to what is in the book, the theme would be a simple exercise in copying and re-grouping, but as a rule they do not.

Mr. Wilkins shows his common sense in the directions preceding the exercises. Simple directions are given in Spanish. The longer directions which in Spanish would call for difficult expressions or terms little used elsewhere are given in English. The wording of the directions might be improved in a few instances, e.g., those on page 55.

At the close of the body of the book, there is a set of English sentences for translation into Spanish. Their separation from the other exercises is highly commendable. Mr. Wilkins' book is intended primarily for young pupils—those in the intermediate school or the first year of high school. In general such pupils do not need practice in the formal translation of English into Spanish. This section is followed by a good chapter on verbs to which constant reference is made in the vocabulary.

The vocabulary is complete and well done. There is no parading of grammatical detail. Irregular or peculiar forms are listed with great fulness. Details as to irregular verbs are to be sought in the verb appendix. A number placed after the verb in the

vocabulary indicates the section. There is no reference however to the verb *fullir*, which is given in §41 of the appendix.

The reviewer may be pardoned for remarking that the plan of placing the definite article before the noun seems to him a more practical method of indicating gender, than to place *m.* or *f.* respectively after the vocabulary term. To be sure the page appears somewhat disfigured, but the indication of the gender is all the more conspicuous.

The book is amply illustrated. The pictures are well adapted to serve as a basis for oral work in the class.

Misprints are very few and unimportant, attention may be called to *tomabáis* on page 81.

It is reasonable to object to the statements in regard to the Philippines on pages 63 and 126, on the ground that they are misleading. Of course Spanish is spoken in the Philippines, just as English is spoken in British India or French in Madagascar: It is or rather was an official language. It is a language spoken by the wealthy, cultured, influential class in their official or social relations with the Spaniards. It is not now and never has been the language of the people. Fifteen or twenty years ago not over ten per cent of the people could speak Spanish even brokenly, a much smaller percentage could read or write it. Outside of the larger cities or provincial capitals it was used only to a very limited extent. It can hardly be true that the use of Spanish has increased seven fold or eight fold since American occupation.

But this is a small matter, perhaps not worth discussion. It remains only to say that Mr. Wilkins has made a book well adapted to its purpose,—use with young pupils in the intermediate school or the first year of high school. He is to be congratulated for having made a very real and very valuable contribution to the teaching of Spanish in this country.

## II

*SECOND SPANISH BOOK.* LAWRENCE A. WILKINS. XIV+446 pages. Henry Holt & Co. 1920.

This second volume in Mr. Wilkins' Spanish series is intended for use in the second year of high school. The distinctive features of the book, the plan of the lessons, etc., are the same as those noted in the review of the First Book and need not be stated here in detail.

At the outset we note the omission of any treatment of pronunciation.

Most pupils, even in the second year of high school, need occasionally to consult the rules for pronunciation, accentuation and syllabication. On the other hand we have here, what we did

not find in the first book, a good table of colloquial Spanish, and one of numerals and time-expressions.

As in the First Book, the reading selections are either constructed or adapted for the purpose in mind. They are interesting in themselves, at no point unduly difficult, and "provide essential *realia* of Spain and Spanish-speaking America." Each lesson contains a selection in verse.

In the grammar sections Mr. Wilkins has given us the best treatment of the dependent subjunctive for young pupils that I have ever seen—clear, straightforward, not too detailed. In the exercises, which are more numerous and varied than those in the first book, but equally practical, all the directions are stated in Spanish,—but in a Spanish free from technical or otherwise useless words. No questionnaires are given. Connected passages for translation into Spanish accompany each lesson.

A compendium of grammar is given in pages 307–320. Brevity is gained by references to the "First Book." One cannot but feel however that the compendium would have been more useful if it had been more independent and more nearly complete.

The appendix of verbs is repeated with slight changes from the First Book. The vocabulary is complete. The important words are treated in great detail. See, e.g., *dar, estar, hacer, ir, poner, tener*. An elaborate list of proper names completes the book.

As usual there are a few points which might call for discussion. As they are matters that have been repeatedly discussed in previous reviews in these columns the reviewer refrains from mentioning them again. The pedagogical wisdom of such an exercise as No. 1 under "Trabajo Individual," page 45, may however well be questioned.

The proof reading in this book has been unusually careful. Attention may be called to the omission of a comma between *estudias* and *canibias* on page 152.

The book is adequately equipped with illustrations and maps.

At first sight the "Second Spanish Book" looks rather large. On reading it, one finds it hard to point out anything that should be omitted. It is a good book, better than the "First Book," conspicuous for its evidences of common sense and good pedagogy. It fully merits and will have wide use.

JOEL HATHEWAY

Boston, Mass.

Within each group there are various sections. If the pupil shows more or less ability than the average of his group, he is shifted to one of the other groups wherever practicable.

Mr. Lawrence A. Wilkins, director of modern languages in the New York City high schools, reports the following registration by terms in the various languages in October, 1920.

	1	2	3	4	5	6	7	8	Total
French . . .	5,438	4,029	3,560	2,902	1,694	1,165	207	90	19,085
German . . .	0	0	0	0	0	24	11	25	60
Greek . . . .	48	31	39	29	19	2	0	0	168
Italian . . . .	72	36	13	12	6	5	0	0	144
Latin . . . . .	4,564	3,083	2,502	1,841	1,162	954	290	126	14,522
Spanish . . . .	9,961	7,190	4,603	3,160	1,691	1,367	217	150	28,339

Entirely the same results for Rochester are not available but the following figures may be of interest.

	1	2	3	4	5	6	7	8	Total
East High.									
French . . . . .	254	127	182	85	47	23	2	0	720
German . . . . .	0	0	0	17	8	14	4	0	43
Spanish . . . . .	65	26	23	11	0	0	0	0	125
Italian . . . . .	20	0	0	0	0	0	0	0	20
West High									
French . . . . .	205	87	123	75	30	22	0	0	542
German . . . . .	0	0	0	0	0	14	0	0	14
Spanish . . . . .	21	21	25	13	6	0	0	0	86

There are 303 beginners in Latin in the Rochester East High and 166 in the West High.

C. H.

The Committee on Investigation appointed by the Association of Modern Languages Teachers of the Middle States and Maryland met on November 27 at Johns Hopkins University to consider the problems before it. Dr. Price, the chairman, proposed that the committee limit its activities to two phases. In the first place he proposed that the committee take up the suggestion of Prof.

Calvin Thomas as outlined in the article published in the October number of the MODERN LANGUAGE JOURNAL and attempt to enumerate and define the values, actual and potential, which may accrue from the thoro study of a modern language. Secondly he proposed that the committee gather information as to the manner in which pronunciation is taught in the best schools of France and England with relation to the use of the symbols of the international phonetic alphabet. Both of these suggestions were heartily endorsed by the members of the committee. It was agreed that there is nothing more important just now than an evaluation of the results that may be attained in language instruction since modern language instruction is under fire.

It is proposed, in connection with this evaluation, to send a questionnaire to a number of superintendents, principals and teachers of modern languages in the territory covered by the association and to others outside of this territory in an endeavor to get the best thought on the subject under consideration.

A Spanish Club has recently been organized at Sterling College (Kansas) under the leadership of Mr. Clark, instructor in that language. There are ten charter members of the organization. A flourishing French Club under the direction of Professor Laura Boyd has been an important feature of college life for the past two years.



## Reviews

FERNAND BALDENSPERGER. *L'Avant-guerre dans la Littérature Française. 1900-1914.* Payot et Cie, Paris, 1919. Pp. 200.

This little book ought to be read by many in this country. *C'est du meilleur Baldensperger!* Out of these riches of valuable philosophical considerations, based on a remarkable wealth of solid, concrete literary data, let us underline one which strikes the reader most forcibly, seems indeed to have been the chief thought underlying the whole essay.

Some people are still at a loss to understand how France, with an apparent indifference for that which other nations call progressive and with a contempt for hustling and money-making on the one hand, and on the other with a tendency to indulge in romanesque dreaming, or at times with a taste for a mystic or for a so-called decadent manner of writing, could be the same France as that of the Marne and of Verdun, of the Somme and of the battalions of Foch. Baldensperger endeavors to explain. He does it without any attempt at eloquence;—he simply reflects on what he saw and read and lived through during the years preceding the war.

He agrees absolutely that the individualism of the French is turned inside: "Continuation du rythme connu de la France normale, à l'heure où d'autres peuples se lançaient à fond dans la concurrence mondiale; maintien d'un ordre de choses qui avait fait ses preuves et qui convenait, à tout prendre, au climat heureux d'un pays qui n'est extrême en rien, au statut moyen d'une population qui connaît peu et redoute d'instinct les très nombreuses familles, les gros budgets, les nombres de plus de sept chiffres, les grands écarts numériques." They are all "frères cadets de La Fontaine" enjoying life itself and not the spectacular side of life, life itself and not the getting of the means of living. They are fundamentally believers in general equality of men—the man as nature made him is pretty well the same everywhere in his country; that is to say a Frenchman in a modest position in life, not only may be, but *is* likely to be just as interesting as another who is in an exalted position. They obstinately refuse to recognize the "superman" (65). "Cette disposition d'esprit de l'esprit français n'a jamais permis aux natures d'exception de se réclamer à fond d'une autre norme que celle du commun. 'C'est un homme comme les autres,' 'il n'est pas plus malin que ça,' 'attendons la fin': autant de façons de parler qui indiquent à quel point le bon sens populaire répugne chez nous à laisser une situation exception-

nelle et une supériorité complète à des êtres qui graviteraient loin des orbites accoutumées" (147). And if, by the way, this explains the readiness of French thinkers to favor movements like "syndicalism" (56), or "Cosmopolitanism" (76), this explains also the Marne and Verdun . . . 'why should they, *men*, not resist other *men*? Who are those other *men*?' Their heroism is made of good common sense, and nothing explains better the modesty of the French soldier so often pointed out. It is none the less admirable for that. Chapter IV in which Baldensperger makes his own the definition of Matthew Arnold: the Frenchman "l'homme sensuel moyen" (136 ff.), and in which he shows in *la mesure*, in *la raison*, in this moral mediocrity (which refuses to be carried away by the suggestion to be a moral hero every day of his life), the source of the virtues of the French, is a jewel of keen and clear psychological analysis. And if someone thinks that such qualities exclude enthusiasm for great causes, Baldensperger has his answer ready: The Crusades, the French Revolution; even scrupulous conscience is not excluded as shown by Calvinism and by Jansenism (44). The man who has expressed the spirit of France in the years just before the war was Péguy; now Péguy was called a mystic; but let us hear how "practical" this mystic is:

C'est embêtant, dit Dieu. Quand il n'y aura plus ces Français,

Il y a des choses que je fais, il n'y aura plus personne pour les comprendre.

Peuple, les peuples de la terre te disent léger

Parceque tu es un peuple prompt.

Les peuples pharisiens te disent léger

Parceque tu es un peuple vite.

Tu es arrivé avant que les autres soient partis.

Mais moi je t'ai pesé, dit Dieu, et je ne t'ai point trouvé léger.

O peuple inventeur de la cathédrale, je ne t'ai point trouvé léger en ta foi.

O peuple inventeur de la Croisade, je ne t'ai point trouvé léger en ta charité.

Quant à l'espérance, il vaut mieux ne pas en parler, il n'y en a que pour eux.

Tels sont nos Français, dit Dieu. Ils ne sont pas sans défauts. Il s'en faut.

Ils ont même beaucoup de défauts.

Ils ont plus de défauts que les autres. Mais avec tous leurs défauts je les aime encore mieux que les autres avec censément moins de défauts.

Je les aime comme ils sont . . .

J'aime mieux un saint qui a des défauts qu'un pécheur qui n'en a pas. Non je veux dire:

# The Modern Language Journal

VOLUME V

FEBRUARY, 1921

No. 5

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## FOREIGN LANGUAGES IN AMERICAN HIGH SCHOOLS

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By JOHN H. DENBIGH

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(Read before the N. Y. State M. L. A., November, 1919.)

IT is probable that in no part of American secondary school work has more progress been made in the last fifteen years than in the teaching of modern foreign languages. When the Moseley Commission from England made an exhaustive examination of our educational institutions they had much that was complimentary to say of many things they saw here, but they gave no praise that I remember to our methods of teaching French and German. Much, however, has happened since 1904 when the Commission issued its report and most of the changes that have made for improvement have emanated from just such associations as this. Conscious of defects in their work, unsparing of themselves in their efforts to make it better, progressive enough to try out constructive suggestions, teachers of your subjects have, in the main, been responsible for such improvement that "E'en the ranks of Tuscany could scarce forbear to cheer."

A genuine conviction that this is true does not add at all to the assurance of one who is not a teacher of modern languages when he ventures to speak to you of your special work. He can plead only as extenuation for his temerity in addressing you a second invitation from your president and a genuine desire to hear experts like yourselves discuss some conclusions that have been forced upon him in his observation of secondary school administration and class room teaching. With the first of the conclusions I know you will agree. There will be no discussion about it. It is that, although it must be conceded by all critics that very

marked improvement has been effected by you in your work, there is still room for much more.

We have not yet learned to think in terms dissociated from the reaction of the war. It is more than likely that our generation never will. It seems to me most desirable that we should not. There is no aspect of our life and work that the war has not affected. It has wrought incalculable ill and some good. Peradventure when the colossal magnitude of the thing has receded far enough in point of time for losses and gains to be seen in their true perspective, the good that seems so small today may be found to overshadow the largely looming ill. A single lesson of the fiery trial, if it could be laid to heart by humanity, would go far toward the prevention of all future wars—the lesson of the futility and wrongfulness of waste—waste of human life, waste of time, energy and material. The inevitable suffering caused by disregard of this lesson has brought its importance home with telling force to thoughtful men in all walks of life in every land. To no man, however, should the wanton wickedness of any, even the slightest, responsibility for preventable waste come with such compelling power as to the teacher. To the factory owner waste of time, energy, and material is a calamity, but when for material we substitute the lives of our boys and girls, when their energy means the sharp edged tool with which they carve a place for themselves in their environment, and time the short period of preparation allowed to them to fit themselves for their life work, waste of these things is not only a calamity but criminal. It is the realization of this that is causing men and women of our profession all over the world to consider ways and means of eliminating such waste with a new sincerity and earnestness. When the survey is made, no department of our secondary school course will, I think, be held blameless—not even your department. We are not concerned with other departments today but with yours, we are. If there is any serious waste in the teaching of modern language, you are the people who can reduce it to a minimum. If there is waste *you* will be the first to wish to eliminate it. I am glad, therefore, to get an opportunity to say to such an audience that, in my judgment, there is waste—very considerable waste—in modern language teaching in American schools. The indictment, if made at all,

ought to be made more specific in its charges and I will endeavor to make it so.

The study of modern languages in our high schools has had a most remarkable growth within the memory of men now not very old. I think I am correct in saying that it was as late as 1875 before any American college made a modern foreign language a required subject for entrance credit. Now almost every college requires the study of one or possibly two foreign languages for periods of two or three years in the high school.

In thinking of possible waste in your work I have not, however, the college entrance group so much in mind as that far greater group of boys and girls who are not going to enter higher institutions of learning, but who, nevertheless, are spending from one fourth to one half of their time in high school in foreign language study. Unfortunately, the time the average high school student is enrolled falls far short of four years. By the middle of the second year from the time of their admission almost half of any entering class will have dropped out from large city high schools, and in the end probably, at a liberal estimate, not more than thirty per cent of those who entered remain to be graduated. Let us think first of the seventy per cent who do not remain to complete their course. Of what value has their foreign language study been to them? Well, in the first place, it is possible that many of them in these days of comparatively free election did not take a foreign language at all. But a very large majority of them will have done so—so large a majority that it behooves us to examine very carefully the results of our work with them. I confess that my consideration of their cases convinces me that *we are attempting to teach modern foreign language to far too many boys and girls* and by so doing are crowding out from their course subjects which would be, for them, of greater benefit.

Our aim in teaching modern language is cultural or vocational or else a combination of the two aims. Let us consider first the vocational aim. Our people is one which is far removed from the countries where the languages we teach are spoken. Their vocational use of foreign language is to facilitate the business of commerce with these lands—a very important object indeed, of course, and one for which a considerable number of young men and young women should be most carefully prepared, but will one in

five, will one in twenty to whom we are now teaching a language, nominally for vocational ends, ever use vocationally the knowledge he has acquired? I fear the answer must be in the negative and confession made that American vocational use of modern foreign languages does not and will not justify the extent to which we teach them, avowedly for that end. Do not mistake me. Foreign language should—nay, must be, to some extent—taught for vocational use. My point is that of all the thousands who have of late years undertaken the study of a language for vocational ends—Spanish for example—comparatively very few, a few hundreds at most, will ever reap the vocational advantages hoped for from their knowledge of Spanish. The students who are engaged in vocational language study are in most cases to spend their lives in callings in which other studies—a thorough training in English, industrial history, economics, commercial geography, business administration—would supplement the other elements of a fairly good commercial course more profitably than such a knowledge of French, German or Spanish as is to be acquired in two or three years of high school instruction. It seems to me that one of the most important fields of investigation that Associations of Modern Language Teachers could undertake is the determination of the extent to which a knowledge of French, Spanish, or German is really required in the conduct of American business.

Since it is clear that some students must be encouraged to undertake the study of modern languages, another equally important step in the same general direction would be the consideration and formulation of general tests by which language ability might be discovered, or the lack of it demonstrated, in boys and girls of about fourteen years of age. I believe that the day is not very far distant when this kind of test will be evolved for other subjects in our curriculum—particularly for mathematics and science—and I can see no insurmountable difficulty in devising tests that would be helpful in deciding whether to advise election of a foreign language or not.

Language training involves cultivation of the memory, the ear, and the processes of analytical and comparative judgment. Now the faculties of memory, of hearing correctly, and of making judgments, are in some degree native to all normal human beings but they vary greatly in their degree of native intensity. To some degree

they may all be sharpened and improved by proper training, but good training will do very much more and do it much more rapidly for young people who possess these qualities naturally in a marked degree than it will for those who do not. If we could learn how to decide that in the case of any given student the faculty of memory, of hearing correctly; or of forming comparative judgment was very decidedly below the average, we could with good reason advise against a language election in his case. Our advice might not be welcome; it might not be accepted by some parents; but at least having given it sincerely on evidence presented, our responsibility in the matter would have been discharged. At present it seems to me we are not discharging it properly. So long as our aim is frankly vocational it will be conceded, I think, that we should not occupy the time of twenty or thirty students in the study of a subject which may be of vocational use to perhaps but two or three of them. So far as vocational ends are concerned, we should divert from language courses those whose linguistic ability is distinctly weak, and we should find a way to do it before their own repeated failure has wasted too much of their precious time. If our aim be cultural, either in commercial or general courses, the problem, to my mind, becomes very much more complicated. In this case, the vocational aim being secondary, or even non-existent, there is some show of reason for deliberately attempting to cultivate linguistic ability even in students notably lacking in native qualities that seem indispensable for successful study of a foreign language.

Briefly, I suppose that the cultural value of a modern language lies chiefly in its power to help us to understand, through the medium of that language, the literature, history, customs, and complex modern life of the nation that speaks it, and to enable us to compare them with our own literature, history and national life in such a manner that each, to some degree at least, illumines the other. There is, in addition, the distinct benefit of a certain amount of ear and memory training, together with repeated opportunities for the exercise of comparative and analytical judgment. Sometimes we are told, too, that the study of a modern foreign language assists us to a better mastery of English. To some extent this last statement may be true. A modern language, however, is not nearly so likely to be helpful in this respect as Latin, I think. We certainly should not teach it for this purpose alone.

Neither, I think, should we teach it only for its disciplinary value. It is probable that we could find other and more direct means of training the ear, memory and judgment, were that object all that we had in mind. If then our aim is not frankly vocational, it seems to me that when pressed to declare our purpose in teaching a modern foreign language, we are driven back inevitably to acknowledge that we teach it to help us to understand better all the phases of national life of another people through the medium of their own tongue. Now if this be true, and I think it is, we are face to face with the necessity of deciding what is to be the aim of our attainment.

The Committee of Twelve of the Modern Language Association of America years ago laid down for us some excellent outlines for modern language courses. Their work began a period of real progress and we are still, in the main, following their lead. Curiously enough it seems to me that the very strength of their recommendation has proved itself, in our present day adaptation of them, to be an element of weakness, for our courses, planned on the theory that a student will study a foreign language for two, three, or four years, are so arranged as to be consecutive and have in mind at least a fourfold aim all the time—to understand the spoken language, to read it, to speak it and to write it simply. At present we seem to be satisfied with the natural expectation that this fourfold aim will be realized more and more nearly as time goes on. So it is—when the student stays long enough, but you know that even with four years at your command, it is no light task that is set you and your pupils. You know, too, that comparatively few high school boys' and girls of the whole number enrolling ever finish even three years' work. The consequence is that no one objective of the fourfold aim is very thoroughly attained by any but a select few of our students. I think the time has come to recognize frankly that we have need of well planned short courses in modern language in our secondary schools, and that if these courses are to be sufficiently thorough to realize to any satisfactory degree either the cultural aim or the vocational aim, that aim must not be fourfold. It will be enough to make it twofold, say the acquisition of the power to read and to pronounce the language correctly. For vocational uses, we should, I think, distinguish between students who are to translate corres-



pondence, and perhaps reply to it from some office in an American city, and those who are to proceed to the foreign country to assist in business there. In the former case the ability to speak is of secondary importance, in the latter it is of the first. Of course the ordinarily well educated man who can speak a foreign language can also write and translate it, but the training and time involved in learning to speak it are necessarily very different from the training and time involved in learning to translate correspondence and reply to it.

The gist of the matter I have been discussing is, as I see it, that very generally the aim of our present day modern language teaching is so broadly ambitious that numbers of our students do not, in the time they are under your instruction, learn to do well any one of the things they might do if we instituted for them short courses in which the aim should be the thorough accomplishment of say two of the four abilities: to read, to write, to understand the spoken language, and to speak it. It seems to me that these courses should be freely offered for cultural as well as vocational purposes to those students who showed, by the test we spoke of, a special aptitude for language. I cannot see why a course in conversation and translation into the foreign language could not succeed a reading course, for instance, in cases where a student is going to remain long enough in school to take it. Those who had had the reading course, but who could not take the other, would at least have had a *better* reading course than now.

These suggestions will be regarded, doubtless, by some of you as so reactionary that I may as well be hanged for a sheep as a lamb, and declare myself at once to be one of those antediluvians who believe in the usefulness of the study of English grammar and in the practicability of teaching the simple essentials of it to children of elementary school age in such a way that they positively understand and like it. I believe that it is certainly necessary to teach the fundamentals in order to prevent the waste caused by confusion and failure in the earliest stages of foreign language study. To qualify for foreign language election I would make a sound knowledge of the simplest kind of English grammar a preliminary requirement, and test it in the examination I advocated to discover linguistic ability. And here a remark by the way. It is high time surely that we *did* something about a common nomen-

clature for grammatical terms in all language teaching, English included. We have talked long enough about it, but the same differences still exist very generally that first led to discussion of the subject. I begin to fear that my talk sounds as though I were finding fault on a wholesale scale; far be it from me to do so. I have not forgotten what I said about improvement in your work and I meant what I said. I have not forgotten that we have advanced from the reading method of James Hamilton through the natural method of Gouin to a reformed method that is much better for our use than either of them. I know of no classroom work more exacting or exhausting than good foreign language teaching. You men and women who do it have my admiration and my sympathy and I would have you mark well the fact that, so far as I have gone, I have dealt with the elimination of waste that might in my judgment be effected rather by changes in administration than by changes in teaching method.

Now, however, I am going to venture inside the classroom with you and speak of some things that need improvement there. Again they are things having to do with administration more than method, but being conditions continually under your eye, you must shoulder a large part of responsibility for improving them if you find you are in agreement with me about them.

In the first place if we are really to prevent waste, your recitation classes are generally far too large. That is not your fault. It is your misfortune, but it is much more disastrously the misfortune of the students enrolled in them.

In your subject above all others—at least in courses in which it is attempted to cultivate an ability to understand the spoken language and to enable students to express themselves simply in it—it is vitally important that the size of classes should permit of frequent recitation by individual students.

To teach modern foreign languages to fewer students in the aggregate and to teach them more intensively to fewer students in the recitation group would in the end, I believe, make for an increased knowledge of those languages measured absolutely.

Whatever may be the aim or aims in the classroom, a very large part of the work must be based upon reading. This makes it highly important that the right kind of reading matter should be selected. The vocabulary to be gained is of course fundamentally

important. But that is not all. The reading matter should be so chosen that the student is sufficiently interested in it to want to read it. It has often seemed to me that the books selected were either very much too simple in their thought content or else very much too difficult. Children of fourteen or fifteen years of age, I think, find very little of real interest in reading French or German fairy tales. They do not themselves at that age usually choose such stories for their own English reading.

Too often, I fear, a rather ambitious ideal to arouse literary appreciation in pupils, who have not yet acquired any such appreciation even of English literature, is responsible for the selection of reading matter that, in its thought content, is as far above the capabilities and interests of beginners as the fairy tales or similar children's stories are below them. The reading of a passage in the foreign tongue is, it seems to me, very frequently so lacking in expression that it loses nearly all its value. All of you I am sure are familiar with that curiously staccato, unpunctuated, or wrongly punctuated, and hesitating habit of reading that I have in mind. I think that really good teaching should always insist that intelligent expression in reading the passage in the foreign language is a most important step toward an acceptable translation of it. When a written translation has been made and corrected, it might with great advantage far more frequently be used for translation back into the foreign language than now seems very generally to be the case. This would save a certain amount of time, help to fix vocabulary, and give exercise in the appreciation of the principles of grammar and the use of idiom that had been discussed in class when the English translation was being made and criticized. It goes without saying of course that this should be a class room exercise only.

The plentiful use of material that tends to make the foreign country real—photographs of places and people, a foreign newspaper, a magazine, a current events bulletin board, should I think be far more generally found in recitation rooms than they are at present. Directly along this line of making the language really a living one, there is another aid to its acquisition available for every teacher's use, an aid which is utilized by only a few. I refer to the natural instinct in children for dramatization. A short scene rendered dramatically from the reading they are

doing—it need not take more than a few minutes to do it—will produce a lively interest in the work and aid greatly in improving oral expression. It will help to fix phrases and idioms in mind perhaps more effectively than any other method. This kind of thing is to be done of course without any elaboration. It may be that parts are read only, but even in that case, the fact that the students are taking individual parts at once improves the reading greatly.

The use of English in the class room is of course in these days reduced to a minimum wherever properly qualified teachers are in charge, but that minimum must not be less than will suffice to make principles perfectly clear: otherwise an explanation of grammar or syntax in the foreign language may fail entirely of its object for a majority of the class. Hence it follows that clear and fluent English is an essential qualification for a successful teacher of foreign languages. And so after all, whatever be the phase of teaching we discuss, we come back eventually to the personality and equipment of the teacher and ever more like the tent maker of old, "Come out by that same door wherein we went." All depends upon the teacher and I cannot leave my subject without speaking briefly of him—or her, I should say, in days when men engaged in teaching seem doomed to share the fate of the dodo in its fight against an unfavorable environment.

In spite of the fact that the three best teachers of modern foreign languages I have ever known were German, Swiss, and French respectively by birth, I am of the opinion that the teacher of modern foreign languages in American schools should—if we are to attain the largest and most general measure of success possible—be native born Americans.

It seems to me to be of vital importance that he who teaches the beginning of a foreign tongue to American boys and girls should realize instinctively the difficulties and mental processes of comparison and contrast that inevitably present themselves to English speaking youth when learning a new language. I very much doubt if these difficulties can be foreseen or met as readily by one whose native language is not English as by one whose language it is. The chief objection that can be raised against the native born American is the possibility or probability that, except in rare instances, his mastery of the foreign language is not as thorough

as it should be. This objection, when it is justified, is of course a fatal one, and the only remedy for it is improved training for modern language teachers in our colleges and—more important than anything else perhaps—a sufficiently long residence abroad to enable the would-be teacher to acquire the niceties of pronunciation and idiom that can scarcely be acquired in any other way, but which are absolutely necessary to the best work. What I have said about school teachers of foreign languages being natives does not at all apply, I think, to college instructors or professors. It is necessary for the latter to do a grade of work that the native born teacher is only rarely qualified to do. In the colleges, in the case of prospective teachers of foreign languages, and others who may be specializing intensively in them, the instructor or professor is dealing with students who have presumably passed beyond the initial stages of their work, and who are ready to profit by what, in general, only one whose native language is the language they are studying can give them.

In conclusion, all that I have said is prompted by the conviction that at present there is a very considerable amount of waste in our modern language teaching and that now, of all times, is the best time to begin a serious effort to eliminate it. To attain this purpose I think we need a clearer definition of our aims in teaching a foreign language, whether for vocational or for cultural ends. Particularly ought we to weigh more carefully the real probability of the vocational use of a modern foreign language by very large numbers of our students who are studying it nominally for that end. To obtain reliable data for this estimate, a survey should be made of the actual commercial need of modern foreign languages in American commerce. We might, I think, determine by properly set tests those who are likely to excel or to fail in language study, and advise for or against election accordingly. We could, with advantage, institute short courses more or less complete in themselves and having a less complicated, more definite and less ambitious objective than seems to be the case at present. A fair grounding in very simple English grammar should be insisted upon as a prime requisite for all foreign language study. Recitation classes should be smaller than is now usually the case and more thoughtful care given to the selection of reading material in order that it may be neither too infantile nor too difficult in

thought content. Interest in the work may be strengthened by an increased use of material for supplementary visual instruction touching upon the everyday life of the foreign people, and by utilizing occasionally the dramatic instinct of children in the class room.

Finally, I advocate the proper preparation and the employment of American born teachers for secondary school foreign language work—but they should be in almost every case prepared in part by residence abroad.

I sincerely believe that the adoption of these suggestions would make for the reduction of waste of time and effort on the students' and on the teachers' part in modern language work in our secondary schools.

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## TEACHING THE FRENCH VERB

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By HENRY WARD CHURCH

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THE following suggestions in regard to the teaching of the French verb are based on several assumptions that the writer considers so obviously true as to call for no discussion. They are: first, that no student can hope to read, write, or speak French with any degree of proficiency until he has mastered the conjugation of the verb and can use the various forms with ease and accuracy; second, that large numbers of students in our schools and colleges fail lamentably in this important part of the grammar; third, that in the eyes of practically all students the verb is the most unpopular and cordially hated branch in any French course; fourth, that the reasons for these last two facts are to be found not so much in the inherent difficulty of the subject, as in the way in which it is usually presented.

In spite of the sweeping changes that have taken place in recent years in modern language teaching, and the great variety of methods now in existence, there seems to be but one method of teaching the French verb, and that one is, generally speaking, the same as it was twenty years ago. At least this is the conclusion that is forced upon the writer as a result of an examination of most of the available elementary text-books, as well as of experience with a considerable number of students who have come into his second and third year classes with credit for French taken in other institutions.

The traditional method of teaching verbs is open to a number of serious objections. To begin with, it is based almost exclusively on the memorizing of forms, and does not sufficiently encourage the use of the student's logical faculties. It discourages the learner from the very outset by piling up form after form, conjugation after conjugation for him to memorize, the teacher usually adding the well-meant but disheartening injunction that if he fails to learn the forms already given him, he is sure to become hopelessly entangled in the mass of more complicated ones that are to follow. To give a concrete example of this procedure, the student is forced

to learn a different present indicative for each of three, or even four, conjugations, no one of which is in any way associated with any other one; whereas it is possible to give him a simple rule by which he may form this tense not only for all the so-called regular verbs, but for almost all others.

Another fault of the usual method of verb teaching is that it seems to take delight in emphasizing irregularity and in minimizing regularity. So insistently is this done that the average student firmly believes fully ninety per cent of all French verb forms to be irregular, in spite of the fact that even a larger percentage of them than that are absolutely regular. The psychological effect of this erroneous impression is obviously disastrous.

A third objection is that in arrangement and classification the French verb system follows too blindly the Latin verb. All the older French grammars, and a few in common use today, give four French conjugations, the only reason for so doing being that there were that many in Latin. Most of the later grammars have reduced this number to three because the number of verbs in the third or *-oir* conjugation was so small. But the old Latin idea of dividing verbs into independent conjugations still persists, altho every teacher of French knows that, given the principal parts, all French verbs are conjugated in one and the same way.

Furthermore, all verbs outside of these so-called regular conjugations bear the disheartening label "irregular." Why is it that *finir* is more easily learned than *dormir*? Simply because the former is called regular and the latter irregular. As a matter of fact, is *dormir* any less regular than *finir*? Historically, *dormir* is the more regular of the two. It has fallen from grace simply because, according to the Latin tradition, there can be but one regular *-ir* conjugation, and the *finir* group came to outnumber the *dormir* group. It would seem that even in the field of grammar there is need to apply the principle of protection of minorities. Similarly, the verbs in *-duire* are in reality just as regular as those of the *rompre* type, and are certainly much more regular than *recevoir*, which is still sometimes given as the model for the regular third conjugation.<sup>1</sup> Regularity, then, seems to be a rather arbitrary conception, and perhaps our ideas in regard to it stand in need of some revision.

<sup>1</sup> See for example the New Chardenal French Course (Brooks).



Is it possible to evolve a method for teaching the French verb which shall not be open to the above mentioned objections? The writer believes that it is not only possible but very easy to do so. One well known grammar, published some twelve years ago<sup>2</sup> did pioneer work in introducing such a method, and it is strange indeed that this effort seems to have had no influence on later works of its kind.

The chief aim of any reform in verb teaching must be to eliminate as far as possible mere memory work and substitute for it some form of logical thinking. Obviously, the memorizing of verb forms cannot be entirely done away with. But it can be greatly reduced. It is not necessary for a mechanic to learn independently the circumference of a circle two feet, or ten feet, or three inches in diameter, provided he knows the meaning of  $\pi$  and is able to apply it. Nor is it necessary for a student of French to learn independently the conjugation of *finir*, *dormir*, *écrire*, and *suivre*, when there is a formula into which all these verbs fit perfectly.

The forms of a verb fall naturally into two general divisions, the principal parts and the individual tenses. It is amazing how many students there are who have only the vaguest idea that these two things are in any way related. Principal parts must be memorized. There is no substitute for this. The teacher should see that they are learned as thoroly as is the article with every noun. But it is rare that any further memorizing of an individual verb is necessary. The same may be said of the different conjugations. Why do we persist in completely separating verbs like *donner*, *finir*, and *rompre* from each other and from everything else, when every teacher has at his disposal a single formula which fits them all equally well? And not only may it be applied to these regular verbs, but also to at least forty common irregular ones, and this without the slightest variation.

This system for derivation of the tenses is given in some form in nearly all of our grammars. Unfortunately, it is too often mentioned only incidentally, and then usually too late to be of any real service to the student.<sup>3</sup> The writer believes that this table

<sup>2</sup> A French Grammar, Thieme and Effinger.

<sup>3</sup> The Thieme and Effinger Grammar already referred to is an outstanding exception to this rule. For a typical example of the usual treatment see Fraser and Squair, §159. Not only is this material given too late, but the treatment of the present indicative is incorrect and misleading.

should be made the backbone of all verb teaching, and that the student should never be allowed to learn individual tenses in any other way. The table is given here, not exactly as found in any one grammar, but so arranged that its application is practically universal.

TABLE FOR FORMATION OF TENSES

1. Infinitive	2. Pres. Par.	3. Past Par.	4. Pres. Ind. 1st Sing.	5. Past Def. 1st Sing.
<b>FUTURE</b>	Stem for all forms below found by dropping <i>-ant</i>	Combines with simple tenses of <i>avoir</i> or <i>être</i>	<b>PRESENT INDICATIVE SINGULAR</b>	<b>PAST DEFINITE</b>
Complete infinitive (less <i>-e</i> in case of <i>-re</i> verbs).	$\left\{ \begin{array}{l} \text{ai} \\ \text{as} \\ \text{a} \\ \text{ons} \\ \text{ez} \\ \text{ont} \end{array} \right.$	to form all the <b>COMPOUND TENSES</b>	If 1st pers. ends in <i>-e</i>	If 1st pers. is in <i>-ai</i>
	<b>PL. PRES. IND.</b>		<i>-e</i> <i>-es</i> <i>-e</i>	<i>-ai</i> <i>-as</i> <i>-a</i>
<b>CONDITIONAL</b>	stem + $\left\{ \begin{array}{l} \text{ons} \\ \text{ez} \\ \text{ent} \end{array} \right.$		If in <i>-s(x)</i>	<i>-âmes</i> <i>-âtes</i> <i>-èrent</i>
Always same stem as future	<b>IMPERFECT INDICATIVE</b>		<i>-s(x)</i> <i>-s(x)</i> <i>-t</i>	If in <i>-s</i>
	stem + $\left\{ \begin{array}{l} \text{ais} \\ \text{ais} \\ \text{ait} \\ \text{ions} \\ \text{iez} \\ \text{aient} \end{array} \right.$			<i>-s</i> <i>-s</i> <i>-t</i> <i>-âmes</i> <i>-âtes</i> <i>-rent</i>
	<b>PRESENT SUBJUNCTIVE</b>		<b>IMPERATIVE SINGULAR</b>	
	stem + $\left\{ \begin{array}{l} \text{e} \\ \text{es} \\ \text{e} \\ \text{ions} \\ \text{iez} \\ \text{ent} \end{array} \right.$		Like 2nd pers. sing. above except that <i>-es</i> becomes <i>-e</i> (but not before <i>y</i> and <i>en</i> ).	<b>IMPERFECT SUBJUNCTIVE</b>
	<b>IMPERATIVE PLURAL</b>			To form stem drop last letter of past def. 1st pers. sing. ( <i>-i</i> or <i>-s</i> )
	stem + $\left\{ \begin{array}{l} \text{ons} \\ \text{ez} \end{array} \right.$			stem $\left\{ \begin{array}{l} \text{-sse} \\ \text{-sses} \\ \text{-t} \\ \text{-ssions} \\ \text{-ssiez} \\ \text{-ssent} \end{array} \right.$

The writer would like to see the day when the term "regular" will be used to include all verbs which may be conjugated in all their forms according to this table, regardless of whether their principal parts follow the model of *donner*, *finir*, *rompre*, or one of the smaller groups such as *dormir*, *conduire*, or *craindre*, or no group at all, as in the case of *suivre*, *vivre*, *naitre*, etc.

The student must develop and master this table slowly, tense by tense, and must have abundant practice in applying it to principal parts as he learns them. When once he can do this, most new verbs will mean for him only five forms to memorize, instead of fifty or more.

But what about the verbs which will not fit into this table?

First of all, note that there are comparatively few of them. The following is a fairly complete list, excluding compounds, for any one but the most advanced student: *acquérir*, *aller*, *apercevoir*, *avoir*, *boire*, *courir*, *cueillir*, *devoir*, *dire*, *envoyer*, *être*, *faire*, *falloir*, *mourir*, *mouvoir*, *pleuvoir*, *pouvoir*, *prendre*, *recevoir*, *savoir*, *tenir*, *vaincre*, *valoir*, *venir*, *voir*, *vouloir*. In other words, our table may be applied without the slightest variation to all but about twenty-six verbs in the entire French language. And its usefulness is not yet over. The student should be taught to proceed with these verbs exactly as he has with all others, i.e., learn the principal parts and apply the table. The only additional step necessary is to note carefully such forms as do not conform exactly to the regular system of conjugation. Such forms will be found to be surprisingly few in number, and are the only ones to which any attention need be paid. The resulting economy of time and effort is obvious. Why need the student be drilled in such forms as the past definite of *courir*, the future of *prendre*, the imperfect subjunctive of *mourir*, etc., etc., when these forms are all as "regular" as any form of *donner*?

In connection with these verbs the teacher can greatly aid the student by calling his attention to the following facts. First: in spite of the prevalent idea concerning French irregular verbs, not a single one is irregular thruout. Many, indeed, have only one or two irregular forms. Second: irregularities, when they do occur, are almost entirely confined to the present, indicative and subjunctive, and the stem of the future and conditional. Third: there is never the slightest irregularity in the past definite or the

imperfect subjunctive, and in only one or two verbs is the imperfect indicative irregular. Fourth: the future and conditional always have exactly the same stem, and the endings of these tenses never vary. It is obvious, therefore, that irregularity in these two tenses can make it necessary to learn only one additional form.

A valuable drill exercise in irregular verbs is to have the student write their principal parts and note under the proper ones all forms which are irregularly derived. The following are a few examples of verbs so treated:

courir future stem courr-	courant	couru	je cours	je courus
faire future stem fer-	faisant pl. pres. ind. vous faites ils font Imperative: faites	fait	je fais	je fis
recevoir future stem recevr-	recevant 3rd pl. pres. ind. ils reçoivent  Pres. subj. je reçoive tu reçoives il reçoive 1st and 2nd pl. reg. ils reçoivent	reçu	je reçois	je reçus

Such verbs as *lire*, *mettre*, *résoudre*, etc., when so treated, will show nothing but the principal parts. Whether or not the teacher is ready to accept the suggestion made above that such verbs belong among the regular instead of the irregular ones, a careful distinction should certainly be made between them and such verbs as *venir*, *mourir*, *acquérir*, etc., which are irregular in every sense of the word.<sup>4</sup>

The writer firmly believes that if the French verb is taught by some such system as the one outlined above, the subject will lose much of its terror for the student, and the results obtained will be far more satisfactory. Undoubtedly there are a great many teachers who use a system not unlike the above, but there are also many who do not, and to some of these it is hoped that the above suggestions may not be unwelcome. The writer feels justified in

<sup>4</sup> Such a distinction is well made in Aldrich and Foster's *Elementary French*.

thus presenting the matter for two reasons, both of which have already been referred to: first, because grammars that suggest such a method are hopelessly in the minority; second, because few students who come into his advanced classes show any evidence of having studied the verb in any logical, scientific way.

*Allegheny College,  
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## THE SPANISH TEXT BOOK

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By CONY STURGIS

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(Read before the New Jersey M. L. T. Association)

WE MIGHT paraphrase an old saying, and remark of Spanish Text Books—‘There is enough good in the worst of them and enough bad in the best of them so that we should not say much against any of them.’ Rarely do we find a book that is so intrinsically bad that it is beyond the pale.

This last statement is true of our Spanish material. Considering the comparatively recent and very remarkable increase in the demand for Spanish in schools and colleges, and the hesitancy to publish, due to the war, the number of text books published for this language has amounted to almost a flooding of the market. The quality, as a whole, has nearly kept pace with the quantity. By selection a teacher may make out a program for the three years of Spanish preparatory to college with as satisfactory a collection of books as can be found for French and German. Let us substantiate the statement by some enumerations. We find between 35 and 40 Spanish grammars; about 15 so called composition books; about 50 readers; and about 90 additional edited Spanish texts for all grades. Certain college classes, of course, may add to the last type almost indefinitely by securing unedited texts directly from Spain, but the high school teacher is limited to the readers and to about 60 to 65 of the edited texts,—surely enough, however, for us to find satisfactory material for reading. Yet, the firm (D. C. Heath & Co.) publishing the largest number of Spanish texts lists only 50 titles in its latest catalogue (July, 1920), while the same catalog contains 231 titles for French. There seems at first glance a great discrepancy here between the two languages; but when we look over the field and consider the length of time these languages have been taught on an equal basis, the number of students in each throughout the country, and the impelling motive for the teaching of each language in various sections, we can fairly state that, except for two types of books, we teachers of Spanish can base no valid excuse for inadequate

results on any lack of quantity, and hence variety, in our texts. There is, however, a gap yet to be filled for high school and undergraduate college courses in Spanish: we lack proper material for grammar review after the first year, and for work in advanced composition. After a careful survey of the field I should say, further, that the quality reaches a relatively high standard. In view of these conclusions, then, why discuss Spanish text books at all?

Because, though few will admit it publicly, the reason for teaching Spanish, the teaching itself, and the proper grading of text and vocabulary for the various grades, has not yet approached the standardization that has gradually taken place in the long years of experience with French and German. The question of differentiation between types of books for the various grades in high school work, and for preparatory or college classes, is by no means settled, while the French and German situation is more stable. The quality and type of teaching in our Spanish classes does not enter the present discussion; nor need we consider further the quantity of material at hand, as that seems to be adequate for immediate needs. Nevertheless we have still two most vital points to determine in the text book field: the purpose for which Spanish is taught and the proper grading of text and vocabulary for satisfactory results.

Are we teaching Spanish for its general mental and linguistic training? or for its literature? Or is it facility in conversation that is desired? Or is it purely a business proposition, and hence, should we employ mainly the commercial texts? If so, in what grade should this specialized vocabulary be introduced? These are the questions that must be answered before we can make a division between even college and preparatory text books.

After the war with Spain, Spanish received an artificial increase in popularity, encouraged by an erroneous belief that it was much easier than other foreign languages. Then came the widespread conception of it as a purely business medium between us and our southern neighbors. A teacher of Latin said to me last year, "Spain has no literature." An official of a big university library made the same remark to me a year or two ago. Such views have led to the production of a large number of commercial composition books, commercial readers, and similar text books emphasiz-

ing a commercial vocabulary. These books have no place in the elementary general courses of our schools. They have their use, but that use is in commercial schools, business colleges, or in special classes offered in various institutions as technical courses; and then only as supplementary to a thorough basic understanding of the language as a living medium for presenting accurately one's ideas, not merely as a collection of terms used solely in bartering one's goods. No matter what may be the purpose of acquiring Spanish, or what the method of teaching it, we must always select our texts on the principle that no student can make progress in any language without an adequate and accurate grounding in grammar. After obtaining a proper foundation in the essentials of a new language, anyone can acquire a special vocabulary in that language with twice the ease and ten times the accuracy that would result from an early introduction to technical terms.

With the scope of choice thus reduced by the elimination of technical texts from our general high school courses, let us see how we can differentiate further between preparatory and special or college courses. In regard to grammars we must consider three points: accuracy, simplicity of presentation, and the age of our students, together with their previous preparation and acquaintance with other foreign languages. There can be no question that accuracy is an essential in any text book. Simplicity of presentation is obviously desirable. In grammars, therefore, the only point to be considered in differentiation between high school and college texts is whether the book presents the subject matter in a manner suitable to the comprehension of the pupil.

In composition books there is no choice, as the supply of books of this type for general classes is so limited that the same texts must be used for both preparatory and college classes.

Reading presents a very different problem. We give below the outlines of courses presented by three different colleges for those beginning Spanish after leaving high school:

College A—Course I. Grammar. Reading of such easy Spanish as Alarcón, *El Capitán Veneno*. Galdós, *Doña Perfecta*.

Course II. A study of modern Spanish novels and dramas.

College B—Course I. Grammar. Hills, *Spanish Tales for Beginners*; Alarcón, *Novelas Cortas*. Valdés, *La hermana San Sulpicio*.



Course II. Valdés, *José*; Selections from *Don Quijote*; Blasco Ibáñez, *La Barraca*.

College C—Course I. Grammar. 600 pages of reading.

Course II. 1200 pages of reading. (This course may be presented, under certain conditions, as part of the work for an M. A. degree.)

Another college offers as Course I—Grammar and 100 pages of easy Spanish.

With such discrepancies in the college courses supposedly equivalent to our preparatory work, the only recourse left us is to endeavor to strike some mean that will produce the results required by the various entrance boards. The several outlines and syllabi issued by our colleges, the College Entrance Board, the different State Departments of Education, will, when compared, give us a fairly correct summary of the type of text desirable.

In the first two years give the student some accurate Spanish Reader, a couple of edited texts of short stories or novels the plot of which will interest the types of pupil in the particular school in question, and a short play. The third year work should present more short stories or novels of progressive difficulty in vocabulary and construction, and a play, or possibly two, one in prose and the other in verse. The amount read should have a minimum set by the system under which you are teaching, while the maximum ground covered should depend solely on the ability of your class to give accurate and idiomatic translation. Do not accept any translation as good unless it is normal, idiomatic English.

It is with considerable diffidence that I approach the question of naming text books individually. Having been requested to do so,<sup>1</sup> however, I can base my selections on two things only: the result of my own experience, and, for texts I have not used personally, the opinion of experienced teachers who have used them. Any one of the following grammars should give good results for beginning classes:

Crawford—A First Book in Spanish—The Macmillan Co.

<sup>1</sup> This request proceeded from the program committee of the New Jersey Association. In what follows the author expresses, of course, his own opinions for the benefit of fellow members of the Association.

Espinosa & Allen—Elementary Spanish Grammar—American Book Co.

Fuentes & François—Practical Spanish Course—The Macmillan Co.

Hills & Ford—First Spanish Course—D. C. Heath & Co.

Wagner—Spanish Grammar—Geo. Wahr.

I would also mention three others that I have examined but not yet used in class:

Olmsted—First Course in Spanish—Holt & Co.

Sinagnan—A Foundation Course in Spanish—The Macmillan Co.

Wilkins—First Spanish Book—Holt & Co.

The teacher should know the type of pupil to be taught, then go carefully over the texts to be considered, choosing the one having the best presentation of the subject for the student, the length of class period, the number of recitations during the year, and the ground to be covered under the requirements of the system of which the school is a part. Do not forget that simplicity of presentation not only includes clearness in explaining any given rule, but also implies a well balanced lesson as to quantity. Some of our grammars are overloaded with material, examples, and explanations to such an extent that confusion rather than clarity is the result. The fact that any particular author has used a special method of presentation does not necessarily banish some pet method of teaching on the part of the teacher. Any first year book lends itself to oral work in class, and this oral work should never be neglected. It should not, however, be introduced in such a way as to prevent the acquisition of an adequate knowledge of applied grammar.

Each grammar has something in it that may be, and has been, criticized adversely by someone. For example, I personally feel that the best explanation of the difference between the two verbs *ser* and *estar* is to be found in Crawford, and in Moreno-Lacalle, *Elementos de Español* (Sanborn). This implies a criticism of every other grammar on the market, in this one point: yet virtually every one of them has given the type of explanation found in Ramsey, which is cited as an authority by editors and teachers the country over. Hills and Ford is as accurate a grammar as can be desired; yet it is so idiomatically Spanish from the very

first that it requires a thoroughly equipped teacher to handle it with the best results. Wagner's is one of the simplest, considering the question of multiplicity of material, yet he had to modify his ideas after the first publication and insert special exercises for those who desired written work daily. Wilkins has about 2500 words in his vocabulary, while corresponding French texts and other Spanish texts run from 1200 to 2100: yet the material in Wilkins, including the pictures, is definitely intended for the high school pupil, which cannot be said of other grammars, except a few available only for Junior High School or for special classes. Most of the first year books not mentioned above are really good texts, but were prepared with a particular type of pupil in view, and hence are not suitable for our regular high school courses. A few seem to me to present the subject matter inadequately, incorrectly, or impractically, and have been omitted for one of these reasons.

With at least eight elementary grammars to choose from we can feel fairly safe for our first year work: but when we go on and wish to review the grammar in the second and third years we find ourselves at a loss. The average syllabus postpones the consideration of that most difficult topic, the Spanish subjunctive, until the second year, so a first year book will not easily serve our needs in this respect when passing on to the second year. There have been two texts prepared with this field in view: Olmsted and Gordon, and Coester. The first was apparently modeled somewhat on the old editions of Fraser and Squair's French Grammar, presenting the subjunctive in much the same fashion and following its model in general method. It is not, however, as easy to handle as its French prototype, nor does it, in my opinion, make as clear and satisfactory a presentation of the various grammatical points.

Coester's Spanish Grammar is probably the best we can find for a review of grammar in our advanced classes. Yet there is something about this book that makes it difficult to handle with the average class. I have used both these grammars in college classes, and have had complaints from students of average ability that they could not understand the presentation of certain points. The bright student with excellent linguistic training had little difficulty, but if the normal college boy or girl has to make a decided effort at analysis of a given statement, how can we expect our high school pupils to make a great success with the same book?

I am not, of course, considering the reference grammars, such as Ramsey, Bello-Cuervo, etc., which are for the teacher and not for the preparatory student. It should be remembered, however, that, in the final accounting, it is not the text but the teacher that determines the result. Let each one of us check up the book we are using with Ramsey and other grammars in order to clarify for the student any point that may be especially difficult, and we shall enable our classes to acquire that accurate grammatical knowledge which is the foundation of all language work, regardless of what text or what method we may employ. Constant drill on the essentials, through oral, aural, and written work, is the basis of thorough preparation in any language, and any accurate grammar that enables us to give this necessary drill should secure for us the desired results. When I speak of the ease or difficulty with which a certain book may be handled I am not thinking of the teacher, but of the pupil. I am not at all in sympathy with the type of book advertised for Latin classes a few years ago, the announcement stating as the *main* inducement for its introduction: "It makes it easier for the teacher."

In turning to texts for composition, or translation from English to Spanish, we, unfortunately, meet the question of why we are teaching Spanish. So far as I am concerned we do not have to consider this question at all in our high schools, for a general preparation in the language is the only thing that seems to me suitable for these courses. Specialized courses should come later or in specialized schools. But many school boards and many teachers feel that Spanish should be taught for commercial purposes mainly, and lose sight of the fact that these purposes are really better accomplished through enabling the boy or girl to use the language correctly and idiomatically first, then going on to whatever particular specialty is desired. Taking into consideration, then, only general compositions, I should recommend the following:

Cool—Spanish Composition—Ginn & Co.

Crawford—Spanish Composition—Holt & Co.

Umphrey—Spanish Prose Composition—American Book Co.

Waxman—A Trip to South America—Heath & Co.

I have also used with considerable success the material in Ford's Exercises in Spanish Composition (Heath), and in Remy's Spanish Composition (Heath), but neither of these corresponds to

the modern conception of a composition book. Warshaw's Spanish-American Composition Book (Holt), Wilkins' Elementary Spanish Prose Book (Sanborn), and Espinosa's Advanced Composition and Conversation seem to me rather cumbersome, especially the last two. I have not secured as good results with these as with the others mentioned above. Mr. Wilkins, as in his grammar, seems to have a decided tendency toward an extensive vocabulary. He has, for the Spanish and English selections covering 245 pages, over 6000 words in his vocabulary. I am not at all opposed to having the pupil acquire a large number of words, and this number is not too great to present in a composition text for college students. We have, however, in our preparatory classes, a very practical problem. The number of Spanish teachers is small in comparison with the demand; the classes are therefore larger than they should be; many of our teachers are inadequately prepared through no fault of their own, but due to existing circumstances in this particular field; numerous Spaniards without a sufficient knowledge of English are teaching first year classes and translation courses. All of these facts must be taken into consideration, and a smaller active vocabulary, thoroughly instilled into the mind of the pupil, along with the correct forms for using these words to express thoughts, is far preferable to a multiplicity of vocables and the consequent absence of that constant repetition for each pupil which is the essential for the best results.

Take, during the second and third years, the four books mentioned above, in the following order: Crawford, Umphrey, Waxman, and Cool. If you have not sufficient time to cover the four, then omit one of the last three, preferably one of the last two. Crawford's is an excellent book to begin with. Umphrey, which is almost a paraphrase of François' Introductory French Composition, has always given my pupils excellent training. Its English is awkward, sometimes even incorrect, but the iteration and reiteration of certain types of phrases gives results that can be obtained in no other way; and this is what has made me go back to Umphrey after each trial of a new text. In the last few years I have used twelve composition books in the endeavor to pick those that will give the best results, and my recommendations are based solely on my own recent experience.

Our consideration turns finally to texts for translation from Spanish to English. The New Jersey syllabus has an excellent list of books for this purpose. I have used every book mentioned and have found them all satisfactory. I should recommend, however, using only one reader, and then passing directly to some edited Spanish text of short stories, or even immediately to a novel such as *Capitán Veneno*. This seems to be the most popular text for second year classes, and I think rightly so. I have never yet found one to equal it. *Novelas Cortas*, *La navidad en las montañas*, *Fortuna*, *María*, are types of novels for second year work. *Zaragüeta* is the most satisfactory play that I have found for this grade, with *El sí de las niñas* as a good one to follow the next year. The last year of high school Spanish should take up such texts as *Marianela*, *José*, *Capitán Ribót*, *Doña Clarines*, *La mariposa blanca*, *Cuentos Alegres*, *Amalia*, *La hermana San Sulpicio*, Benavente's *Comedias*. I have included two South American novels, *María* and *Amalia*. While neither one gives a typical picture of life on that continent, yet it is sometimes advisable, for the psychological effect, to have the scene of one of our stories laid in that region. The Mexican novel, *La navidad en las montañas*, seems to me a very clear portrayal of a certain type of Spanish-American life, and appealed to me very much, but I did not find it so successful in class use as others with a more lively and entertaining plot.

This brings us to the question of the type of book to be used, as regards the context rather than the technique with which the book has been edited. I cannot emphasize too strongly the following points:

1st—Read over carefully every text under consideration before finally making a choice.

2nd—Determine whether the vocabulary employed is approximately suitable for the grade and class under your charge.

3rd—Endeavor to give the pupils a variety in the type of books read during the year.

4th—Avoid extremes in any particular period writings, such as the Romantic Period.

5th—Do not use Cervantes, Lope de Vega, etc. with high school pupils. They do not appreciate them and cannot handle them.

6th—If more than one edition of a book is on the market, choose the one with the best notes and vocabulary: not necessarily the one with the greatest number of notes, nor the one with the greatest abundance of historical and interpretative material. Teach the student Spanish and make him use his brain in understanding and interpreting the story for himself.

7th—Give the student something descriptive about South America, but do not overload the course with books of this type. Blasco Ibáñez's *Vistas Sudamericanas* (Marcial Dorado-Ginn), which has recently come out, is an excellent book of this kind, and could be used at the end of second year or at the beginning of third year classes.

8th—Choose the text for clear, idiomatic, *real* Spanish. Extreme stylists and careless writers should be equally taboo.

9th—Always endeavor to select a book with an intrinsic interest in plot and in characters that will make the class want to keep on in order to find out what is going to happen. In my opinion this is one of the most important points of all. A class that is not interested rarely makes much progress, and there are plenty of books fulfilling the other requirements that also have this added advantage of interest. My best results have been secured with such books as *Capitán Veneno*, *Novelas cortas*, *Zaragüeta*, *Marianela*, *Doña Clarines*, *Los intereses creados*, *El sí de las niñas*, *José*, *La hermana San Sulpicio*, *El pájaro verde*, *La coja y el encojido*: texts that make the student ask, "Can't you find us another book as interesting as that?"

Avoid the mistake that a friend of mine made when he chose a book he had not read, simply because he could secure the right number of copies at the right time, and then found that the book was utterly impossible. A Spanish teacher, the author of one of the texts mentioned above, told me several years ago that he always picked for his classes a book he had not read because that widened his own experience with the language. A woman told me two years ago that she was going to teach in a girls' "Finishing School" where the Board had imposed upon her first and second year classes *Don Quijote*, and some plays of Calderón and Lope de Vega. She protested but was told that she was teaching the language of Cervantes and hence must give her pupils the literature of Spain's Golden Age. I have seen Becquer's *Legends*, *Tales* and

Poems used in first year classes, to the great dismay and discouragement of the students.

Use common sense and have a little mercy on yourself and your pupils. Do not give those children a philosophical dissertation on the Spaniard's religion; do not hand them a blank verse problem play on love and marriage: they are interested neither in blank verse, nor in love and marriage as an ethical question; they are pleased with a natural, amusing love story because it is interesting and because it is human nature, not because it is an academic question to the author of that play. Do not give them a constitutional history of South American countries. Let them read descriptions of the life of the Gaucho; of Lima, showing today the city of two centuries ago; of the evening 'retreta' on the plaza, with the pretty *señoritas* walking up and down in company with their watchful *mamás*. Make the text book work with you, not against you, and you will soon find your students anxious to understand the language, read the literature, learn the customs, and become truly acquainted with those who 'speak the language of Cervantes.' This is the thing we must do if we wish to make our subject of permanent value to the boys and girls of the United States, and evolve that much desired entity, a united and mutually appreciative America.

*Princeton (N. J.) Preparatory School*



## FRENCH SPEECH-TUNES AND THE PHONOGRAPH

By CLARA STOCKER

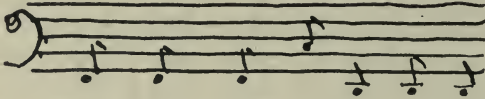
THE phonograph offers great possibilities as an aid in modern language instruction, possibilities which are in an early stage of development. Phonograph records for elementary work are of benefit, but their use in the class room or at home is no guarantee of a good pronunciation on the part of the pupil. The average student does not always hear sounds as they are, and his ear is not trained to detect the difference between the sound given and his own inadequate imitation of it. He must have the criticism of a careful teacher.

It is not, however, the intention to enter here into a discussion of the value of the phonograph for the acquiring of a correct pronunciation, but as an aid in the mastering of the "tunes" of French speech. Sidney Lanier says "modern speech is made up quite as much of tunes as of words, and that our ability to convey our thoughts depends upon the existence of a great number of curious melodies of speech which have somehow acquired form and significance. These 'tunes' are not mere vague variations of pitch in successive words, but they are perfectly definite and organized melodies of the speaking voice, composed of exact variations of pitch so well marked as to be instantly recognized by every ear. If they were not thus recognized, a large portion of the ideas which we now convey would be wholly inexpressible." (*Science of English Verse*, chap. 1.)

Some teachers of French diction object to imitation on the part of their pupils. They discourage such aid as curved lines over a text, on the ground that if the student feels the sense of the phrase or verse, the intonation will be correct. This may be true in the case of the pupil who is studying the diction of his own language, whose "speech tunes" he uses unconsciously. It is not true of the person studying in a foreign tongue, for one of the first things he must learn is to divest his speech of the melodies with which he has been wont to clothe it. The result will be a monotonous utterance, but this is the first step. The acquiring of a new set of speech-tunes is the next.

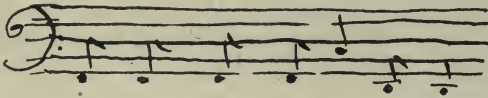
The carefully trained student has early learned to recognize the stress group in French speech, and to accompany a stressed syllable by a rise or fall of the voice. But such knowledge is not synonymous with a mastery of French intonation.

In Act 1 Scene X of "Le Mariage de Figaro," the count says, "Vous êtes bien émue, madame!" A French actor of M. Copeau's theater gave the following intonation:



Vous êtes bien émue, ma dame!

The average student, conscious of the stress group, would say:



Vous êtes bien émue, ma dame!

His reading would not be incorrect or un-French, but ineffective, as he would be inclined to give to all short phrases, the same melodic scheme.

Many subtleties of French intonation can be acquired by the patient student, but he must have constant ear practise, should hear the same phrases repeated, indicating their melody on paper by means of curved lines, or by musical notation, for future study and comparison. If his ear be sufficiently trained, he can do much at the theater, at lectures, or when he has the opportunity of hearing a conversation between French people who are unaware that they are the object of study. But this method is beset with difficulties. The opportunities of practising it are rare; it presupposes a trained ear, and does not admit of verification of the student's notes.

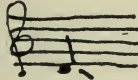
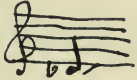
Here, the phonograph can render invaluable service to both teacher and student.

He who attempts to imitate the sounds of a language, has no way of proving to himself that his imitation is accurate. He cannot measure the quality of the sounds. But in the case of the speech-tune, measurement is often possible. If one could procure

records of dramatic dialogues, made by artists, the student of diction could learn for himself many of the expressive tunes of French speech. The voice imprisoned in the record never tires, will repeat a thousand times, if need be. With a phonograph, some good records, a musical instrument to verify the pitch, and some music paper, the student would have the means of giving his ear a very beneficial training. He could play the record, stopping it whenever a tone of the voice impressed him as musical, that is, one of which he could reproduce and record the pitch on paper. He should then have the same phrase repeated, attempting to get the pitch of the syllables preceding or following the one he has grasped.<sup>1</sup>

The novice at this work should not be discouraged, if at first he is able to verify only a tone here and there. The difference between the speaking and singing voices is so great that it is often difficult and sometimes impossible to determine upon what musical tone the voice is pitched. But with practise, the student will find that he begins to hear some of the most elusive phrases in terms of the musical scale, is able to write them on the staff, and to reproduce them at will.

While the human voice makes use of smaller intervals than those of the Western scale, this need not deter one from using the musical staff for the notation of speech-tunes. He whose ear is acute enough to recognize that a certain syllable is pitched on a tone which is neither  $d$  nor  $d^b$  but nearer  $d$  than  $d^b$ , might indicate

it thus:  ; if nearer  $d^b$ , thus:  or by some

other device of his own.

If we had records of French lyrics, read by such artists as Carlo Liten and Yvonne Garrick, it would be a great boon to the teacher who would instil in the minds of his pupils an appreciation of French poetry.<sup>2</sup> The record could be used in the classroom, a significant verse or phrase being repeated until each student had made a diagram of its melody, either by means of

<sup>1</sup> See "Intonation Curves," Daniel Jones, Teubner, Leipzig-Berlin.

<sup>2</sup> The Victor Co. makes a record useful in this connection of the de Musset poem, "Conseils à une Parisienne," with a fragment from *L' Aiglon* on the reverse side.

notes on a staff, or by curved lines. Through the repetition necessary, the rhythm of the verse, more intangible, more difficult to transcribe, but haunting to those who have learned to understand it, would have been unconsciously impressed upon the student's mind.

There are now very few records of spoken French in America,<sup>3</sup> but no doubt, they would be forth-coming in answer to a multitude of requests from members of the teaching profession.

*Duluth, Minn.*

<sup>3</sup> The International College of Languages of New York publishes, in the series of the Rosenthal Language Phone Method, the de Musset playlet, "Il Faut qu'une porte soit ouverte ou fermée," in a set of five double disc records.

## Notes and News

### CENTRAL DIVISION OF THE M. L. A.: ANNUAL MEETING

The twenty-fifth annual meeting of the Central Division of the M. L. A. took place in Chicago on Dec. 28, 29, 30. The attendance was unusually large, the papers presented were of a high degree of excellence, the entertainment provided through the coöperation of the faculties of the University of Chicago and Northwestern and arranged for by Professors Cross, Bryan, Kurath, and De Salvio was thoroughly delightful. Owing to the fact that the American Association for the Advancement of Science had attracted a very large number of scientists to the University of Chicago, rooms for meeting there were at a premium and the Romance section found itself in too small quarters the day the Association met there, but this is just one of the various *contretemps* that may arise when it is impossible to predict what the attendance will be.

Of special interest to readers of the Journal should be the proceedings of the pedagogic sections, to discuss particularly, of course, problems of college teaching.

In the Romance section Professor Charles E. Young of the State University of Iowa discussed the nature and function of the Teachers' Course. Among other things he said that the course should be given by some one with secondary experience, who should keep in mind the necessity of checking up the equipment of his class in content, as well as the more immediate task of discussing class room procedure. The speaker emphasized also the importance of providing opportunities for students to observe work in secondary classes and to have a go at practice teaching. He advocated a course in phonetics to be taken by members of the teachers' course during the second semester, while still having two meetings weekly of the class in method.

As to the content of such a course, Professor Young expressed the opinion that it is not enough to go over the ground covered by printed discussions of the subject. Teacher and class should discuss concrete problems, such as the presentation of pronunciation to a class *as it is actually done*, they should formulate standards for the study and judgment of school texts and practice the application of their tests to current books.

The paper was discussed by Professors Zdanowicz, Smith, and Carnahan. The latter raised the question of the teachers' course being counted for graduate credit, which is not the case at Illinois and Wisconsin. The feeling of the group seemed to be that such

a course given to seniors and graduate students should be counted toward a graduate degree.

Professor Thieme of Michigan then discussed the question of attracting men students to the advanced classes in Romance languages. In his opinion, the reputation of the department in the institution, the character of its instructors, whether or not they are known as investigators and productive scholars, whether or not the classes are so conducted as to give opportunities for discussion and the free expression of opinion by the students, whether or not the instructors are sufficiently interested in present day literature and problems to point out the connections between present and past epochs—all these things have weight with men students electing subjects that do not have a directly vocational character. The speaker advocated also acquainting students with the essentially virile qualities of the French, which should make an appeal to the interest of college men.

In commenting on the paper, Professor De Salvio referred to the fact that we dare not overlook or speak slightly of the women students in our coeducational institutions, or we may find ourselves without listeners of either sex. Professor Havens suggested that our great chance at the men comes in the first one or two years in college, and that if we could give them something substantial in the way of ideas, if we could arouse their interest in the intellectual achievements of France or Spain at this point, we would have a stronger hold on them for subsequent work.

Professor David next spoke on method in the advanced course in literature. He too demanded that the instructor should be an investigator and should bring to bear on his teaching the best scientific method. His chief aim should be that his students become intelligently familiar with the important texts through extensive and orderly reading, whether the course be given by means of lectures or through recitation. The instructor should endeavor to place authors in their proper environment and, by means of illustrated books and works dealing with the history of society, should try to have his class realize the milieu in which they wrote. Students should be asked to take notes on reading, should be required to write reports in which their individual reactions have a place. The difficulty of having enough copies of a given work without too severely taxing the library funds or the students may be solved by a rental collection for the use of which a small fee is charged.

Professor Coleman raised the question of the language in which these courses should be given. Professor Wagner expressed the opinion that in advanced courses in which masterpieces are studied neither the student nor the instructor should be hampered by any barrier of language, and that English should be the medium. Professors Bovée and Cardon expressed the belief that college

instructors are too much inclined to sacrifice linguistic control to other interests.

In discussing graduate study in France by American students, Professor Bush spoke of the impossibility of being in a position to interpret the foreign civilization aright without personal contact with it throughout a considerable period, and explained the nature of the groups of courses by specialists bearing on various phases of French civilization now being offered at the Sorbonne by such men as Brunot, Reynier, Chamard, Michaud, Guignebert, Denis. He recommended to prospective students in France that they spend at least a semester in one of the excellent provincial universities before going to Paris for study.

As one result of this discussion a motion was offered that a committee be appointed to consider whether residence abroad should be made a part of the required work of candidates for the doctorate in Romance, and that this question should be on the section program for 1921.

The section meeting was presided over by Professor R. P. Jameson of Oberlin. His successor is Professor E. C. Hills of Indiana University. A committee consisting of Professors E. H. Wilkins, Kenneth McKenzie, and A. L. Owen was appointed to advise with the officers in the preparation of a program for 1921 and to consider whether the representatives of the three Romance languages should meet separately. On the latter question the committee reported in the negative.

In the German section, Professor Hatfield gave some notes on his extensive use of expressive reading as a medium for the teaching of literature, particularly in third year work.

Professor Bruno discussed the material and methods of third year literary courses. He favors one-man courses, the moderate use of translation for testing purposes, discussions largely in English, reading of the text in German by both the instructor and the student, and encouraging students to ask questions.

Professor Lauer outlined a college course in beginning German which has been tried twice at Iowa, the aim of which is to enable students to begin reading German at the earliest possible moment. Condensed grammar training fills the first semester, coupled with a carefully selected standard vocabulary utilized in brief reading paragraphs. The second semester work is distributed thus: One hour oral and drill work, translation; one hour written composition; two hours sight reading; additional outside reading of about 200 pages.

The speaker believes that by this system the reading ability of the students has been greatly increased.

Mr. Jente presented very interesting figures showing enrollments in the several modern languages at universities, colleges, and

high schools during the past seven years. In general, these figures show German at a standstill, after a loss of about 66%, whereas French has made an almost equal gain, and Spanish in many cases an even greater one, though the growth of Spanish has been much more irregular.

The Central Division will hold its next annual meeting at the University of Iowa. Professor A. C. L. Brown of Northwestern was elected chairman.

#### NEWS FROM ARKANSAS

Fort Smith (Arkansas) reports an active French Club again this year. The Christmas program was especially good, with original Christmas stories, music and a "Tableau Mouvant," representing the busy day of an *Agent de Police*. This officer was stationed at the corner of the Louvre (the piano), directing tourists and townspeople to various points of interest indicated by signs posted on different articles of furniture—such as Bureau de Poste, Place de la Bastille, and, of course, L'Arc de Triomphe and le Bois de Boulogne in the distance.

#### SOME REGISTRATION FIGURES IN MODERN LANGUAGES (AUTUMN 1920) FROM REPRESENTATIVE COLLEGES AND UNIVERSITIES

##### *Amherst College:*

French, 231; Spanish, 66; German, 45; Italian, 16.

##### *University of California:*

French 1,350; Spanish, 1,310: about 950 refused admission, German, 538: elementary 422, advanced 116; Italian, 150.

##### *University of Chicago:*

French, 573: elementary 400, advanced 173; Spanish, 294: elementary 250, advanced 44; German, 244: elementary 190, advanced 54; Swedish, 4 advanced; Italian, 66: elementary 62, advanced 4.

##### *Dartmouth College:*

French, 883: elementary 746, advanced 137; Spanish, 411, elementary; German, 217: elementary 118, advanced 99.

##### *Harvard University:*

French, 1,250: elementary 800, advanced 450; Spanish, 435: elementary 260, advanced 175; Italian, 72: elementary 37, advanced 35; Romance Philology, 80.

##### *University of Illinois:*

French, 1,116: elementary 530, advanced 586; Spanish, 1,268: elementary 924, advanced 344; German, 325: elementary 159, advanced 166; Italian, 35: elementary 28, advanced, 7.



*Indiana University:*

French, 1,108: elementary 936, advanced 172; Spanish, 672: elementary 636, advanced 36; German, 150: elementary 64, advanced 86; Italian, 16 elementary.

*University of Maine:*

French, 240; Spanish, 315; German, 175; Italian, 13.

*University of Michigan:*

French, 1,808: elementary 590, advanced 1,218; Spanish, 1,130: elementary 664, advanced 466; German, 400; Italian, 29: elementary 24, advanced 5.

*University of Minnesota:*

French, 1,246; Spanish, 747; German, 532; Italian, 17.

*University of North Carolina:*

French, 525; Spanish, 171; German, 119.

*Ohio State University:*

French, 1,637; elementary 1,380, advanced 257; Spanish, 1,494: elementary 1,392, advanced 102; Italian, 23: elementary 17, advanced 6.

*Princeton University:*

French, 800; Spanish, 300; German, 188; Italian, 38.

*Smith College:*

French, 1,094: elementary 420, advanced 674; Spanish, 243: elementary 106, advanced 137; German, 91: elementary 36, advanced 55; Italian, 72: elementary 42, advanced 30.

*University of Texas:*

French, 794: elementary 285, advanced 509; Spanish, 1,376: elementary 662, advanced 714; German, 177: elementary 65, advanced 112; Italian, 8, first year.

*Tulane University:*

French, 113: elementary 58, advanced 55; Spanish, 124: elementary, 99, advanced, 25; Italian, 3, first year.

*H. Sophie Newcomb Memorial College:*

French, 315: elementary 48, advanced 267; Spanish, 162: elementary 93, advanced, 69.

*Vanderbilt University:*

French, 352; Spanish, 302; German, 83; Italian, 6.

*Vassar College:*

French, 686: elementary 99, advanced 587; Spanish, 121: elementary 79, advanced 42; German, 69: elementary 26, advanced 43; Italian, 67: elementary 62, advanced 5.

*University of Virginia:*

French, 358; Spanish, 346; German, 53; Italian, 25.

*Yale University: (including Sheffield)*

French, 805: elementary 320, advanced 485; Spanish, 278: elementary 257, advanced 21; German, 233: elementary 161, advanced 72; Italian, 22 elementary.

The fall meeting of the Boston group of the New England M. L. A. was held at Boston University, Dec. 4, 1920, in conjunction with the annual meeting of the New England Association of Colleges and Secondary Schools. The program consisted of addresses by J. Moreno-Lacalle, Middlebury College, Vermont, and A. Clinton Crowell of Brown University. The attendance was excellent. The meeting was presided over by the chairman, Walter I. Chapman, assisted by Miss Edith Gartland, Secretary.

#### VIRGINIA NEWS

The annual meeting of the M. L. A. of Virginia was held at John Marshall High School, Friday, Nov. 26, 1920, with Miss Estelle Smithey, of Farmville, in the chair. The meeting was well attended and the program interesting. The question of colleges allowing credit for first year work in a language was discussed at length, and the point brought out that the University of Virginia is the only college in the state not giving credit. A committee was appointed to investigate the rules governing the case in other states and to bring a definite ruling to the Association.

The program was as follows:

Lope de Vega and Calderón, Mr. Bowles, University of Virginia.

Articulation of High School and College Courses in Spanish, Miss Gay, Westhampton College. Changes in the Method of Teaching French since the War, Mr. Graham, University of Virginia. A report on French and Spanish educational institutions and educational helps available for American students, Professor Zdanowicz, Randolph-Macon Woman's College.

Officers for the coming year were elected as follows:

President: Estelle Smithey, State Normal School, Farmville.

Vice-Presidents: A. S. Graham, University of Virginia; Sarah E. Coleman, Binfield Junior High School, Richmond.

Secretary-Treasurer: Emma J. Hunt, John Marshall High School, Richmond.

Executive Board: The officers and A. G. Williams, Williamsburg, Thelma Watts, Bainbridge Junior High School, Richmond.

A meeting of the Virginia branch of the American Association of Spanish Teachers was held in the John Marshall High School, Friday, Nov. 26. The following officers were chosen for the coming year:

President: Professor Fisher, Randolph-Macon College, Ashland.

Vice-President: Grace Mastin, Bainbridge Junior High School, Richmond.

Secretary-Treasurer: Constance Gay, Westhampton College, Richmond.

ANNUAL MEETING OF THE ASSOCIATION OF MODERN  
LANGUAGE TEACHERS OF THE MIDDLE  
STATES AND MARYLAND.

The annual meeting took place on Saturday, November 27, 1920, the president, Dr. J. P. W. Crawford, in the Chair.

In the absence of the secretary, Miss Betty Schragenheim acted as secretary pro tem. There was a large audience and much interest was shown.

*Extract from President's Report.*

The principal work of the Association has consisted in the organization of the two Committees authorized at our last meeting, namely, the committee on Oral and Aural Tests and the Committee on Investigation. Owing to the late date at which these Committees were appointed, they have had an opportunity only to outline their work for the coming year.

The Committee on Oral and Aural Tests is composed of Prof. Douglas L. Buffum, Princeton University, Chairman; Prof. Edith Fahnestock, Vassar College; Miss Harriet M. True, West Philadelphia High School for Girls; Prof. E. W. Bagster-Collins, Teachers College, Columbia University; Prof. Edwin B. Davis, Rutgers College; Prof. James F. Mason, Cornell University, and Mr. Louis A. Roux, Newark Academy.

Associated with Dr. William R. Price, Chairman, on the Committee on Investigations, are Prof. Isabelle Bronk, Swarthmore College; Dr. Mary C. Burchinal, West Philadelphia High School for Girls; Prof. David S. Blondheim, Johns Hopkins University; Dr. Murray P. Brush, Tome Institute; Prof. Hayward Keniston, Cornell University, and Dr. Charles Holzwarth, West High School, Rochester. The committee believes that the time is propitious to make a thorough study of the various problems that underlie and affect the teaching of modern languages in secondary schools and colleges.

The president appointed Professor D. L. Buffum and Dr. Murray P. Brush as Committee on Nominations and Prof. Bagster-Collins chairman of the Auditing Committee.

*Extract from Report of the Secretary. 1919-20.*

Since November 29th of last year fifty-seven new members have joined our association. Most of these new memberships are due to the printed application cards sent out in November of last year to the modern language departments of all schools and colleges connected with the main association. They were accompanied by a circular letter describing the work and scope of our group and urging all teachers of modern languages in the section to join our association. A similar circular letter and membership cards have been sent during the last two weeks to schools and teachers in

Washington and in Baltimore and to many schools in Maryland outside of Baltimore. Already members are joining in response to this invitation. For the addresses of teachers and schools we are indebted to M. René Samson, Professor Henry Doyle, Miss Agnes Godfrey Gay and Miss Dunster.

Our thanks are due to Teachers College for excellent service rendered without charge. All post cards and circular letters have been multigraphed and addressed, all bills have been typewritten and addressed with willing promptness and efficiency and the Association has had publicity and service that would not have been possible otherwise.

We are glad to report a balance of sixty-two dollars (\$62.00) in the treasury. It is due to new memberships, to the existence of a sufficient supply of membership cards, and to no expense for bill heads, programmes, or other printing.

The subject for the day was Oral Tests and admirable papers were read by Professor Bagster-Collins and by Mr. Francis Lavertu of the Hill School. We hope to see them printed in full in the Journal. Dr. Wm. R. Price led a lively discussion which was participated in by M. René Samson of Washington, D. C., Mr. Gibson of Mercersberg Academy, Prof. Buffum and Prof. Armstrong of Princeton, Dr. Greenberg, director of Modern Languages in the Junior High Schools of New York City, Mr. Carter of Stevens School, Dr. Spanhoofd of Washington, D. C. and Dr. Holzwarth.

On motion of Dr. Armstrong, seconded by M. Samson, the following resolution was unanimously passed:

It is the sense of this meeting that an Oral and Aural Test should be included as part of the examinations in Modern Languages by the College Entrance Examination Board, that the President of this Association be authorized to make overtures to the College Entrance Examination Board concerning the possibility of including such a test in their examinations, and that if it seem desirable, a committee be appointed to conduct the negotiations with the College Entrance Examination Board.

The following officers were elected:

President: Annie Dunster, William Penn High School, Philadelphia.

First Vice-President: Frederick S. Hemry, Tome School, Port Deposit, Md.

Second Vice-President: Professor Henry G. Doyle, George Washington University, Washington, D. C.

Secretary-Treasurer: Anna Woods Ballard, Teachers College, Columbia University, N. Y.

*Directors:* J. P. W. Crawford, Ex-President, University of Pennsylvania, to 1921; E. W. Bagster-Collins, Teachers College, Columbia University, New York, to 1921; Douglas L. Buffum, Princeton University, Princeton, to 1922; Isabelle Bronk, Swarth-

more College, Swarthmore, Pennsylvania, to 1922; Louis A. Roux, Newark Academy, Newark, to 1922.

ANNA WOODS BALLARD,  
*Secretary*

#### NOTES FROM SOUTH DAKOTA

MODERN LANGUAGE ROUND TABLE, STATE TEACHERS' ASSOCIATION  
HELD IN NOVEMBER, AT ABERDEEN

There were two meetings of the Round Table, both of which were very informal, following set papers by Dr. Kurz, of the State University on "Spanish Publications for High School Use"; by Professor E. M. Greene of the State University on "French Reading Texts for First and Second Year High School"; and by Mlle Germaine Cornier, instructor at the State University on "A Comparison of Methods and Students' Attitude in American and French Schools."

The following resolutions were adopted by the Round Table for presentation to High School Inspector F. E. Smith at Pierre: A, That for the present year at least, one year of Latin (preferably two) precede the study of French or Spanish in our High Schools; B, That conformable to a resolution of the Federation of Modern Language Teachers, at least one year elapse between starting points of French and Spanish; C, That the present five year law for text books is not for the best interests of the students and teachers of Modern Languages in the state.

The Secretary was instructed to express to Mrs. George Smith, wife of the late President of the Round Table, the sympathy of the members for her in her bereavement.

The following officers were elected for 1921: President, E. M. Greene; Vice-President, Mrs. C. Collins, Aberdeen Normal School; Secretary, Miss H. Ulrey, Pierre Public Schools.

The enrollment at the State University of South Dakota in French is about 220; in Spanish about 130. These figures vary little from those of last year. The Spanish Department is fortunate in acquiring Dr. Harry Kurz of Columbia University, and Miss Grace Eldredge from Illinois; the French Department has the aid of Mr. Melville Miller of Iowa University, and Mlle Germaine Cornier, Licenciée of the Sorbonne.

The success of the French Club last winter encouraged its members to continue a similar program of lectures by the faculty; recitations, plays etc., by the students. A Romance scholar of note will, as usual, be invited to address the club. Last year this scholar was Professor Colbert Searles of Minnesota. During the fall conversational groups have been formed for both Spanish and French.

Yankton College, South Dakota, has an enrollment this year of 74 in French, 17 in Spanish, and only 2 in German with a prospect of a few more the second semester.

In Sioux Falls College, South Dakota, 17% of the students are taking Spanish, 12% taking French, and 5% German.

French is taught in 56 of the 231 high schools of South Dakota, and Spanish in 13. No German is taught as the language is still under the ban as far as schools supported by the state are concerned.

### ASSOCIATION OF TEACHERS OF SPANISH

The Fourth Annual Meeting of the American Association of Teachers of Spanish was held at the Auditorium Hotel, Chicago, December 30 and 31, 1920. The attendance was large and the enthusiasm contagious. The presiding officer, Mr. Sundstrom, of the Lake View High School, Chicago, introduced Mr. de Butts as the speaker in place of Supt. Mortenson who was attending a meeting at the state capital. Mr. E. L. C. Morse of the Summer Normal School spoke with considerable enthusiasm of the need of teaching the psychology as well as the language of Spanish America because the growth of commerce and the exigencies of international politics had compelled the United States to lay aside the rôle of a hermit and to deal with and become acquainted with our neighbors.

President Wilkins in well chosen terms set forth the aims and purposes of the association and offered pertinent suggestions. Prof. Fitz-Gerald of the University of Illinois discussed the problem of educating young Americans of Mexican parentage on the border. Citations were made from the practice of the British authorities in Wales, South Africa and Quebec; from the French practices in Brittany, Provence, and Gascony and our methods in the Philippines. Should the young Mexicans be taught English from the beginning? Should they be taught in Spanish for the first few years, learning English later? Or should they be taught by a teacher familiar with both English and Spanish, using the latter language only so much as is necessary to make the child understand the lessons at first? The discussion following was animated. Miss Cameron of the Waller High School exhibited some very creditable work from her pupils in the Waller High School. Prof. Cano of Indiana University pointed out the commonest errors that foreigners make in Spanish syntax.

In the afternoon session the paper of Professor Warshaw of the University of Nebraska was read in his absence. In no uncertain terms he deprecated the effort in certain quarters to belittle Spanish; school officials should be educated by suitable propaganda as to the true value of Spanish in American schools. Prof. Hendrix of Ohio State University regretted the lack of standardization in the preparation of Freshmen that come to college. This, he believed, was the result of poor supervision and incongruous methods of teaching. Mr. Barlow of the Curtis High School,

New York, discussed the Classics vs. Modern Languages: type-writing, stenography and Spanish are often and erroneously grouped as of equal moment in school studies. Spanish is too often classified merely as a bread-and-butter subject. The task before the teacher of today is to instill in the minds of the public a proper respect for Spanish. Prof. Owen, University of Kansas, expressed the belief that the Classics are going out and Modern Languages coming in. He regretted the loss of Greek, but modern languages must try to supply the loss. He decried excessive laudation of Spanish on all occasions, and urged teachers to exercise critical judgment in all things.

The afternoon session closed with an address from Miss Dalton, Central High School, Kansas City, which was a delicious mixture of sound pedagogy with good natured banter. This is an age of "soft" drinks and "soft snaps." Spanish is not a "snap"; it is absurd to allow people to be illiterate in two languages; one is enough. The Spanish class is no place for blockheads; let them know something about English before they take up a second language. Knowledge of a foreign tongue conduces to international friendship and sympathy. At the Peace Conference neither Wilson nor Lloyd George knew French, but Clemenceau had a great advantage as he needed no interpreter in English. The day is coming when public men will be expected to be acquainted with at least one language besides their own.

In the *tertulia*, held at Stevens Building Restaurant, Mr. E. T. Gundlach, a prominent business man of Chicago and a graduate of Harvard, suggested that Spanish should take the place of Latin in High Schools, but that it was an injustice to represent to young students that any person able to do stenography, typewriting and translating to and from Spanish can always find remunerative employment. It is not true, and much harm has been done to the study of Spanish by indiscriminate and reckless laudation. Spanish has great cultural value and it should be studied not merely for commercial reasons. Prof. Osma, University of Kansas, read in Spanish a learned and critical essay on the different regional literatures in Spain. The rest of the evening was devoted to Spanish songs, recitations, and declamations.

Friday morning's session was opened with a paper by Dr. Hamilton, University of Illinois, who showed that Ramón de la Cruz's debt to Molière was slight, that Cruz was the author of a large number of *sainetes* before he adapted any of Molière's plays to the Spanish stage, and then only in deference to the Court which at that time was strongly Francophile. Prof. Hills, Indiana University, in discussing some recent educational movements in Spain, described the *Junta para la ampliación de estudios* in Madrid, and expressed the opinion that that institution, supported but not directed, by the Spanish government, will in a short

time bring about a great revivification in Spanish Universities. Refreshing frankness and vigor was displayed in the last paper (by Prof. Gearhart, of Louisiana State University), who deprecated the prevailing habit of giving high school pupils more work than they can be reasonably expected to do in the allotted time; it is better to do a few things well rather than many things ill; regardless of fine-spun theories, the teacher should adapt his practice to the actual conditions before him. This he illustrated in a convincing manner from his dealings with Philippino youths. A business meeting finished the session. It was decided to leave the place of the next meeting to the Executive Council. The following officers were elected for the ensuing year: President, John D. Fitzgerald, University of Illinois; Vice-Presidents: L. A. Wilkins, Board of Education, New York City (3 years), J. P. Crawford, University of Pennsylvania (2 years), C. Scott Williams, Hollywood H. S., California (1 year); Executive Council: A. L. Owen, University of Kansas (1 year), Carl O. Sundstrom, Lake View H. S., Chicago (2 years), Guillermo Sherwell, Washington, D. C., (3 years), Edith Johnson, Tacoma, Wash. (3 years).

E. L. C. MORSE

Professor R. T. Holbrook, Chairman of the Department of French, University of California, has been awarded the Cross of the Legion of Honor.



## Reviews

*SHORT FRENCH REVIEW GRAMMAR AND COMPOSITION BOOK* by DAVID HOBART CARNAHAN. D. C. Heath & Co., 1920. pp. X+114+9+vocabulary. \$1.20.

The publication of a new composition book raises the question whether, with our modern reading texts containing reproduction exercises based on the French text and systematically reviewing the whole field of grammar, a formal composition book is still necessary. There are probably few enough of these readers published, or at least few enough schools using them, to warrant the publication of a book like the one being reviewed. A reading text with questions based on the reading material and English sentences to be translated, but with no systematic review of grammar is not a sufficient substitute for a composition book, though the use of reading texts containing various kinds of exercises employing the words and idioms of the text and emphasizing progressively certain points of grammar obviates the necessity of a special composition book. A well graded progressive series of such reading books would be a great contribution to our supply of texts. Until we have them, well planned composition books are still needed.

Another question that suggests itself is whether it is well to spend a whole semester or year on merely reviewing. Should not the spiral method be followed and the field enlarged by the addition of new material while the old is being reviewed? Whether or not Professor Carnahan's book fulfils this requirement depends upon what grammar was used before beginning the composition book. A number of the older grammars contain practically all the material found in this text, but most of the newer grammars are not so complete. Therefore if one of the latter has been used, this Review Grammar contains sufficient new material. This is particularly true in the case of such subjects as the use of the articles and of the subjunctive and the number of irregular verbs and idiomatic expressions.

Though the author states in his preface that "this is not a reference grammar," the logical arrangement of the grammatical material and the quite complete treatment of one or more subjects in each lesson makes it a better reference grammar than most first year books. Nevertheless, there are a number of cases in which the subject might have been treated in a fuller manner. To cite a few examples: In the discussion of the partitive construction no distinction is made between *avec* followed by a concrete, and by an abstract noun. Among the various uses of the subjunctive, that

after *que* when *que* stands for *si* is not mentioned. In fact the use of *que* instead of the repetition of another conjunction is not mentioned in the book. The only example of the use of *faire* in the causative sense to be found in the book is in the expression *faire venir*.

Except for the rather uncommon "Vogue la galère" as an example of the use of the subjunctive and a case or two of rather forced uses of idiomatic expressions, as the use of *s'en aller* in the sentence "The letter I read is gone," the book is singularly free of unusual words and constructions.

In general make up and appearance the book leaves little to be desired. It is of convenient size and is printed in clear type on good smooth paper. A number of good pictures of places in Paris and France appear where these places are being talked about in the composition material. The vocabulary seems to be very complete, only one word being found omitted. Does the blame for the following note rest on the type setter? "Adjectival clauses are clauses that are introduced by a relative pronoun and are equivalent to a relative pronoun."

Each of the sixteen lessons consists of seven parts: 1, Statement of grammar rules; 2, conjugation of two or three irregular verbs; 3, idiomatic expressions; 4, French text in dialog or epistolary form and dealing with a trip to France; 5, questions in French based on the preceding text; 6, composition in dialog form containing words and idiomatic expressions found in the French text, but generally with entirely different continuity of thought; and, 7, an oral drill consisting of short English sentences. The first lesson also contains a supplement on verb formation and orthographic changes in verbs. It is in part 6 that this composition book shows particular merit. With a few exceptions the author has been able to offer in quite idiomatic English examples for the various points of grammar to be reviewed in that lesson and to bring into use the idiomatic expressions to be learned. But not only do the points of that lesson appear, each lesson also reviews many other points previously learned. The author's claim that "Repetition is the keynote of the book" holds true. This section is not merely a rearrangement of the French text, as is so often the case in reproduction exercises, but introduces quite new subject matter.

Though the reviewer would prefer to have grammar reviews and composition exercises based on the regular reading text, he does not hesitate to recommend this book to those who wish to keep the composition work separate from the reading.

LOUIS H. LIMPER

Kansas State Agricultural College,  
Manhattan, Kansas

## THREE FRENCH BOOKS FOR ORAL PRACTICE

## I

The title *French Phrases and Questions* (MORITZ LEVI, Holt) is self explanatory. The words and phrases are arranged in columns, French and English, and grouped under thirty-six headings, each dealing with one topic, such as time of day, dates, seasons, travel, food, and other facts and activities of daily life. Each word group is followed by a French questionnaire on the same topic. The book is intended to promote conversational ability among high school students who possess a fair knowledge of French, and could no doubt be used advantageously with classes of adults who wish to learn "practical" French for travel purposes.

## II

A person seeking a collection of well selected French anecdotes could hardly find one more complete than that contained in *French Composition and Conversation* (WANN, Macmillan). The preface of the book states its aims clearly: "To provide material, 1, for conversation and 2, for a review in the elementary principles of the grammar." To this end, two or three anecdotes followed by a French questionnaire form the bulk of each of the twenty-four sections of the book; then comes a systematic topical grammar review with illustrative sentences, and a section of 15 to 20 sentences to be translated into English. These disconnected sentences based, however, upon the preceding anecdotes, illustrate the grammatical points to be reviewed. The lessons occupy about 130 pages, to which seventy pages of French-French vocabulary are added.

## III

*L'Oncle Sam en France* (CARDON, Holt) is a title suggestive of the contents of this little book. It is a war book, yet different from the soldier diaries and letters which have appeared in recent years. Twenty-eight short chapters, each containing one or two pages of text, form a narrative that tells of the advent and activities of the doughboys in France as seen through the eyes of a little French boy. Each chapter is followed by a "Causerie explicative et grammaticale," which discusses points of idiom and the grammatical difficulties of the text preceding it; then follows a section "Pour apprendre à Parler," consisting of a French questionnaire and grammatical exercises. Finally there is a section "Pour apprendre à Ecrire." This is a connected passage of English to be translated into French, and forms the only English part of the book. The twenty-eight chapters take up about 150 pages; the remaining fifty are devoted to an appendix of regular and irregular verbs, and a French-English vocabulary.

The narrative form, the attractive pictures and the many interesting details of French life that the story reveals make an interesting book, which should appeal to the young student. The book is adapted to reading early in the second year of high school, and will at the same time give a useful review of elementary grammar.

ELSIE SCHOBINGER

*Harvard School, Chicago*

*GERMAN SHORT STORIES*, edited by HAROLD H. BENDER.  
Henry Holt & Co., 1920.

It is encouraging to the friends of education to see a new text book for the study of German appear, for it shows that the idea that we must prove our patriotism by cutting off from our children the access to one of the great world literatures as well as to one of the greatest reservoirs of human knowledge is beginning to pass away. This attractive little book contains sixteen short stories, most of them written during the last twenty years, some even during the last decade, though no one of them deals with any aspect of the war. They offer a great variety of style as well as of subject matter and should appeal to almost every taste. The notes are adequate and not overdone, as in so many of our school editions; there is no effort to show the erudition of the editor or to draw fine grammatical distinctions such as no student still in the text-book stage will ever raise or ever be interested in, nor is undue help given in translation. The vocabulary is clear and full; perhaps too full, since all compounds are given, even those whose meaning is absolutely plain, and all declensional and conjugational forms are indicated, so that the pupils are spared any effort of memory or thought in using it. But this is the general practice at present and it is probably futile to protest against it.

The book is sure to be used by many teachers. It has, of course, the disadvantage common to all collections, that the constant change of subject matter and style interferes with the slow building up of vocabulary and prevents the rapid reading which is the best means of hastening this process. "Aller Anfang ist schwer," says the proverb, and this is especially true of reading in a foreign language, as every teacher knows. The first chapter is always the hardest, the longer the story the easier it becomes and the constant recurrence of the same words and phrases, incident to subject matter and to the style of the writer, impresses them on the memory for all time. These stories also present a variety of dialect forms and abbreviations, which belongs to the modern realistic school of narrative, but which greatly increases the difficulty of reading for the immature or inexperienced. The book seems to me rather to offer to the more advanced student of the

language a means of becoming acquainted with the modern German short story than to afford to those in the early stages of the subject a means of gaining fluency and ease in reading.

It will be seen that I do not quite agree with the editor's 'conviction,' expressed in the preface, that "there is no better pedagogical bridge between Grimm and Goethe than the fairly rapid reading of short stories," but many teachers do and for them this book will prove a very attractive addition to the collections already available.

MARIAN P. WHITNEY

*Vassar College*

PEDRO HENRÍQUEZ UREÑA, *TABLAS CRONOLÓGICAS DE LA LITERATURA ESPAÑOLA*, D. C. Heath & Co., New York, 1920.

This little book is a work of the utmost utility for students and teachers of Spanish literature. Constructed on the plan of Lanson's similar tables of French authors, it presents a handy conspectus of each literary period, and each individual writer is shown in his appropriate setting. A glance will indicate what otherwise could be learned only at the expense of much time and effort. The authors and most important works of literature are arranged in parallel columns under such headings as: poetry, drama, novel, history, religion, grammar and criticism, etc. The effect produced is one of accuracy and completeness. Owing to the very expensive nature of the typography the publishers are justified in asking the price of one dollar. If, however, a cheaper paper-bound edition could be put on the market the usefulness of the book might be increased. In any case this text-book is certain to meet with universal favor.

G. T. NORTHUP

*The University of Chicago*

#### TWO BEGINNERS' BOOKS IN GERMAN

##### I

*COLLOQUIAL GERMAN*, BY WILLIAM ROBERT PATTERSON. Kegan, Paul, Trench, Trübner & Co., London; E. P. Dutton & Co., New York. pp. 179. \$1.60.

To the American modern language teacher, accustomed to work in a modern high school, William Robert Patterson's "Colloquial German" is an enigma. In the introductory remarks Mr. Patterson calls German a difficult language, but simple compared to Chinese. If after mastering Mr. Patterson's twelve lessons, anyone has the temerity to essay Chinese, his courage is monumental.

After a short chapter on pronunciation, none too accurate nor scientific, the student is introduced to Lesson I. It attempts to cover the definite and indefinite articles, all cases, two tenses of *haben* and *sein*, and a vocabulary of sixty-four words followed by eighty-one sentences. Lesson II covers noun declensions, singular and plural, possessive demonstratives and descriptive adjectives, pronouns, etc., followed by another vocabulary and more colloquial practice. Lesson XII ends with "Das Lied von der Glocke."

So far as adaptability to class-work is concerned, the book is impossible. It is intended for the earnest, mature plodder, able to spend hours daily on German. At a glance any teacher will realize that the only interest in the work is archeological.

## II

*EIN ANFANGSBUCH*, By LAURA B. CRANDON. World Book Co. 1917. pp. 259 plus 45.

A refreshing contrast to Mr. Patterson's superannuated methods is found in Laura Crandon's "Ein Anfangsbuch." The phonetics are accurate and simple. The vocabulary is practical. Only one grammatical point is presented at a time. The lessons are logically arranged and presented. The book is a real acquisition for first and second year work in secondary schools.

EDA D. OHRENSTEIN

## Correspondence

### A SUGGESTION FOR THE MODERN LANGUAGE CLUB PROGRAM

To the Editor of THE MODERN LANGUAGE JOURNAL:

The contriving of constantly amusing, profitable and varied programs for the sessions of the Modern Language club, especially when the club is made up largely of students who have not attained a high degree of conversational fluency and who nevertheless must be given their turn on the program, is a difficult matter and one which demands a great deal of thought and labor. Little plays and dialogues are always successful if well presented, but they cannot be well presented except by the best students, and without spending a great deal of time in rehearsal. The pantomime with a reader, while it lacks the advantage of affording the actors linguistic training, furnishes a great deal of amusement for a minimum of effort. At our French club we recently presented a modern version of the thirteenth century fabliau "Estula", as a fifteen-minute acted reading, and with great success, although no one but the manager and the reader spent more than an hour or so in preparation. "Estula" will be found in various chrestomathies and collections of Old French fabliaux. We rewrote it in modern French prose, making freer with the text than some scholars might have approved, even adding a character or two to give it variety and vivacity. Costuming more picturesque than historically accurate was largely responsible for its success, not the least well-received of the characters being the sheep, the dog, and a rabbit which the original author had neglected to mention, but which was conveniently at hand to give the dog occupation. As a student placed in front of the stage slowly read our version, the action went on silently but vigorously behind and above him. The audience were so responsive that we plan to improvise more silent dramas of the sort, although we realize that they would grow monotonous if repeated too often.

R. T. HOUSE

*University of Oklahoma*

### A CORRECTION

Managing Editor of THE MODERN LANGUAGE JOURNAL,  
Sir:

The paper of Professor Thomas published in the October issue was written at the request of Dr. Charles F. Wheelock, Assistant Commissioner for Secondary Education, and read by Doctor Wheelock, in the absence of Professor Thomas, at an Educational Congress held at Albany, under the auspices of the State Educa-

tion Department, May 19-28, 1919. As will be seen from Prof. Thomas' paper, the chief point made by the author is the necessity for a statement by experts of the potential value of foreign language study and of the time necessary to attain such value. The paper was not written for the State Modern Language Association, as stated in a footnote to the article.

WM. R. PRICE

Managing Editor of THE MODERN LANGUAGE JOURNAL,  
Sir:

When educators learn that the greatest development is attained along the lines of least resistance letting natural abilities follow their own bent, electing subjects that are liked, whether easy or difficult (things that we like are always easy), language teachers' problems will be solved.

No foreign language teacher will deny, that there is a class of students, who have no linguistic ability at all and yet the poor little sufferers must have from two to four years of torture to get a desired "sheep skin." I am sure that no teachers of mathematics will deny that there is also a class of students who are mathematically blind. Yet, Mr. Editor, this little blind problem is more often than not a linguistic star. Now, why do we deaden all the fire in that little soul by piling a burden upon his shoulders for which his back is not fitted?

English teachers likewise have discovered that grammar is an irksome subject, so they have reduced to a minimum this thorn in the flesh. Now how about those who enjoy the study of grammar? They must be deprived because of those who do not, just as Mr. Calvin Thomas would do in the case of those who get nowhere in the study of a foreign language? Those, who might get somewhere must sacrifice themselves? It is only fair. The little sufferers are now having their revenge and it is sweet. If we could only swing that pendulum, so that it wouldn't swing always out of our reach! But it is always from one height to another. This time the foreign language must suffer!

A foreign language is learned by the mature student through the medium of grammar. Students are not familiar with infinitives, participles, verbs and adverbs, and, sad to say, hardly know what a noun is. Must the overburdened foreign language teacher, in addition to imparting a fluent knowledge of a foreign tongue in two or three years, teach the fundamentals of grammar?

I note that the State of Pennsylvania in a circular letter recommends that mathematics beyond the first year and all foreign languages be *elective*. Hurrah!

DELIGHT M. WILLIAMS

*Head of French Dept.,  
Watertown High School,  
Watertown, N. Y.*



LE PETIT LINGOT D'OR<sup>1</sup>  
 A Note on *l'Abbé Constantin*

When Bettina makes her dazzling entry into her box at the Paris Opera, she creates a sensation. Two young noblemen, Roger de Puymartin and Louis de Martillet give expression to their admiration in a historic phrase of which the connotation seems to have escaped the commentators of *L'Abbé Constantin*. " 'Ah! ah! dit Puymartin, le voilà, le petit lingot d'or!' Tous deux braquèrent leurs lorgnettes sur Bettina.—'Il est éblouissant, ce soir, le petit lingot d'or,' continua Martillet." (*L'Abbé Constantin*, p. 66, edit. of Henry Holt, 1918.) They then proceed to discuss the chances of various noble suitors for the hand of the fascinating heiress. The repetition of the phrase would seem to indicate that Halévy thought it appropriate to the situation and to the speakers. Possibly it is worth while to ask why.

The young nobles were doubtless thinking of another bourgeois millionaire who reguiled an escutcheon in the early eighteenth century. Here is the story as told by the most punctilious of aristocrats, the Duke de Saint-Simon. "Le comte d'Evreux, troisième fils de M. de Bouillon, avait trouvé dans les grâces du Roi, procurées par M. le comte de Toulouse, et dans la bourse de ses amis, de quoi se revêtir de la charge de colonel général de la cavalerie du comte d'Auvergne, son oncle; mais il n'avait ni de quoi les payer, ni de quoi y vivre, et M. de Bouillon ni le cardinal n'étaient pas en état ou en volonté de lui en donner. Il résolut donc à sauter le bâton de la mésalliance, et de faire princesse par la grâce du Roi la fille de Crozat, qui, de bas commis, puis de petit financier, enfin de caissier du clergé, s'était mis aux aventures de la mer et des banques, et passait avec raison pour un des plus riches hommes de Paris. Mme de Bouillon . . . nous pria instamment d'aller voir toute la parentèle nombreuse et grotesque pour être assimilée aux descendants prétendus des anciens ducs de Guyenne. Elle nous en donna la liste, et nous fûmes chez tous, que nous trouvâmes engoués de joie. Il n'y eut que la mère de Mme Crozat qui n'en perdit pas le bon sens: elle reçut les visites avec un air fort respectueux, mais tranquille, répondit que c'était un honneur si au-dessus d'eux, qu'elle ne savait comment remercier de la peine qu'on prenait, et ajouta à tous qu'elle croyait mieux marquer son respect en ne retournant point remercier, que d'importuner des personnes si différentes de ce qu'elle était, lesquelles ne l'étaient déjà que trop de l'honneur qu'elles lui voulaient bien faire; et n'alla chez personne. Jamais elle n'approuva ce mariage, dont elle prévit et prédit les promptes suites. Crozat fit chez lui une superbe noce, et logea et nourrit les mariés. Mme de Bouillon

<sup>1</sup> It is a pleasure to thank the reference librarian of the Congressional Library who kindly sent me the passage quoted from Saint-Simon.

appelait cette belle-fille son petit lingot d'or."<sup>2</sup> (*Mém.* Ed. Boislisle, XIV, pp. 362 f.)

Saint-Simon tells us later that this marriage was to become for Crozat "le repentir et la douleur de tout le reste de sa vie." Surely Bettina did wisely in preferring to her princely suitors the lieutenant of artillery. France possesses a lasting souvenir of "le petit lingot d'or," for the residence of the president of the republic, the Palais de l'Elysée, was built in 1718 for the comte d'Evreux, and largely with the dowry of his bride.

BENJAMIN M. WOODBRIDGE

*University of Texas*

Managing Editor, Modern Language Journal:

*Kaum ein Hauch: A REPLY*

Criticism is justifiable only in so far as it is implicitly or explicitly constructive. An article in the November Journal entitled "The Immortality of Examination Pests" sins against both these canons. Besides, it is in poor taste: like the title of my reply.

First of all, it surely is not the special competence of a New Jerseyite to criticize the educational system of a neighboring state. What, legitimately, may he be expected to know about it? In the second place, it is the easiest thing in the world to pick flaws, just as it is the most difficult thing in the world to turn out a flawless piece of work.

It may interest the readers of the Journal to know how the New York State examinations are controlled. They are formulated by committees of specialists, representing (1) the State Department of Education, (2) the High Schools, (3) the Colleges. The best teachers in the State are, in rotation, selected by the State Examinations Board to serve on the various committees. If an examination is faulty, the defect is inseparable from defects in human nature and the nature of examinations *per se*. The very men who are most prone to criticize these examinations prove to be just as vulnerable, when appointed to our committees, as their predecessors. Indeed, the principal of one of our largest and best high schools recently told me that he would gladly give me over his signature a statement that "heads of departments in his school had, in conjunction with their teachers, been guilty of making worse local examinations than any state-wide examinations ever perpetrated by the Regents' committees."

An examination must be judged as a whole; and the system by its general average of achievement. We should not think of condemning the beauty of a face, which was marred only by eyes

<sup>2</sup> Cf. Littré, *Dictionnaire*, s. v.

that were a trifle too small, or by ears a trifle too large, or by a nose just a bit too *retroussé*. Nor would we condemn a building merely because a window was broken, or the façade chipped. Yet critics will blithely condemn not merely an examination but an entire examination system for similar defects. It might be well to give such critics a little of their own medicine, perhaps in the following doses:—

(1) "Eines Mannes Rede ist keines Mannes Rede; Man soll sie billig horen Beede." Goethe's words are just as true now as they were when he wrote them. Some one has said that there are always *three* sides to every question: your side, my side, and the right side. Matters of opinion are hardly susceptible of proof; they must be solved by compromise. Yet it never seems to enter the head of some critics that they might possibly be wrong.

(2) A state-wide examination must really test the work done, as prescribed by the syllabus, and must, at the same time, please as many varied (and, at times, conflicting) groups of teachers as possible. The New York State Examinations in modern languages are the most representative examinations on earth. They constantly reflect the opinions and aims and ideals of the teachers of the State, who are organized not only in a State Modern Language Association furnishing more subscribers to the Journal than any other State in the Union, but also into ten branch associations meeting each twice a year for discussion and mutual helpfulness. Besides, the two largest cities of the State have a standing committee each, acting as a clearing house for criticisms and complaints and constructive suggestions: a sort of *liaison* body, connecting the State Department with the teachers.

(3) The mere mechanics of examination making are sometimes responsible for the character of an examination, assailed by some critic who knows nothing about the matter. We should like nothing better than to have all our questions 'direct method' questions, but anyone who has ever tried to make such a paper alone knows how difficult and well-nigh impossible it is. We should prefer to have only the simplest topics for free composition, but the number of such topics is very limited and they can not be repeated *ad infinitum*, without risking the certainty of "canned" French, German and Spanish in the answer papers.

And, by the way, why Mr. Hauch's hatred of free composition? At our recent State. M. L. A. meeting at Rochester, one of the ablest college-teachers of French in the State spoke favorably of "free composition" as the best possible type of written exercise; and his words met with the hearty approval of about a hundred representative teachers. Also, a committee of seven of the best teachers of French of New York City recently went on record as heartily in favor of requiring *all* pupils to take the translation passage into English, the translation passage from English into

the foreign language, and the free composition. Surely Mr. Hauch is too absolute in denying these teachers representation in examinations made for them in New York State, and not at all for him, in New Jersey.

(4) Mr. Hauch's diatribe against proverbs contains more witticism than truth. Pupils can explain, in simple language, such a proverb as *Mas vale tarde que nunca*, because they have done so: as applicable (1) when one comes late to an appointment, (2) when one finally does something, or (3) when one finally gives up some habit. That type of question is familiar to all who use the direct method, and is especially applicable to Spanish with its uncommon wealth of proverbs. We frequently vary the question by asking the pupils to invent a story ending appropriately with such a proverb. It is utterly inconsequent to compare such a proverb with "An Indian leaning against a tree." Proverbs are the crystallized wisdom of the race, as witness Kipling's "Gods of the Copybook Maxims," which, by the way, and in conclusion, I recommend to Mr. Hauch.

WILLIAM R. PRICE

# The Modern Language Journal

VOLUME V

MARCH, 1921

No. 6

## L'ENSEIGNEMENT DES LANGUES VIVANTES EN FRANCE

By CH. VEILLET-LAVALLÉE

*Président de l'Association des Professeurs de Langues Vivantes*

LES programmes de 1902 pour l'Enseignement Secondaire (Lycées et Collèges de Jeunes Filles); les programmes de 1910 pour l'Enseignement Primaire Supérieur (Ecoles Primaires Supérieures de Garçons et de Filles) régissent encore dans ses grandes lignes, à Cheure où nous écrivons, l'enseignement des Langues Vivantes dispensé à la jeunesse française. A vrai dire, certaines modifications ont été récemment décidées, d'autres sont à l'étude. Mais les premières n'entreront en application qu'en octobre prochain (1920) au plus tôt, avec le début de l'année scolaire.

### ENSEIGNEMENT PRIMAIRE

Dans les Ecoles Primaires Élémentaires (garçons et filles) les plans et programmes ne prévoient aucune étude des langues étrangères anciennes ou modernes. Ce n'est point que dans certains centres urbains, les régions frontalières et les ports, la population ne réclame un enseignement des langues; les élèves, dans ce cas, doivent prendre des leçons particulières en dehors de l'école. Dans les centres auxquels nous faisons allusion, il existe d'ordinaire des cours du soir ouverts aux enfants désireux de s'instruire et où large part est faite aux Langues. L'organisation de ces cours est surtout complète à Paris où l'enseignement est confié à des maîtres compétents, pourvus de titres et rétribués

convenablement, surtout depuis l'année dernière. *Un Inspecteur des cours de Langues Vivantes de la Ville de Paris* (poste créé quelques années avant la guerre) veille au bon fonctionnement de ces cours et en assure l'homogénéité.

Dans les petites villes, dans les grandes cités, des *Cours Complémentaires*<sup>1</sup> adjoints à certaines écoles élémentaires assurent aux élèves que le souci du gagne-pain immédiat n'oblige pas à entrer en apprentissage aussitôt après qu'ils ont obtenu le *Certificat d'Etudes Primaires*, un supplément d'instruction où l'enseignement des Langues trouve sa place. Cet enseignement est confié soit à l'un des deux instituteurs (ou institutrices) chargés de Cours Complémentaires (un pour les sciences, un pour les études littéraires, si toutefois il est pourvu du titre nécessaire),<sup>2</sup> soit à un professeur spécial venant de l'extérieur.

Il convient de noter ici que dans certaines régions de la France, l'étude du français constitue *de facto*, pour les enfants, l'étude d'une langue étrangère. En Bretagne, par exemple, la langue maternelle des populations est le *Celtique*; en Alsace, le *dialecte alsacien*. Dans certains villages retirés du Pays Basque, voire même dans quelques districts du midi de la France, les enfants ne connaissent que la *langue basque* ou quelque variété du *langue-docien* ou du *provençal*.<sup>3</sup> Dans ce cas, le maître d'école est obligé de s'improviser professeur de langue. La méthode directe s'impose alors et les résultats, selon d'irrécusables témoignages, sont excellents. C'est, affirme-t-on, à cette école qu'un des maîtres de la pédagogie des Langues Vivantes, M. E. Gourio, a conçu les premiers éléments de sa méthode, au temps où il était jeune instituteur en Bretagne.

Les Langues Vivantes ne sont l'objet d'un programme méthodique et officiel qu'à partir de *l'Enseignement Primaire Supérieur* proprement dit qui se donne dans les *Ecoles Primaires Supérieures* de Garçons et de Filles. Le cours normal des études y est de trois années. Le programme comporte 4 heures en 1<sup>e</sup> année; 3 heures en 2<sup>e</sup> année; 3 heures en 3<sup>e</sup> année. Une récente décision

<sup>1</sup> Un Cours Complémentaire comprend ordinairement deux années qui font suite au Cours Supérieur de l'Ecole Élémentaire.

<sup>2</sup> Certificat d'Aptitudes à l'Enseignement des Langues Vivantes dans les Ecoles Normales et Primaires Supérieures.

<sup>3</sup> La question se pose aussi en Flandre française, peut-être avec moins d'acuité.

du Conseil Supérieur de l'Instruction Publique, qui entrera ultérieurement en application, a changé l'horaire comme suit: 3 heures en 1<sup>e</sup> année; 4 heures en 2<sup>e</sup> année; 4 heures en 3<sup>e</sup>. Cette modification s'explique mal; il existe, semble-t-il, un *consensus* de l'opinion, parmi les théoriciens de la pédagogie des langues vivantes, en faveur d'un entraînement intensif au début même de l'étude d'une langue.

Dans les *Ecoles Normales d'Instituteurs et d'Institutrices* deux heures hebdomadaires sont accordées aux langues. Dans ces établissements, l'organisation de notre enseignement est assez négligée.

Les trois années d'études passées dans les Ecoles Primaires Supérieures ont comme aboutissement le *Brevet d'Etudes Primaires Supérieures* divisé en plusieurs *sections*<sup>3</sup>. Les Langues Vivantes ne figurent que dans les sections: a) *Commerciale* et b) *générale*.<sup>4</sup> Et encore depuis le changement de programme de 1917, il n'y a d'oral pour les langues que dans la *Section commerciale* où se présentent les futurs employés de commerce des deux sexes. La surprise fut grande parmi les professeurs de Langues Vivantes et dans une bonne partie du public—celle qui s'intéresse aux questions d'éducation nationale—quand on parla d'un *examen des langues vivantes sans oral*. Cet étonnement persiste. Il sera là encore nécessaire, dans un avenir prochain, de changer tout cela et de revenir à la logique et au bon sens.

Le "Brevet Supérieur" que passent les élèves de l'Ecole normale—et aussi bon nombre de jeunes gens des deux sexes qui ne se destinent pas nécessairement aux fonctions d'Instituteur ou d'Institutrice, contient une épreuve de Langue Vivante à l'écrit<sup>5</sup> et une interrogation à l'oral.<sup>6</sup> L'économie de cet examen est l'objet d'assez vives critiques. On lui reproche de faire porter l'épreuve écrite sur la langue de la conversation et de donner comme base aux interrogations orales les textes littéraires du programme, textes souvent difficiles, tels que *The Sailor Boy*, *The Charge of the Light Brigade*, certains poèmes de Wordsworth, *The Daffodils*, par exemple et *The Solitary Reaper*. Singulier

<sup>3</sup> L'épreuve d'écrit est une *version* à laquelle s'ajoute une série de *questions* en langue étrangère se rapportant plus ou moins au texte de la version. Un dictionnaire unilingue est seul autorisé.

<sup>5</sup> Les candidats doivent répondre, avec quelque ampleur, à une série de questions portant sur un sujet de la vie pratique.

<sup>6</sup> Avec programme d'auteurs publié pour une période ordinairement triennale.

renversement des choses, disent les critiques! L'épreuve écrite devrait être avant tout littéraire et grammaticale. C'est elle qui devrait servir de critérium culturel. A l'interrogation serait attribué le rôle de montrer la connaissance pratique de la langue usuelle. Il serait difficile de nier le bien-fondé des ces observations. Une réforme s'imposera avant peu.

Au cours de l'année scolaire qui vient de finir, une vive controverse s'est élevée au sujet des Langues Vivantes dans l'Enseignement Primaire. Le Directeur de l'Enseignement Primaire au Ministère de l'Instruction Publique, désireux de simplifier les programmes, d'alléger les emplois du temps, de modifier l'orientation générale des études, appuyé, d'ailleurs, par une fraction du personnel, avait projeté de rendre facultative l'étude des Langues Vivantes dans les Ecoles Normales d'Instituteurs et d'Institutrices, et, chose plus inattendue encore, dans les Ecoles Primaires Supérieures. Les Instituteurs, avançaient les partisans de cette réforme, n'ont qu'exceptionnellement l'occasion de parler une langue étrangère. Leur en imposer l'étude, c'est les astreindre à un labeur vain et ardu. A poser ainsi la question, on la restreignait à l'excès. L'étude d'une langue vivante, à côté de ses fins utilitaires, possède une vertu éducative qu'on ne saurait nier, qui s'impose surtout à de futurs maîtres de la jeunesse alors qu'ils n'ont pas eu, comme ceux du Secondaire, l'occasion d'étudier une langue morte. C'est une vérité admise que l'on possède mieux sa propre langue, son mécanisme et ses ressources, quand on a pu en faire une étude comparative à l'aide de quelque autre idiome. Cette observation est fondée, au double point de vue grammatical et littéraire. En outre, celui qui peut lire revues et journaux étrangers élargit singulièrement son horizon intellectuel. Votre réforme, en disaient les adversaires, entraînera la disparition des langues vivantes à l'Ecole Normale, abaissera ainsi le niveau intellectuel de nos instituteurs et entravera leur mission éducatrice.<sup>7</sup>

<sup>7</sup> "Une langue étrangère, écrit Mme Albert, Directrice de l'Ecole Normale de Tarbes, n'est pas seulement une langue qu'on parle, c'est aussi une langue qu'on traduit, le thème et surtout la version sont d'incomparables instruments d'éducation intellectuelle. La Composition française ne les supplée pas . . . La traduction donne la plus haute leçon de probité intellectuelle . . . Ce serait donc, je crois, une grosse erreur pédagogique que de supprimer l'enseignement des L.V. à l'E.N. Ce serait supprimer nos humanités, à nous qui n'avons pas le latin, ni le grec." (Revue Pédagogique, Avril 1919.) Voir aussi: Revue de l'Enseignement des Langues Vivantes, Février. 1920.



Les mêmes arguments valaient aussi contre le projet de réforme, connu à la onzième heure, des Ecoles Primaires Supérieures. Les critiques faisaient, en outre, observer que ce projet entraverait le placement de nombreux jeunes gens et jeunes filles que ces établissements préparent aux carrières du commerce et de l'industrie. Dans les deux cas, surtout dans le second, rendre les langues facultatives, c'était les tuer. A l'Ecole Normale, où la lutte est assez vive,<sup>8</sup> les élèves ne s'embarrasseront pas d'une matière dont l'étude n'est pas exigée (la seule dans ce cas, d'ailleurs), d'un travail supplémentaire qu'aucune sanction immédiate ne viendra récompenser. En douter, c'est ne pas connaître l'humaine nature. Quant aux jeunes élèves des E. P. S. la première reprimande, la première mauvaise note, la moindre lassitude, une légère déception les fera abandonner sans scrupule une étude dont ils ont le droit de s'affranchir. Ainsi diminuera le nombre des Français connaissant les langues étrangères modernes; l'avenir cultural de la nation en souffrira, son pouvoir d'expansion économique en sera affaibli.

Les arguments que nous venons d'esquisser et quelques autres soutenus avec vigueur par M. Rancès, représentant des Langues Vivantes, et par certains autres membres du Conseil, eurent raison des résistances de l'administration; le principe de l'obligation fut maintenu. Il fut entendu toutefois, que l'enseignement des Langues Vivantes donné aux élèves-maîtres aurait surtout pour but de cultiver l'intelligence de ces jeunes gens et de ces jeunes filles, et de les mettre en mesure de lire avec fruit les textes étrangers.

#### ENSEIGNEMENT TECHNIQUE

Une place importante est faite, cela va de soi, dans les *Ecoles Supérieures de Commerce* créées par les Chambres de Commerce, à l'enseignement des Langues. Cela est vrai surtout de l'*Ecole des Hautes Etudes Commerciales* de Paris que l'on peut considérer à proprement parler comme un établissement d'enseignement supérieur.

L'expression "enseignement technique" s'applique d'ordinaire aux établissements professionnels qui préparent aux carrières

<sup>8</sup> Où elle deviendra plus vive encore, si, comme certains le désirent, le *Brevet Supérieur* est remplacé par un examen de sortie avec classement.

industrielles ou aux métiers manuels. Les plus connues sont l'*Ecole Centrale des Arts et Manufactures*, à Paris, et les *Ecoles Nationales d'Arts et Métiers*.<sup>9</sup> Une récente réforme a modifié le plan d'Etudes de ces dernières ainsi que le programme du concours d'entrée. Suivant le courant d'opinion, fort restreint d'ailleurs, que nous déplorons d'autre part et que le grand public ignore, les autorités administratives<sup>10</sup> chargées de rédiger ces programmes ont marqué leur étrange hostilité à l'égard des Langues Vivantes en décrétant que l'étude en serait désormais facultative à l'intérieur des Ecoles d'Arts et Métiers. Bien plus, il a été édicté que les Langues seraient également facultatives au Concours d'entrée. C'est la seule matière qui soit frappée de ce dés crédit. L'écriture même est une épreuve obligatoire. On renchérit encore en précisant que seuls les points au dessus de 12 obtenus pour les épreuves de Langues seront comptés à l'actif du candidat. Une telle condition est très onéreuse. Avec la façon de coter plutôt sévère, qui est traditionnelle dans ce concours, il est déjà malaisé d'approcher de 12. Puis le coefficient attribué aux Langues est 1, alors que la plupart des autres matières ont des coefficients élevés. On rend donc insignifiante l'influence que peut avoir, pour le succès d'un candidat, sa connaissance, même sérieuse, d'une langue moderne. Le résultat ne s'en fera pas attendre; dès la rentrée prochaine les classes de langues seront vides ou presque dans les établissements d'instruction qui préparent aux Ecoles d'Arts et Métiers. Pourquoi donc s'embarasser d'un 'abeur en surcroît, dépourvu de tout avantage pratique immédiat, alors que le programme de mathématiques, de travail manuel, de dessin industriel, affecté de forts coefficients, réclame toute votre énergie? Les Langues étant jusqu'ici obligatoires aux concours d'entrée, et comme matière d'enseignement à l'intérieur de ces établissements, elles subissent donc un recul sensible.

#### ENSEIGNEMENT SECONDAIRE

L'étude des Langues Vivantes, dans les lycées and collèges,

<sup>9</sup> Nous nous bornons à mentionner simplement les Ecoles Militaires, telles que *Polytechnique*, *St-Cyr* et l'*Ecole Navale*. Les deux premières dépendent du Ministère de la Guerre, la troisième du Ministère de la Marine. Aucune n'appartient à l'enseignement dit: technique.

<sup>10</sup> En créant son ministère, M. Millerand a détaché l'*Enseignement technique* du Ministère du Commerce et en a fait un *Sous Secrétariat d'Etat* dépendant du Ministère de l'Instruction Publique.

commence en 6<sup>e</sup>, c'est à dire dans la première classe du premier cycle de l'enseignement secondaire. Il faut toutefois ajouter que dans une forte proportion des lycées, pour répondre au désir plus ou moins exprimé par les familles, il existe un enseignement rudimentaire des Langues dans les classes élémentaires, en 8<sup>e</sup>, et en 7<sup>e</sup>. L'horaire dès la 6<sup>e</sup> comporte cinq classes d'une heure par semaine, soit une *heure chaque jour*, abstraction faite du jeudi, jour de congé. On retrouve ici l'intention pédagogique, dont nous parlions plus haut, de donner aux jeunes élèves (onze ans en moyenne) au début de leur culture linguistique, un enseignement intensif. Le même horaire se retrouve en 5<sup>e</sup>, mais se réduit à 4 heures hebdomadaires en 4<sup>e</sup> et en 3<sup>e</sup>, avec quelques variations, dans les détails desquelles il est inutile d'entrer ici. Les élèves qui préparent les baccalauréats *Latin-Langues* et *Sciences-Langues* abordent en seconde l'étude d'une deuxième langue. Les candidats présentent l'anglais ou l'allemand en première ligne. La seconde langue peut être soit l'anglais, soit l'allemand, soit l'espagnol, soit l'italien, soit toute autre langue. Les élèves qui ont l'intention de passer le baccalauréat *Latin-Grec* ou celui de *Latin-Sciences* ne sont pas astreints à l'étude d'une seconde langue vivante.

A la fin de la classe de Première, le Baccalauréat amène la sanction des études secondaires. "L'hydre à quatre têtes" comme l'appelait un jour l'académicien Gebhart ne comporte qu'une *épreuve orale* pour les candidats au *Latin-Grec* et au *Latin-Sciences*<sup>11</sup> mais pour ceux du *Latin-Langues* et du *Sciences-Langues*, un *examen écrit* qui, pour cette année encore, consiste en une composition libre en langue étrangère avec l'aide d'un dictionnaire unilingue. A partir de l'an prochain, cette composition libre sera remplacée par une *version*<sup>12</sup> suivie d'un *thème d'imitation*.<sup>13</sup> Cette réforme a été votée cette année par le Conseil supérieur de l'Instruction Publique, non sans discussion,

<sup>11</sup> Explication et traduction d'un auteur du programme; lecture et résumé en langue étrangère, ou, à la rigueur en français, d'un passage de prose courante.

<sup>12</sup> Traduction en français d'un passage en *prose*. Les textes de poésie ont été écartés, bien à tort selon nous, et malgré une opposition très vive de la minorité.

<sup>13</sup> Durée d'une heure et demie pour chaque épreuve. Les copies de version seront ramassées avant que soit dicté le texte du thème d'imitation: on veut ainsi éviter une *imitation* par trop servile du texte étranger. L'usage du dictionnaire unilingue est maintenu.

comme suite à un referendum organisé par le précédent bureau de l'Association des Professeurs de Langues Vivantes. Ce referendum, à tout prendre, n'était pas absolument concluant aux yeux de tous les intéressés. Il semblait, cependant, qu'une majorité inclinait, mais sans grande précision, à condamner les résultats obtenus à l'aide de la composition libre. Certains extrémistes, qui trouvèrent, dit-on, un écho au sein du Conseil Supérieur de l'Instruction Publique voulaient en revenir, purement et simplement, au thème et sans doute au thème avec dictionnaire bilingue. C'eût été le retour aux méthodes anciennes; on eût, de nouveau, enseigné les langues vivantes comme des langues mortes. Le bon sens aidé de l'énergique intervention de M. Rancès, représentant des Langues Vivantes, ont empêché le Conseil d'aller aussi loin dans la réaction.

Une récente réforme a rétabli à la 2<sup>me</sup> partie du baccalauréat (Philosophie) l'épreuve orale de langues vivantes supprimée en 1902. On déplorait, non sans raison, l'abandon total dont les langues étaient l'objet de la part des élèves, un an avant le terme normal des études secondaires. Après avoir gratifié d'un horaire aussi généreux une discipline dont elle reconnaissait par cela même l'importance, l'autorité universitaire en détournait ainsi les élèves qui, consacrant toute leur attention au programme de sciences et de philosophie, oubliaient une bonne part de ce qu'ils avaient appris et laissaient, en une certaine mesure, se rouiller les armes dont on avait voulu les munir en vue de la lutte pour la vie.<sup>14</sup>

#### LE PROBLÈME DE LA SECONDE LANGUE

Ainsi que nous l'avons indiqué plus haut, les jeunes gens qui comptent passer les baccalauréats B et D entreprennent, au début de la classe de Seconde, l'étude d'une deuxième langue vivante qui, dans l'équilibre géométrique du plan d'études français, correspond à l'étude du grec pour les futurs candidats au baccalauréat A, et au programme scientifique plus développé des élèves de C. Cette seconde langue est, dans la majorité des cas, l'espagnol ou l'italien. Or, les projets de réforme agités de toutes parts à

<sup>14</sup> Toutes les remarques concernant l'enseignement Secondaire des garçons peuvent en gros s'appliquer à l'Enseignement Secondaire féminin (Lycées et Collèges, Cours Secondaires de Jeunes Filles).

l'heure actuelle envisagent un allègement des programmes et des horaires. La matière le plus volontiers sacrifiée par les réformateurs<sup>15</sup> est précisément la seconde langue. Qu'une telle mesure soit adoptée, un coup terrible sera porté à l'étude des langues méridionales en France, fait d'autant plus regrettable que l'enseignement de l'italien et de l'espagnol a pris un fort bel essor depuis quelques années, surtout dans les grandes villes et dans le midi de la France.

#### ENSEIGNEMENT SUPERIEUR

Les deux examens d'enseignement supérieur, la *Licence de Langues Vivantes* et le *Doctorat*, servent de sanction aux études faites dans les Facultés des Lettres. La Licence comprend, jusqu'à présent, deux sortes d'épreuves: A) les *épreuves communes*: version latine, dissertation française, à l'écrit; explications d'auteurs français et latins, à l'oral; B) les *épreuves spéciales*: version de langue étrangère avec commentaire grammatical, thème; à l'oral, interrogations sur liste d'auteurs étrangers et sur une seconde langue. Le Conseil Supérieur, dans sa dernière session, a modifié le programme des diverses licences ès lettres, mais le décret qui codifiera ses délibérations n'a pas encore été rendu public. Le nouveau programme n'entrera d'ailleurs pas en vigueur avant un délai d'un an au moins.

Le Doctorat d'Etat, le seul qui permette d'enseigner dans les Facultés,<sup>16</sup> nécessite la rédaction de deux thèses, la *principale* écrite en français; la *secondaire*, qui peut être en langue étrangère ou ancienne. La thèse principale est presque toujours une oeuvre considérable, fruit d'un labeur prolongé. Quelques unes ont fait époque dans l'histoire critique des littératures modernes. Qu'il nous suffise de rappeler celle de Beljame sur *Le Public et les Hommes de lettres en Angleterre au XVIII<sup>e</sup> Siècle*; celle d'Angellier sur *Burns*; celle de Legouis sur *La Jeunesse de Wordsworth*, qui sont parmi les plus célèbres.

A côté des *grades* proprement dits, il convient d'énumérer quelques examens et concours institués aussi par l'Etat français tels que le *Diplôme d'Etudes Supérieures* imposé aux futurs

<sup>15</sup> En particulier l'association des *Compagnons*. Voir leurs ouvrages sur l'Université nouvelle.

<sup>16</sup> Ne pas confondre avec le *Doctorat d'Université*.

candidats à l'Agrégation, le *Certificat d'Aptitude à l'Enseignement des Langues Vivantes dans les Ecoles Normales et Primaires Supérieures*, qui, en plus des épreuves destinées à renseigner le jury sur la culture générale et sur la préparation linguistique spéciale du candidat, comprend aussi une courte leçon sur une question de pédagogie appliqué à l'enseignement des Langues Vivantes. C'est le plus professionnel des examens.<sup>17</sup> Vient ensuite le *Certificat d'Aptitude à l'Enseignement des Langues Vivantes dans les Lycées et Collèges*, d'un niveau supérieur au précédent. Enfin l'*Agrégation des Langues Vivantes* assure le recrutement des professeurs titulaires des lycées de Paris et de la province. C'est un concours fort difficile portant sur la philologie, l'histoire littéraire et sociale; le nombre des candidats reçus est très restreint. La programme des Certificats et de l'Agrégation est dressé chaque année par le jury et soumis à l'approbation du ministre.

#### REVUES ET ASSOCIATIONS

Le développement atteint par les *Humanités modernes*, pour me servir de l'expression la plus juste, a amené la création d'une presse spécialisée. L'organe le plus ancien est 'a *Revue de l'Enseignement des Langues Vivantes* (Didier, Ed.) fondée par Wolffromm et dirigée par nos collègues Camerlynck et Loiseau. Cette publication traite surtout des questions d'enseignement, mais elle contient des articles littéraires et philologiques et s'occupe de la préparation par correspondance aux examens et concours. La *Revue Germanique* (Tallandier Ed., Paris et Lille) est publiée sous les auspices de l'Université de Lille. Elle est dirigée par M. F. Piquet, professeur à l'Université de Lille, mais l'occupation de cette ville par les Allemands, entraîna l'arrêt de sa publication pendant toute la durée de la guerre. C'est une revue savante; les articles donnent ordinairement le résultat de recherches originales portant sur la littérature des pays du nord de l'Europe et des Etats-Unis.

L'*Association des Professeurs de Langues méridionales* qui groupe les professeurs d'italien et d'espagnol publie un *Bulletin*, mensuel avant la guerre et qui a recommencé à paraître cette année, mais de façon irrégulière.

<sup>17</sup> Examen, disons-nous, et non concours, car le nombre des candidats à admettre n'est pas fixé à l'avance. Toutefois, il y a classement.

*Les Langues Modernes*, bulletin officiel de l'Association des Professeurs de Langues Vivantes de l'Enseignement Public (117 Boulevard Exelmant, Paris 16<sup>e</sup>) paraissaient tous les mois avant la guerre. Leur publication est limitée pour le moment à six numéros par an. Elle est à la fois littéraire et pédagogique et publie les programmes des divers concours et examens ainsi que les questions posées à ces mêmes examens. Les lecteurs sont tenus au courant du mouvement littéraire social et politique à l'étranger par des *chroniques étrangères* (Notes Anglaises, Notes Espagnoles, Notes Américaines, etc.). Elle traite toutes les questions d'actualité ayant quelque rapport avec l'enseignement des langues et elle sert de lien entre les membres de l'Association.

L'Association des Professeurs de Langues Vivantes de l'Enseignement Public, fondée en 1903, est un groupement professionnel et pédagogique. Elle prend la défense des Langues Vivantes et étudie, dans ses réunions pédagogiques, toutes les questions touchant aux Humanités Modernes. Elle est administrée par un Comité de 33 membres, réelu par tiers chaque année et par un Bureau recruté au sein du comité. Elle a pris une part très active cette année aux discussions soulevées par la réforme des épreuves de Langues Vivantes au Baccalauréat, le programme des Compagnons, la réforme des Ecoles Normales d'Instituteurs et d'Institutrices, la réforme des Ecoles Primaires supérieures. Son action a eu d'heureux résultats. On peut dire que sans elle les Langues Vivantes seraient facultatives maintenant,—autant dire inexistantes—dans les établissements que nous venons d'énumérer.

#### LA QUESTION DE L'ALLEMAND

Son rôle s'exerce depuis quelques mois en faveur des études allemandes dont le public français comme celui d'autres pays, s'est détourné depuis la guerre. Tous les esprits avisés sont d'accord pour penser qu'il y aurait péril national à abandonner l'étude de l'allemand. Les Français, plus que tout autre peuple, ont besoin de savoir ce qui se passe au point de vue social, politique, littéraire, philosophique, économique et militaire chez leurs éternels ennemis, et, pour atteindre ce but, il faut un public assez considérable sachant parler ou, tout au moins, lire l'allemand; il faut aussi un nombre suffisant de germanistes spécialisés. Le Comité de l'Association, préoccupé de la situation présente, a tout d'abord attiré

sur elle l'attention des autorités universitaires. Ces dernières ont donné des instructions aux Inspecteurs Généraux, aux Recteurs d'Académie et aux Chefs d'Établissements pour que ceux-ci exercent toute leur influence sur les familles en vue de ramener les élèves vers les classes d'allemand. L'Association ne s'est pas bornée à ces démarches; elle a entrepris une campagne auprès du public et s'est adressée tout d'abord à M. R. Poincaré, ancien Président de la République. Celui-ci, avec l'autorité qui s'attache aux hautes fonctions qu'il exerçait naguère, à son talent personnel, à son caractère, a bien voulu seconder l'effort des Professeurs de Langues Vivantes en remettant à leur Président la déclaration suivante destinée à être publiée:

“Monsieur le président,

“Vous avez bien voulu me demander mon sentiment sur un problème qui préoccupe vivement votre Association, celui des études allemandes en France.

“Pour quiconque examine de sang-froid cette question, il ne peut y avoir, à mon avis, aucun doute sur la réponse.

“Qu'un certain nombre de Français aient eu avant la guerre un goût excessif pour les méthodes germaniques, qu'ils se soient exagéré comme à plaisir la grandeur de la science allemande et la beauté des lettres allemandes, c'est un fait que je me garde de nier et dont nous n'avons pas, je pense, à craindre le retour. Mais, pour éviter de retomber, après la victoire, dans le même travers qu'après la défaite, allons-nous commettre la faute inverse et ignorer de parti pris la langue et la civilisation de ceux que nous avons vaincus? Nous devons occuper pendant quinze ans au moins la rive gauche du Rhin; nous devons réapprendre le français à une partie de l'Alsace qui a perdu l'habitude de le parler; nous avons une oeuvre de longue haleine à poursuivre dans la Sarre; nous pouvons créer en Allemagne des entreprises françaises et y développer notre influence économique. S' imagine-t-on qu'il soit indifférent de savoir la langue allemande pour réussir dans ces tâches diverses?

“Mais si importantes que soient ces considérations d'ordre pratique, elles ne sont pas les seules. Pour dominer la science allemande, nous avons besoin de la connaître. Pour maintenir l'indépendance et la supériorité même de notre littérature, nous ne devons pas fermer les yeux sur les littératures étrangères, pas plus



sur l'allemande que sur les autres. C'est par opposition au non-moi que le moi prend le mieux conscience de lui-même.

“Que, désormais, nous apprenions surtout l'anglais, j'y consens volontiers. Mais la meilleure façon de bien savoir l'anglais—tout l'anglais, l'ancien et le moderne—n'est-elle pas de le suivre attentivement dans ses deux courants mélangés, le germanique et le latin, et de commencer, par conséquent, par pratiquer à la fois le français et l'allemand?”

“Pour toutes ces raisons et pour beaucoup d'autres, je partage, Monsieur le président, l'opinion que votre Association a constamment défendue et que je crois conforme aux intérêts permanents de la France.

“Recevez l'assurance de mes sentiments distingués.

“R. Poincaré.”

Cet éloquent témoignage, il y a tout lieu de l'espérer, aura une heureuse influence sur l'opinion publique mieux informée et rendra leur essor d'autrefois aux études allemandes en France.

#### CONCLUSION

A l'heure actuelle, la situation des Langues Vivantes en France est assez paradoxale. Dans le monde de l'enseignement, elles sont l'objet d'une hostilité très marquée que certaines autorités administratives et une partie des pouvoirs publics ont l'air de partager et de soutenir. C'est, au fond, une phase de l'éternelle lutte des classiques contre les modernes. Après la réforme de 1902, l'enseignement des langues donné aux jeunes Français par un personnel plein d'ardeur, d'enthousiasme et qui s'inspiraient de saines doctrines pédagogiques, eut un légitime succès. Il séduisait les élèves qui sentaient leurs progrès journaliers. Et les résultats atteints, quoi qu'en disent certains critiques moroses, irrémédiables misonéistes, ont été hautement satisfaisants. Comme les peuples heureux, les éducateurs qui réussissent n'ont peut-être pas d'histoire, mais ceux dont nous parlons en ce moment eurent *des histoires*. Les maîtres des autres disciplines et leurs représentants, en particulier, les professeurs d'humanités classiques, jugèrent sans aménité les méthodes nouvelles et peut-être aussi le succès obtenu. On le vit bien aux dernières sessions du Conseil Supérieur de l'Instruction Publique et certains articles de presse

nous ont renseignés sur les attaques qui s'ébauchent encore.<sup>18</sup> Les tentatives réactionnaires auxquelles nous faisons allusion ont un double but: d'abord diminuer l'importance de notre enseignement en réduisant les horaires, en supprimant une partie des sanctions aux examens; ensuite supprimer les méthodes actives ou directes et retourner aux principes pédagogiques justement condamnés qui faisaient enseigner les langues vivantes comme les langues mortes.

A ce courant hostile s'oppose un courant en sens contraire, manifesté surtout dans l'opinion publique qui, au lendemain de la guerre mondiale, après les rapports quotidiens entretenus avec les armées alliées, à l'heure où le commerce international reprend un vigoureux essor, réclame un développement toujours plus considérable de l'enseignement des langues; le souci de connaître le monde et les civilisations étrangères inspire ce mouvement, tout autant que l'intérêt commercial ou industriel. Les fins sont de culture aussi bien que d'utilité pratique. Il y a donc conflit d'opinion entre une minorité administrative et professionnelle d'une part et l'énorme majorité de la nation. On peut être tranquille sur l'issue de la lutte. Le bon sens, en France, s'il subit parfois une brève éclipse, finit toujours par triompher. Un bel avenir s'ouvre pour l'enseignement des langues dont le personnel a l'ambition justifiée, si certaines conditions normales lui sont assurées,<sup>19</sup> d'offrir aux jeunes Français qui ne pensent ou ne veulent pas se livrer aux études dites classiques, une culture aussi variée et aussi forte fondée sur les Humanités Modernes.

### Paris

<sup>18</sup> Articles de M. Cahen dans la *Revue Universitaire*; d'autres, non signés, dans le *Temps*.

<sup>19</sup> Bon recrutement des élèves qui suivent les classes sans latin; limite du nombre des élèves dans les classes; classes homogènes; et *last but not least*—rétribution convenable des professeurs.

## AMBASSADORS OF FRANCE

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By FRANK R. ARNOLD

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A MORMON missionary who had been spending three years in Holland as president of the Dutch mission told me on his return that his main object during his mission had been to show to the Dutch that he was a fairly decent specimen of an adherent to the faith of the Latter Day Saints. He wanted to convince them that he had no horns, that he was not a Don Juan with a religious bee in his bonnet, that he was possessed of a certain degree of intelligence and culture, that he was a human being with eyes, nose, organs and dimensions like unto those of the Batavians. In short he was to be an ambassador of Utah to the Dutch, a revealer of self rather than a torchbearer to those sitting in darkness. Before he could persuade the natives of Rotterdam and all the other dams to exchange new theological lamps for old he knew that there were many prejudices to be removed, and being a very human Utahn he placed his ambassadorial qualities fully as high in importance as his priestly teachings.

In like manner every teacher of French in the United States is an ambassador of France, clearing away prejudices, inspiring international sympathy and waving a much needed Latin torch. And the need is great. We all know how vastly superior before the War were the German departments of all our colleges and universities to the Romance. And the high schools paved the way for this superiority because only in the high schools of New England was French highly esteemed. In the middle west it was completely thrust aside by German, and in California and the southwest by Spanish. The war was not such a great internationalizing influence as was predicted. To be sure Will Irwin says, "France finally gets you," but he qualifies it with the remark that it "gets you" only so much as you become acquainted with it. One American regiment spent about six months in training near Bordeaux and was sent home soon after the signing of the armistice. During this time the men were allowed to go into Bordeaux only twice and so when they returned to America all the French people they had

seen were pedlars and scarlet women, both of them superior to the American article, but still hardly the most likable elements in French society. A sister of one of the men in the regiment made a most revealing comment on reading Dorothy Canfield's "Home Fires in France." She read first the story of the Frenchman who manufactured a superior cold cream and was not willing to enlarge his business with American capital for fear that the personal element would be found lacking in his product if it were produced on a large scale. It brings out admirably the strength and weakness of both French and American business methods, but what most impressed the girl was the beautiful picture of French family life when the French manufacturer sits in the garden with his wife and daughters in the cool of the day and talks over the American offer. Unconsciously the girl applied the French proverb that understanding all makes one forgive all and before she had finished the story she exploded with the remark, "Why, this is the first decent thing I have ever heard about French people." Anyone who has ever taken a party of tourists abroad for the summer knows what a mass of prejudice he has to fight against if he is to be a guide, philosopher and friend as well as a business manager. His daily and almost hourly wonder is why his charges got so little training in world appreciation and breadth of view out of their high school or college preparation for their trip. "God has given them brains and money," he muses in wonder to himself, "Why did He not also infuse into their very beings the cosmopolitan milk of human kindness?" Mr. Maynard Keynes in a certain famous chapter finds that even Mr. Wilson was totally unprepared to cope with the foreign mind, whether Welch or French. If it takes most of us years to understand the intricacies of character of the members of our own family or community, it seems a gigantic task to try to understand a whole nation, and that a foreign one, but this is a part of the duty of every French teacher, and when you think how few linguists, creative literary artists, or travellers, America produces, perhaps the sociological and political side of France, France as a cosmopolitan element, should stand first in high school or college courses in French.

The very first day of giving instruction the French teacher enters on his ambassadorial duties. The first lesson stands for much parrot-like pronunciation and for the realization that words are

but symbols of ideas, that what is a map or a flag in English speaking circles is *une carte* or *un drapeau* for men who have been rocked in a French cradle or who attend the French class. But with all this drilling of the mind and *capering* of the body there can also be inserted the first of a series of proverbs which are the crystalized essence of the French genius for social conduct as far as contact with their fellow men is concerned. *Noblesse oblige* is good for a starter. It is simplicity itself as regards pronunciation and many of the new students have already met it in their reading. They have all encountered the principle in life if they have any elementary ideas about a Puritan conscience or if they have any boy-scout affiliations. And they are all interested in hearing how this motto of the French nobility is still alive, even in money making days, and that the French expression of the idea has been found the best, because the most concise as well as the most packed with meaning, and hence has been adopted by the entire civilized world. The nobility of being a Frenchman makes him want to have his meals served in courses, his cities equipped with art museums, theatres and gardens, his women dressed with distinction, just as it makes him want to keep the Germans on the right side of the Rhine. The fact that the nobility of being an eighth grade graduate should make a high school student in French ashamed of having forgotten his English grammar, is a good point to enforce at the same time. I have never known French students to fail to catch some bit of the many sided spirit of *noblesse oblige* and the earlier it comes to them the more respect they have for France. It is also an excellent help in upbuilding their own character, for in these so called practical days when high school students may drop any subject at any time, many find French too hard after a few lessons. If you can say to a student that because of the principle, *noblesse oblige*, a man who puts his hand to the plough should keep it there, at least until he reaches the end of the furrow, you have some hold on his self-respect.

Another proverb that the students learn to admire, though at first a mistaken idea of patriotism makes them inclined to fight it, is the well known saying about every man having two fatherlands, his own and France. That has to be explained. You have to tell them they can't open their mouths without using a word from Rome or from Berlin and that those from Rome have come to us

through France and are the more elegant. France begins to look like a fatherland then, and becomes a real one when they find out that a Frenchman, Montesquieu, supplied the main ideas for Jefferson when he wrote the Declaration of Independence, that thanks to Pasteur no American soldier died of typhoid during the war, that thanks to Rousseau all knowledge is being made a pleasure for them, and that they never have to learn anything they don't understand. Frenchmen with pragmatic values for American students are abundant and you merely have to recite names such as Dumas, Binet, Lavoisier, Pathé, Gounod, Taine, and Foch, and a little explanation will show how they count on both sides of the Atlantic. To a teacher who loves his France and his class it is pure joy to pass on such aphorisms as *Le style c'est l'homme*, *Cherchez la femme*, and *Cueillez votre jeunesse*.

No French class is complete now-a-days without its French club. There, for the first time, the student becomes a Frenchman. There he talks not about the pencil and window but about things that interest him. Suppose he starts in with the game of Impertinent Questions; each member of the club has to ask and answer questions that spring spontaneously from a game that calls for good-natured fun. With the talking begins to come the new character, the new point of view, that clothe a man when he really begins to talk a new language. *Esprit* may come even to the dullest grammatical scholar. The program resources of the French club are endless and may be packed with French atmosphere. Sometimes we each personify a river, city, book, or famous citizen of France and the others guess who we are. One student of twenty once explained herself as follows: "*Je suis une actrice célèbre dans tout le monde. J'ai plus de soixante-dix ans. J'ai une jambe de bois mais je marche toujours. Ma devise est "quand même." Devinez qui je suis.*" Of course everyone guessed Sarah Bernhardt from the wooden leg or from the actress' motto which had been current in the class room for many days. At our meeting just before Christmas we always have a Christmas tree hung with humble gifts bought at Woolworths. We sing the *Petit Noël* from Lecoq's *opéra comique* and certain students act out the "*Voyage de Marie et Joseph à Bethléem*," that Yvette Guilbert has resurrected from the twelfth century and made immortal for all who have heard her sing the dramatic lines. That is a program from the

very heart of France. The gifts are given out in the French manner. That is, a few cards are laid on a table. On each card is put a gift from the tree. Another pack of cards is dealt out to the club members and those who hold cards corresponding to those on which the gifts lie get the gifts and these are carried to them by a student with a long white beard who personifies Saint Nicholas. That club meeting may also be the students' first approach to French mediaeval drama and to Yvette Guilbert and through the latter's "How to Sing a Song," which should be every French teacher's Vade mecum, he should get a continual inspiration to clear French diction and spirited action of even the simplest movements in the French class. More than any other book it is an ambassadorial link between France and the English speaking peoples. The innate love of dramatic material and of clear speaking, as well as the desire to "get the idea over" that characterize France, pervade the whole book and all these qualities are developed by one of the greatest interpretative artists that France has ever sent to America.

You do not have to wait for club meetings to make France live in America. Dull days in the French class can be made to live by a sudden change of base. The mastery of French comes only by eternal drudgery but it may be glorified en route. Suppose a new member is just being received into the French Academy, Henri Bordeaux, for example. How simple to have each member of the French class represent some one of the forty immortals and another Henri Bordeaux. The teacher can *souffler* to Henri two or three well chosen sentences about Lemaître, and to another immortal a few welcoming words for Bordeaux, and the French academy will live forever after in the minds of the students who have personified such men as Joffré, Donnay, Barrès, Poincaré, Hanotaux, or Lavissee, and with the fun of personification may perhaps linger the value of an Academy that fixes national unity in language and literary standards, and the realization that these standards must be agreed upon by distinguished men from many walks of life. What Edith Wharton calls the safe-guarding of *les choses de l'esprit* is a French trait that any French ambassador must champion whether he does it at Washington or in the class-room. Another memorable day in the French club or class room should be about May first when to celebrate the opening of the salon the class holds a *Jour de Vernissage*. Then each student brings a picture to the

class, preferably cut from *L'Illustration* or some French source, pins it on the wall, pretends he is Henri Martin, Lucien Jonas, Amand Jean, Georges Scott or some other famous French painter and describes the subject of his painting to his admiring or critical friends, selected from the class, who gather in a group around him. All this sounds easy to do but it takes a teacher-ambassador who knows France and who is skilled in the art of preparation to make the class exercise move with the requisite French lightness of touch and not become a dragging bore, inasmuch as the French class more than any other must be animated by the dictum of Voltaire that everything save ennui is allowable, or as it has been more concisely stated, "Everything goes but bores." The double meaning of "goes" is delicious.

Even when you have a Frenchman lecturing to your club you cannot lie back on your oars. You may have a more genuine ambassador than you are on the stage but you are still enough of an attaché to have to pave the way like John the Baptist or ram the lesson home like Paul. Once our French club was doubly blest. We had arranged for a visit and talk by a young French girl whose home was in Châlons and at the same time a French portrait painter who had wandered into our valley came to hear the girl from Châlons and was also persuaded to say a "few words" and those few were eloquent in praise of the Lombardy poplars in which the valley abounded and which everyone was cutting down and replacing by Norway maples. It was only a question of taste but it led next day to a class discussion as to why a question of taste should be such a vital matter to a Frenchman and new windows were opened on how things are done decently and in order in France. The young woman was a distinctly blond Frankish type, while the painter was an equally strong Latin type and we enjoyed using our Taine faculties in showing how the two talks could be traced back to the Rhine and Rome that gave them their respective features, and how both had a Celtic element that was neither Teuton nor Latin. Possibly a bit far-fetched, but it was passing on the analytical torch that has illumined the work of many a French critic and is no mean acquisition for an American to hold.

The more a French teacher thinks it over the more he must realize that he is the ambassador-interpreter. He must be satu-



rated with France. It must ooze right out of him. Like Bozaris he should drip at every vein. France has done much for him and he should rejoice at the opportunity to pass it on. France is his kingdom and he is the high priest. Every book he reads with the class should be a window with a view on some corner of that pleasant land. George Sand's window looks on rural France; Pierre Loti's on Brittany; Labiche's on the *petite bourgeoisie*; Maupassant's on the significant human gesture; Anatole France's on that amiable satire which is granted only to the elect to originate but which many may enjoy. Even scientific French, usually regarded merely as a tool, may become an intimate association with the finest minds in France. It is all so pervaded with what Pasteur called when he talked to the students of Edinburgh, "*le culte des grands hommes et des grandes choses*;" the worship, adoration of great men and great things, that is France in a nutshell and should be the finest by-product, if not the *raison d'être* of the French class. Even the vocabulary of scientific French may be acquired through a literary medium. All the vocabulary of bacteriology and infinitely more may be obtained by reading Sacha Guitry's play based on episodes in the life of Pasteur. There is always a chance that genius may be contagious and the rising generation cannot be exposed too much to it.

It is in this lack of exposure to genius that modern education is a sinner. We work for the mob and not for the choice spirits who are to be the leaders of tomorrow. We wish to develop skill in all, put the trade school ideal into all types of education and it is this ideal that Americans need least of all. Even church schools and colleges, in order to compete with state institutions, are multiplying the easy and the so-called practical courses. French in eastern high schools and colleges has always been considered as a snap course. "Reading some old novel," one student contemptuously called it. In some western colleges it is considered as hard and useless as Greek. The only thing that can save it is the human element. And the greater the ambassador in the professorial chair, the keener will be the interest in the new country, provided the students have some small background of ears to hear and eyes to see.

Carlyle had the true ambassadorial spirit when he wrote to Emerson as follows:

“And so here, looking over the water, let me repeat once more what I believe is already dimly the sentiment of all Englishmen, Cisoceanic and Transoceanic, that we and you are *not* two countries, and cannot for the life of us be; but only two *parishes* of one country, with such wholesome parish hospitalities, and dirty temporary parish feuds, as we see; both of which brave parishes *Vivant! vivant!* And among the glories of *both* be Yankee-doodle-doo, and the Felling of the Western Forest, proudly remembered; and for the rest, by way of parish constable, let each cheerfully take such George Washington or George Guelph as it can get, and bless Heaven! I am weary of hearing it said, ‘We love the Americans,’ ‘We wish well,’ etc., etc. What in God’s name should we do else?”

When the French teacher has brought even one student to a similar point of view with regard to France and America he has been a true ambassador. He is worthy of academic palms.

*Agricultural College, Logan, Utah*

## VISUALIZING THE VERB FORMS IN SPANISH

By C. SCOTT WILLIAMS

THE large majority of our pupils in beginning Spanish are first-year students who have only vague notions as to the meaning of grammatical terms. In studying English grammar they have relied more on the sense than on the science of their mother-tongue and definitions have not meant very much in the bright lexicon of their youth.

The place to begin in teaching the verb is the infinitive as it is the first form the pupil finds on opening the dictionary. But he must not be allowed to use it without instruction any more than a child should be allowed to play with a chisel until he has been carefully shown which is the handle and which the cutting edge. I have my Spanish dictionary on the desk and into it I have slipped some strips of stiff manilla paper, on one side of which I have printed in clear type the English infinitive form "to speak" "to write" etc., and below the Spanish equivalent in larger type so that it can be read by the pupils in the rear of the room. I show the class just what it is that comes out of the dictionary. I then explain how this form is "infinite" in that it has no limit as to person, number, tense, or mood, and by giving sentences in English in which they recognize that something must be added to the English infinitive if we are to make it show person, number, etc. A few sentences, or a whole lesson of Spanish sentences made up of infinitives will quickly convince the pupils that we could not get very far in conversation or in telling facts if we used only the infinitive forms. Indeed, enough time should be spent on this to make them eager to go on to the more lively personal forms of the verb.

So far, it is easy for them all to follow. The difficult thing is to show that the change in form of the verb to meet the change in person, number, tense and mood must come on the *end* of the verb and not by using, as we do in English, some helping word.

The conjugation given in the book is often confusing as the pupils do not at first understand what is meant by a "model verb," *por mas que lo expliquemos*. I have therefore provided a piece of

beaver-board 30 inches square covered with manilla paper and with holes made at the top so that it can be quickly hung before the class and as quickly removed and set aside. On this I have printed in good type, using show-case ink of various colors, the following chart:

CONJUGACIÓN DEL  
Verbo en el presente.

persona	raíz (ar)	raíz (er)	raíz (ir)
singular			
1 yo.....	o .....	o .....	o .....
2 tú.....	as .....	es .....	es .....
3 usted.....	a .....	e .....	e .....
3 él (Juan).....	a .....	e .....	e .....
3 ella (María).....	a .....	e .....	e .....
plural			
1 nosotros (Juan y yo).....	amos.....	emos.....	imos
2 vosotros.....	áis .....	éis .....	ís .....
3 ustedes.....	an .....	en .....	en .....
3 ellos.....	an .....	en .....	en .....
3 ellas.....	an .....	en .....	en .....

In this chart the pronouns are in black, the verb endings in red ink, with the exception of the second persons which are in green ink, as are also the pronouns "tú" and vosotros." "Tú" is explained as for "home consumption" and not to be used in the class room except by brothers and sisters. "Vosotros" belongs to sermons and public speeches. I have on separate slips the words "María" "Juan" "Juan y yo" "Juan y María" with which the pronouns can be covered up or illustrated. I find confusion resulting if this is not done as first, second person, etc. does not mean much to some of them.

Now when I have extracted my infinitive from the dictionary I attach it with a thumb tack to the beaver board placing it over the "raíz" so that the ending corresponds with the one on the chart. Here I try to make them see that because it is an infinitive, it can't be used with any of the pronouns below as it does not show person and number. I illustrate by talking of the lump of dough on the kneading board which must be cut up into discs before they can go into the oven and the biscuits be baked. Or I describe the process of melting iron in which the molten, unshaped stream flows out of the furnace along the channel made in the sand and is turned off

into side channels and again into smaller spaces until the whole bed of the foundry has been covered with the liquid metal which when cold will be broken up into bars of pig-iron. Then I have them turn to the chart of paradigms in the appendix of their books where they find the infinitive and see how the whole verb is spread out in a similar manner in all its forms, which we call the complete "conjugación."

When the pupils have grasped the idea that the form in the dictionary must be *changed* before it can be used with any one of the pronouns, I hold up my slip containing the infinitive and turning it to show the reverse side, I show the "raíz" printed in letters to fit the lettering on the chart and hold it first after one pronoun and then another till they see that the "raíz," which carries the root meaning of the verb, combines with the endings in red to form a new word which now shows person and number. I make them write down these verb forms and note the English meaning of each. I finally attach it to some one of the personal forms and then go back to the dictionary, extract another verb, and proceed in the same way till I have attached all the verbs found in the lesson or until the different endings of the three conjugations have been examined. I have them memorize these endings: o, as, a, amos, áis, an, etc. and also have them drill with verbs, but I am extremely careful not to allow them to stress the endings except in the first and second plural, as later they must learn that the stressed stem vowel is the only sign we have of the present tense.

When slips occur in composition work the next day or at any time after, the chart can be quickly hung up, the "raíz" attached and the cause of the error traced and corrected.

I have separate chart forms on loose sheets which can be fastened with thumb tacks over the first one to illustrate the imperfecto, the pretérito and the futuro. By the time these are learned the pupils will have conquered the whole difficulty of verb formation.

*Hollywood High School*

## Editorial Comment

### MORE REGIONAL ASSOCIATIONS

When, at the annual meeting of the M. L. A. in 1915, the Association of Modern Language Teachers of the Central West and South was formed, it was the final step preparatory to the founding of the JOURNAL, which in fact began to appear the following autumn. Before that there had existed in the East a number of groups that had been discussing the feasibility of uniting to publish a magazine. The formation of the central association with a vigorous group of officers in charge brought a volume of support to the proposed publication that seemed to assure its success. The enterprise of the newly chosen business manager of the JOURNAL in securing advertising contracts confirmed this hoped for success, and the persons who pledged financial support in case of a deficit were never called on for contributions.

The JOURNAL was directed during the first three years of its existence by editors chosen by the various regional associations—New York State, New England, Middle States and Maryland, New Jersey, Central West and South—that had pledged their support to the movement. From the first, however, it had been evident that the movement should be a national one, that administration by the various regional groups was difficult and complicated, and that some sort of body should be constituted to which these groups would commit their interests and the interests of the profession generally, the most obvious of which would be the direction of the JOURNAL and the organization of new groups of teachers in other sections until members of the profession the country over should be united by closer ties for the advancement of modern language teaching in general and, in particular, for solidifying and strengthening the support of the JOURNAL as a national professional organ.

With this idea in mind it was proposed to establish a National Federation, the administration and control of which should lie in an Executive Committee chosen in certain proportions from the various regional associations, this Federation to function as a sort of holding corporation rather than as a society to have professional meetings for the reading of papers and the discussion of class room problems. To this end the draft of a proposed constitution was published in the JOURNAL (III, p. 290) and it is this constitution, with a few changes of detail, that was adopted by a vote of the various regional groups and is now actually in force. Under its provisions the Executive Committee, the membership of which is published in the inside cover of every number of the JOURNAL, is composed of four representatives from the Central West and South,

and one from each of the following groups: Middle States and Maryland, New England, New Jersey, New York State. It is also provided that other regional associations may be admitted—presumably to representation in the councils of the Federation—“by a majority vote of the Executive Committee, which shall fix the basis of this representation.” According to a letter from the secretary of the National Federation, published elsewhere in this issue, a new group must have a minimum of two hundred subscribers to the *JOURNAL* in order to be eligible for affiliation.

The members of the Committee are chosen for two years, they are to meet annually for such business as filling vacancies on the staff of the *JOURNAL* and “to take such other measures as are in the interest of the Federation.” The present editorial board was chosen by the Executive Committee and, beginning with October 1919, the board has been directly responsible for the conduct of the magazine to the Committee, the secretary of which, as is usual in such cases, carries on most of the active business.

The plan has worked exceedingly well as far as can be judged. The relations of the various groups to the *JOURNAL* are definitely fixed and there can be small occasion for disagreement or jealousy. The officers of the component groups take a justifiable pride in promoting the interests of the *JOURNAL* in their territory, both in securing subscriptions and in encouraging their fellow members to submit articles suitable for publication; and both the Business Manager and the Managing Editor meet with a ready and helpful response to every appeal for aid or counsel.

It is clear, however, that there should be an increase in the number of affiliated groups and that the influence of the Federation should be extended to parts of the country that are not now definitely represented in its councils. West of the Alleghanies there is only one such group, except the recently formed Southern California Association. The south, the southwest, the states west of the Mississippi, the territory between the Rockies and the Sierras, and the northwestern states should be organized in regional groups, of which the existing state associations would form nuclei. The territory of the Association of the Central West and South has never been delimited. It was purposely left vague in the beginning. It seems quite clear, however, that no one secretary can or should be expected adequately to look after such an immense stretch of country, that the meetings of this group can be attended only by members from three or four of the states about Chicago, and that the formation of new regional groups in the regions away from this center would result in the quickening of local interest, in the stimulation of the group officers to bring into their organizations all their colleagues in modern languages and to secure stronger support for the *JOURNAL*.

The eastern states are well organized, as far south as Virginia. The central western group (M. L. T.) has a large membership in Ohio, Indiana, Illinois, Michigan, Wisconsin, and draws a considerable scattering of subscribers to the JOURNAL from states further away. This organization can not, however, be expected to cover effectively all the states of the Union except those in the eastern associations. It is true that many of the states that lie south of the Ohio and west of the Mississippi have a smaller percentage of modern language instruction than in those already well organized, but it is also true that instruction in these subjects will increase in quantity as time goes on, and that the formation of new regional groups can contribute to improving the quality and interest of the teaching and, in this way, forward the general cause. We have been asked more than once about the general status of the Federation and what steps a group should take to be eligible for representation. This shows that the interest in such things is growing, that many state groups feel their isolation and yet do not know how to put an end to it.

The whole question is, of course, a problem for the Executive Committee. It would be a splendid thing if, in addition to the existing regional organizations, there were at least two in the old south, one in the southwest, two in the territory between the Mississippi and the Rockies and north of Texas, one west of the Rockies and two on the Pacific coast. A systematic campaign to this end should accomplish much. We are sure that men and women can be found in the several states to undertake the task according to the suggestions of the Committee. There would be, it is true, some outlay of money for clerical help. The constitution provides that such expenses shall be met from the funds of the JOURNAL, which last year were not sufficient to pay in full for the magazine. Nor is the surplus great at the present moment. Such a campaign, however, would benefit the JOURNAL so directly that the small amount needed would surely be forthcoming. When the present groups were got together it was at the expense of some effort and cooperation on the part of the persons interested rather than by the aid of an office force. The task before us is similar, if more difficult geographically. But now, we have the JOURNAL as a medium for publicity, and there are signs that a campaign would be successful.

The foregoing remarks are intended to be merely suggestive. We do not pretend to prescribe how the campaign shall be conducted nor what new groupings should be worked for. Decisions about this would have to be taken by the Executive Committee working in conjunction with interested persons in the regions to be organized. Our desire is to have the Federation march west and south, establishing itself through close affiliation in the numerous



states which it has not as yet reached. The JOURNAL would thus reach a larger audience and the members of our profession be brought more to realize their share in the common task. It is to be hoped that friends of the movement in territory not now affiliated with the central body will not be content unless at least one new regional group is formed each year, until the Federation has become truly national, geographically as well as in intention and spirit.

#### NOTICE TO SUBSCRIBERS IN THE CENTRAL WEST AND SOUTH REGIONAL ASSOCIATION

For the purpose of simplifying bookkeeping and avoiding duplication of accounts, subscribers in the above mentioned Regional Association are hereby notified that from March, 1921, till notice to the contrary:

(1) Subscribers in the States of OHIO, INDIANA AND MICHIGAN will please send in their subscription, \$2.00, as formerly to Prof. C. H. Handschin, Miami University, OXFORD, OHIO.

(2) Subscribers in the REMAINING STATES of the Central West and South Regional Association will henceforth please send in their subscription, \$2.00, to Mr. Edward L. C. Morse, Business Manager, 7650 Saginaw Avenue, CHICAGO, ILLINOIS, making checks payable to the MODERN LANGUAGE JOURNAL. In the case of subscribers belonging to the Regional Association of the Central West and South, fifty cents thereof will be forwarded to Mr. Handschin, Secretary-Treasurer.

(Note: This rule does not apply to the other Regional Associations: New England, New York State, Middle States and Maryland, New Jersey or Southern California.)

EDWARD L. C. MORSE, *Business Manager*, MODERN LANGUAGE JOURNAL  
C. H. HANDSCHIN, *Secretary-Treasurer*, Central West and South Assn.

## Notes and News

### PRELIMINARY ANNOUNCEMENT

The annual meeting of the Association of Modern Language Teachers of the Central West and South will take place in Chicago on May 6 and 7 next. The present plan is that members shall dine together on the evening of the sixth and listen afterwards to the presidential address and that a business meeting of the officers will follow. On the seventh there will be morning and afternoon sessions for the discussion of professional questions.

Further details will be announced later by the secretary, Professor C. H. Handschin, Miami University, Oxford, Ohio.

A tour to Italy for college students and instructors is being organized by the Italy-America Society of which the President is Charles E. Hughes. The party will sail from New York on June 29, will spend most of July and August in Italy, will have several days in Paris, sailing from Havre on Aug. 13. Extensions of the tour may be arranged for in case there is sufficient demand. The party will, among other things, be present at Ravenna on the occasion of the placing of a bronze memorial wreath on Dante's tomb as a tribute of American colleges on the six hundredth anniversary of his death. Membership in the party may be secured by depositing \$60.00 with Irwin Smith, Manager, Italy-America Society, 23 W. 43d St., New York. The price of the tour will be \$600.00 inclusive of all calculable expenses. The Italian government is cooperating with the Society and will give the members of the party special opportunities for making the most of their stay. Further information will be supplied by Mr. Smith or by A. F. Pierce, Jr., American Express Company, 65 Broadway, New York.

There is a very flourishing Spanish Club at the University of Pennsylvania, thanks to the untiring efforts of Prof. Romera-Navarro. Meetings are held every other week. The programs, furnished by club members and guests, have included songs, plays, dances, informal talks in Spanish, recitations and phonograph records. When records are played, copies of the words are distributed to the members, adding greatly to the interest and enjoyment. The plays thus far have been Marcial Dorado's *Qué Felicidad*, given by a group from the Kensington High School for girls, and the Quinteros' *Mañana de Sol* presented by club members.

### WASHINGTON NOTES

The Northwestern Chapter of the American Association of Teachers of Spanish met on January 22 at the University of Wash-

ington, Seattle. The program consisted of an interesting and instructive lecture by Dr. Victor Andrés Belaúnde, Professor of International Law and Political Science in the University of San Marcos, Lima, Peru. Dr. Belaúnde is giving a series of four lectures, three in Spanish and one in English, in all the large universities of the United States, under the auspices of the Institute of International Education. The lecture given in Seattle was in Spanish on the subject, "South America and her Problem." The speaker discussed his subject from four points of view: geographic, economic, political and diplomatic.

He spoke of the great handicap to South America in her lack of harbor facilities on her west coast; of the great obstacle which the Andes present; and of the crying need of capital and the services of experts to cope with this geographic situation. Mention was also made of the need for greater appropriations to develop the resources of the plains and mountain districts; of the great handicap in lack of adequate means of transportation; of the need of more technical education; and of the necessity of assimilating the Indian population, which constitutes a peculiar problem for the country. The speaker also gave an able presentation of the difficulties involved in settling the Peruvian plebiscite, and discussed the advisability of submitting to arbitration the differences between Bolivia, Chile and Peru over the matter.

Dr. G. W. Umphrey, Assistant Professor of Spanish in the University of Washington, who spent six months lecturing in the chief universities of South America, returned to Seattle the first week in January. Dr. Umphrey was the first representative of the Institute of International Education to go to South America.

In the French department of the universities of Washington there are seventeen full-time instructors.

Miss Lucia Lay, instructor in Spanish in the Stadium High School, Tacoma, has been granted a leave of absence for the second semester. Miss Lay will spend seven months in California and Honolulu.

G. I. L.

#### CORRECTIONS

In Miss Ballard's article (December Journal, page 135, paragraph 4, line 3) the third symbol should represent the open sound of the vowel, [e].

In Miss Cameron's report of the meeting of the Chicago Teachers of Spanish in the same issue (page 155, paragraph 8, line 38), the reading should be: *escuelas preparatorias*; page 156 paragraph 2, the last line should read: *se hallara* instead of *se hallará*.

The item about Miss Marie Tamin (p. 159) should have stated that she held for a year a scholarship at Carthage College (Ill.) before entering the University of Chicago.

The JOURNAL is in receipt of two little pamphlets published by the Collège des Etats-Unis d'Amérique located at 10, Rue de l'Elysée, Paris. One of these is entitled "How to Enter French Universities." It gives detailed directions to the student about the formalities he must comply with in order to enroll for a degree at a French University. The other is entitled "Educational Resources in France." This pamphlet is published in a number of different editions according to the subject in which the student is interested: history, commerce, French literature, engineering, philosophy, fine arts, or various natural sciences. Each edition gives information about the degrees, the courses, the libraries, and the particular department concerned in the various French Universities. According to the first pamphlet the immediate aim of the Collège des Etats-Unis d'Amérique is to give personal assistance to every student who wishes to do advanced work in France, to help him to arrange for lodging with French families, to maintain a bureau of information, to arrange for special courses at the request of foreign students when the demand is great enough to make it worth while. The Managing Editor will be very glad to send a copy of this pamphlet to persons interested as long as the supply lasts.

#### WESTERN PENNSYLVANIA

The following letter has been sent to teachers in Western Pennsylvania by Professor Shelton of the Romance department of the University of Pittsburgh.

*An Experiment in the Interest of Science.* In the field of Modern Languages we are confronted with a presumption, a theory and a fact. It is to be presumed that, in view of the numerous and varied attacks to which language teachers and teaching have been exposed during the last few years that there is a desire among those engaged in that unfruitful occupation to so scrutinize the manner and method of their teaching and to so thoroughly eliminate all just cause for complaint that their group may enjoy the position of respect in the world of education to which they feel that it is entitled. In theory, the Modern Language Sections of the various teachers' associations afford an opportunity for such discussions of aims, ways and means as should permit of the gratification of this desire, but the fact remains that they have served this intended purpose only in an incomplete and unsatisfactory manner. Explanations for this condition are abundant and in part convincing. Among those offered is the assertion that language teachers, as a whole,

are not alive to the weakness of their position and to the necessity of fortifying themselves by every means within their power. This explanation we do not accept, it being contrary to our experience and belief. We do believe, however, that the physical and financial difficulties involved in regular attendance upon such meetings deprive of their benefits many who would be only too glad to enjoy them. Which brings us to the somewhat belated point of these observations: is it not possible to provide a more or less effective substitute for these facilities, which so many are obliged to forego, by placing at the disposal of the teachers of French and Spanish of Western Pennsylvania such resources as the Department of Romance Languages of the University of Pittsburgh has at its command, to serve as a sort of "clearing house" for the problems and news of our field and district? This is the experiment that we propose to attempt, and, if its usefulness proves to be such as we hope, the experiment will be extended into a regular practice.

*Strength in Unity:* Through the students that come to the University from the High School we have had a sort of partial contact, but our relations have manifested about the same degree of harmonious aspiration as exists between the opposing teams in a tug of war. We have expended an enormous amount of intelligence in making witty and slighting remarks about each other behind each other's backs. Does it not seem possible that this same intelligence, directed toward a better mutual understanding, and to the advancement of our common interests, might produce results of real value to both parties, giving both a strength of position which our divided efforts could never secure? To that end, it will be our aim to find a solution to any local problem that may be reported to us, to give the widest possible dissemination to all new or novel devices for arousing and sustaining interest in our subject and to make ourselves generally useful.

*The Modern Language Journal:* The December issue of THE MODERN LANGUAGE JOURNAL contained news of activities in the Modern Language field from all parts of the United States, but none from Western Pennsylvania. The undersigned was so impressed by this fact that he wrote at once to the Managing Editor of the JOURNAL offering to serve as correspondent for this territory, which offer was rashly accepted. Modern Language teachers of this district are accordingly advised that all matter of news value, such as new plays put on, games or teaching devices invented, changes of personnel and the like, should be sent in promptly to be forwarded for publication.

*Confessions:* As evidence of the open mind with which this experiment is undertaken, we wish at the outset to make confession

of the justice of certain accusations made of the College by the High School. It is unfortunately true that many students coming from "direct method" schools find so little opportunity to practice spoken French in the translation courses in the University that they lose much of the facility of expression that they had acquired in the High School. It is equally true that a considerable number of students who have made a very fair record in High School are allowed to go down to failure in college through neglect of the instructors to take such a personal interest in them as would lead to discovery and correction of their peculiar difficulties. No adequate excuse is available for these or numerous other accusations equally well founded. It may be said, however, as to the condition first mentioned above, that this deplorable state of affairs is due in great part to an insufficient allowance of time and to an excessive quantity standard for the course, of which no one is more painfully conscious than the instructor in charge. For the second evil, remedies of various kinds are being sought and it is to be hoped that marked improvement will presently be evident.

*To Your Face:* Rather than continuing to say it *about* you, let us say *to* you, that is to some of you, that the complaint we have most frequently to make of the student who has begun his language in High School is that his training has been extensive rather than intensive. He can race through a page of French at a terrific speed, but with such inaccuracy of detail, with such disregard for stress and accent that the ear alone is helpless, and cannot possibly follow him without the aid of the eye. If it is not possible to acquire both speed and accuracy, why give the preference to speed?

Dr. R. M. Ihrig of the Department of Modern Languages of the Carnegie Institute of Technology was elected chairman of the Modern Language Section of the Education Association of Western Pennsylvania at the meeting on November 27th.

Dr. C. R. Hoechst of the Schenley High School has devised a new verb blank, of which we hope to tell more at a later date. The Schenley High School has a French Club with a normal attendance of over forty. A note of novelty has been given to some of its programs by calling upon members of the club for original stories in French. Dramatization of "Scenes of Familiar Life" (Macmillan), "L'Abbé Constantin" and "Colomba" have been interesting and successful.

After consistent failure in all attempts to conduct a French Club at any other hour in the day, the "Cercle Français" of the University of Pittsburgh has selected the lunch hour for its meetings and is at last in a prosperous condition. Members bring their lunch and participate in the programs without apparent difficulty.

At the November meeting of the Modern Language Section of the Education Association of Western Pennsylvania, Professor Gaston Louis Malécot of Washington and Jefferson College gave a very interesting demonstration of the theories of the Abbé Rousselot in French phonetics, using an assortment of tuning forks, tone chambers, etc., to corroborate the figures quoted.

W. H. SHELTON.

The JOURNAL is in receipt of a bulletin from the Institute of International Education (Stephen P. Duggan, Director, 419 West 117th St., New York) announcing the names of a number of foreign professors now available for teaching engagements in this country. Of interest to modern language departments are the names of the well known phonetician, Professor Daniel Jones, University College, London; Professor R. H. Soltau, University of Leeds, History of French and French Literature; Miss Alda Milner-Barry, temporary professor of German at University College, Galway; Professor Arundell Dell Re, Taylor Institution, Oxford, England; Professor Bruno Roselli, Vassar College, who would lecture on the subject "Six Centuries of Dante's Spiritual Leadership"; Professor Jorga, University of Bucharest, the well known historian; Mr. Douglas Ainslie, poet and dramatic critic, who would lecture among other things on "Croce as Critic, Philosopher, and Statesman." Mr. Duggan will be glad to correspond with any institution that may be interested.

#### FOREIGN LANGUAGE ENROLLMENT FOR NEW YORK STATE DURING THE SCHOOL YEAR 1919-20

*High Schools:* First Year: French 28415, German 272, Italian 224, Latin 29392, Spanish 23185; Second Year: French 19581, German 764, Italian 63, Latin 19218, Spanish 10596; Third Year: French 4766, German 1643, Latin 7276, Spanish 3135; Fourth Year: French 279, German 184, Latin 2653; Totals: French 53041; German 3863; Italian 287; Latin 58538; Spanish 36805.

*Academies:* First Year: French 4339, German 351, Italian 85, Latin 5995, Spanish 1345; Second Year: French 3213, German 253, Italian 24, Latin 3843, Spanish 820; Third Year: French 1551, German 263, Latin 2229, Spanish 228; Fourth Year: French 456, German 91, Latin 1302; Totals: French 9559, German 958, Italian 109, Latin 13369, Spanish 2383.

*Grand Totals:* French 62600, German 4821, Italian 396, Latin 71907, Spanish 39188.

The JOURNAL is in receipt of a new edition of Professor Hand-schin's predetermination test B issued under the auspices of the Bureau of Education. The test consists of three parts: seeing and

writing, hearing, grammar, and aims through preparatory exercises based on tests in Esperanto to ascertain which of a given group of students have language ability. The tests should be used with beginners' sections at the opening of a semester. They are intended to throw light on probable success of beginners in foreign language. The mimeographed sheets contain full directions for giving and scoring the tests. Copies may be obtained by addressing the Bureau of Education, Department of the Interior, Washington, D. C., or Professor C. H. Handschin, Miami University, Oxford, Ohio.

#### ARKANSAS NEWS

◆ Several high schools of the state are taking part in correspondence with foreign students under the auspices of the George Peabody College Bureau.

It is likely that the State University and the State Normal will be able to enter on a period of considerable development as to buildings and equipment by reason of measures now pending in the state legislature, which, if adopted, will enable these institutions to take care more adequately of the largely increased student body.

#### FORTHCOMING ARTICLES AND REVIEWS

The JOURNAL has on hand for publication, among other things, articles by R. T. Holbrook of California: *Que veut dire "savoir le français?"*; R. M. Ogden of Cornell: *The Future of Modern Language in the High School*; F. J. Kueny of Maine: *On the So-called Direct-Method Exercises*; W. L. Schwartz of Stanford: *Syllabication in French and Suggestions for Written Accents on the Letter E*; J. A. Hess of Kansas: *Leçons de choses pour les professeurs de français*; and reviews by F. O. Reed of Wisconsin; B. J. Vos of Indiana; A. L. Owen of Kansas; Lester B. Struthers of Indiana; Joel Hatheway of Boston; Erwin Escher of Rice Institute; Josette E. Spink of the University of Chicago Elementary School; Courtney Bruerton of Dartmouth.

The title of the paper read by Professor G. L. Malécot of Washington and Jefferson College at the November meeting in Pittsburgh (see January JOURNAL, page 219) was incorrectly given. It should have read *L'Usage de la phonétique dans l'enseignement de la prononciation*.

The modern language department of Muskingum College, New Concord, Ohio, under the headship of Miss Mary E. Sharp has organized this year a *Cercle Français* and a *Tertulia Española*. These clubs meet on alternate weeks. The *Cercle Français* has



thirty members and is preparing to present *Le Voyage de M. Perrichon*. There are now in the department eighty subscribers to *Le Petit Journal* and fifteen subscribers to *El Eco*.

Robert Calvin Ward, for several years professor in the Romance Department of Allegheny College, Meadville, Pennsylvania, has taken charge of the Spanish work in Denison University, Granville, Ohio.

Professor Charles P. Wagner of the University of Michigan will conduct an excursion to Spain, June 18 to Sept. 5. This trip is planned primarily for students of Spanish who wish to combine attendance at the summer school in Madrid with a visit to significant spots in the peninsula.

The excursion to Spain planned last summer under the leadership of Professors Ortega and Parmenter, plans for which had to be greatly modified because of difficulty in securing steamer space, will be undertaken again for the coming summer under the direction of Professor Joaquín Ortega of Bryn Mawr. This excursion will be made under the general auspices of the Spanish Bureau of the Institute of International Education in cooperation with the Junta para Ampliación de Estudios.

## Reviews

*LE CRIME DE SYLVESTRE BONNARD, MEMBRE DE L'INSTITUT, PAR ANATOLE FRANCE.* Abridged and edited with introduction, notes, and vocabulary by J. L. BORGERHOFF. D. C. Heath & Co., pp. IX, 203 (text to p. 120, notes to p. 138, vocabulary to 203).

Another edition of *le Crime de Sylvestre Bonnard* indicates the popularity of this masterpiece among teachers of French. Professor Borgerhoff justifies this new edition on the ground of the abridgement of the text which has been reduced by about one half of what it is in Professor C. H. C. Wright's edition published some twenty years ago by Henry Holt & Co. Professor Wright undoubtedly had in mind, when preparing his edition, college students, while Professor Borgerhoff has edited rather for high school pupils or intermediate French classes in college.

As to the abridgement of the text there will always exist a variety of opinions as to whether or not it should be done and how the editor is to determine what passages are to be omitted or retained. Some considerable reduction was necessary in this case, we are informed, in order to bring the work within the scope assigned for *Heath's Modern Language Series*. In cutting the text Professor Borgerhoff has done as well as any one could expect under the circumstances. He omits the entire first part, entitled *la Bûche* on the ground that it is not organically connected with the main plot. One is tempted to ask just how important the plot is in this or any other novel of Anatole France and one cannot but regret that our students, if they read the book in their elementary classes, do not make the acquaintance of M. Cuccoz, Hamilcar, and Signor Polizzi, that they miss the humor of the journey to Italy, and that they are not to benefit by M. Bonnard's reflexions on the match-box collecting activity of Mme Trépof. From the second part, *Jeanne Alexandre*, many familiar passages will be missed by those who know the original well and who would regard almost any cutting as a mutilation. Professor Borgerhoff could, however, easily prove that, in this special case, any abridgement is necessarily so subjective that no defense is required.

The short introduction is wholly adequate and both teacher and pupil are spared one of those long, quasi-literary essays that seem so out of place in a school text. It could be suggested that the 16 lines of fine print devoted to a detailed account of the curriculum of the *Ecole des Chartes* might be given over to a short list of critical articles, both in French and English, on Anatole France. Copious notes offer substantial assistance in elucidating grammati-

cal difficulties but there is the usual tendency to over-edit. It is needless to explain the 'e' of XIII<sup>e</sup> for those prepared to read the text, or to comment upon the use of the article in *si l'on vient*, or explain the form of the adjective in *grand 'peine*. Sometimes the notes fail to give a satisfactory explanation, as, for example the note on the *fistule de Louis XIV*, which states that Michelet divided 'the reign of Louis XIV into the period before and after the operation for fistula.' This would hardly mean much to the pupil, perhaps even to the teacher, without the additional information, which Professor Wright adds to his note on the same passage, that 'Michelet was fond of tracing great events to small causes.' Professor Borgerhoff finds *munditiis* in the first ode of Horace. The Latin poet was speaking, not of Maecenas but of fickle Pyrrha (Book I, 5, 5), when he used the happy phrase, *simplex munditiis*. Since Professor Borgerhoff in his preface acknowledges his indebtedness to previous editions, one may ask why he confesses to have been unable to place the quotation from Goethe, *on ne meurt que quand on le veut bien*, which Professor Wright finds in the conversations with Eckermann (March 11, 1828).

The vocabulary is well done in spite of a few unimportant slips. The use of the definite or indefinite article for distinguishing gender has some advantage in a school text over the initials *m.* and *f.* The proper names have wisely been placed in the vocabulary. Hasty proof reading probably accounts for some of the mistakes in dates. Themistocles enters the class of Methuselah by living to the age of 113. The dates for Dom Germain and Marius need to be rectified. Some careless statements and definitions should be changed in a later edition. '*Maître d'hôtel*, for example, may mean either butler or head-waiter but not 'head butler' which is not a common English term. In the note on M<sup>me</sup> Récamier the editor says, "Her personality has been made universally familiar by David's famous portrait of her." Sainte-Beuve and M. Herriot, not David, have made us better acquainted with the personality of the friend of Chateaubriand. Mistral would have justly complained of the expression 'Provençal dialect' in speaking of Provençal.

With some little revision and the elimination of the typographical errors, which are bound to occur in any first printing, this edition will be a credit to the editor and quite up to our best standards of text-book editing. But one is inevitably led to question the advisability of using *le Crime de Sylvestre Bonnard* in secondary schools or college classes where an annotated text is necessary. What does the average high school pupil, the average underclassman—and we all know how average he is—understand of that elusive wit and humor of Anatole France, '*ce mandarin excessivement savant et subtile*,' who with his '*malice charmante*' is never averse to tripping his reader? The notes of neither the

Holt nor Heath edition offer all the assistance required by our students for an appreciation of the wealth of allusion and the connotation of words and phrases that constitute one of the charms of Anatole France. Few young Americans have sufficient knowledge of the social and historical background to understand Sylvestre Bonnard himself, and even if they did, few would find him sympathetic or comprehensible. The kindly caricature is wasted on those who have never known the type. Even the title itself will never be fully understood and the pupil will remain as much in the dark as to its significance as Crainquebille did to the workings of justice in our modern society.

I would not imply that this or any other work of Anatole France should be put on the *Index*. To read him will always be one of the rewards for acquiring a knowledge of French. Let us hope that our teachers of French will all become better acquainted with Sylvestre Bonnard, with M. Bergeret, Jérôme Coignard, Gallion, even Riquet, but let us also hope that they will display a little more knowledge of the needs and capacity of their pupils. We do not have to revert to the fairy tale stage or resort to melodramatic pot-boilers, one specimen of which is so popular now and has been for the last two decades. There are, however, a sufficiently large number of excellent annotated French texts—and thanks to the publishers the number is constantly increasing—which combine all the necessary qualities to make them suitable for our classes in French and which should prevent our teachers using texts such as the present, the selection of which generally implies that the teacher is as indifferent to the needs of his students as a bishop *in partibus* is to his flock.

Cornell University

JAMES F. MASON

*LAWRENCE STERNE AND GOETHE.* BY W. R. R. PINGER, University of California Publications in Modern Philology. Vol. 10, No. 1, pp. 1-65.

This little monograph on the influence of Sterne upon Goethe makes us regret even more than before the untimely death of Professor Pinger of the University of California, on whose work it is based. His brief introductory article and the material he had gathered for a more elaborate treatment of the subject have been carefully edited by his friend and colleague, Dr. Lawrence M. Price, who has added a chapter containing his own deductions from the data collected by Professor Pinger. The result is a clear and illuminating picture of the influence exerted by Sterne upon Goethe in all stages of his development. The most interesting part of the monograph is perhaps the one hundred and forty seven "references and allusions to Lawrence Sterne" culled from Goethe's writings,

letters and conversations, which show more vividly than the most brilliant article can do the part that Sterne played in the intellectual life of his great admirer. From 1771 when Goethe, fresh from Strassburg and his friendship with Herder, advises Jung Stilling to read Sterne, to 1830, when he last mentions him in a letter to Marianne von Willemer, we find him constantly rereading, quoting and commenting upon the works of Sterne, always with a deep sympathy for the man, a keen enjoyment of his ideas and of his humor and a grateful realization of what the men of his generation and especially he himself owe to the great British humorist. We have not time to trace in detail the influence of Sterne on Goethe in his sentimental period and in his recovery from it, in his style and his preference for certain words and phrases, in his ever-growing sense of the value of personality as at once the greatest force and the greatest happiness in life. All this and much more can be learned from this little book. But we cannot close without quoting the words in which Goethe himself, almost at the end of his long life, sums up his final judgment of Sterne. In 1826 he writes of him as the man "der die grosse Epoche reinerer Menschenkenntniss, edler Duldung, zarter Liebe in der ersten Hälfte des vorigen Jahrhunderts zuerst angeregt und verbreitet hat." Two years later he says: "Yorick-Sterne war der schönste Geist, der je gewirkt hat; wer ihn liest, fühlt sich sogleich frei und schön; sein Humor ist unnachahmlich, und nicht jeder Humor befreit die Seele." Again: "(Ich) bewunderte aber- und abermal die Freiheit, zu der sich Sterne zu seiner Zeit emporgehoben hat, begriff auch seine Einwirkung auf unsere Jugend. Er war der erste, der sich und uns aus Pedanterei und Philisterei emporhob." "Er ist in nichts ein Muster, in allem ein Andeuter und Erwecker."

*Vassar College*

M. P. WHITNEY

*FIRST ITALIAN BOOK.* (The University of Chicago Italian Series.) BY E. H. WILKINS, Ph.D., Litt.D. Chicago: The University of Chicago Press. XIV+164 pp. 16 mo.

"A student takes up the study of a modern foreign language with one or more of these five purposes: to acquire a knowledge of the grammar of that language; to enable himself to understand that language as written; to enable himself to understand that language as spoken; to enable himself to speak that language; to enable himself to write that language."

"It is my firm belief that in the teaching of a modern foreign language to students who have passed the age of childhood the first several weeks should be devoted exclusively and intensively to enabling them to acquire a good understanding of that language as written and spoken; and that the study of the grammar as such,

and the endeavor to train students to speak and write the language, should be postponed until a good understanding of the language as written and spoken has been attained."

These are the two first paragraphs of the *Preface*. Professor Wilkins has come to the conclusions in the second, not only from considering that a reading knowledge is what is most desired by most students, but chiefly because he believes that the best and easiest way to acquire a writing and speaking knowledge (for persons other than children) is to acquire first a reading and hearing knowledge. And so the exercises in this *First Book* contain no sentences to be translated into Italian, and all the instruction is newly conceived with the purpose of teaching to read and hear, not to write and speak.

Experienced teachers of first year classes, who have so often been saddened by examination papers in which the translation into English and the answers to grammar questions were fair, but the translation into the foreign language pitifully bad, will be inclined to agree with Mr. Wilkins. Hope springs eternal—but year after year brings the same disappointment: the papers of even those students who have a natural talent for languages always show a marked inferiority in writing in the language.

'Of course!—will come the reply,—to write in the language is more difficult than to read it; one must expect that the more difficult task will be less successfully performed than the easier. But if you teach your pupil to write from the beginning, he will learn to read without difficulty; whereas if you at first teach him only to read, he may never learn to write. And similarly, if you lose no time in teaching him to speak the language, his ear will become accustomed to the sounds at the same time. Reading and writing, hearing and speaking, ought all to begin at the same time and proceed together.'

To this argument our author has a double answer, theoretical and practical. He says (p. vi) "It is natural, in preparation for intellectual creative work in any field, that a period of observation and absorption should precede creative activity. Composition, written or oral, as a feature of initial elementary instruction, takes a large share of the student's time and energy and leads to the commission of more errors, and consequently to the development of more discouragement and hostility than any other part of the work."

Let us refer the theory to the psychologist. As for us teachers, we have tried various methods of teaching to read and write, hear and speak simultaneously, and we know that even students who make progress continue indefinitely to give evidence that they have not learned to read accurately, and their memories of mistaken pronunciation struggle hardily with memories of corrections. The iniquities of the first year, committed by beginners who were

perhaps trying to learn too much at once, are visited on the third and fourth year, especially on those who hate 'composition': by all means let us try the new way.

The postponement of grammar is a more difficult question. Most people will agree that the language ought not to be presented to the beginners as a grammatical system to be mastered. This is no doubt what our author means by "the study of the grammar as such." But if one is learning a language one cannot help learning grammar any more than M. Jourdain could help writing prose, and nearly all our beginners in Italian have already a knowledge of the grammar of English and often of Latin and French or German. It helps them, I believe, and does not hinder, to be able to recognize that what they are learning is grammar, that the language is not an assemblage of disconnected forms, and to be able to classify the knowledge they are acquiring, as they go along. In some instances the author has somewhat grudgingly acknowledged this advantage. In these cases he has, as he tells us (p. viii) "included, in parentheses, paragraphs of explanatory material which coincide more or less with the traditional formulas, but these paragraphs are included merely for the temporary satisfaction of the curious student. . . ."

The author has throughout followed a method of instruction that is consistently inductive. In each lesson the examples come first, and the explanation of them afterwards. The explanation gives the meaning of the forms in the examples; points out what they may be observed to have in common, and in what they differ; and gives them their grammatical names, with advice as to how to translate them in varying circumstances. Anything like a comprehensive rule, which would in one sentence account for the appearance of all the forms, is studiously avoided, except where the above-mentioned parenthetical paragraphs occur. The care with which examples and explanation have been prepared is beyond praise; this is the work of a conscientious teacher of genius who is ever watching the growth of knowledge in the pupil, and is attempting to feed him with information in the easiest possible way, and to make him think for himself at the same time. It must not be forgotten that this little book is only intended to be an introduction to the language: "the student must go on from this *First Book* to the study of a regular Italian Grammar, systematic in its marshalling of fact, and equipped with material for practice in speaking and in writing Italian." (p. ix.)

It seems to me nevertheless that the deductive method—which Mr. Wilkins evidently considers as proper to the full-fledged grammar—might have been generously blended with the inductive, to the advantage of the pupil who already has a grammatical habit of mind. Even rules that have been framed for teaching to write and speak are useful for those learning to read and hear. Why

should the pupil be forced to look in only one direction, like a young horse being trained in blinkers?

For example: In §104 we are introduced to *me, te, ce, ve*, and it is explained when they occur and that they are "equivalent" to *mi, ti, ci, vi* as indirect objects. Later, in §108, we come to *glie*, and in §116 to *se*. The pupil is left to guess that all these forms are connected, that *mi, ti, ci, vi, gli, si* have become *me, te, ce, ve, glie, se*, and that *le* has fallen in with *gli*. Again, in §104 it is noted that in translating *me lo presenta* "the English words must be arranged in an order exactly the reverse of the Italian order." This is to avoid giving the rule that the indirect object precedes the direct.

Another example: In §100 it is explained how abbreviated words ending in *l, m, n, r* may be completed. "They may in general be completed by the addition of *e* or *o*. A few forms ending in *l* are to be completed by the addition of *a, lo, or le*; a few ending in *n* by the addition of *i* or *no*; and a few ending in *r* by the addition of *a, i* or *re*." The mind of the pupil is left in doubt and confusion. How much simpler is the rule that all words ending in *l, m, n, r* plus vowel may drop the vowel "when closely connected in thought with the following word," and that if the consonant is double, one of the consonants is dropped also!

The student is carefully fed with information, gradually and with a view to his present needs. The yearning of the professional grammarian to exhaust the subject in hand before passing to the next is given no consideration whatever; no lesson provides more information than is needed at the stage which the pupil has reached. The mistake of presupposing knowledge that has not been imparted is never made. Each of the thirty-six lessons is divided into short sections, which deal with three or more separate subjects. In lessons I-VIII the first place is given to the explanation of the sounds, in IX-XVII to regular verbs with *essere* and *avere*, which, however, have already been partially presented in the preceding lessons; in XVIII-XXXVI irregular verbs take the first place. In the second, third and other places in each lesson room is found for all the rest of the information, which is also carefully graded and administered in homeopathic doses until the patient is ready for a strong dose that is hardly any larger than the others. Idiomatic expressions have their place too, and nothing is anywhere inserted because it must go *somewhere*.

Nearly a fourth of the space given to each lesson is occupied by exercises, which are often divided into many sections, and are anything but mere words and sentences to be translated. They are carefully constructed with regard to the lesson to which they belong, to test information. The sentences are rational and not pedantic, and they are in good modern Italian.



The lessons are followed by an admirably economical list of irregular verbs, contrived to be adequate for consultation without affording any satisfaction to those who have forgotten their regular verbs. Next comes a section of sound conservative rules for the pronunciation of *e*, *o*, *s*, and *z*; rules which have not been given before because that would not have been in harmony with the inductive method adopted to teach hearing rather than speaking; I wish they were at the beginning of the book. Last come a vocabulary and an index.

An excellent feature of the book is the simple but ingenious system of printing by which the stressed vowel in each word is indicated, and the quality, if it is *e* or *o*. Success depends on careful proof-reading, and there are surprisingly few misprints. These, I hear, are being registered for correction in the next edition.

The description of the sounds is good, but there is no mention of quantity in vowels; one would think that the stressed vowel before a double consonant were just as long as before a single one. *Ogni* (pp. 9 and 156) should have a close *o*, and *console* (p. 33) an open one. The statement that *zz* is no longer than *z* (p. 23), is doubtful, and at any rate cannot be verified by the naked ear. It seems a pity to use the unusual words, *ebro*, *ema*, *oddo* (pp. 25-6) even to exemplify sounds. The concise statement of §32 (p. 19) may be obscure at first sight. Perhaps it would be better to say: If the stem vowel of a verb is *e* or *o*, the sound may be open when stressed, although close when unstressed.

To say that "*fare* is a contraction of the obsolete *facere*" (p. 89) and *dire* of *dicere* (p. 95), and that one writes *studi*, *studiamo*, etc., with one *i* "in order to avoid bringing the sound *y* before a similar sound" (p. 37) is more convenient than truthful. The different forms of *bello* and *quello* (p. 38) might well be compared to *dello*, *del*, etc. "Usage in this matter is not fixed" (p. 39) leaves the impression that there is no difference in the use of *di* and *che* for 'than' in comparative sentences. The forms *temei-è-erono* (p. 41) are no longer in spoken usage, and the forms in use, *credetti-ette-ettero* (p. 56) should not be called "extra" forms. It seems more useful to translate *tu* as 'thou' than as 'you,' since 'thou' illustrates the use of *tu*. *Egli*, *lui*, *esso*, *ella*, *lei*, *essa*, should be distinguished (p. 86-7); the meaning 'it' should be given. *Ella* should be distinguished from *Lei* (pp. 92-3). "Mad" for 'angry' (p. 105) is not in good use. *Farla a una persona* (p. 105) means 'to play a trick on,' not "to get square with." *Dovrebbe* and *avrebbe dovuto* are not "the only tenses which can be translated with 'ought'" (p. 111); *deve* often means 'ought' in the sense 'it is his duty.' *Poteva parlare*, expressing possibility (p. 114), means 'he might have spoken,' not "he might speak." Another common idea expressed by *potere* is 'permission'—Eng. 'may,'

'might' (p. 115). 'I intend to speak' would be better than "I will to speak" (p. 115); another common meaning is 'to be going to,' as in *vuol piovere?* According to the last but one sentence of §184 (p. 123), one might expect an example such as 'La donna, trovata Giovanni che lavorava li, gli diede il pacco.' The idiomatic *che* that introduces questions (p. 128) might be compared to French *est-ce que*. The *che* in the last two examples of §197 (pp. 129-130) might be compared to the illiterate English 'which' in "Ah Sin was his name, *which* I will not deny, with regard to the same, what that name might imply." This *che* is no doubt originally a relative pronoun. For "noun" in the last line of §198 (p. 130) we should read 'pronoun.' In §199 *ci avrebbe un fiammifero?* means 'Have you got a match?' *i.e.* 'Have you a match there?' whereas *avrebbe un fiammifero?* means "Have you a match?" This *ci* is the same *ci* that means *there* in 'ci sono stato.' So *Cosa c'è?* means "What is it?" because it means 'what is there?' *Se mi piace!* (p. 134) might be explained as elliptical; 'you ask me if I like it!' *Finchè* does not belong in §206 (p. 134). Its first meaning is 'as long as' *e.g.* *Finchè io viva*. Consequently *finchè non* means "until." Cf. p. 154. *Temono che non viva se rimane lì* (p. 135, sentence 6) will be translated "They fear that he will live," if the example of §206 is imitated.

With as few imperfections as ever qualified an original work of its kind, this little book promises to begin a new era in the history of instruction in Italian, and it may be expected to affect the teaching of other languages.

J. E. SHAW

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MANUEL TAMAYO Y BAUS, *UN DRAMA NUEVO*, edited with introduction, notes and vocabulary BY CLARENCE KING MOORE. Silver, Burdett and Co. 1920. VIII+113 pp.

Professor Moore has given in a very brief space the more important facts of the author's life, the text of the play, some notes and a vocabulary. Indeed one wonders whether the editor could not have expanded the notes and vocabulary to advantage. The notes are limited to helps on some grammatical constructions and on difficult passages. The contents of the notes for a text of this kind depend on the purposes and tastes of each editor. However, the inclusion of the explanation of a few more idioms would not have been out of place. Some examples may be given: page 2, note to line 3 might point out that *Con Dios se quede* is said to the person who remains, while *Vaya Vd. con Dios* is said to the one who leaves; page 11, line 14, should have a note on "Que Alicia no te debe el menor afecto," as the ordinary student will fail to get the

correct meaning; the same comment holds for "alguna que otra," page 56, lines 29-30, nor does the vocabulary give this meaning.

The vocabulary often gives only one definition for a word when an additional one might make the idea clearer to the student. It is quite complete; only one word was found missing out of the considerable number checked up. The typography is excellent, one misprint being noted. One realizes, of course, that the compression of the notes and vocabulary into as small a space as possible may have been influenced by the desirability of saving space now that paper and printing are so expensive.

The editor notes that "other good examples" of the play within a play "are the *Saint-Genest* of Rotrou and Leoncavallo's opera *I Pagliacci*." It may not be out of place to quote here what Francisco Flores García says of the originality of Tamayo y Baus in connection with *Un drama nuevo*: "He dicho más arriba que *Un drama nuevo* es original, hasta cierto punto, del autor que lo firma, y esto requiere una explicación. La situación final, para la cual se ve que está escrito el drama, que fué la que determinó el éxito, y cuyo mérito superior es indiscutible, está en un melodrama de Alejandro Dumas (padre) titulado *Geneau*. He aquí la situación:

El célebre actor inglés de ese nombre está en escena representando *Hamlet*; ve a su amada en un palco con el príncipe de Gales, y, dando de mano a la representación, insulta al príncipe. Se arma una confusión espantosa: el apuntador, apuntando fuerte, se sale de la concha; el traspunte, aturdido, sale a escena, y, por último, hay que echar el telón; vuelve a levantarse, y se presenta un actor a decirle al público que no puede continuar la representación porque el célebre Geneau se ha vuelto loco.

Aunque hecha de otro modo y con otra finalidad ¿no es esa la misma situación de *Un drama nuevo*? Indudablemente. Cuando el famoso actor italiano Ernesto Rossi dió a conocer *Geneau* en Madrid bajó algo el crédito literario de D. Manuel Tamayo y Baus, si bien es justo reconocer que su obra es muy superior a la de Dumas.

Pero . . . . ." (*Blanco y Negro*, January 9, 1916)

As yet, this play of Dumas has been inaccessible to me. I quote the passage here for the benefit of those who have a complete edition of Dumas. The article of Flores García contains interesting information about the manner in which the actors played on the night of the *première*, and tells who they were. He also recounts how, at the *première* in Alicante, so realistic was the play that at the final curtain an "inspector de Policía" rushed on the stage to arrest the slayer, although the man had been killed involuntarily.

In this connection it may be said that a fairly complete bibliography in a text suitable for advanced students, such as *Un drama nuevo*, is desirable. While Professor Moore quotes Spanish critics

on Tamayo y Baus, he might have added that the play has been so highly regarded in this country that it was played at Daly's Theater in New York with the title *Yorick's Love*, and that an excellent translation of it has been published by The Hispanic Society of America.

This new edition of one of the best plays of nineteenth century Spain is welcome. There are too few of the better works of the last century in good editions like this one available to American students.

*Ohio State University*

W. S. HENDRIX

*THE ODES OF BELLO, OLMEDO AND HEREDIA*, with an Introduction by Elijah Clarence Hills, G. P. Putnam's Sons, New York and London, 1920. viii+153 pp.

One generally thinks of Spanish-American poets as bold experimenters with new forms, whose innovations have frequently reacted favorably upon the verse of the mother country. Mr. Hills does well in reminding us that an older generation of them achieved excellent results by cultivating the traditional classic forms. French classicism, which determined most of the literary production in Spain and her colonies during the eighteenth and early nineteenth centuries, is usually regarded as an unhappy influence. The drama of the period is almost sterile, but the movement did produce a number of lyric poets of rare excellence; and of all the classic forms the ode is perhaps that one which was cultivated with most success by writers in Spanish.

The three poets here treated are not unworthy of comparison with Menéndez Valdés, Jovellanos, Nicasio Gallego, and Quintana. The same ardent patriotism is expressed with the same perfection of form. If the South American's patriotism assumes an anti-Spanish form, the North American can readily sympathize with his love of liberty and independence. The Chilean, Bello, is represented in this collection by his "Silva a la Agricultura de la Zona Tórrida." Olmedo, the poet of Ecuador, is likewise represented by a single long ode, "La Victoria de Junín." Heredia, the Cuban, who of course did not live to see the independence of his island, is illustrated by seven shorter poems.

This little book shows the beauty and high typographical standard which one expects in the publications of the Hispanic Society. Mr. Hills has contributed a scholarly bibliography, critical biographies of the authors included, and a brief treatise on the meter of the odes. We are indebted to him for printing the two versions of Heredia's "Niagara," as well as the translation of this ode into English, attributed, rightly or wrongly, to William Cullen Bryant.

*The University of Chicago*

G. T. NORTHUP

## Correspondence

### THE NATIONAL FEDERATION OF MODERN LANGUAGE TEACHERS AND ITS WORK

#### *The Managing Editor of the Modern Language Journal:*

The present constitution of the National Federation of Modern Language Teachers was adopted in 1919 (see THE MODERN LANGUAGE JOURNAL, Volume III, p. 290f.); for two proposed emendations, see *ibid.* Oct., 1919. However *de facto*, the Federation began to function in 1915 on the basis of the Cleveland agreement under which the publication of THE MODERN LANGUAGE JOURNAL was begun and continued until the adoption of the present constitution.

We should congratulate ourselves on the progress so far made, in spite of war conditions, great shifts in the personnel of the profession and slow collections. The JOURNAL has been found to fill a real need. Thru it and the meetings and organizations thruout the country, a solidarity of modern language teachers has been achieved such as we had not had before.

Besides the five associations which came in as charter members of The Federation, we at present have the Southern California Association now applying for affiliation, while the M.L.T. (the Association of the Modern Language Teachers of the Central West and South) has affiliated the following state and local associations: Wisconsin, Michigan, Indiana, Kansas, Missouri, The German Teachers of California—now dissolved—and the Romance Teachers of Chicago. To these have been added this year Oklahoma and Virginia.

The Editor is setting forth on another page advantages to the JOURNAL of having numerous and strong regional associations. That is natural since the JOURNAL can give better service in proportion as it has strong financial support, and I wish to emphasize his words for this reason. However, I wish to lay stress upon at least two further reasons for organizing the entire country. In the first place, modern language teachers cannot attend professional meetings which are more than two hundred miles distant. We must therefore bring the meetings to them. This has been done in the numerous states so far affiliated. This should be carried farther. Not only should more regional and state associations be formed which shall hold periodic meetings, but state associations should form groups within the state, for periodic meetings and for forming reading and discussion clubs as has been successfully done in New England and New York. In this way the teacher who needs

it most not only gets the kind of help he needs, but the profession acquires solidarity of feeling and an experience which is useful for working out its ideals and impressing them upon its constituency, the general public.

The work of stimulating the formation of new state and regional associations has fallen largely on the shoulders of the secretary of the M.L.T. and on those of the Executive Committee of the National Federation. Thus the California Association has been in the process of formation for several years; so also several of the state associations. Other state and regional groups are now in process of formation.

The work has progressed to the point where several of the state associations may properly look forward to amalgamation and toward affiliation as regional associations. It has been thought timely, therefore, to call attention in the JOURNAL to the conditions and privileges of such affiliation and thus to stimulate the formation of new associations.

The condition under which a regional association or a state association, if it is able to meet the conditions, may affiliate directly as a member of the National Federation, is that it has furnished a minimum of two hundred subscribers to the JOURNAL. For example, there is at present an association which has some 150 subscribers; as soon as it has reached the two hundred mark, it will be eligible for affiliation. It may be stated also that the amalgamation of two or more state associations to form a regional association is desirable for the associations themselves, since they may then become affiliated directly with the National Federation and have direct representation in the Executive Committee of the Federation. Moreover, the regional association is privileged to remit only \$1.50 to the business manager of the JOURNAL, retaining 50c for the regional association. This enables it to propagate its own work of keeping up membership, of arranging meetings.

States west and south of the Alleghanies, which are for the present unable to meet the conditions for affiliating directly with the National Federation, may, if they desire, affiliate with the M.L.T. by furnishing a minimum of twenty-five subscribers to the JOURNAL. This gives such an association representation on the Council of the M.L.T. and the privilege of retaining twenty-five cents of the fee for its own treasury. A copy of the Constitution of the M.L.T. may be had by addressing its secretary.

The Executive Committee of the National Federation is charged with the work of promoting new associations. The names of its members will be found on the second cover page of the JOURNAL. Inquiries should be addressed to the Chairman or to the Secretary.

C. H. HANDSCHIN

*Sec'y of the National Federation of  
Modern Language Teachers*

## MR. MORAUD PROTESTS

*Managing Editor of the Modern Language Journal:*

Permettez-moi d'attirer votre attention sur un article paru dans le numéro de Mai (1920) de *Modern Language Journal* et qui demande, je crois, quelques mots de rectification. Il s'agit de la critique de mon édition de Colette Baudoche, par M. Wm. R. Price du "Department of Education" d'Albany.

Je ne proteste point contre l'étonnement, presque l'indignation de M. Price à l'idée qu'on veut faire lire, à des étudiants américains, un livre d'un écrivain comme Maurice Barrès. Je note seulement dans cette critique impressionniste de Colette Baudoche l'aveu que le livre contient des descriptions ou pour laisser la parole à M. Price, "endless descriptions of indigenous or rather French manners, customs, architecture, furniture, clothing, style and taste," p. 449, 12, ce qui est déjà quelque chose pour des étudiants de Français et pouvant s'intéresser aux choses françaises.

Il serait puéril de relever les remarques de M. Price sur la langue et le style de Barrès, que tant d'autres ont trouvés excellents, justement dans Colette Baudoche. A sa question: "Is there any high school boy who could not write a better French sentence than that," p. 453, 44, je répondrai seulement: "Eh oui, tout élève de M. Price, si ce dernier en avait."

En ce qui me concerne je regrette de n'avoir pas consulté M. Price, au lieu de l'auteur du livre et de l'éditeur, car avec ses indications et ses conseils j'aurais, peut-être, pu donner une édition sans vocabulaire, mais avec d'amples notes historiques, littéraires et, en dépit de Barrès, philologiques, en un mot, une édition savante et non la modeste édition scolaire que j'avais entreprise. Je m'excuse de quelques oublis, quinze ou vingt dans un livre de 10,000 à 12,000 mots, oublis qui du reste avaient été réparés, grâce à l'obligeance de quelques collègues, avant même l'article qui les relève. Au risque d'aggraver mes erreurs je dois avouer à M. Price que cette édition n'a pas été préparée hâtivement, mais au contraire à loisir, non point avec l'idée de traduire, mais de rendre la pensée de Barrès. Dans les traductions et notes proposées j'ai cherché non pas à traduire mieux ou même aussi bien que des collègues connaissant nécessairement mieux l'Anglais que moi, mais simplement à donner aussi succinctement et avec autant de précision que possible des explications pouvant aider un étudiant américain à comprendre un livre rempli d'allusions à toutes sortes de choses françaises, qu'il peut très bien ne pas connaître. Cette interprétation d'un texte qui n'est pas un livre de "composition," m'avait semblé plus intéressante que l'explication des questions de syntaxe. En fait, la partie vraiment intéressante de l'article de M. Price est celle qu'il consacre lui-même à l'interprétation de Barrès. Puisque les explications de M. Price sont don-

nées sur un ton tranchant et final, je me permettrai de lui rappeler qu'elles sont rarement heureuses.

M. Barrès a un sens de l'humour très développé et qui échappe évidemment à notre critique quand celui écrit:—"How can anyone, even a German, be made to feel like a nobleman enjoying delicate pleasures merely by eating cleanly or daintily hogshead cheese." p. 453, 18. M. Barrès, surtout Barrès, serait le dernier à croire que même toute la cuisine française peut faire un Français d'un Allemand. Il note simplement, avec ironie, un de ces mouvements bien connus d'enthousiasme, d'admiration souvent très sincère, mais pas toujours durable, de certains Allemands à l'égard de la France. Mais je n'en veux point à M. Price de n'avoir point saisi l'humour de Barrès.—

Pour en revenir aux interprétations proposées, je crois qu'en dépit de M. Price je maintiendrai "desecrated," p. 451, 14, en attendant qu'il me propose autre chose, car il y a évidemment dans la pensée de Barrès l'idée d'une sorte de dégradation subie par la vieille cité.

J'accepte volontiers "advertises" (p. 451, 22); je m'excuse d'avoir oublié la note portant sur aigles stylisées (451, 23), et avoue que je n'ai pas pu trouver un seul mot pouvant rendre "stylisé."

Quant à la phrase "Les meubles—sont de bonne qualité matérielle et morale" elle contient beaucoup plus que ne s'imagine M. Price quand il dit que "the whole thought" est que ces meubles sont "the common articles of the common people." -Je crois malgré tout, que sans se préoccuper de l'"animism mystic and symbolic" de Barrès son idée est que la qualité de ces meubles vient de ce qu'ils sont à la fois simples, en bois massif et cependant artistiques. J'ai été fort amusé par l'interprétation de la phrase, "Renconstruire dans Metz une cellule française" et les commentaires ironiques et apitoyés de mes contresens. A la rigueur M. Price accepterait l'idée de "the embryonic cell," ou même "of the cell in cloister"!! quoiqu'il s'agisse ici du futur mariage de Colette et que sa mère songe plutôt à la conduire à l'autel qu'au couvent. Ne serait-il pas plus simple de considérer la France (et non Metz) comme un tout homogène, une vaste ruche dont on trouve des cellules jusques aux bords du Rhin. Ce qui choque M. Price c'est de voir comparer Colette à une abeille—car "even Barrès, would not be guilty of that figure." Et cependant ce même Barrès a écrit non pas ailleurs mais dans ce même livre.

"Leurs paysans sont des abeilles qui mellifient silencieusement pour le collecteur de l'impôt,"—Colette Baudoche (p. 73, 26). Ces exemples suffiront.

Un dernier mot sur l'esprit dans lequel cette édition a été autorisée et préparée. Colette Baudoche est le chef-d'oeuvre de M. Barrès et de tous ses livres celui qui lui rapporte le plus. Mainte et mainte fois on lui avait demandé l'autorisation qu'il m'a ac-



cordée, parce qu'il s'agissait d'étudiants américains, et en ne demandant qu'une chose, c'est que le prix du livre ne "soit pas élevé et ne dépasse pas les moyens d'étudiants." Les raisons pour lesquelles j'ai accepté de préparer cette édition sont les suivantes. Il m'avait semblé que pour beaucoup d'Américains qui venaient d'entrer en étroit contact avec nous, la France était un pays, petit par ses dimensions, mais très travaillé, où presque chaque motte de terre était utilisée, où l'on aimait les idées, surtout les idées nouvelles, et où les conflits d'idées en politique comme en religion revêtaient une forme très aiguë; mais où aussi, dans la pratique, dans la vie privée de chaque jour de ses habitants, on rencontrait un nombre étonnant de vieilles coutumes, de traditions, de préjugés qui déconcertaient. J'avais donc cru que le livre de Barrès qui explique en partie, le fond de ces traditions pourrait être de quelque utilité pour l'avenir.—Je ne m'étais pas préoccupé des critiques amusantes que son auteur faisait, par contre coup, de nos voisins, le livre ayant été écrit à un moment où l'Allemagne était toute puissante, et l'ironie étant une arme qui ne tue point, ou ne tue que les sots.

Quant à vouloir condamner les mariages internationaux, je m'en serais bien gardé, car, loin de les considérer comme, "sheer folly and a temptation of the devil," j'avoue, M. Price en croira-t-il ses oreilles, que moi-même je me suis laissé tenter par le diable.

MARCEL MORAUD  
Agrégré de l'Université

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#### LE CAPITAINE FRACASSE TO CELIA

*Managing Editor of the Modern Language Journal:*

Gautier, as every one knows, was a master of 'local color.' The witty lady who inquired, after the publication of the *Voyage en Espagne*, whether there were no men in Spain was pointing out one of the great dangers of romantic realism—the sacrifice of the human to the environment. In *Le Capitaine Fracasse* Gautier is only slightly occupied with description and portrays the speech and manners of the early seventeenth century by means of the characters themselves. Here is a bit in which the "galanterie" of the time is admirably caught. Two young lovers, Sigognac and Isabelle, are walking together. Isabelle plucks a violet, the first of the year. "Voyez, comme elle est mignonne, dit-elle, en la montrant à Sigognac, avec ses feuilles à peine dépliées à ce premier rayon de soleil.—Ce n'est pas le soleil, répondit Sigognac, c'est votre regard qui l'a fait éclore. Sa fleur a précisément la nuance de vos prunelles.—Son parfum ne se répand pas, parce qu'elle a froid, reprit Isabelle, en mettant dans sa gorgerette la fleur frileuse. Au bout de quelques minutes elle la reprit, la respira

longuement, et la tendit à Sigognac, après y avoir mis furtivement un baiser. Comme elle fleure bon, maintenant! la chaleur de mon sein lui fait exhaler sa petite ame de fleur timide et modeste.—Vous l'avez parfumée, répondit Sigognac, portant la violette à ses lèvres pour y prendre le baiser d'Isabelle; cette délicate et suave odeur n'a rien de terrestre.—Ah! le méchant, fit Isabelle, je lui donne à la bonne franquette une fleur à sentir, et le voilà qui aiguise des *conceitti* en style marinesques . . ." II. p.174—English readers will think not of Marini but of Ben Jonson's song to Celia, "Drink to me only with thine eyes" which Gautier has unconsciously put into dialogue. There is no reason to suppose he knew Jonson, but the resemblance offers good proof of how steeped he was in the conceits of the time in which he has placed his novel.

BENJ. M. WOODBRIDGE

*University of Texas*

#### PHONETICS IN NEW YORK

February 7, 1921.

Managing Editor MODERN LANGUAGE JOURNAL:

The *Notes and News* of the January issue of the JOURNAL contains an item from New York City to the effect that two bodies of teachers in that city had voted to ask for the omission of the question on phonetics from the State examinations. This item is likely to mislead readers of the JOURNAL into believing that there is a decided opposition to the teaching of French on a phonetic basis with phonetic transcription in the high schools of Greater New York and of New York State. Nothing could be farther from the truth. There is a small body of teachers in New York City that is violently opposed to phonetics. The vote in the two associations mentioned in *Notes and News* shows merely what a determined minority can accomplish.

The same minority attempted its 'coup' in 1918, but failed to 'put it across,' thanks to Mr. Wiley, Chief of the State Examinations Division, who sent out the enclosed *Questionnaire to teachers of French* in the high schools of the State. Seventy-five replies were received from New York City, and one hundred and sixty replies from teachers of French in the rest of the State. In New York City, forty teachers were in favor of phonetics, thirty-two sent unfavorable replies, three were non-committal. Of the thirty-two opposed to phonetics, ten were native French, and had never studied phonetics; and thirteen were of other nationalities and had never studied phonetics: leaving only nine teachers with a self-confessed knowledge of phonetics opposed to phonetics. In the rest of the State, results were even more favorable: ninety-six favored phonetics (with phonetic transcription), forty-eight were opposed and sixteen doubtful or non-committal. Of the forty-

eight opposed, thirty-one had never studied phonetics, leaving a total of fifteen, with a self-confessed knowledge of phonetics who were opposed to the teaching of French on a phonetic basis with phonetic transcription.

If the New York City school authorities had been really desirous of finding out the real sentiment of the teachers of French on this question, they would have sent out a circular letter to the teachers, similar to the one which the State sent out in 1918. However, the State Education Department will doubtless supply the deficiency—and not allow itself to be stampeded by a few whose ignorance or self-interest is dictating a policy of reaction in the teaching of French pronunciation.

WILLIAM R. PRICE

NOTE BY THE EDITOR: The Questionnaire referred to in the preceding communication was designed for the purpose of getting definite information in regard to the academic preparation of teachers, whether they had had specific training in phonetics and under what conditions, whether they had actually made use of the phonetic approach to teaching pronunciation, whether they were in favor of this method of teaching pronunciation, with or without the use of phonetic transcription.

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# The Modern Language Journal

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VOLUME V

APRIL, 1921

No. 7

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## THE FUTURE OF MODERN LANGUAGE IN THE HIGH SCHOOL

By R. M. OGDEN

A PERIOD of reconstruction is a period of flux, during which many social changes are both indicated and made possible that in normal times would be of merely speculative or academic interest. The changes now actually taking place in the high-school curriculum are of wide-reaching significance; among them the future of modern-language study assumes great importance.

We all know that the expansion of modern-language study in high schools is of comparatively recent origin, and that German, French, and latterly Spanish in large measure owe their rapid advancement and secure position to the decline of the classics. The latter, long the bulwark of all higher forms of education, have gradually lost their hold. The college course of study has become so diversified that proficiency in the ancient languages can no longer be regarded a fair requirement in preparation for the varied courses which even the small college now offers in its program of liberal arts and sciences. Though many regret the passing of the classics, it can no longer be said that a college course finds them indispensable.

The rise of the modern languages has doubtless been stimulated by the colleges which stood ready to accept this type of training as a substitute for the classics among the requirements for entrance, and likewise among the requirements for graduation. But signs are not wanting that the rigor of this requirement on the part of the colleges is in turn declining. The professional and technical schools of a university seem to find less need of the modern tongues than they once did, and the high schools, realizing that only about one-third of their students will enter any institution of higher learning, whether college or university, normal school or technical

institute, are busy planning courses which bear no relationship and intend no articulation whatever with the schools of an advanced grade.

A severe blow to the study of foreign languages was administered by the war, when German, the most popular and perhaps the most efficient type of modern language instruction which our secondary schools had come to give, was widely and abruptly removed from the curriculum. This, of course, put an added burden upon French and Spanish and also upon Latin, to meet the foreign-language requirements in a course of study that was still in force. The stimulation of teacher-training in the modern-languages was immediately apparent; but the supply of material was far behind the demand, both as to quantity and quality. Many teachers of German took over courses of French and Spanish, but not without a more or less serious impairment of efficiency in the instruction.

Any subject which is effectively taught will always have a good name; but whenever it fails to maintain a high standard of instructional value, through the poor equipment of some or all of its teachers, it will hold its esteem with difficulty—no matter how good a case one can make out for it as a subject. Under such conditions complaints are heard from parents and administrators, and in justifying the requirement of studying a foreign language, one is forced to reconsider its place in the curriculum. It is not enough to assume, merely, that foreign languages must be pursued by a large number of high-school students, either because that has been the rule in the past, or because many colleges require four or five such units for entrance to their courses. The traditional or conventional value of a subject is not sufficient to make it acceptable if it is not well taught; nor is the influence of the college equal to the task of holding a subject in esteem when its place in the curriculum of the high school is attacked. Sooner or later, if the attack is not successfully countered, the college will alter its requirements and withdraw its support. For, after all, the college depends less upon the subject-matter which its entering students may have mastered in the high school than upon a certain level of intellectual maturity and scholarly interest. Practically every high-school subject is found in the college curriculum; it is only in the case of the foreign languages, and to some extent mathematics, that the college course attempts to articulate with and continue a course of study already begun.



The foreign languages have in this regard a peculiarly effective leverage with the colleges. It may be necessary to review and brush up the high points of algebra, geometry, and trigonometry after the student is enrolled in his college course of higher mathematics; with French, German, and Latin he either has or has not the requisite proficiency to continue in the advanced work. But since elementary language-work is also done in the colleges, a student may be readily reduced to the ranks and made to start over again; this is not quite so simple a procedure in the case of mathematics. Still the colleges realize that elementary work in a foreign tongue is not of university grade, and they would be thankful to be relieved of it. Hence they foster these studies in the high school, as being subjects which can be so effectively taught in the secondary school as to yield students trained and disciplined for the work of advanced grade.

But despite the obvious advantage to the college departments concerned in receiving students who have had one, two, three, or four years of sound instruction in a foreign language, there are but four or five departments of study which directly profit from this. Others which might profit indirectly, were they able to assume that their students could read French or German, Latin or Greek, can not do so because experience teaches that such a mastery of a foreign tongue is quite exceptional. Even were the preparation adequate, no single student would have command over all these tongues, nor could any group of students of one class, say in economics or philosophy, be assumed to have such command over a single foreign language that the class could be set to reading treatises in the original.

The question, therefore, becomes vital both to the college and to the high school: Why should either demand the study of a language of which no greater use is or can be made even after several years of tutelage? The classicists were wont to answer this question by a resort to the theory of formal discipline. The study of a classical language trains the mind; it makes one observant and logical in his reasoning; it contributes to his vocabulary in the vernacular, and assists him in the selection of words to express the finer shades of meaning; it trains his memory, and cultivates his appreciation, both of linguistic values, and likewise of ideas, which find so distinguished an expression in the classics.

But, however real these values—and I shall not deny their existence—the fact remains that Greek has practically disappeared from the high school, and is kept alive with difficulty in the college. Latin, though still perhaps the most favored of the foreign languages in secondary schools, has lost its leadership in the college curriculum, and was increasing its enrollment in the high school far less rapidly before the war than was French, German, or Spanish. According to the report of the Commissioner of Education, enrollments in Latin increased between 1910 and 1915, in round numbers, from 400,000 to 500,000; German from less than 200,000 to more than 300,000; French from 95,000 to 135,000, and Spanish from 5,000 to 35,000. The increase in Latin was about 25%; that in German 62%; that in French 42% and that in Spanish still greater.<sup>1</sup> Taken altogether, the three modern languages increased their enrollments from about 290,000 to about 480,000, or approximately 65%.

These figures and others that might be given show clearly that the modern languages were displacing Latin before the war period set in, even though they had as yet barely reached the total enrollment of the classics. What has happened since 1915, I can only conjecture, but with the sharp decline in German previously the most vigorous of the group, it is hardly to be expected that the encroachment of the modern languages upon Latin has become very much more marked, and it is quite possible that the percentage of enrollments in all foreign languages may have fallen off.

With the readjustments in the curriculum which the conditions of war and its aftermath have made inevitable, there must be a further consideration of the educational values attaching to the study of foreign languages in general, and to the modern language in particular. Since 1900 the study of Latin had fallen from an enrollment of approximately 50% of all high school pupils to about 37% in 1915. And while the modern tongues enjoyed their greatest increase during this period, they must have suffered since that time, at least through the decline of German.

What, then, can be said for the modern languages that will justify their retention in the high-school curriculum as an essential feature of the course of study? The claim to special disciplinary values, of which the classical tongues have made so much, has

<sup>1</sup> Inglis, A. *Principles of Secondary Education*. 1918. p. 448 f.

never been emphasized to the same extent by advocates of the modern studies; for the simple reason, perhaps, that these values are of a lesser degree in the modern studies than they are in the classics. Hence, if one would secure first of all the discipline of linguistic study, one might better pursue Latin and Greek. Disciplinary values, however, are by no means negligible in the study of modern languages; and if other and supplemental values can be attributed to French, German, and Spanish, which perhaps do not attach to Latin and Greek, the gradual shift from the classics to the modern tongues may, on the whole be beneficial, and the dominant position of foreign-language study still worthy of continued support.

But what are these supplemental values? First in our minds, is the direct and specific value of a tool useful in life, both in social intercourse and in vocational pursuits. Thus the rise of Spanish to a position of importance in the curriculum was largely the result of a propagandist movement in the interest of establishing closer relations, commercial and social, with our neighbors of the Central and South American republics. But this value has been greatly overrated. Important though it be that we should have a larger knowledge of and a deeper sympathy for the Spanish-American peoples, the history of this enterprise has not been productive of any very direct results, except by awakening an interest in a subject otherwise remote from most of our lives. As a people we are by geographical condition too insular and too provincial to be able to take serious advantage of these opportunities, because the use we can make of Spanish for purposes of communication with Spanish-speaking peoples is so highly contingent as to be almost negligible to the rank and file of high-school students. To be sure, courses in Spanish are desirable for the specific purposes mentioned in certain schools of certain favored localities; but that is quite a different matter from the introduction of Spanish as a usual subject in the standard high school throughout the length and breadth of the land.

On the side of social value, French has perhaps received the greatest amount of support; for French has been the language of polite society, and our own leisure class, particularly the feminine element, has in the past often acquired merit through a smattering of this tongue. Indeed, the cultivation of French against the day

when one should make the Grand Tour of Europe was not, I think, an unimportant factor in promoting and stimulating its study in the high schools. But even though our leisure class should continue to regard the standard trip to Europe as a necessary part of liberal education, the complexion of our student population is changing rapidly with its growth, and we can hardly expect the desires of fond mothers that their sons and daughters should study a bit of French will long remain a dominant influence in shaping the curriculum of our high schools.

The study of German never had so much of this particular incentive, but there were others; for this study grew more rapidly in popularity than either French or Spanish during the years 1890 to 1915. There were various reasons, among which may be noted our relatively large German-speaking population, and perhaps the availability of more and better trained teachers of the subject. However, the war terminated this growth with great suddenness, and even under the most favorable conditions it will require a considerable time to bring German back to the level it had reached in 1915.

Although the study of French, Spanish, and Latin has probably been greatly stimulated by the fall of German, one may seriously question if this is more than an artificial and a temporary growth. For even prior to the war the question had been seriously raised whether the foreign languages were rightly entitled to a favored position in the course of study and a relative decline in their growth was already evident between 1910 and 1915.

To maintain a favored position in the curriculum of the present-day high school a subject must possess both intrinsic and extrinsic values. Of the two the latter are the more easily demonstrable, since they include the various uses to which a certain knowledge or course of training may be put. As already noted, both serious argument and propaganda have been employed in the defense and promotion of study in the various modern tongues for purely practical purposes. Yet the fact remains that few high-school students learn to use these languages effectively, or even find any important occasion either to speak or read them.

A continued decline in support and interest may therefore be expected if the standards of efficiency in teaching modern language are not kept at a high level. The appeal to Tom, Dick, and Harry

must be made on other grounds than that of foreign travel or foreign trade; and while the influence of the college will for some time continue to be felt through its requirements of foreign languages for admission, the day is past when this influence can altogether dominate the high school curricula. If modern-language study is not indicated for a considerable number of pupils in each high school, it will be withdrawn from the curriculum of some schools, as already it has been withdrawn from certain of the Agricultural high schools; and in subordinating it in other schools to special courses it is likely to lose the efficiency to which it had previously attained.

If our analysis is correct the future of modern-language study in our high schools is in no wise assured. We should therefore face the problem squarely, and if possible determine whether we are justified in attempting to save it; and, if so, by what means. The situation is not at all hopeless if our faith in the study of foreign languages as a central feature of the high-school course is substantially and worthily founded. Indeed, the very inertia of existing institutions, curricula, and administrative organizations makes it possible to carry on a lost cause long after a complete and convincing documentation of its defeat has been attested.

And hence the justification of modern-language study will go far to repair fortunes, even though a marked ebbing of the tide may precede its renewed flow. But justification must, I believe, be sought in the intrinsic merit of linguistic study rather than in any general or special utility which it might be supposed to possess, for the utility of a foreign tongue is always highly contingent as regards the average American high school pupil. On the other hand, the intrinsic value of linguistic study is more significant than a superficial view will detect; in that what is here implied happens to be an intangible source both of happiness and of mental efficiency. To be content with oneself is at the root of all effective conduct, and to secure this contentment one must be able not alone to use the necessary tool of language but likewise to enjoy its use. Such contentment is not a selfish pleasure, confined to one's own sense of gratification, but an aesthetic pleasure in whatever work one does to which linguistic expression in any way contributes.

Now the study of a foreign language is an important means of stimulating one's interest in language for itself. Indeed, there are

but two occasions for the arousal of such an interest. The first and most important occasion, though commonly neglected both by teacher and parent, arises during those first few years in which a child acquires his use of language in learning to understand, to speak and to write the vernacular. At this time words signify as words, and not merely as signs for objects and actions. Accordingly, the order of words, their looks, their sounds, their articulation, are all peculiarly impressive and delightful. It is nothing short of an adventure to listen, to speak, to read, and to write. Indeed, the advantage of this interest makes teaching so easy that I sometimes think the child learns his language despite the teacher's aid rather than because of it, so strikingly at variance are the teacher's methods and those that the child naturally employs. However that may be, it is not long before the child's natural interest in words and figures of speech, expressions, phrases, sentence-structure, rhyme, and rhythm, have given place to the set mechanical forms which convey meaning in stereotyped patterns.

The second occasion of gaining a renewed interest in the intrinsic merits of language is through the study of a foreign tongue. Here again one's attention is forcibly called to the parts of speech, and their articulation, to the very forms of thought as they find expression. Without this opportunity few persons without a special talent, which leads them to do much writing or public speaking, will ever give heed to the chief instrument of communication. Slovenly, or at least mechanical in habits of speech, they fail to appreciate the finer shades of thought and feeling, because they lack any effective means of communicating these to others; and thus of engaging in a profitable and enjoyable exchange of opinion in the course of which ideas are created.

The complaint which is perhaps most often leveled at the American student is that he has no ideas, that he is, indeed, uninterested in ideas; if this be true our methods in education must be very imperfect. While some will contend that verbal ideas are formal, and that practical ideas are more important, the truth remains that the practical affairs of life and its adjustments must somewhere originate in a creative act of mind, a vision beyond the horizon of the practical into the realm of the theoretical. The source of all intelligent behavior is the creative effort of a mind which thinks, and to communicate thought there must be a symbolic

medium such as language affords. Hence, our practical theorists in education delude themselves if they suppose that the world's work can be carried on through progressive stages by persons who do all their thinking by manipulations and other bodily adjustments. To become truly educative these adjustments must be formulated and expressed; and language is the chief means whereby we do both. Hence the difference between an educated and an uneducated man is chiefly a difference of linguistic capacity and ability. An uneducated person may be shrewd, he may even be efficient in doing the things which he has habituated himself to do; but he never rises above the source from which he has derived his skill and his technique; for he lacks the capacity of abstract thought, which takes place, not in a vacuum, but only through the medium of an appropriate expression. To be sure, there are persons whose education rests upon other means of thought and expression than those of language. There are the painter, the sculptor, the architect, the musician, the engineer. Yet all these can benefit, they certainly need not be hindered, through an ability to express themselves likewise in words; and words are and ever must be the most important mode of communication, and the most all-inclusive stimulus to intellectual effort.

If, then, one's interest in words in and for themselves is one of the prime requisites for a creative effort of mind, and if without such an interest the mind lacks an adequate stimulus to bring its work above the level of habitual and imitative performance, then it is obvious that the study of language under the most favorable conditions and with the aid of the most sound and effective methods must remain a cardinal element of education.

One can not say that every educated person must have studied a foreign language in order that he may be able to enjoy that contentment of soul which resides in a feeling of mastery over the materials of thought and its expression; but, I think one can say that, lacking a far more adequate method than we now possess for entering into and engaging the young child's original impulse toward linguistics, we must have recourse, at a later time, to some comparative study of language that will again throw into relief the nature of the word and its bearing upon other words.

In this connection I shall not enter into the question whether on the whole a more adequate method of training the young while

they are acquiring the mother tongue, so as to carry this interest continuously onwards, would not be more effective than a later arousal of interest through the study of a foreign language. The ancient Greeks, who seem to have made a success in their education of children and youth, appear to have known and practised such a method, using the vernacular. Nor shall I attempt to determine whether the study of the classics may be more or less valuable than the modern languages as a means of quickening thought and increasing both the happiness and the efficiency of life. There is much to be said on both accounts, and, as far as we can afford to do so, we should continue to offer and encourage both the ancient and the modern languages.

There are very few teachers who, whether by conscious design or by a natural impulse and method, are able to catch the young child's interest in words and preserve it through the years of growth so that language remains for him a living instrument and not a mere external garment of thought. The philosophy of this interest is too subtle for any ordinary course in pedagogy; and without the important adjuncts of music and the dance, which the Greeks employed, it would be difficult to cultivate it with any thoroughness, or with any great confidence as to its positive results. On the other hand, one may bring a student to the realization of the intrinsic value of linguistics by introducing him to the vocabulary, the grammar, and the syntax of a foreign tongue, and thereby create in him anew that spirit of adventure in a field that will inspire him to practice and perfect himself in pronunciation and in composition. The bare bones of a formalized grammatical training will not accomplish this end, because it sets too high a premium upon mere drill and habit-formation. Nor will a "direct method" which over-emphasizes the *Realien* be likely to accomplish more; since again the attention is directed upon the extraneous results of linguistic usage, rather than upon the intrinsic value of language as a medium of thought and expression. But between these extremes a method of linguistic instruction can be found, that is calculated to lead a student into the world of ideas.

If the serious study of foreign languages is at present in jeopardy, so much the greater must be our efforts to repair its efficiency in the course of study, in order that its intrinsic merits, if dimmed by faint-hearted or feeble efforts of instruction, may be



speedily restored to the brightness and lustre of a vitally interesting subject, capably treated.

For after all, whatever the nature of the attack, the fact remains that foreign languages are eminently teachable subjects; instruction in them has long been practised in the school room; the accepted methods are well-conceived and well-adapted to the most effective execution. This can perhaps be said in equal measure of no other subject save mathematics.

When one considers that since the time of Herbert Spencer's treatise on Education [1860], natural and physical science has been accepted as an indispensable feature of the high-school course, and that nevertheless we are still experimenting with regard to an appropriate selection of material and an appropriate method of instruction, one may realize in comparison how firm a hold the study of foreign languages has upon the curriculum, both by reason of its method and by reason of its efficiency as a subject of study. And this is our chief safeguard against the iconoclasm of the present and the future; for though it be difficult on the basis of practical utility to make out the positive case that Mr. Flexner has demanded, for what other subjects of study can a better case be made? Is it carpentry, perhaps, under school conditions so markedly different from those of the shop, and while the practical interests of the child are those of adventure rather than those of daily labor?

The truth of the matter is that a child's interest in words is more concrete and more practical to him than is his interest in building a house after the approved manner of an architect; nor has the adolescent entirely lost all appreciation of the savor that attaches to the fundamental instruments of thought—the word, the diagram, and the number. Accordingly, we need not despair even if this materialistic era of reconstruction does unduly and unreasonably insist upon its pound of flesh. If we have faith, we shall also have hope, and our faith, since it rests upon the truth, should be abiding, and our hope the greater.

To educate young men and young women to be responsible agents, to teach them to observe for themselves, to think for themselves, to express their thoughts, and, in all, to enjoy themselves; this seems to be our chief concern as teachers. The means whereby these desirable results may be accomplished are various; some

overlap, and some are adapted variously to various individual traits and characteristics, but among them all, linguistic training occupies an important and an essential place. The training of a student to understand and to use a language other than his native tongue is not in every case indispensable, but in many cases so, and its positive value as a means of quickening one's intellectual life, and furnishing this with new materials for thought and the creation of ideas, can not be seriously questioned.

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## LE [ɲ]<sup>1</sup> FRANÇAIS OÙ "N MOUILLÉ"

By JEANNE H. GREENLEAF

UN DES sons étrangers le plus fréquemment maltraités par les bouches américaines, est le [ɲ], qu'un certain nombre de livres traitant de la prononciation du français, donnent à tort comme équivalent de [nj] dans des mots anglais comme *onion*, *union*,<sup>2</sup> quelquefois, il est vrai, avec cette restriction: "pronounced as a single sound."

Comment peut-on prononcer *ni* du mot *union* comme un seul son? Cela demanderait une explication qui n'est jamais donnée, et pour cause.

Il est certain que, pour des oreilles peu exercées, le [ɲ] est un son difficile à saisir. Cependant, on pourrait se rendre compte de l'erreur en observant soigneusement les différences de prononciation dans des mots tels que:

<i>opinion</i> [ɔpinjō]	<i>pignon</i> [piɲō]
<i>renier</i> [rɛɲje]	<i>régner</i> [reɲe]
<i>ornions</i> [ɔrnjō]	<i>lorgnon</i> [lɔrɲō]
<i>peinions</i> [peɲjō]	<i>peignons</i> [peɲō]
<i>union</i> [ynjō]	<i>brugnon</i> [bryɲō]

I. Dans les mots de la première colonne: *opinion*, *renier*, etc. les caractères *ni* représentent une *double articulation*.

(1) La pointe de la langue, quelquefois l'avant de la langue se relève et s'appuie contre les incisives ou les gencives supérieures, le voile du palais s'abaisse, l'air sort par le nez. C'est l' [n].

(2) Le dos de la langue se relève vers le palais dur, laissant un passage extrêmement rétréci à l'air qui sort par la bouche. C'est le [j].

Ces deux articulations, *dentale-nasale* et *palatale-fricative*, sont clairement distinctes et non simultanées.

On les trouve représentées aussi par *ni*, dans des mots anglais tels que *onion*, *union*, *opinion*, mais l'*n* anglais est souvent palatisé, tandis qu'il est en français purement dental.

<sup>1</sup> Les caractères phonétiques sont ceux de l'Association Phonétique Internationale. Pour des raisons de clarté, il a été trouvé préférable d'employer ces mêmes caractères dans le reste de l'article, bien que quelques-uns des auteurs cités se servent d' une autre notation.

<sup>2</sup> Voir ma revue critique parue dans *le Maître Phonétique* de Janvier 1913.

II. Dans les mots de la deuxième colonne: *pignon*, *régner*, etc. les caractères *gn* représentent une *articulation simple*, n'ayant rien de commun avec la double articulation qui précède.

L'arrière de la langue s'élève et s'appuie contre le palais, en un endroit qui varie, selon les individus, entre le point d'articulation du [j] et le point d'articulation du [g]. Le contact entre la langue et le palais est absolu, fermant complètement dans la bouche le passage de l'air qui sort par le nez; la pointe de la langue s'appuie contre les incisives inférieures.

C'est une *palatale-nasale*.

Le son anglais se rapprochant le plus de la *palatale-nasale* [ɲ] du français, est la *palatale-nasale* [ŋ] représentée par *ng* dans les mots *singer*, *singing*, *longing*, etc. avec cette différence que, ainsi que cela se produit en général pour les autres sons de consonnes, [d], [l], [n], [g], etc., le point d'articulation du son français est plus avancé que celui du son anglais. En conséquence, [ɲ] a une résonance buccale plus grande que [ŋ] dont la résonance est presque entièrement nasale.

Ce qui, pour des oreilles peu exercées, fait paraître ces deux sons différents l'un de l'autre, est aussi le fait qu'en français, la nasalisation ne commence qu'au moment de la mise en contact, tandis qu'en anglais, par anticipation, le voile du palais s'abaisse pendant la production de la voyelle précédente qui se trouve ainsi nasalisée.

En position finale, le [ɲ] français diffère aussi du [ŋ] anglais, en ce que ce dernier n'a jamais la détente vocalique qui accompagne toujours le son français, en même position, lorsqu'il est clairement articulé, et qui donne souvent l'illusion de la présence d'une voyelle après la consonne.

Cette détente vocalique est indiquée par les appareils enregistreurs. M. Rousselot la note à tort comme un *e muet*. Ce n'est que la vibration des cordes vocales, se continuant après que l'occlusion a cessé et que les muscles sont détendus. C'est un son vocalique qui n'a aucune articulation particulière. En anglais, les cordes vocales cessent de vibrer avant la détente ou réouverture.

Il existe plusieurs variétés du [ɲ] français, déterminées par le point d'articulation, qui se trouve plus ou moins en arrière, selon les individus; il est aussi en partie modifié par la voyelle plus ou moins ouverte qui le précède ou qui le suit.

On peut le produire sans trop de difficulté, en allongeant le *y* de *yes*, puis en élevant la langue au point où elle se trouve, jusqu'à ce qu'elle touche le palais. Si, au moment où la fermeture est complète, on peut baisser le voile du palais et faire passer l'air par le nez, on a une variété de [ɲ] ayant le même point d'articulation que [j].

Ou bien, qu'on se prépare à prononcer [g]. Si, au lieu de laisser l'explosion se produire, on maintient la fermeture, faisant passer l'air par le nez, le [ɲ] qui en résulte est prononcé plus en arrière que le précédent et ressemble conséquemment davantage au [ŋ] anglais.

Ou bien encore, qu'on essaie de prononcer un mot anglais comme *singer*, en position avancée, en rapprochant le dos de la langue du palais dur, le résultat est le même.

Dans tous les cas, il faut se rappeler que l'avant de la langue n'entre aucunement en jeu.

Un bon moyen pratique et plus commode peut-être que les précédents pour les gens qui n'ont pas un parfait contrôle des organes de la parole, est d'essayer de prononcer [n] à l'arrière de la bouche, tout en appuyant un crayon sur la partie antérieure de la langue pour la tenir baissée.

On peut s'exercer à prononcer des mots tels que *peignoir* [peɲwa:r], *baignoire* [beɲwa:r], dans lesquels la position du [ɲ] devant [w], rend à peu près impossible la substitution de [n], si facile devant une voyelle; ou encore les mots *vigneron* [viɲrō], *agnelet* [aɲle], *gagne-pain* [gappē]; le futur des verbes *soigner* [swaɲe], *baigner* [beɲe], *saigner* [seɲe], *peigner* [peɲe], *signer* [siɲe], etc. dans lesquels, grâce à la chute de l'*e*, le [ɲ] se trouve devant une autre consonne et s'appuie sur la voyelle qui précède: [swaɲre], [swaɲra], [swaɲrō], [beɲre], [beɲra], [beɲrō], etc.

Dans cette position, on peut facilement le remplacer par un [ŋ] anglais un peu avancé; mais il faut avoir soin de ne pas nasaliser la voyelle qui précède.

Si un Français essaie de prononcer les sons [m], [n], [ɲ], en bouchant le passage du nez comme s'il avait un fort rhume de cerveau, on entend [b], [d], [g], ce qui prouve suffisamment que [m], et [b], [n], et [d], [ɲ] et [g] ont respectivement le même point d'articulation.

Il est intéressant de noter que la confusion de [ɲ] avec [nj] n'est pas absolument spéciale aux étrangers; seulement, tandis

que les bouches américaines s'obstinent à remplacer [ɲ] par [nj], c'est presque toujours l'inverse qui se produit chez les Français. Dans le parler vulgaire de Paris, *jardinier* devient *jardigner*, *panier* devient *pagner*, *opinion* devient *opignon*, etc.

Il arrive quelquefois que le son [ɲ] correctement prononcé est suivi par erreur d'un [j] supplémentaire; on entend alors *agnieau* pour *agneau*, *signier* pour *signer*. Il est bon de s'habituer à distinguer les trois prononciations qui existent normalement en français dans des mots tels que:

<i>peinions</i> [pɛɲjō]	<i>peignons</i> [pɛɲō]	<i>peignons</i> [pɛɲjō]
<i>renier</i> [rɛɲje]	<i>régner</i> [rɛɲe]	<i>régnez</i> [rɛɲje]
<i>ornions</i> [ɔɲjō]	<i>lorgnon</i> [lɔɲɔ]	<i>lorgnions</i> [lɔɲjō]

En anglais, c'est le [ɲ] final qui est souvent affecté et se change en [n], c'est-à-dire qu'au lieu de faire agir l'arrière de la langue, on en fait agir la pointe. Des mots comme *speaking*, *working*, *pudding*, deviennent alors: *speakin'*, *workin'*, *puddin'*.

Afin d'appuyer la théorie qui précède, je terminerai par quelques citations tirées de livres que j'ai en ce moment sous la main:

"C'est plutôt un [g] nasal qu'un [d].

"L'essentiel dans cette consonne, c'est que la langue s'appuie largement sur la partie médiale ou postérieure du palais.

"L'*n* mouillée est donc une articulation simple fort différente du groupe *ny* avec lequel on la confond souvent. . . . C'est le cas de parler de l'archaïque *l mouillée* dont le mécanisme présente beaucoup d'analogie avec celui de [ɲ] et qui diffère autant de *ly* que [ɲ] de *ny*." (*Rousselot et Laclotte, Précis de prononciation française*, p. 72.)

"Les étrangers de langues germaniques et slaves prononcent le plus souvent une *n* ordinaire qu'ils font suivre de *i* ou de *y*. (*Adolphe Zünd Burguet, Méthode pratique, physiologique et comparée de prononciation française*, p. 61.)

"Pour produire [ɲ] (*n* mouillé), la langue, comme pour *g*, pressant légèrement de la pointe contre les incisives du bas et du dos contre le palais, le voile du palais s'abaisse et le son passe par le nez.

"Deux prononciations sont à éviter pour la prononciation des mots renfermant [ɲ].

"1. celle où la langue ne pressant pas suffisamment contre les dents et le palais, on fait entendre non un [ɲ] mais un *y* faiblement nasalisé.

"2. celle qui remplace [ɲ] par *ny*, par exemple dans *baigner* prononcé *bényé* au lieu de *béjé*. (*Sudre, Petit manuel de prononciation française*, p. 34.)

"D'autres personnes, . . . prononcent simplement [ɲj], avec "un [n] dental, mais palatisé, et ne font aucune différence entre la "deuxième syllabe de *régner* et de *panier* etc. (*Paul Passy, Les sons du français*, p. 94.)

"On ne peut représenter ce son par des signes graphiques, il "faut l'entendre prononcer: c'est le son que rend la terminaison "ng du participe présent des verbes anglais." (*Lesaint, Prononciation française dans la seconde moitié du XIXème siècle*, p. 147.)

Enfin, dans le *Manuel de phonétique du français parlé*, voici ce que dit M. Nyrop:

"Le [ɲ] qu'on appelle aussi 'n mouillée' et qui se retrouve avec "une nuance légère en italien (*gn*), en espagnol (*ñ*), et en portugais "(nh), ne doit pas être confondu avec le phonème composé [n+j]: ce "dernier est celui que produisent le plus souvent les étrangers "qui ne se piquent pas d'une phonétique impeccable; ils prononcent *saignait* comme *c'est niais* (p. 40)."

Il est à souhaiter que semblable confusion puisse être évitée.  
*University of Wisconsin*

## SUGGESTIONS FOR COMBINING METHODS IN TEACHING SPANISH

By NINA WEISINGER

THERE is no prospect of an abatement in the demand for "practical" training in Spanish in our colleges. In the face of our growing trade relations with Spanish American countries the situation is a natural one. Our classes are crowded, and there is among the students, particularly in the beginners' classes where experience has not yet blighted their hopes, an epidemic desire to speak Spanish. As teachers we are expected to demonstrate an immediate and visible, or rather audible, value of the knowledge we seek to dispense. Now, it is legitimate that we strive to meet the demand made upon us. The problem is how best to go about our task so as to secure satisfactory and lasting results.

The wave of direct method teaching seems to be still at the crest, and we would not have it otherwise. For my own part, however, my doubts as to the efficacy of elementary instruction entirely in Spanish were crystallized, and my ardor for the method somewhat cooled, on being told, by an eye witness, of an incident that occurred in the Philippines, where the natives are taught in our government schools wholly in English. In the presence of some visitors a very successful teacher was presenting to her class a reading lesson about Jack Frost. She taught with such vivacity, clearness, and thoroughness that both pupils and visitors were enthusiastic. At the close of the lesson the teacher called for comments and original sentences by members of the class. A big, overgrown, awkward Philippino boy in the rear rose and said with great effort, "Jack Frost he can lay eggs." Evidently something had gone wrong thru the all-English method.

I have tried the direct method long enough to see some of the fruits of it. I have seen others try it. It has most of the points in its favor, and not the least of these is its reaction upon the teacher who is using it. But with our limited class periods and our inability to commandeer for our subject a goodly portion of the



students' time, I am convinced that we shall accomplish more, and do it more effectively, by not adhering too closely to this method. For instance, some words and phrases, as well as many principles of grammar, are difficult to explain intelligently in Spanish to students with a limited vocabulary. Why not explain simply in English in one fourth of the time and put in more drill on the Spanish after it has been made intelligible? Many idioms can best be handled this way.

For the first two years the chief purposes of instruction in Spanish are reading knowledge and colloquial mastery. I do not mean that we are to lose sight of the disciplinary value of language training or fail to create appreciation for the great literature that we have within our grasp, but that the above mentioned purposes are dominant during the period of elementary training. Now, I believe it is true that there is no more efficacious way of testing the student's comprehension of what he reads than to let him translate a bit here and there, when it will become evident whether he understands or merely thinks that he does. Far be it from me to advocate a return to the old days of translation. But have not some of us in our haste to get away from the nothing-but-translation method swung to the other extreme and discarded one of our surest weapons? In the second year, at least, and probably in the latter part of the first year, few reading selections should be handled, I think, without the translation of occasional phrases. The likelihood of being called upon to translate serves also as an antidote to the temptation to prepare the lesson in a slovenly manner which arises from the student's willingness to get the drift of what he reads and let accuracy go.

Suppose I give an illustration, which may be in either a first or a second year class, of a reading lesson by a modified direct method. With books closed the class is first subjected to a rapid fire of questions in Spanish to see if they have the subject matter in hand. The answers should be natural, not always in complete sentences, and each must be accurate in expression. Now and then a student may pass to the board to write his question and the answer. As the questions will always be worded so as to be within the comprehension of the class there will practically never be need for the use of English in this part of the recitation.

Then books are opened and oral reading is begun. There are more questions in Spanish on each portion read, partly to give drill

on expressions and partly to keep the mind of the class on the text before them. For variety the reader, or some other student, asks the questions. Occasionally a phrase or sentence is translated into idiomatic English. But translation of a phrase is not the end of it; the victim has to reread it and then repeat it from memory, while the rest of the class is held responsible for being able to repeat it without looking at the book. Questions on grammar should be asked here and there, in Spanish if the matter is simple, otherwise in English, and the Spanish examples repeated several times. It is excellent practice to change from direct to indirect discourse, and vice versa, with questions on the new version. If it is not possible to cover all the reading selection within the limits of the class period, the teacher should choose beforehand the passages that are most fertile for drill.

The problem of grammar is ever with us and always vexing. It is fatal to ignore it, as some dreamers have wished to do. It is deadening to be too attentive to it. If we could only get our classes to see that grammar merely states how the language behaves, we should give them some incentive to acquire its principles of conduct. To this end we early point out simple principles in the texts used, endeavoring to impress upon the students that grammar is studied not as an end in itself but as a means toward intelligent understanding and use of the language. We are unanimous, I take it, in tolerating none but the inductive presentation of the subject. For a long time the textbook on grammar should be kept in the background; its inning will come when so many principles have been observed and drilled on that a summary of them under the proper topic is natural.

To state principles of grammar in English saves a great deal of time which may be spent in drill on illustrations. A number of examples should be well in mind before a rule is stated, and no principle should ever be repeated except in connection with one or more examples. It is often necessary to provide much oral drill in addition to what is found in the reading text. When possible this drill should relate to the objects in sight of the class and the examples should be volunteered by the students.

Since we now have available a number of beginners' books and easy readers, with varied exercises, prepared for teachers who use the direct method, there is not great danger of our beating the air

and getting nowhere in our elementary instruction, especially if we insist on having the students absorb the lessons into their systems. Furthermore, the student has exercises laid out for him that give him a definite task to work at, and that also give him a clue to what the teacher will do with the lesson. But it is not so easy when novels and other reading matter are taken up, which present only a text, with perhaps notes and a vocabulary. This is where the teacher must exercise his ingenuity, and make wise use of English in conducting the recitation, never letting the emphasis be shifted from the Spanish.

Finally, we can not be too insistent with the students that the whole aim of our study is to get the Spanish: we translate only to be sure that we have the correct meaning of expressions that we wish to acquire use of; our talk about grammar is merely to keep in our minds the proper rules of behaviour to which we wish our use of Spanish to conform; we study conjugations to have at our finger tips any verb form that we wish to employ correctly. With this aim constantly before us it is not likely that we shall go far astray in our efforts to combine methods and find the means of arriving with perceptible speed at the goal of practical knowledge of Spanish. If at last our students can understand most of what they see and hear, if they can use their tongues not too haltingly, if they know some governing principles, and if they feel the importance of accuracy in speech and writing, the college can do no more than send them out to the mercy of a practical world.

*University of Texas*

## SYLLABICATION IN FRENCH AND SUGGESTIONS FOR ACCENTING THE LETTER E

By WM. L. SCHWARTZ

EVERY teacher's experience will show that correct division of French words into syllables, either graphically or phonetically, is hard for English students. Matzke, Cerf, and Giese are wise in emphasizing the statement that correct syllabication is essential to a good pronunciation. As the English language contains so many words of French origin, students are always tempted to divide these words in the English manner, just as the Frenchman twists "fin-ish" into "fee-nish."

In teaching, it is more important to begin with phonetic syllabication, since graphic division of words can be avoided in writing. Perhaps this is not the place to quote rules on such an elementary topic,<sup>1</sup> but I want to call attention to a list of words, chosen purposely to contrast with English, given in Broussard's *Elements of French Pronunciation*,<sup>2</sup> which will serve as good material for use in a review.

accusation	aciduler	alimentation
alliance	animal	balance
bateau	belligérent	bénédiction
bibliophile	cabinet	cathédrale
dépréciation	dérivative	dilapidation
document	domination	éléphant
énergie	famine	fatalité
fatigue	général	génération
illumination	imitation	manufacture
mécanicien	négative	officier
opération	panorama	possibilité
privilège	publication	téléphone
tenable	vilain	vocabulaire

The combinations of words in phrases or stress-groups are really nothing more than longer words to be syllabified on the same principle. That is why children confuse the limits of words, and these sometimes becomes a part of the language: *l'aboutique*, Grk,

<sup>1</sup> See any modern French grammar. E. g. Fraser and Squair, §6; Moore and Allin, §47.

<sup>2</sup> *Elements of French Pronunciation* by J. F. Broussard; Scribners, 1918.

apothêkê, became *la boutique*. Matzke suggested a good exercise for practice with phrases: to count the number of syllables in a group aloud in a monotone, and then to substitute the phrase in the same pitch and quantity.

*Elle était arrivée*, 1-2-3-4-5-6 [*ε-le-te-la-ri-ve*].

I have found it helpful even with beginners to teach them that a syllable ending with a vowel sound is called an open syllable, and that a closed syllable is one ending in a consonant sound, because after they can distinguish between the two kinds of syllables, they can profit by the general principle that an open vowel stands in a closed syllable, and, *vice versa*, that closed vowels are found in open syllables. I was definitely converted to the use of the alphabet of the *Association phonétique* as soon as I realized that the vowel symbols remind the student by their form of whether they are closed (a, e, o, ø), or open (a, ε, ɔ, œ). As the nasal vowels (ā, ē, ɔ̄, œ̄) are also open vowels standing in what are graphically closed syllables, this is another place where this phonetic alphabet gives the explanation of some difficult facts.

During the first few recitations of the school year, it is very hard to start in with the chosen text-book because of the delays that attend the organization of the class. This is the time that I choose to teach my beginners *la Marseillaise* from phonetic characters, selecting it because of the drill on the nasal vowels that it affords. There is enough motivation in the beginner's desire to get concrete results immediately to give the class the correct vowel qualities, aided as they are by the singing. It is "*la Victoire, en chantant*." Next they are made to whisper the words for the sake of the energetic movements of the speech organs required to produce a stage whisper. Lastly, they are shown the text in ordinary spelling. This revelation of the printed verses leads naturally to a discussion of linking and the presentation of a few dogmatic rules.

For instance, a great many mispronunciations can be avoided by insisting from the first day that "ou" is the only combination to be pronounced [u] in French. I contrast emphatically "*Le jour de gloire est arrivé*" with "*Qu'un sang impur abreuve nos sillons*" or "*Conduis, soutiens, nos bras vengeurs*." Then very early in the course students can be shown how to form their own rules for recognizing nasal vowels. Those who persist in uttering an *m* or *n* after nasals are amused when made to close the nostrils and see how the true nasal vowel is then modified but not interrupted;

while a combination like "Queen Anne" cannot be continued because of the pressure on the ear-drums.

Simple dictation lessons are the best means of emphasizing the *z* sound of one *s* between vowels; the *s* sound of double *s*; the use of the softening mute *e* and cedilla (*avançons, changeons*); and the hardening *u* interpolated into *accueil* and *orgueil*. Students of French descent will often find the most difficulty in spelling such syllables, but frequent reference to type-words like *Georges* or *français* will avoid the necessity of quoting long rules.

French diacritical accents first appeared, according to the researches of Emil Hillman and Professor Albert Schinz, in *An Introductory for to lerne to rede to pronounce and to speke French truly*, published in 1532 by Gilles du Guez, the tutor of Queen Mary. The original idea was to help the foreigner, though the placing of accents has grown into one of the great difficulties of modern French. As the *e* is the most frequently marked vowel, and the only one to take the acute accent, even French students who speak the language have difficulty in remembering the spelling when doing dictation exercises. However, if a class goes on and learns the principles of graphic syllabication, the rules given below can be applied and may prove helpful.

(1) The normal pronunciation of *e* in a graphically open syllable is "mute," and the letter needs no accent. Ex. La petite revenait de la classe.

(2) If *e* is not mute in a graphically open syllable, some kind of accent is required: élégant, prêtre, frère.

(3) *E* is never accented in graphically closed syllables. Ex. espoir, trouver, descendu. The few exceptions can be easily remembered.<sup>3</sup>

<sup>3</sup> Aside from proper names, the following list of words where *e* is accented in a graphically closed syllable is almost complete:

Proper names	Grave accent	Circumflex accent
Agnès	abcès excès	acquêt
Arbacès	accès exprès	apprêt
Barrès	agrès grès	arrêt
Damoclès	aloès près	bénêt
Dantès	après procès	conquêt
Hermès	auprès profès	forêt
Jaurès	congrès progrès	genêt
Mendès	cyprès regrès	intérêt
Sieyès	décès succès	prêt
Xerès	dès	têt
Xerxès	ès	Diaresis: Noël

The words *intéressante* and *nécessairement* are good words to choose as types for discussion in class, and should be called to mind when any doubt arises, as in the conjugation of *acquérir*, for instance. In this verb, we need an accent in the present tense, since *nous acquérons* gives us an open syllable, while the fact that there is a closed syllable in *nous acquerrons*, the future form, may convince a hesitating student that no accent is needed. Conversely, if he remembers that *j'appelle* is written without an accent, this fact may remind him to spell it with two l's to create the normal closed syllable.

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## Notes and News

### THE PRESENT STATUS OF GERMAN INSTRUCTION IN COLLEGES AND IN THE SECONDARY SCHOOLS OF NEW YORK

(Statistics taken from a paper read before the New York State M. L. A., Nov. 23, 1920.)

The following questions were sent to some fifty of the leading colleges:

1. Number of students presenting German for admission in 1914, 1919, 1920?
2. Number of students electing German in 1914, 1919, 1920?
3. Are all courses in German still offered?
4. Will German be retained in the curriculum?
5. Do the secondary schools in your vicinity offer German?
6. Is any effort being made to reëstablish German in these schools?
7. What in your opinion is the future of German instruction in the United States?

Nine colleges reported some curtailing of courses; two have dropped German and one will not retain German. Eighteen colleges reported some German instruction in secondary schools and twenty-six, none. Four reported some effort to revise the study in these schools. Only two replies to the last question were discouraging; in general the belief was expressed that German would come back slowly but would never hold the pre-eminent position it formerly had. The following table gives the replies to the first two questions:

	Admission German			Elective German		
	1914	1919	1920	1914	1919	1920
Amherst.....	63	46	....	138	53	....
Barnard.....	112	96	43	361	98	92
Bates.....	35	16	19	130	57	70
Boston University.....	51	46	44	221	89	180
Bowdoin.....	....	....	15	250	78	99
Brown.....	58	105	100	....	87	82
Bryn Mawr.....	172	121	62	33	4	6
Clark.....	19	41	26	58	40	44
Colby.....	12	6	....	110	22	....
Colgate.....	....	....	106	132	125	105
Columbia.....	....	....	....	....	....	270
Cornell.....	....	....	....	444	253	272
Harvard.....	793	443	338	1101	714	793
Hobart.....	42	64	33	34	24	13
Illinois.....	....	....	....	810	300	325
Knox.....	....	....	42	150	20	27
Lehigh.....	....	....	87	....	....	108
Maine.....	....	....	....	275	128	....
Michigan.....	....	....	....	1700	500	602
Middlebury.....	32	38	24	138	5	11



	Admission German			Elective German		
	1914	1919	1920	1914	1919	1920
Nebraska.....	200	0	37	642	107	83
N. Y. State College for Teachers.....	104	102	53	199	78	46
N. Y. University.....	287	196	....	417	279	....
Northwestern.....	....	....	....	661	270	....
Oberlin.....	196	169	....	450	45	....
Ohio State.....	....	....	....	1101	208	235
Ohio.....	180	0	0	450	42	58
Pennsylvania.....	....	....	....	1562	881	688
Princeton.....	448	144	152	284	187	162
Rutgers.....	....	....	123	....	....	86
St. Lawrence.....	18	46	39	75	0	39
Stanford.....	....	....	....	472	254	240
Stevens.....	83	90	79	80	0	0
Syracuse.....	428	240	232	320	165	125
Trinity.....	....	....	....	91	69	69
Tufts.....	95	96	107	190	106	116
Vermont.....	....	15	34	140	55	66
Wellesley.....	....	....	98	....	....	17
Wesleyan.....	....	....	39	166	205	184
Wisconsin.....	....	....	....	1788	415	473
Vassar.....	229	123	76	456	83	60
Union.....	101	137	74	75	12	18
Williams.....	89	43	47	275	136	127
Yale.....	....	....	334	....	365	235

The women's colleges show a greater decrease than the men's as the following table indicates:

	1914	1919	1920
Barnard.....	361	98	92
Bryn Mawr.....	33	4	6
William Smith (Hobart)...	15	4	3
Vassar.....	456	83	60
Wellesley.....	186	15	17

The reports of the College Entrance Board and the New York Regents Examinations show the decrease in German instruction in the secondary schools:

College Entrance Board:

	1914	1915	1916	1919	1920
Greek.....	708	738	382	377	352
Latin.....	5641	5979	11065	7956	7645
French.....	2309	2363	4602	5990	7440
German.....	1971	2016	3783	2250	1784
Spanish.....	24	30	92	283	607

New York Regents' Examinations:

	1914	1915	1916	1917	1918	1919	1920
Greek.....	390	440	535	497	379	335	256
Latin.....	32485	31609	33830	29457	28705	28155	29586
French.....	8850	10034	11263	10873	12232	12678	19073
German.....	22792	26738	28359	21728	19509	13435	4207
Spanish.....	448	618	878	1087	2014	3732	5908

The following questions were sent to 150 secondary schools in New York State, selected as representative of the 761 High Schools and 206 Private Schools of the state:

1. Is German taught in your school?
2. Number of pupils in first-year German?
3. Number of pupils in second year German?
4. Is any effort being made to reestablish German in your school?

To question no. 1, 46 High Schools and 8 Private Schools replied "no" without comment; 10 High Schools and 12 Private Schools replied "no" with comment, generally favorable. In 11 High Schools and in 5 Private Schools German is offered but not elected.

10 High Schools report the following classes:

	1	2	3	4	5	6	7	8	9	10
1st year.....	100	6	..	26	12	7	..	..	..	..
2d " .....	18	100	2	..	15	..	50	10	6	15
3d " .....	27	70	..	6	..	..	..	..	..	..

13 Private Schools report the following classes:

	1	2	3	4	5	6	7	8	9	10	11	12	13
1st year.....	3	13	.	4	10	.	35	4	..	11	4	6	6
2d year.....		4	4	14	14	1	4	30	2	13	9	3	8

58 High Schools and 13 Private Schools reported no effort being made to reestablish German.

30 High Schools and 17 Private Schools reported German not dropped or some effort toward its reestablishment.

By order of the Board of Education German is to be reestablished in the schools of Greater New York in February if enough pupils elect it, 60-70 being the required numbers.

MORTON STEWART

*Union College*

#### MODERN LANGUAGE ENROLLMENT IN UNIVERSITIES AND COLLEGES

Early in November 1920 a letter was addressed to the heads of the German departments of about 270 universities and colleges and about 40 secondary schools and larger city high schools throughout the country for the purpose of gathering information regarding the amount of instruction in the modern languages, especially German, during the past eight years. About 150 of the universities and colleges and 20 of the secondary schools returned the questionnaire with more or less complete data. As the questionnaire was sent to the heads of the German departments the information is more complete for German than for the other modern languages.

German as a high school subject has vanished or reached almost the vanishing point in many States, e. g. Iowa, Indiana, Maryland, North Carolina, Washington, Montana, New Mexico, etc. In Minnesota about six high schools are offering courses. Of 140 secondary schools in New York State, 93 have no German instruction. New York City prohibited German instruction for beginners from Sept. 1918 to Sept. 1920 with the result that the enrollment during that time dropped from 13,000 to 60. There was not enough demand to warrant the starting of courses last fall. The present enrollment in French is 19,084 and in Spanish 28,339. There is no German taught in the high schools of St. Paul, Baltimore, Seattle. This is true of the Northeast H. S. in Philadelphia. Six high schools in Milwaukee have now 240 in German; two in Chicago (John Marshall and University) have 47 students in German. In Buffalo the Masten Park H. S. has 235 now, to 375 in 1913. The Boston English H. S. alone shows an increase in German—460 now, to 300 in 1914. During the same period French has increased from 1330 to 1440 and Spanish from 330 to 470. In the few preparatory schools from which questionnaires were received German has still been retained with an average enrollment of about one-fifth the pre-war number.

The grade of courses in German in the universities and colleges is in general quite different now from that of several years ago. The fact that many of the high schools offer no opportunity for beginning German has made the greater amount of college German at present quite elementary. In some institutions German is required for advanced courses in Medicine, Chemistry, Biology, etc., and now the college offers many a student his first opportunity to satisfy these requirements. For example the present large enrollment in elementary German in Harvard (525) is due to an old and still unchanged requirement of elementary German and French for the bachelor's degree.

It will be noticed in the following table that the women's colleges have suffered a greater decrease in German than other institutions, e. g. Wellesley, Mount Holyoke, Goucher, Wells, etc.

## MODERN LANGUAGE ENROLLMENT IN THE UNIVERSITIES AND COLLEGES

Institution	Ger. Faculty		German			French			Spanish		
	1914	1920	1914	1919	1920	1914	1919	1920	1914	1919	1920
Adelphi.....	1	1	75	25	30	100		125			
Akron Munic. U..	2+1*	+1*	153	27	33	81	151	147	0	64	84
Alfred.....	1	+1	40	4	23	53	54	74	12	95	53
Alma.....	1	1	50	12	20	30	42	67		18	28
Amherst.....			138	53							
Arkansas U.....	2	1		15	18			140			80
Baldwin Wallace.	1+1	+2	74	17	18	43	64	122	12	20	42
Barnard.....	4	2+1	343	76	101						
Bates.....			130	57	70						
Bethany.....	1	1+1	49		3	43	53	91		37	51
Boston U.....	1+1	2+1	254	89	180	265	310	342	59	103	98
Bowdoin.....			250	78	99						
Bradley Poly....	3	0	164	0	0	80	103	126	0	25	50
Brown.....			87	82							
Bryn Mawr.....			33	4	6						
Bucknell.....	2+1	+1	172	8	13	80	275	305	0	55	133
Buffalo U.....		+1		40	46		122	156		14	17
Butler.....	1+1	1	120	16	25	81	350	400	15	50	75
California U.....	9+1	7+1	1559	464	538						
Carlton.....		+1		38	42		279	323		124	183
Carrol.....					25			59			54
Case School.....	3	0	445	0	0		572	343			131
Centre.....	+1	+1	52	28	32	43	64	52	0	75	92
Cincinnati U....	3+2	2+1	320	118	131						
Clark.....			58	40	44						
Colby.....	2	1	200	150	168						
Colgate.....	2	2	153	125	106	85	188	200	11	56	66
Colo. Teachers...	1	0	40	0	0	40	50	48	20	125	140
Columbia.....		7			476						
Conn. Women's College.....		1			27						
Cornell Col.....	1+2	1	201	42	48	70	295	230	2	49	110
Cornell U.....	7	4+1	420	245	275		783	852		408	462
Delaware.....	1	1		24	22						
DePaul.....	1+1	1+1	65	6	42	50	80	90	39	32	44
Des Moines.....	1	0	51	0	0	30	67	60	6	19	8
Dickinson.....	1	1	200	120	175						
Doane.....		+1	25	4	8	35	30	30		18	18
Franklin.....	+2	+1	120	30	11	38	134	179		40	49
Georgia U.....	2	1	125	50	30	125	200	200			
Goucher.....	2	1	160	42	32	132	434	381	0	214	293
Grinnell.....	4	1+1	307	46	57	250	500	496	30	90	136
Gustavus Adolphus.....	1	+1			25			59			17
Hamilton.....					85						
Harvard.....	10+4	10+1	932	679	805						
Heidelberg.....					0			153			98
Hillsdale.....	1+2	0	53	0	0	38	135	78	15	25	35
Hiram.....			46	8	4	31	122	137	5	42	65
Hobart.....	1+1	+2	46	34	32	53	67	63	3	6	33

\* Note: The numbers in columns 1 and 2 represent full and part time teaching positions, i. e., 2+1=2 full time +1 part time positions; +1=1 part time position, etc.

Institution	Ger. Faculty		German			French			Spanish		
	1914	1920	1914	1919	1920	1914	1919	1920	1914	1919	1920
Hunter.....	9	4+1	739	371	341	739	550	441	0	138	133
Idaho U.....	2	1+3	170	35	29	62	182	191	24	112	185
Ill. State Norm...	1	0	55	0	0	....	45	40	....	15	18
Illinois U.....			810	300	325						
Indiana.....		3	....	69	146						
Industrial Arts...	+1	0	60	0	0	40	190	120	0	112	171
Iowa U.....	9+1	3	875	229	257						
Iowa St. Col.....	5+1	+1	269	36	61	87	244	230	49	80	40
William Jewell...	1+1	+1	100	24	13	35	107	56	20	70	60
Johns Hopkins.....		3	....	58	90						
Kansas U.....		3+1	....	150	146	....	711	523	....	694	767
Knox.....	1	+2	117	18	27	81	262	223	0	111	128
Lehigh.....					108						
Lawrence.....	2	+1	....	25	40			388			171
Louisville U.....	1	1	52	28	22	40	164	140	10	15	18
Marietta.....	1	+1	89	15	23	61	128	121	0	93	104
Miami.....	2	1	175	31	40						
Michigan.....			1700	500	602						
Middlebury.....	2	+1	376	10	11	255	327	235	....	167	94
Milwaukee State Normal.....	1+1	+1	75	34	45	20	151	111	....	30	53
Minnesota.....	11	9+2	1060	571	532	636	1471	1246	104	583	747
Missouri U.....	5	2	241	109	145	256	559	594	105	299	456
Mo. St. Teachers.	1+1	+1	150	7	3	0	29	12	....	....	4
Montana U.....	1	0	....	0	0	....	256	174	....	226	202
Morningside.....	1+1	1	191	32	35	....	193	175	....	58	82
Mount Holyoke...	4	1+2	276	58	53	192	308	301	17	92	93
Mount Union.....					0			161	....	....	40
Nebraska U.....	6+2	1+1	762	102	92	379	1102	898	96	577	806
Neb. St. Norm...	1	0	75	0	0						
Nevada U.....	1	+1	40	2	23	49	65	113	23	90	106
New Mexico U...	+1	0	17	0	0	24	37	23	25	90	92
N. Y. Col. of City	7	2+1	....	178	137						
N. Y. St. Teachers			199	78	46						
N. Y. University.			417	279							
North Carolina U.	3	3	238	129	120						
Northwestern U..	7	4	650	270	251			1150			345
Ohio State U.....	6+2	4	939	208	235			1637			1494
Ohio U. of.....	2	+1	177	0	24	84	230	231	19	187	236
Ohio Wesleyan...	3	1	471	33	38	300	805	591	100	361	415
Okla. Baptist U..		0	....	0	0	....	60	70	....	30	80
Oklahoma U.....	3	+1	169	0	7	82	400	442	52	443	644
Otterbein.....					5			218			31
Pacific.....	1	+1	56	3	2	49	61	48	35	52	80
Pennsylvania U..			1562	881	700						
Pennsylvania Col.	1+1	1+1	263	140	200	101	102		15	36	....
Pittsburgh U.....	3+1	2+3	393	172	161	293	734		49	419	....
Princeton.....	7	4	284	192	188	480	710	763	107	265	304
Puget Sound.....					7			41			30
Reed.....	1+1	1	72	30	28	51	75	63	0	22	23
Rice Institute....	1+1	1	80	29	38	108	204	203	....	155	267
Rochester U.....	2+1	1+1	206	67	88	122	352	415	12	49	56
Rose Poly. Inst...		+2	75	0	0	150	125	130	20	25	40
Rutgers.....	3	2	147	99	68	84	187	173	7	45	123

Institution	Ger. Faculty		German			French			Spanish		
	1914	1920	1914	1919	1920	1914	1919	1920	1914	1919	1920
St. Catherine....	1	1	51	22	23	25	140	102	0	65	44
St. Lawrence.....			75	0	39						
St. Olaf.....	1+1	1	167	44	46	39	165	149	0	43	67
Santa Ana.....			0	0	0		25	33		25	30
Simpson.....	1+1	0		0	0		107	78		60	82
Stanford.....		5	472	247	254						
Sweet Briar.....		+1		13	9		277	297		65	56
Syracuse.....	7	3	1200	540	620						
Tennessee U.....	1+1	1	153	41	35	80	248		17		
Texas Christian..	1	+1	85	11	5	62	140	128	72	158	148
Texas U.....	8+1	2+1	711	153	175	311	1009	794	565	1301	1376
Toledo U.....	1	+1	55	29	4	68	263	153	98	186	106
Transylvania....	+2	+1	58	25	20	37	115	115	19	50	43
Trinity.....			91	69	69						
Tufts.....	1+3	+2	177	107	120	169	237	250		76	61
Ursinus.....	+2	+1	65	13	24	80	111	125		64	73
Union.....	1+2	1+2	143	138	94	131	169	145		53	58
Utah Agricul....	+1	+1	40	2	5	50	78	77	15	20	8
Utah, U. of.....			241	69	54	176	280	268	83	161	237
Valparaiso.....	2+3	+1	473	56	44	70	190	89		218	122
Vanderbilt.....	2	1+1	180	103	82		325	352		215	302
Vassar.....	5+1	2	428	85	63	513	676	686	24	214	197
Vermont U.....	2	1	160	54	64	157	400	384	28	225	215
Virginia U.....	1+1	1	119	82	53	113	379	378	21	271	366
Washburn.....	2	1	192	20	17	87		103	40	155	214
Washington U....	4	2+1	192	119	112						
Washington, U. of	7	1+1	606	78	89						
Washington, St.								938			373
College.....					21			169			105
Washington & Lee	1+1	1	111	87	92	105	174	191	14	109	190
Wellesley.....	8	2	186	15	17						
Wells.....	2	1	110	20	22						
Wesleyan.....	2	3	166	205	184						
West Virginia....	2	2	115	75	60						
Wheaton.....	2	1	60	21	33	119	128	148	14	25	35
Whitman.....	1+1	+1	100	0	25	53	111	97	10	117	150
Wilberforce.....	+2	+2	47	15	42	15	92	125			22
Wisconsin.....	19+8	6+3	1802	414	473	1123	2757	2410	232	1301	1560
Worcester Poly..	2	1	150	100	110	60	125	115		35	35
Yale College....	5+1	1+4	523	151	120	554	611	625	103	126	195
Five institutions	1+1	+1	80	10	15	20	100	100		45	50
from which the	1+1	1	125	52	30						
request was made	1+1	1+1	67	25	10	69	160	144	30	46	111
not to publish	2+1	1	240	27	16	37	250	166	0	33	39
information	4	2+1	275	136	128	248	334	298	17	259	275

Enrollment in *Italian*: Goucher 44; Grinnell 3; Hunter 8; Kansas U. 14; Minnesota 17; Mount Holyoke 18; Northwestern 24; Ohio State 23; Ohio U. 5; Oklahoma U. 14; Rochester U. 19; St. Catherine 19; Simpson 9; Texas U. 8; Toledo U. 4; Tufts 12; Vanderbilt 6; Vassar 73; Vermont 4; Washington U. 9; Wheaton 6; Wisconsin 35; Yale College 11; Utah, Univ. 7; Princeton 33.

Enrollment in *Scandinavian*: Gustavus Adolphus 52 (Swedish); Minnesota 120; St. Olaf 268 (Norse); Washington U. 64.

## A SUMMARY OF THE ABOVE STATISTICS

In 109 institutions which sent in complete data there has been a decrease of 159 full teaching positions in German (292 in 1914; 133 in 1920).

	Number of Institutions	1914	1920	Number of Institutions	1919	1920
German.....	116	31,990	11,486	115	11,488	12,159
French.....	76	10,177	19,501	87	24,652	22,689
Spanish.....	81	2,049	12,545	84	12,385	14,890

RICHARD JENTE

*University of Minnesota*

## LEGISLATION IN NEBRASKA

Two years ago, when the Nebraska state legislature passed the Simon language law which prohibited the use and the teaching of any foreign language in any and all schools, public, private, denominational and parochial, below the eighth grade, the people of Nebraska supposed that the matter was settled definitely and permanently. The re-introduction of the Norval bill, however, at the beginning of the present session opened up the whole question again.

The new bill proposed to repeal the Simon law and to substitute in its place a bill declaring English to be the official language of the state, and demanding that the common school branches be taught in English only. Another provision of the bill fixed five hours as the school day.

The author of the bill claimed that his purpose in introducing this last section was to prevent the teaching of the common branches for a short time in English, and then changing to a foreign language for the rest of the day; but many seemed to be suspicious and felt that it left a chance to devote an hour or two to foreign language after the five hours of school work in English. After a long and heated debate, the Senate finally passed the bill, amended, however, by the educational committee to such an extent that it has almost completely lost its original form and now incorporates the bill which it was meant to displace, with additional provisions for its enforcement. The section fixing five hours as the school day was stricken out.

According to the new law, however, the use of a foreign language on the Sabbath day in religious service or in the giving of religious instruction is not forbidden, neither is a person prohibited from teaching in his own home any foreign language, nor from employing a private tutor therein for that purpose.

A. S.

## WESTERN PENNSYLVANIA

SPRING MEETING. The spring meeting of the Education Association of Western Pennsylvania was held on Saturday, March

12th, the Modern Language Section meeting in the Schenley High School.

The Spanish Department of the Peabody High School has a novel device for sustaining interest in its work in an orchestra made up of students in the department, which plays Spanish music and leads in the singing of Spanish songs.

Most of the Pittsburgh high schools report a large increase in the number of students taking French and Spanish in the second semester.

Almost without exception, the high schools of the Pittsburgh district report the largest registration in French and Spanish in their history, with little numerical advantage in favor of either in the beginning courses, but with French considerably stronger in the advanced courses.

Miss Margaret Ruth of the Wilkinsburg High School, with her staff, has a French Club that is an extraordinary tribute to the popularity and spirit of the work in her department. There is an average attendance of one hundred and fifty, made up principally of students in the department, but including also a number of French people living in the neighborhood. An audience of this size requires a carefully planned program and excludes a number of the most common devices of entertainment. A recent program included vocal and instrumental music, a sketch, "Séance d'affaires," fables, reading of "Le Sergent" by Paul Verlaine and a comedy, "L'anglais tel qu'on le parle."

Miss Mary H. Morgan of the Peabody High School and Miss Mary Potter of the South Hills High School, both of Pittsburgh, spent from February to September of last year in Spain, combining several weeks of travel with a complete course at the University of Madrid. Both Miss Morgan and Miss Potter have flourishing Spanish Clubs in their schools and have developed a number of original methods for sustaining the interest, most interesting among which is a student orchestra made up of members of the clubs, which renders selections of Spanish music and leads in the singing of Spanish songs. Both have also been successful in encouraging correspondence between their students and students in the schools of the various Spanish speaking countries, the correspondence of this year being with Peru and Porto Rico.

Negotiations are under way looking toward the affiliation of the French Club of the University of Pittsburgh with the Alliance Française. A similar arrangement has already been made at Washington and Jefferson College.

Professor Gaston Louis Malécot of Washington and Jefferson College is of the opinion that the interest in French is still strong in Western Pennsylvania, as, of a number of subjects in which night courses were offered in that institution, French was the only one for which there was a sufficient demand to justify continuing the course.



Mademoiselle Marguerite Clément was the speaker at the meeting of the Pittsburgh group of the Alliance Française on February 25th. She spoke on "La jeune fille française comme elle se dessine aujourd'hui dans la vie et dans la littérature." She made the interesting observation that, if French literature lacks the psychologically true types of the young girl that are so numerous in English literature, it is because French conventions do not permit the authors, principally men, to study her in the original. They must consequently rely on second-hand information for their knowledge of her, which precludes real understanding.

W. H. S.

M. L. T.

The Association of Modern Language Teachers of the Central West and South will meet at the Hotel Sherman in Chicago on May 6 and 7. The first meeting will take place on the evening of May 6, when the members will dine together and listen to the address of the president, E. W. Olmsted of Minnesota. The regular program, which will be sent out later, will announce the procedure of the general and sectional meetings that will take place on Saturday, May 7. It is hoped that there will be a large attendance from the region within 200 miles of Chicago.

C. H. HANDSCHIN,  
*Secretary-Treasurer*

The second semester of the University of Idaho has opened very auspiciously with full enrollment in the Modern Language Department. A new course in conversational German was started in compliance with the written request of eight students. For next year the Spanish curriculum has been enlarged so as to meet the demands of students who wish to major in that department. The Spanish section is planning to put on a Spanish play this semester.

It has been officially announced that the teaching of German will be resumed in the public schools of Washington, D. C., next year.

German has been reinstated in the high schools of Chicago, Minneapolis, New York City, Providence, R. I. Boston never discontinued this language in its high schools.

Professor A. B. Faust, head of the German Department of Cornell University, expects to sail for Europe April 9, on sabbatical leave.

Dr. Leonard Bloomfield, Assistant Professor of Comparative Philology and German at the University of Illinois, has been appointed professor of German and Linguistics at Ohio State University in the place of Professor Sarah Barrows who resigned last August.

Professor L. A. Roux of Newark Academy (New Jersey) will give two courses in French for teachers at the coming summer session of Cornell University.

The following officers have been chosen by the Southern California M. L. A.:

President: A. B. Foster, Hollywood High School,

Secretary: Nanette Aiken, Lafayette Junior High, Los Angeles.

Treasurer: Y. P. Rothwell, Pomona High School.

#### WASHINGTON NOTES

Professor G. W. Umphrey, of the University of Washington, who returned to Seattle the first of the year after six months in South America, writes as follows: "Personally, my trip was highly satisfactory. I visited several of the most important universities of South America, and as representative of the Institute of International Education delivered in Spanish about twenty lectures on certain aspects of contemporary life in the United States. The nature of my mission and a good supply of letters from the Director of the Inter-American Division of the Institute gained for me the courteous attention of educationists and publicists everywhere, so that I had an exceptional opportunity to see at close range the best side of Latin-American civilization. I gained new inspiration and much material for my university courses in Spanish-American Life and Literature."

Professor Umphrey was granted the degree of Doctor of Letters by the old University of San Marcos, Lima, Peru, and all of his lectures were accepted for publication by various literary and educational journals.

Lincoln High School, Tacoma, shows a marked increase in beginning Spanish over the first semester, although the entering Freshman class is as usual smaller than that in September. The enrollment for the Lincoln and Stadium High Schools for the second semester is as follows:

Lincoln...	Total Enrollment 1789	Greek		Latin		French		Spanish	
		Beginning	Total	B.	T.	B.	T.	B.	T.
		..	9	80	217	63	178	192	373
Stadium..	1940	..	..	107	328	106	345	162	428

"Entre Nosotros," the Spanish Club of the Stadium High School, Tacoma, after one term of holding its meetings on alternate Fridays in lieu of class work has now been extended to a school organization open to students of the Spanish department who have finished one year of Spanish with a standing of 80%.

The Scandinavian Department of the University of Washington has an enrollment of 58 for the second quarter. The enrollment in French is 884; Spanish, 444; Italian 8. The total enrollment of the University is 5248. The small number enrolled in Italian is due to a blunder in the published schedule; the normal number is 15 to 20.

Professor Raffaello Piccoli of the University of Pisa gave a series of lectures at the University of Washington during February, upon Italian education, literature, philosophy, history and art. Professor Piccoli gave an excellent impression of his country. His unusual command of excellent English added much to the enjoyment of his large audiences.

Professor P. J. Frein of the University of Washington has recently been appointed a member of the Board of Administration of the Alliance Française of the United States.

The Alliance Française of Seattle has just received from the French Government a gift of one thousand francs to be used in its work in that city.

G. I. L.

The Boys' Technical High School of Milwaukee reports that during the fall semester a circular was issued to all the pupils to ascertain how many would care to have the school offer a foreign language and which language they would prefer. At the same time the matter of language preference was referred to the surrounding universities, also Cornell and Boston Tech. As a result of these inquiries, Mr. J. D. Deihl now has a class of 23 students studying German.

The high schools of Minneapolis have introduced the study of German beginning this present semester. We are informed that this was the action of the school board in response to a petition signed by many parents and tax-payers.

B. Q. M.

## Reviews

1. *DER GEISTERSEHER VON FRIEDRICH VON SCHILLER* herausgegeben von R. A. COTTON. Oxford: Universitätsverlag, 1920. 95 pp.
2. *ROLAND UND BEOWULF. ZWEI HELDENGESCHICHTEN* herausgegeben von H. E. G. TYNDALE. Oxford University Press, 1920. 96 pp.
3. *SIEGFRIED. NACH SCHALK'S DEUTSCHEN HELDEN-SAGEN* bearbeitet und herausgegeben von A. E. WILSON UND A. MEYRICK. Oxford University Press, 1920. 109 pp.

The three booklets are all numbers of the Junior German Series published by the Oxford University Press, primarily, doubtless, for use in England. Excellent in typography, with an unpretentious but attractive limp-cloth binding, they present outwardly a most pleasing appearance. The apparatus is that usually found in "compromise" direct-method books; text, German questions, exercises, German-English vocabulary. Nos. 1 and 2 have, in addition, a page or two of Notes.

As to availability for the class-room, the pro and con in the case of the *Geisterseher* need not here be rehearsed. Of the outlines of the heroic legends, the *Beowulf* number alone can lay claim to an appeal. The *Roland* and the *Siegfried* have been modernized and sentimentalized to a degree and are signally devoid of all literary quality.

(1) The text seems printed with care (read *heute abend*, 13, 6; *Genugtuung*, 13, 11). The *Fragen* cover the text fairly adequately. Little or no exception can be taken to their German (faulty punctuation, 56, 11; 57, 6; 59, 2; *geschichte*, 58, 7). The *Aufgaben* are probably the best part of the book, the part on which the most care has been bestowed. The *Anmerkungen* are haphazard, scrappy, and inaccurate. In the introductory note on Schiller and the *Geisterseher* we are told that Schiller died in 1806, that the *Geisterseher* appeared in 1788, and that the *Thalia* was a "monatliche Zeitschrift." We are not told that the text as presented is a fragment of a fragment. It seems a pity that direct-method books should so commonly prejudice their cause through such a disregard of the demands of scholarship.

Throughout, for better and worse, the edition shows considerable dependence on that of Joynes. The editor does not appear to be familiar with the Notes of the *Säkular-Ausgabe*.

(2) Although this is not indicated on the title-page, Roland and Beowulf are, like Siegfried, taken from Schalk's *Deutsche Heldensagen*. As remarked above, the Beowulf has by far received the more sympathetic treatment. Roland is a curious *Mischmasch* of archaic language and modern sentimentalism.

The *Anmerkungen* give a few general remarks, couched here and there in impossible German (p. 74: auch Karl musz die Niederlage rächen=auch musz Karl die Niederlage rächen; p. 76: Einwohner des Küstenlandes). There are similar, even if not numerous, slips in the *Fragen* (p. 49: Mit welcher Absicht wollte Ganelon seinen Herrn bewegen?) and *Aufgaben* (p. 65: einen Mord tun). In both (1) and (2) the pronoun of address used toward the pupil is *du*, whereas in (3) it is the plural *ihr*, but capitalized, one is at a loss to know on just what grounds.

(3) The *Übungen* are skillfully devised and of great variety. That stilted or archaic constructions (die seiner wartete, p. 46) should occur in the *Fragen* may be ascribed to the nature of the text itself. A curious phenomenon, met again and again in direct-method texts, is in striking evidence. Words of the text proper are assumed to be unknown even where they are of the most common and every-day kind, while words and expressions occurring in the Apparatus are *ipso facto* regarded as being known. Thus, to take only a single page of the *Fragen* (p. 48), *sich benehmen*, *Zweikampf*, *währen* are foreign to the Vocabulary, which, on the other hand, carefully registers *Vater*, *Mutter*, *alt*, *jung*, *lieben*. The observation does not, to be sure, apply with any greater force to No. 3 than to Nos. 1 and 2.

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EXERCICES FRANÇAIS, ORAUX ET ECRITS, AVEC PRÉCIS DE GRAMMAIRE, *Première Partie*, pp. IX + 218, *Deuxième Partie*, IX + 257, par M. S. PARGMENT, de l'Université de Michigan. The Macmillan Company. 1920.

These two volumes are published with a view to furnishing abundant material for practice in the study of French. They embody a method which, while composed of elements not new or original, taken as a whole presents an ingenious and distinct contribution to the methodology of modern language teaching. The author describes the method as that of "concentric circles." He means, one judges, that while each lesson presents a rounded whole in that it teaches vocabulary, grammar and composition, it constitutes, as compared with its predecessors, a widening in the knowledge of the subject matter.

Vocabulary is taught through the question and answer method. Each exercise of this type has, at the end, a brief vocabulary fur-

nishing the important words from which the answers are to be constructed. Vocabulary is also taught through "Idées Contraires" exercises. Grammar, theoretical grammar, is least emphasized. Its study is to be inductive and practical, and not by means of the *a priori* statements that constitute the accepted way in most high schools and colleges. Very interesting exercises made up of sentences to be completed, or sentences in which the proper tense and mood of a given infinitive are to be supplied, or in which the adjective is given in the masculine and the correct form is to be substituted, constitute the means for practical study of grammar. Finally, an element not least significant and yet sadly neglected in most elementary text books of French: practice in original composition, leading to the capacity for self expression in the language. This form of exercise is stressed. Every fourth lesson offers plans for original composition based on some selected topic.

While, viewed as a whole, the method offered by Mr. Pargment is novel and ingenious, aiming to bring about the results that the reformers of modern language teaching of today are seeking, questions may be raised on the following points. In the first place, is not the work in unfinished sentence exercises of a kind that would cause the interest and effort of the student to slacken? He has to re-think, indeed, the entire sentence in order to supply the missing part, yet the sentence, as a whole, appears taken out of the sphere of his constructive effort and will not mold his consciousness as would a sentence which he has constructed himself, entire.<sup>1</sup> In the second place, the question again may be raised as to the possibility of conveniently carrying on the original composition work in the classroom. The reviewer has used for one semester both of Mr. Pargment's books in two different courses and has found that part exceedingly awkward to handle. The reason is that only four or five members of the class can be called on to write their work on the blackboard. Every student, on the other hand, has his composition worked out in his own way. He is concerned to know how well he has done his own exercise, cannot understand and therefore cannot interest himself in the exercises on the blackboard. What is lacking here is apparently that uni-

<sup>1</sup> One realizes, of course, that the above criticism is directed against a type of exercise that is not of Mr. Pargment's invention, and that is, moreover, fast winning favor among modern language teachers. It is only the author's apparent fondness for the type that has caused the reviewer to state his objection to it in this connection. The reviewer is also aware that in the normative, as well as in the exact sciences, experiment alone can finally determine the merit of a theory. Yet he believes that an *a priori* consideration of its character and possibilities may be of value in deciding whether or not a theory ought to be tried out. His objection, which he desires to be viewed as a question rather than as an adverse judgment, is based partly on his experience with the type of exercise in question, and partly on a logical analysis of its character and possibilities.

form, common ground for work which alone makes for unified interest in the classroom.<sup>2</sup>

The second part of each one of the volumes contains a Précis de Grammaire. It is identical in both volumes and one wonders whether, in view of the fact that the second volume is to be used with more advanced students, the grammar offered in that volume should not also be of a more advanced type.

This Précis de Grammaire contains some inaccuracies, omissions, failures to emphasize the important and the introduction of the unimportant which cannot be passed over. Here are only a few typical instances of these defects.

Volume I, page 126, in remark 2 under IV. "L'insouciance est le défaut des jeunes gens," *des* is taken for the partitive and treated as an exceptional case. *Ibid.* "Satisfait des pauvres gens" is again considered as an instance of the partitive.

V. I, p. 137. "On remplace l'adjectif possessif mon, ton, son, par l'article" . . . . . quel article?

V. 1, p. 142, Less common adjectives, such as *âpre*, *assidu*, *clément*, *funeste*, *proprice*, are discussed in regard to the preposition used with them, while more common ones, such as *bon*, *fort*, *gentil*, *prêt*, are omitted. Mr. Pargment fails also to indicate what part of speech these adjectives with the prepositions ascribed to them govern; and also fails to give the different prepositions with which these adjectives would govern different parts of speech.

V. 1, p. 146. In "Exception" under 2, *moi* and *toi* are replaced by *me* and *te* before *en*. Nothing is said of *moi* and *toi* before *y*, and yet the exception here is perhaps as important as it is in the case in which it is indicated.

V. 1, p. 146 to 147. On these two pages the various personal pronouns are taken up but no provision is made for the reflexive; in fact, in no place in the "Exercises" is it discussed.

V. 1, p. 152. "*Que*, pronom interrogatif, ne se dit que des choses et ne peut être que complément direct ou sujet d'un verbe impersonnel." As an instance of *que* used as subject of an impersonal verb Mr. Pargment gives the sentence *qu'est-il arrivé*. *Que* could hardly be said to be a subject of *est arrivé*. The verb has already for subject *il* and the introduction of another subject would be a redundancy.

V. 1, p. 155, "J'ai su que vous étiez parti." *Vous étiez parti* is taken for the imperfect.

V. 1, pp. 170 to 175. In these pages Mr. Pargment gives a somewhat detailed description of the various uses of the adverbs.

<sup>2</sup> This objection would be invalid if the original composition work is intended as home work, to be corrected by the instructor and returned to the pupil. In his directions on page IX, Vol. I, as to the way to use his books, Mr. Pargment does not state clearly how he would plan to have this original work taken up. From his general directions, one would infer, however, that he has intended it for classroom work.

Lack of uniformity here is striking. The meanings of some of the very common adverbs are defined; others, less common, are left undefined and only the preposition by which they are followed is indicated. Thus, *aussi* and *si* are needlessly defined while *auparavant* is left to conjecture.

V. 1, p. 172. *Davantage* cannot be followed by *de* or *que*. This is a difficult and unimportant point and in dispute among grammarians.<sup>3</sup>

P. 177. *Depuis*, *pendant*, and *pour* are said to be conjunctions and are treated under that title; so also *vers* and *envers*.

The vocabularies at the end of each one of the volumes appear in an incomplete form. They are abridged, we are told in the preface, but why in the way they have been, one cannot understand. What motive has guided the author in giving such common words as: *argent*, *fit*, *jeu*, *mener*, while less common ones such as *au figuré*, *au propre*, *déranger*, *loir*, etc. are left out? The reviewer has counted no less than thirty-five words on page 75, vol. II, that are missing from the vocabulary of that volume. Here it is evident that the commonness of the words has not been the motive in deciding which shall be given and which left out. Taking at random fifteen words from that page—words that are equally easy or difficult for the average second year student of French: *surprenant*, *bavard*, *ennuyer*, *s'occuper*, *blessé*, *rayon*, *bonheur*, *éclair*, *coup de tonnerre*, *meuble*, *bride*, *s'éloigner*, *échapper*, *moulin*, *balancer*—only five of these are found in the vocabulary: *bonheur*, *s'ennuyer*, *bavard*, *bride*, *échapper*.

Some unusual and rather inaccurate translations appear not infrequently. Note the following: *colis*, parcel post, *chaussure*, shoes; *duvet*, wool; *à mesure que*, in proportion to; *veiller*, to take care of; *coller*, to paste; *s'engourdir*, to become dull (of a squirrel in winter); *boucher*, to shut; *crêver* [?] to put out; *rancune*, resentment; *recueillir*, to get; *epi*, ear [of what?]; *s'écrouler*, to fall down; *rabattre*, to turn down; *bégayer*, to lisp; *bousculer*, to hustle; *allaiter*, to suckle; *apprivoiser*, to make familiar.

Despite the regrettable errors in grammar to which attention has been called above, and despite the incomplete form in which the vocabulary appears, the two volumes viewed as a whole are highly interesting. They furnish in great abundance fine material for practice, both constructive and analytic. They appear, indeed, to have been written from a point of view that is quite in accord with the tendency of the "most recent aspirations of modern language teaching."

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<sup>3</sup> The *Dictionnaire général*, in speaking of *davantage que*, says "vieilli." Larive et Fleury say: "*Davantage que* est correct contrairement à l'avis des grammairiens."



*FIRST FRENCH COMPOSITION*, BY PHILIP SCHUYLER ALLEN AND FRANK LOUIS SCHOELL, XXIV + 225 pp., New York, H. Holt & Co.

What a delightful book! one cannot help exclaiming when one reads over the amusing little scenes taken from the life of common mortals that form the basis for the 28 chapters of this book—for "lessons" would almost seem too grave a word. What whimsical humor, what surprising variety is displayed in these charming sketches! What genuinely French atmosphere!

At a second glance one is inclined to think that the well balanced construction of the book ought to make it of easy and successful application in the class room. Two parts, containing fourteen chapters each, naturally suggest that the book may be used through the whole year at the rate of a chapter a week. The chapters are of the same length: four pages each: 1. One page of French text that ought to appeal strongly to High School pupils because of its anecdotal character; 2. One page of sentences for translation into French; 3. French questions on the text, few only of the yes-or-no type, and below some proverb and several applications of it; 4. One page of grammar review. The material thus presented in 28 chapters is grouped in 39 sections. They are of a miscellaneous kind. Some have exercises attached, some not. The exercises vary greatly in character. Presumably they are meant for oral treatment in class.

If the "Introduction," the pages of grammar review, and the word lists at the end are considered as a whole, one wonders whether the book is not meant to be used alongside some review grammar. Often no rule is given on a specific subject, but only examples, and they offer hardly a complete presentation of the commonest cases. Such rules as are given are sometimes misleading, e. g. on syllabication, on the use of the imperfect. No systematic presentation of the morphology of French verbs is given, except for a summary classification in one section. Chapter I calls for forms of five irregular verbs, chapter II for those of seven more.

If one considers the presentation of the syntax of the different parts of speech, one finds that the uses of the article are not mentioned. The partitive construction is given with omission of its use after nouns and adverbs of quantity. The noun is treated in three lessons, but only with a view of determining the gender by the endings. The adjective appears in a paragraph on comparison; also its position is treated. Of the pronouns, the personal ones, conjunctive and disjunctive, are illustrated in one section containing a letter in English and its French translation. No systematic presentation, no comment on the examples given. For the exercise of transformation called for, the passages in "Introductory,"

XII, offer some scanty help. The construction of the pronouns with the affirmative imperative is not mentioned. The relative pronouns are enumerated and examples are given without comment. Section 19 states that "The relative pronouns *qui*, *que*, *quoi*, *lequel*, *où*, can be also used as interrogative pronouns." Nothing is said about the difference between *qui* and *que* according to whether they are relative or interrogative. Supplementary information is found in the vocabulary, with a superfluous repetition p. 225, col. 1, 11. 16-17 and 23-24. Impersonal *ce* and *il*, and the distinction between *ce* and *ceux* are treated in an appendix on "common mistakes." As to the verb there is a summary statement on the use of the tenses in the "Introductory," little on morphology, a paragraph on the use of *être* and *avoir* in the first lesson, two on the agreement of the past participle in the second part of the book, four lessons on the subjunctive at the end, two lists of verbs requiring *à* or *de* respectively with a following infinitive—no mention of those taking the pure infinitive—and a number of special verb idioms. About invariables information is scattered all through the book, especially in the "Introductory" under "Words recommended for careful study" and in the appendix on "common mistakes."

The preface suggests that the book was somewhat hurriedly prepared. To this circumstance no doubt some of the defects are due. But, these are not irremediable faults, and the excellent spirit of the book may carry it soon to its second—revised—and improved edition.

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AMAR SIN SABER A QUIÉN, LOPE DE VEGA, BUCHANAN  
AND FRANZEN-SWEDELIUS, Holt, New York, 1920.

The typographical execution is good [read, however, *entretenidas*, p. V, *manifiesto*, 941; LIMON ¿No, 1168; *sutilmente*, 1529; *parabién*. 1990 for 1900; Aulnoy, p. 145 et passim; exceptions for *exceptions*, p. 150; 1541 for 1539, *órgano*, p. 164; *vaya el hombre* (not *hambre*), p. 171; C. *vé* (not *ne*) p. 176; 2408 (for 2414) p. 178; *hurtar* /I/idea, p. 193; *qué*, 1175, 1184, 1278, 1279, 2931; *véte*, 2379, 2616, 2700; *deténte*, 2497]; the text, satisfactory except: 134, read *esta*, see A—regular in Lope, cf. 594; 377, read *lenguas* with AB as subject on the principle of *lectio difficilior*; 682, read *esté* with AB, cf. 2095—Lope uses both; 934, read *dejámele* (sic) regular; 1198, read *escuchara*—this *quien* never with *-re*, rarely with *-se*; 1201, read *turbara*; 1410, read *ternos* and see AB; 1486, read *fieras*, 'proud beauties,' a metaphor continued by *bordan*, *esmeraldas* and *jacintos* (precious stone, *por más señas*, blue, not flower as might appear from vocabulary); 1556, read *a oír*—meter and syntax are correct; 1659, read *consúelome* with AB, 'I should worry,' cf 24, 79 (references in

this form are to Rivad., vol. and p.), et passim—the *lo que* being absolute, 'the things I once heard at a ground-floor window!' as 24, 409; 1817, read *ir* with AB—verse and meaning are innocent of wrong; 1955, read *Luis* and follow AB *como Dios manda*, cf. 771; 2414, read *ellos* with AB and a few others—all from C. The erroneous division of 1205, however, cannot be charged to Hartzenbusch, cf. 512, 609. *Y*, 2858, must be emended or annotated for anacoluthon; *a tiempo*, 3035, must pass as faulty until documented.

Of doubtful value, however, is the treatment of versification: *verso grave* (p. 131) is applied to any paroxytonic; the ll-syllable may be *agudo*, *grave*, or *esdrújulo*. *Relaciones* are not 'invariably in romance,' (p. 132), e. g., Rojas, *Entre Bobos*, 565; 34, 399; sonnets were not 'invariably soliloquies,' (p. 132), e. g., 24, 221; 34, 127; neither is it true that 'soliloquies, with few exceptions, . . . were written in sonnets,' (p. 150), e. g., 24, 27; 24, 36; 24, 218; 34, 129, etc., etc. Regular *décima* structure should contain pause after the fourth verse or at the end [Bello, *Ortología*] and uncertainty (p. 155) on the point is irrelevant—exceptions occur. Incorrect versification has been passed and defended at 2342; passed at 1612 without comment; impossible hiatus sanctioned at 135, 1314; *porque*, passed without accent or comment at 1159; correct hiatus and dieresis rejected at 1817 and 1955, respectively. The considerations for the choice of *ahora*, *agora*, (p. 145) are purely stylistic—*ahora* is a perfectly good trisyllabic, cf. 1314, 1751—although *ahora* (*bien*) is almost exclusively dissyllabic; so also *aqueste*, 69, *érades*, 1312, both about as frequent in prose as verse. The *-llo* form of 4 occurs as frequently internally as at verse position. *Dél* of 171 has no effect on the rhyme: words rhyming with themselves, especially common with Castro, occur throughout the century—see M. L. N., xxxiv, no. 7, p. 428.

Syntactical contribution is scanty and unsatisfactory: *es hecho*, 31, not alternative of *está* . . . , but ready-made phrase for 'It's all over,' *et sim.*, cf. 24, 241; 52, 115; 52, 223—Lope uses *está hecho* regularly in another sense; *quien escuchar*, 1198, see above; *está*, 682, use subj. with AB; '*hace* . . . not . . . ' (p. 177) needs no comment; p. 181, note on 2687, supply nothing—singular verb still regular with compound of cognates; *esto*, 1490, not adverbial; *ponga*, 2483, can be neither potential nor dependent upon declarative *decir*; *pueda*, 2705, not '*unusual* . . . of *poder*' as *need*, but periphrastic auxiliary,—'no one to be afraid of,' for *de quien os guardéis*; *formada*, 971, passed without comment—*ángel* is not listed as epicene.

Especially commendable bibliography is to be found in the notes which are exhaustive with the exception of the following dark passages: 163, *tierno enamorado*, not Luis but Fernando; 426, *sacado* [*a la vergüenza caballero en un asno*], without which 427 is meaningless, cf. 16, 590 and note 29; 69, 101; 23, 486; 34, 25; 23,

515; Clem. *D. Q.*, VI, 168 note, etc.; 414, *no . . . . santa*, not 'unholy,' but 'jail-birds,' or similar term of reproach, cf. 3, 344a; Clem., *D. Q.*, II, 212 and note; Cerv., *Parnaso*, II; 581, *si ha de crecer*, a variant of the *cuernos* quip, cf. 23, 470; Rojas, *Entre Bobos*, I, 616; 52, 471, etc.; 639, *cejas de sierpe*, render, 'You must have been seeing things,' snakes have no eyebrows; 1229, *lo débil*, cf. Pliny II, 51; 3, 274; 1598, *coche*, a pun, cf. 41, 488; *D. Q.*, II, 8 and annotations; 2033, *arrugasteis*, not 'wrinkled,' but 'stole off,' cf. 54, 5; Quiñones, *Jácara de Dña Isabel*; 3050, *a pares*, not 'in pairs,' but 'in a flock,' cf. *Celestina*, Clásicos, II, 33; 2742, *que no*, 'for even,' and a few others.

The following suggestions should add to the usefulness of the annotations:

70 ff. *calendario*: not *date*, but 'schedule,' 'program,' 'plans,' as in *hacer calendarios*—'without noticing that our whole program had changed and that there was need for haste.' Incidentally, the change to the Gregorian calendar had occurred only some 35 years previous.

114-16: The quotation, resumed at 116, is correct.

120. *escudero*: not loose, but regularly listed, cf. 52, 48.

145. *ocasionas*: supply nothing—'It is no use to make any excuses with me,'—denominative from *ocasión* in the sense of 2260, cf. *D. Q.*, I, 27, *ocasión de pedirle dineros*.

160. *cruz*: for the curious, the popular designation for the 'cross,' or *habito*, was 'lizard,' 'lagarto,' cf. 34, 181; 24, 319.

166. *señor*: not specific but regular generic, cf. 41, 364; 34, 19, *arancel* 15; etc., etc.

427. *la*. There is no need of quoting Zerolo, Kreßner, nor Corneille, once that the point of *sacado*, 426, is understood. Without translating the passage the pleasantry rendered in our own contemporary jargon is as follows: "I'm looking for the gentleman with the car.—I'm the one.—Yes, I saw you riding in the police patrol yesterday.—Stung!" The uncertainty of the note arises from failure to appreciate the pleasantry in *sacado*.

952. *Andújar*. Of picaresque connotation as 41, 184; reason therefor possibly lies in 16, 597.

462. The simplicity of Lope's style has been repeated so often, that the reader would do well to investigate for himself. If he remains still convinced after reading the present or any other play of this author, the note may stand. Unnecessary are the doubts as to the authenticity of 565-66.

511. *que . . . . tiene*: not as rendered, but 'There's something about it I can't explain,' or sim., of easy demonstration, e. g., *Médico de su honra*, Acad.; I, 409; 41, 497; 23, 430, etc.

559. *Que*: not as rendered; *que* is object; *guarnece*, 'bedecks.'

565. *Alfaques*: a proper noun as capitalized, see any Atlas, cf. Francesilla; 41, 44; 69, 104; *Cojuelo*, v—'more Moorish in ap-

pearance in Spain itself than those in Algiers, cf. *erizado bigote como Morisco de Fez*, 16, 544.

789. *la*: not *ofensa* but '*disculpa*.'

1014-27. See Lusian, *Toxaris*; cf. 24, 429.

1092. *humor*. 'You are feeling better,'—the bile ruled the spirits, not the fortune of its possessor.

1111. *No puedo más*; not as rendered, but 'I can't help it,' or similar; cf. 34, 477; 24, 38.

1136-37. Not having at hand documentation I am indebted to my learned colleague, Professor Schevill, for: *La Cocina Española Antigua, Biblioteca de la Mujer*, Madrid, p. 202, section 308; *Arte de Cocina*, 16th Edition, Madrid, 1809, p. 21.

1193. *pastilla*: of two sorts—*de boca*, and burned as incense; references are numerous; 41, 490, etc.

1208. *arenal*: in Seville; for connotation of San Lúcar, cf. 69, 101.

1222. *ese sol*: not 'face' but 'your other eye,' see 1224; 34, 159b; 34, 179; 26, 533 and note; Quevedo, *Confesión de los mantos*; etc.

1301. Read *mejor* with AB—'the largest balconies and which strike the eye with best effect,' *sobresalto*, in postverbal connotation of a regular acceptance of *sobresaltar*.

1338. *Salvo el guante*: an expression forbidden by the *Premáticas y aranceles generales*.

1342. *dando*: supply nothing—a dangerous thing at best and too often indulged in through the course of the notes—and render: 'My soul is removing its reserve, its face showing a freer hand, than that which, etc.' For *rostro* fig. cf. *cara*, 2166.

1380ff. *edificio*: hyperbolic and correct; *ladrillo*, not a paved street, but a time-honored and popular missile. In case of further doubt, cf. 24, 118; 24, 72; 24, 191, etc., etc.

1425. *donde*: not as rendered, but 'at the same time that,' a frequent and regular meaning of which the present play offers three examples.

1463. A well-known allusion from Pliny; to cite Baret is idle.

1502. *lo es*: not as rendered but a pronominal pun on *corte*, 'capital,' and 'model.' For another, cf. 2551, *lo fueran* (also not understood by the corresponding note—Leonarda had not mislead any opponents), where the meaning is: 'to deceive *all concerned* (*partes* as in Buena Guarda, *loc. cit.*, i. e., Luis and Fernando), that they might not be *opponents*.' Witticisms of this sort were known as *juegos del vocablo*, 34, 293.

1541. *órgano*: certainly *not* 'better sense' as emended. See *Entremés de los órganos*, any musical dictionary, or the *Oxford*, s. v., *Mixture*. The chance that any emendation proposed by Hartzenbusch will be correct is about one in forty-three.

1547. *'azogue y zarza*: not *rouge* and *hair-dye* but remedies for a malady which we shall not mention *por buenos respetos* and the note should be disregarded. If there be any doubt, cf. *Casamiento engañoso*, Rivad. 225; *ibid.*, 222; 69, 211; 34, 33; 69, 163; 69, 212; 23, 469; 23, 405; *D. Q.*, II, 22, etc., whereupon the allusion of 1551 will become clear.

1653-55. *Por*: not as rendered but 'in the case of' of easy substantiation, cf. 1918, as in *pasar por*, 'happen to,' *decir por*, 'say with reference to,' etc.

1663. *topar . . . . barbas*: see 24, 72.

1842. *Blas*: There is a highly appropriate significance to this oath in this connection, the note to the contrary notwithstanding, cf. 16, 590; *ibid.*, 591, note 2.

1899, ff. If further parallels be of interest, cf. 24, 236 (five treasons); 23, 343 (five prophecies); 24, 276 (five blessings); 52, 72 (five eulogies); the four F's of Francisca (sometimes more, e. g., 5, 138) and the four S's need no mention; cf. further, the eight rules of love, 34, 118. The *Duelo* of Paris del Pozo, translated by Enríquez del Castillo has not been accessible to the reviewer for possible jocular parallelism. Enumeration of feminine shortcomings was a contemporary popular indoor sport, cf. 23, 468.

1900. *primer*: In Lope's time by no means 'necesario' in usage cited.

1937. Not as rendered, but a 'bromide' satirized in 23, 368, 'You know what I mean,' a euphemistic cape for the vulgar humor implied in 1936.

1964. *michis*: Reading is correct and it is idle to cite C. More to the point would be a hint as to its pronunciation, *mikis*, sometimes written *miquis*, cf. *Cuento de Cuentos*, Rivad, 408, which the note does not seem to suspect. The phrase is a jocular latinism based on *\*cum mihi* with analogical -s from *nobis*; for the *ch* [k], see *Harvard Studies and Notes Ph. and L.*, 1892.

2030. *parte*: not as rendered, but 'express her share in our gratitude to you.'

2057. *pita*: although not listed in figurative sense, the passage does not depend on own context for elucidation, cf. 24, 274 and elsewhere.

2135. *lugar*: not as interpreted, but 'Stand aside and let us enter.'

2153. *paz de Castilla*: The passage cited from *Mejor Mozo* is neither burlesque, nor a characterization of marriage, but a reference to the union with Aragon by the marriage of Ferdinand and Isabella as the salvation of Castille. The phrase under discussion is a jocular reminiscence of the last verse of a *letrilla* which occurs in *Milagro por los celos*, I, p. 192, Acad. Limon's marriage intentions have been too much dignified by the note—the mule was born in a stable as well as in Andalucía—which Inés very well understood as is seen by 2152.

2242-43. *porque con*: cannot mean *because*, render 'wherefore (read *por/que*, regular and common in sense mentioned), since (*con*) there is no other course open, realize,' etc.).

2342. *Con él?*—any speculation as to 'specific' or 'generic' application of the words involved is futile—the verse is wrong: read *En el/Por* as required by syntax and meter for the dittographical *Con* . . . .

2788. *colisco*: a derivative from *cola* of easy formation—*colo*, (colon), is too erudite for a Limonesque etymon—like *piedra*, *pedrisco*; *mord-*, *mordisco*, etc., and is listed in Aicarda. From mere impression with no attempt at statistical exactitude Lope has a repertory of some 150 words of similar nature '*de que no hay vocabulario*,' —34, 222; cf. further *conda*, *Rey abajo*, II, 2; *Alcaida*, *Alcalde de Zalamea*, II, 3; *fraila*, 24, 376; *culiseo*, 52, 317.

3005. 'Supply *que hacer*,' (sic): unless there be adduced some good reason to the contrary, the phrase should be rendered in its regular meaning—'What's the difference?' as 24, 528—an equivalent of *lo mismo fuera* as may be easily documented, e. g., 34 204—and the practice of supplying words and suggesting or accepting emendations in the face of difficulty, used with considerable liberty in the present text, e. g., 145, 1342, 1613 [idle here to supply anything to explain obviously incorrect text which may be restored by consulting A], 2687, 134, 934, 1198, 1556, etc., etc., etc., is extremely dubious method, and to be used with the utmost parsimony.

The vocabulary does all it proposes to do. It offers, however, no help to the teacher or advanced student: for examples of its lacunae, cf. *tajada*, slice of liver, as *bodegón* fare, cf. 3, 224, for 1613; *arrugar(se)* steal, steal off, for 2033; *despojos* (dar), surrender, cf. 34, 370, for 1752; *aunque más*, however much (not although more) common enough to render attestation unnecessary; *pan*, wheat, grain (not bread); *jacinto*, a gem; *pegarse*, to be contagious; *emplearse* as at 34, 170 for 1833; *mas que*, if only, as at 34, 306, for 3052, and others.

There are many points both in vocabulary and notes that deserve attention but for the elucidation of which space is not available.

All in all, the work maintains the standard for editors of the *Comedia*, and, apart from those portions of the work that treat of syntax and versification, compares favorably with any text of the kind in the field.

F. O. REED

University of Wisconsin

## BIBLIOGRAPHY OF MODERN LANGUAGE METHODOLOGY IN AMERICA FOR 1919

By B. Q. MORGAN, *University of Wisconsin (German)*, and  
JAMES KESSLER, *University of Chicago (Romance)*

(NOTE BY THE EDITOR: Messrs. Morgan and Kessler have been good enough to compile this material on very short notice at my urgent request.)

### MODERN LANGUAGE JOURNAL

- ARON, ALBERT W. Relative Accomplishment of Beginners in German in High School and College. 3: 246-251. Statistical evidence confirms the current assumption that one year's college work in language is roughly equivalent to two years' work in the high school.
- BALLARD, ANNA WOODS: The teaching of French by the Use of Phonetic Symbols. 3: 325-330. One might very well take exception to some statements made; e.g. "The pronunciation of Greek and Latin, Italian and Spanish, and German can be learned easily enough." But the article breathes a fine enthusiasm and comes from the pen of a teacher who gets results.
- BOVÉE, ARTHUR G.: Teaching Vocabulary by the Direct Method. 4: 63-72. Interesting article by one of the most successful of the "Direct Methodists."
- BOVÉE, A. G. with Angus, Frances; Spink, Josette; Preston, Ethel; Slaughter, Katharine: French Course of Study for the University High and Elementary Schools, University of Chicago. 3: 193-213; 251-276; 300-324; 368-376. A very detailed and carefully worked out course. Direct method is basis.
- CHURCHMAN, PHILIP H.: Further Notes on French Pronunciation. 3: 361-367. Intended as a supplement to *On the Teaching of French Pronunciation*. *School Review*. XXII, 8. A very excellent article, this.
- FAHNESTOCK, EDITH: An Experiment in Teaching Spanish. 4: 29-34. "The experiment . . . consists of an arrangement of class work by which each class has part of its work under an American and part under a Spanish instructor."
- FROELICHER, FRANCIS M.: Speaking vs. Reading, A Discussion of the Chicago Plan of Teaching French. 4: 55-62. A criticism of the *French Course of Study*, M. L. J. 3. Mr. F. believes in the Direct Method only as supplementary; whether or not one agrees with them, his arguments are interesting.
- HAMANN, FRED. A.: Phonetics as a Basis for Teaching Spanish. 4: 123-131. Importance of study of Spanish phonetics is emphasized. Discussion of some of the more difficult Spanish sounds.
- HANDSCHIN, C. H.: Individual Differences and Supervised Study. 3: 158-173. Advocates supervised study, and gives practical suggestions for conducting it and for adapting instruction to students of different ability.
- HILLS, E. C.: Has the War Proved that Our Methods of Teaching Modern Languages in the Colleges Are Wrong? A symposium. 4: 1-13. Replies by 21 professors of Romance Languages to strictures by President Butler of Columbia. It is admitted that all is not well, but doubted that the war proved anything.
- KRAUSE, CARL A.: A Few Suggestions for First Year Spanish and French: A Comparison. 3: 292-299. May there not be some danger of confusion in insisting too strongly on these similarities?
- KRAUSE, CARL A.: Literature of Modern Language Methodology in America for 1918. (7th year) 4: 14-23, 77-89. Should be used by all teachers interested in what is going on in the art of their profession.
- PIERCE, FRED. W.: The German Adjective and the Use of the Umlaut in its Comparison. 3: 213-218. A note supplementing the statements of most or all of the elementary German grammars.



- RUSSELL, OSCAR G.: The Pronunciation of Spanish "R." 3: 174-184. A careful study, illustrated with charts.
- SCHINZ, ALBERT: Selection of Reading Texts in America as Viewed from Abroad. 4: 114-122. A capital paper which should be read by every person in charge of selection of reading material for language courses.
- VAN HORNE, JOHN: Reading Material Used in College During the Past Five Years in First and Second Year French Classes. 3: 143-157. For Spanish: 3: 218-230. Deductions drawn from a questionnaire concerning a) the relative popularity of French texts and the amount of reading done; b) the same for Spanish.
- WARSHAW, J.: The Utility of Teaching Devices. 4: 105-113. A very sane discussion of the *art* of the teacher.
- WEIGEL, JOHN C.: The Acquisition of a Vocabulary. 3: 339-360. Practical directions for the teaching of German vocabulary by the direct method.

## HISPANIA

- ANDRADE, MANUEL J.: The Distinction between *Ser* and *Estar*. 2: 19-23. Criticism of basis of distinction given in most Spanish grammars with an attempt to arrive at a new basis.
- BARLOW, WILLIAM A.: Grammar, How Much and How, in Elementary Year of High School. 2: 24-28. Insistence on three points: amount must be limited since student must have time to form grammatical habits; presentation must be orderly; thorough drill necessary.
- BARNES, A. J.: The First Foreign Language in our Secondary Schools. 3: 298-302. Modern language to precede Latin. Spanish to be first modern language. Arguments not very convincing. For example, note statement: "Two years will give the student all the *practical* knowledge one gets from Latin anyway, to my way of thinking."
- DONLAN, MICHAEL S.: Bibliography—School Texts. 2: 200-202.
- FITZ-GERALD, JOHN D.: Bibliographical Notes. 2: 217-218; 324-325.
- Idem*: General Bibliography. 2: 219-221; 326-328.
- Idem*: The Junior High School. 2: 82-86. Junior High School highly desirable; program should be predominantly linguistic; Spanish first foreign language, to be continued through junior and senior high schools; introduction of other foreign languages as soon as possible, each to be continued through senior high school.
- Idem*: The Position of Spanish in the Curricula of the High Schools. 2: 119-148. Foreign languages in the secondary school programs of various Latin-American countries; suggested programs for our junior and senior high schools. A very important article for those interested in the future of foreign languages in our high schools.
- HILL, JOHN M.: Translation vs. Oral Practice. 2: 249-253. Results of questionnaire. Noteworthy point is that 51% of students enjoyed translation more than any other aspect of their language work.
- LEADINGHAM, GRACE: How I Teach Spanish Pronunciation. 2: 260-262.
- MARCIAL DORADO, C.: *Lecturas Adecuadas para el Primer Año*. 2: 254-259. Interesting and helpful; emphasizes importance of *interest* in books to be selected.
- MORSE, E. L. C.: A Course of Study in Spanish for High Schools. 2: 174-178. The outline of a four years' course written with the collaboration of the teachers of Spanish in the Chicago high schools. Intended to be elastic enough to permit the use of any method.
- NORTHUP, G. T.: Bibliography—Periodical Literature. 2: 203-216.
- OAKLEY, EDNA: Vitalizing the Teaching of Spanish. 2: 291-297. Certain aspects of general pedagogy of language instruction plus some definite suggestions about teaching of Spanish.
- ODELL, MABEL: An Everyday Spanish Vocabulary. 2: 263-264.

- OWEN, ARTHUR L.: Spoken Spanish in the University. 2: 236-241. Interesting discussion of ways and means to bring about better knowledge of the spoken tongue.
- SNYDER, HELEN: The Evolution of a Teacher of Spanish. 2: 303-307. The writer's personal experiences.
- WARSHAW, J.: The Spanish Program. 2: 223-235. Mr. W. wants "equal rights for Spanish." He is quite cognizant of its favorable position in the schools viewed from the commercial or utilitarian angle, but his plea is for the recognition of its cultural importance in the school and college curricula. There must be a program which will give Spanish *prestige* in the public eye.

## JOURNAL OF EDUCATION

- ENO, JOEL N.: The Study of Language in our Public Schools. 89: 207-208. Study of language being properly crowded out by more practical subjects. No place for foreign language in elementary schools; in high schools their usefulness should be reconsidered with regard to special courses.
- DOYLE, HENRY G.: Modern Language Items. 89, 497, 634; 90: 41, 158, 370, 540, 637. Much Spanish propaganda; considerable interesting information assembled.
- GRUMMANN, PAUL H.: Cultural Values in Modern Language Instruction. 89: 564-566. Helpful discussion of various problems of modern language teaching.
- WILKINS, L. A.: Concerning Translation. 89: 431-2. Brief practical instructions as to methods of handling this exercise. (Taken from the N. Y. Bulletin of High Points.)
- GOGGIO, EMILIO: The importance and Value of Foreign Languages. 90: 541. Four reasons for encouraging foreign language study.

## SCHOOL AND SOCIETY

- DAVIS, C. O.: Problems involved in Practice Teaching. 10: 143-8. Study of teacher training and curricular distribution in 1000 accredited high schools in 1917.

## EDUCATION

- STROEBE, LILIAN L.: Organization and Management of Summer Schools for Modern Languages. 39: 305-316, 356-366. Summer schools will take the place of foreign trips, since travel has become so expensive. Three requisites: isolation, concentration, co-ordination. Many excellent practical directions.
- STROEBE, LILIAN L.: The Background of the Modern Language Teacher. 39: 573-579. "Hints and Suggestions" for securing "definite instruction in the geography, history, political institutions, educational system and the social and intellectual activities of the foreign country."
- FOSTER, JOHN E.: The Effect of the War on Secondary Schools. 40: 251. Investigation shows that 69 Iowa high schools dropped German, and 3 reduced it, while 47 put in French, and 14 Spanish.

## EDUCATIONAL REVIEW

- WEST, ANDREW F.: The Humanities after the War. 57: 146-9. Some remarks in passing on the position of language study.
- GOBLOT, GERMAINE: Language Teaching in Germany. 57: 269-270. Summary of his article in the *Revue Pédagogique*; cites chauvinistic arguments advanced by German writers to encourage the continued study of French and English in Germany.
- WARD, F.: Modern Language Teaching. Reflections on the Report of the British Committee. 57: 321-335. Thoughtful summary of the famous report, with sagacious applications to American conditions.
- FURST, CLYDE: The Study of Literature. 57: 372-3. Regrets that college examinations for entrance ask so few questions referring to matters of literary interpretation.

WILKINS, L. A.: *The War and World Languages*. 58:289-302. A new re-appraisal of German (under permanent eclipse), English (in the ascendancy), French (increasing in importance), and Spanish (rapidly being reinstated as one of the world languages).

## BOOKS

JERUSALEM, WILLIAM: *Problems of the Secondary Teacher*. Tr. by C. F. Sanders. Badger 1918. Under the caption "Philology," the writer discusses on pp. 106-9 the proper preparation of modern language teachers, especially stressing German (his native tongue).

ALEXANDER, HARTLEY B.: *Letters to Teachers*. Open Court 1919. Pages 169-189 are devoted to "Foreign Language Study." The writer takes up and dismisses most of the traditional arguments for foreign language study in the schools, retaining for the bulk of our pupils only their function as the gate to literature. A careful evaluation of the several most important languages under the heads of economy of time, intrinsic value of literature, linguistic flexibility, results in the arrangement in order of importance: Latin, French, Greek, German.

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### NOTICE TO SUBSCRIBERS IN THE CENTRAL WEST AND SOUTH REGIONAL ASSOCIATION

For the purpose of simplifying bookkeeping and avoiding duplication of accounts, subscribers in the above mentioned Regional Association are hereby notified that from March, 1921, till notice to the contrary:

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EDWARD L. C. MORSE, *Business Manager*, MODERN LANGUAGE JOURNAL.

C. H. HANDSCHIN, *Secretary-Treasurer*, Central West and South Assn.

## Query and Answer

Address Correspondence for this Department to  
THOMAS E. OLIVER, Urbana, Illinois

### ANSWERS

9. What "Informational" books suited to class reading and dealing with the customs and manners of France, Germany, and Spanish countries are published by American firms?

The difficulty in making a list of "informational" books lies in the interpretation of the term informational. We shall interpret it as meaning "informational readers." Naturally "history readers" would also belong to this rubric. We have, however, already given a list of history readers. See the JOURNAL, Vol. IV, No. 8 (May 1920), pp. 419-422.

### FRANCE

- Guibillon, G., *La France*, illustrated. 12°; X+276. \$1.25. Described as "discussing institutions and customs of France" and "a little treasure house of information." New York (E. P. Dutton). 1917.
- Talbot, L. Raymond, *Le Français et sa Patrie*. For elementary reading in schools and colleges. Illustrated. Maps. X+294 (of which 50 pages are vocabulary and 40 are notes). There are also six songs with their music. Chicago (Benj. H. Sanborn). 1913. This book has been deservedly popular.
- Duhamel, Joseph, *Tony et sa sœur en France*. \$1. New York (E. P. Dutton). A juvenile "informational" book of a conversational character.
- Cramer, J. Grant, *Ça et Là en France. Paris et à travers la France en automobile*. 16°. Pp. 245 of which 154 are text, and the rest, exercises, notes and vocabulary. 50 cts. American Book Co. 1913.
- Chouville, L. *Trois Semaines en France, a French Reader* by L. Chouville, edited by D. L. Savory. With questions for conversation and grammatical exercises by Frances M. S. Batchelor. 12°. 127 pages. 85 cents. Oxford University Press. 1919.
- Bruno, G. *Le Tour de la France par Deux Enfants* edited with notes, composition exercises and vocabulary by Victor E. François. 16°. VIII+251. 60 cents. New York (Henry Holt). 1913. The American Book Company also publishes an edition of Bruno's book, edited by L. C. Syms, for 60 cents.

D. C. Heath likewise has an edition of this popular book, edited by C. Fontaine and equipped with direct-method exercises.

Fontaine, C. *En France*. With Notes, Oral Exercises and vocabulary. 12°. VI+221. Maps. Illustrations. D. C. Heath (1915).

Foncin, Pierre, *Le Pays de France*, edited for school use by Antoine Muzzarelli. 12°. 257 pages. With notes and vocabulary. 60 cents. American Book Co. (1902). This is a more advanced book.

Monvert, Adolphe de, *La Belle France*, a French Reader for Beginners. With illustrations by Charles H. Munson. 12°. VIII+208+55 pages of vocabulary. 80 cents. Allyn & Bacon (1916).

*La France qui travaille*. Extraits du "Voyage en France" par M. Ardouin-Dumazet. Edited with Introduction and Vocabulary by R. P. Jago. 16°. 225 pages. 55 cents. D. C. Heath (1914). This book discusses the characteristic occupations of the French in town and country. The vocabulary is semi-technical in character.

Rougemont, A. de, *La France*. Notes d'un Américain recueillies et mises en ordre. 12°. IV+177. No vocabulary. New York (Maynard, Merrill & Co.) 1895.

Robert, Frank R. *Features of French Life*. Two parts in two volumes 16°. pp. 84 and 94. New York (E. P. Dutton) 1918. These booklets are quite juvenile in character.

*French Daily Life*. Common words and common things. A guide for the student as well as for the traveller. Adapted by Walter Rippmann and Walter H. Buell from Dr. R. Kron's *Le Petit Parisien*. This book is now handled by E. P. Dutton, New York. 80 cents.

There are many other readers in which there is a large share of informational material combined in one way or another with the literary matter and in varying proportion. It would extend our list too greatly to include this type of book. One excellent example must suffice: *La Nouvelle France* by Franck Louis Schoell. 16°. VI+175. 72 cents. Henry Holt (1919). This book is devoted largely to "La Résurrection de la France" since the great war.

Mr. Schoell has also just issued *Le Paris d'aujourd'hui*, with Exercises and Vocabulary. viii+209. Henry Holt, 1921.

#### GERMANY

Because of the great political and economic changes in Germany since the war, most informational books are quite out of date and thus far no new ones have been printed. Due considera-

tion must therefore be given to these changes by those teachers who may use the following books:

Bacon, Paul V., *Im Vaterland*, a German reader for first or second year. 12°. 430 pages. \$1.40. Allyn and Bacon.

Decker, W. C., and Märkisch, Robert, *Deutschland und die Deutschen*. 16°. 305 pages; notes, vocabulary and illustrations. 75 cents. American Book Co.

*German Daily Life*, a Reader giving in simple German full information on the various topics of German Life, Manners, and Institutions, by R. Kron (author of *French Daily Life*). 16°. XIV+344. 80 cents. This book is now handled by E. P. Dutton, New York. According to some the language is not simple.

Mogk, *Deutsche Sitten und Bräuche*, edited with notes and vocabulary by Laurence Fossler. 16°. V+174. Illustrated. Henry Holt. 1912.

Evans, M. B., and Merhaut, Elisabeth, *Ein Charakterbild von Deutschland*. Illustrated. 12°. XVI+238. \$1. D. C. Heath.

Loening and Arndt: *Deutsche Wirtschaft*. Selections from Loening's *Grundzüge der Verfassung des Deutschen Reiches*, and from Arndt's *Deutschlands Stellung in der Weltwirtschaft*. Edited with notes and vocabulary by John A. Bole. 16°. 162 pages. 50 cents. Henry Holt, 1910.

Allen, Philip S., *An den Ufern des Rheins*. 12°. V+258. \$1. Holt. 1917.

Gerstäcker, *Irrfahrten*, edited with notes, introduction, vocabulary and exercises by Marian P. Whitney. 16°. 221 pages. 50 cents. Holt. 1896. A lively story dealing with a pleasure trip and travelling conditions in the Rhine country.

#### SPANISH-SPEAKING COUNTRIES

Dorado, Carolina Marcial, *España Pintoresca. The Life and Customs of Spain in Story and Legend*. 12°. Illustrated. X+332. Ginn & Co. (1917).

Bonilla, Rodrigo H. *Spanish Daily Life*. A Reader giving in simple Castilian information about Spanish Life, Manners, Customs, and Institutions. Illustrated. 16°. X+272. New York (Newson & Co.) (1917). Companion volume to "French Daily Life"; "German Daily Life."

The great majority of informational readers on Spanish civilization, published by American firms, treat of Spanish-American lands, not of the mother country. A representative list follows:

Waxman, S. M. *A Trip to South America*. III+100. 50 cents. D. C. Heath.



## Correspondence

*Managing Editor* MODERN LANGUAGE JOURNAL:

I think the giving of a prize for excellent work in French by High School students would be an excellent thing and I would suggest that the JOURNAL take some action toward procuring such a prize. The study of French in the High School received an impetus during the war and as no prize is now given for high grade work in French, some reward to such students as are doing good work would enhance their interest in the language and perhaps lead many to study the language who would not do so otherwise.

Many schools of New York State, and I presume of other states, dropped German during the war and began teaching French for the first time. Many are now taking up German again and as some schools are not equipped to handle two foreign languages, some such thing as a prize or reward would be enough in many cases to decide Boards of Education in favor of continuing French instead going back to the study of German.

I wish to thank you for allowing me to thus present this subject through the JOURNAL to the French teachers of America and hope that some good may result from it.

Yours truly,

H. G. COONS

*Principal,*  
*Bloomington Union School, N. Y.*

### SPANISH-SPEAKING COUNTRIES

Dorado, Carolina Marcial, *España Pintoresca. The Life and Customs of Spain in Story and Legend.* 12°. Illustrated. X+332. Ginn & Co. (1917).

Bonilla, Rodrigo H. *Spanish Daily Life.* A Reader giving in simple Castilian information about Spanish Life, Manners, Customs, and Institutions. Illustrated. 16°. X+272. New York (Newson & Co.) (1917). Companion volume to "French Daily Life"; "German Daily Life."

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# The Modern Language Journal

VOLUME V

MAY, 1921

No. 8

## QUE VEUT DIRE "SAVOIR LE FRANÇAIS"?

By RICHARD T. HOLBROOK

IN OCTOBER, 1919, I wrote on a blackboard visible to some sixty students the following question: "Que veut dire *Savoir le français?*" A few days later, I endeavoured to answer this inquiry systematically. I venture now to give a wider circulation to my original series of answers (amplified by further reflection) in the belief that, however imperfect, the present statement may serve as a practical guide in the proportioning of our instruction, in helping to lay a good course and to keep our bearings; to stress duly each of the various phases of knowledge that happen to fall within our domain, and to appraise with a pretty clear sense of relative values not only the work done by each of our students of French but our own work (for them and for ourselves) as well.

*Mutatis mutandis*, what follows seems to be applicable to the study of other languages—especially, however, of other living languages.

### I

First, What is French? To any thinking person with even an elementary knowledge of political and linguistic history, it must be obvious that there can be no concise answer to this question—also no precise definition that shall not be arbitrary, personal; for neither geographical boundaries nor any exact date when Latin became "French" can be scientifically stated: we must content ourselves with some approximate definition in the hope that it will be regarded as an adequate basis for the analytical replies to be given presently to our inquiry: "Que veut dire *savoir le français?*" My own approximate definition, expressed briefly, takes the following form: "French" is the name which it has been found convenient to give to the many dialects and *patois*

spoken in the territory now known as "France"—not including Provençal, nor Basque, nor Breton; nor any other form of speech not of Latin origin, except of course the non-Latin elements in "French"—during the period for which we have written evidence: about 843 A. D. to the present time; "French" is also a convenient name to give to the literary or other documents in which the dialects (or *patois*) above mentioned have been used since about 843 A. D. But the type of French with which most students are concerned is preëminently the dialect of the Ile-de-France as spoken and written by educated people (usually of French nationality) in France and elsewhere—for example, in part of Switzerland and in Belgium. This dialect we may call Standard French.

## II

Of the many ways of *knowing French* presently to be mentioned, virtually all fall within the ideal scope of philology, as well as various other kinds of knowledge which have, or seem to have, no very direct bearing on the everyday procedure of our classrooms. Such at all events, I think, is the usual view—particularly striking when it is held by persons who are giving or pursuing courses of study the basis of which is philological. If its name is not Philology, what is the name of that branch of study which requires precise knowledge of languages (in all their known or knowable states of development) and thereby makes possible precise interpretations of the literatures that those languages happen to express—of everything that those languages happen to express? What value has "knowledge" if it is not precise? The origins and ever-changing characteristics of the French language, for example, cannot be well understood without detailed study of its sources and of other Romanic languages. All the great dictionaries of French are the result of such investigations, or contribute to them. All fundamental grammars deal, historically or otherwise, with the forms, sounds, and syntax of visible and audible ideas, stating the principles which underlie their formation, and thus contributing to lexicography. The esthetic interpretation of texts, as well as other kinds of interpretations, if such interpretation is to be worth anything, necessarily depends upon a precise understanding—though it may be well to add that a precise

knowledge of *le Voyage de M. Perrichon* is much less difficult to attain than a precise knowledge of *la Chanson de Roland*—a good reason for preferring the former for elementary instruction. If we accept the apparently axiomatic (but generally neglected) doctrine that it is best to understand what we would explain, precision must accompany strenuous or patient labour and the scholar finds himself endeavouring to focus the rays of his searchlight. Error, frequent and often egregious, can be avoided only by scientific concentration. Philology is not merely the paleontology of language; it is the life-study, the biology, of human thought as expressed by speech; its purpose is to discover and interpret facts; therefore impressionism and the personal "reactions" characteristic of most esthetic criticism of literature are not within its field but belong to amateurs, though of course such reactions are often highly entertaining and always instructive when they happen to coincide with the truth. Whatever the limitations of the individual philologist—of the French of Diez, Gaston Paris says, "ce français qu'il savait si bien et qu'il parlait si mal"—, philology requires a knowledge of the political and social history of the French as well as of French, the acquisition of whatever knowledge may be needed to understand or to explain something in French (our particular topic) that needs explanation, *from whatever branch of learning the explanation may have to be derived.*

This very brief characterization corresponds, I believe, to the ideal generally held by men who have distinguished themselves in philology and by those persons who study the works of such men. "Je suis philologue," said Professor Joseph Bédier some years ago, quite incidentally, in a charming talk on old *chansons*; to most of his audience, these three words may have seemed merely an evidence of modesty—as indeed they were—rather than what they seemed to me—a definition of a representative of a methodical, precise, and useful branch of learning! Whoever has read and understood Mr. Bédier's "Chateaubriand en Amérique: vérité et fiction" has seen how philological methods, applied in this case to a modern subject, differ from those of the impressionist. Paleography, the history of early and modern printing, critical bibliography, experimental phonetics—all these, and other subjects, are philological, as well as the various branches

previously mentioned, and all are indispensable to anyone who wishes to go at all deeply into the French literature of the Middle Ages or the Renaissance (otherwise fields for guesswork), and even of very modern literature, provided the student prefers facts to the various things so easily offered and so commonly accepted as such. However, educated French people, or foreigners who have had a similar or equivalent linguistic training, need not possess even a smattering of philological lore to write and speak "perfectly" the French of our time, or to enjoy intelligently a book by Anatole France or *le Voyage de M. Perrichon*, and what not, though (we may say truly) our students seldom can intelligently enjoy such writings without a Vocabulary and some explanatory Notes.<sup>1</sup>

### III

All that follows in these pages concerns almost exclusively the different ways of knowing modern French—by which term I mean (1) French writings of, say, the last hundred years, such French writings as can be understood readily by cultivated Frenchmen who have had no special training in the history of their language, though nearly all such persons have studied the seventeenth-century classics; by which I mean also (2) familiarity with the spoken French of our time, and (3) the ability to write idiomatic modern French or any kind of acceptable ("correct") French.

Without possessing more, at best, than a very superficial knowledge of the history of the French language (as outlined above), foreigners—for example, ourselves—may by intelligent study and intelligent practice acquire *skill* of various kinds:<sup>2</sup>

1. *Skill in translating French, accurately, into idiomatic English:* for bad English cannot be accepted as a translation of good French.

Whether *made after study*, or *improvised* (thus we subdivide this kind of skill), the translation should be not only accurate in details—that is, convey to the English-speaking reader or hearer

<sup>1</sup> Surely every *teacher* of French should endeavour to learn as much about philology (in its relevant bearing) as his time, his talents, and his opportunities permit, and surely every undergraduate or graduate student of French should at least be made aware of the ideals that philology requires.

<sup>2</sup> It is not probable that these 23 or more different ways of "knowing" French (specifically, Modern French) are all; but they at least suffice to provide a system to guide in teaching and to appraise the results of our teaching and of our study.

the same fundamental ideas as the French author intended to convey to his readers or hearers—but it should be as similar as possible in *tone*: not racy if the original is deliberate, nor uniformly elegant if the original is anywhere inelegant, nor impassioned if the original is cold, nor cacophonous (hard to read aloud) if the original is smooth; nor should it be markedly clearer than the original unless the translator specifically justifies his greater clarity (for example, because he has the original author's permission thus to improve the author's style, or because he explicitly states his intention to increase the value of some didactic work, e.g., a scientific treatise); translations which vary intentionally to a marked degree from the original are properly *versions* or *adaptations*.

Verse is almost invariably more difficult to translate than prose; to be more accurate, good translations into verse require a rarer kind of skill; the masterly translations of French or other foreign verse are far rarer than the masterly translations of French or other foreign prose; various Elizabethan translations of Ronsard, Du Bartas, and some other French writers of the 16th century, are masterpieces of translation; likewise the English translations by Andrew Lang and Bourdillon of *Aucassin et Nicolette*; likewise many parts of John Payne's Villon. The vast majority of our translations are inaccurate—for three reasons: either the translator did not understand the original or he had an inadequate knowledge of English or (occasionally) the English language happened or happens to have no good equivalent for the original word or phrase (especially when a rime is required); often the translator falls short in all respects.

It sometimes happens that persons really understand the original without knowing, or knowing how to find, the English equivalent.

The best translations are in general very idiomatic, i.e., they cannot easily be translated back into the precise forms used by the original author; unidiomatic translations constantly reveal the original form (e.g., "There remained only a piece of cheese"—better, "There was nothing left but a bit of cheese"); *appeler un chat un chat* means to "call a spade a spade."

2. Good improvised translations (translations at sight) of course show more power than equally good translations that have been prepared.

3. Oral translations (requiring ready knowledge) are better tests of skill than written translations (which give the translator more time to reflect).

4. A fourth and highly valuable kind of skill consists in knowing how to translate written English into written French.

5. Still greater skill is displayed by the person who can immediately give a good oral translation of something that has just been said in French or that he has before him, for the first time, in writing. This degree of skill is required of the interpreters connected with armies, embassies, courts of justice, etc.

Remark: Translation is usually the only convenient means of learning whether a student has understood what he has just seen (read) or heard in French.

6. The ability to understand lectures given in French about subjects with which the student is more or less familiar.

7. The ability to understand such lectures and to take useful notes on them.

8. The ability to write correctly (without interrupting or asking for a repetition of any well-pronounced word) French dictated at the same speed as English which we could write from dictation.

Remark: In French, as in English, punctuation is for the most part highly uncertain and therefore only gross mistakes should be noted.

9. The ability readily to understand colloquial spoken French—at all events, such spoken French as falls within our range of ideas (our knowledge of various subjects).

10. The power to recall quickly and employ correctly the French form of some English form which we ourselves have just offered, or very recently offered, as a translation.<sup>3</sup>

<sup>3</sup> If, often only a few seconds after reading a French text aloud; if, often only a few seconds after translating a given passage from French into English, a pupil cannot reproduce, either exactly or approximately, the original French form of this expression or that—not even a respectable proportion of the five or six useful idioms that may occur within the five or ten lines that he has just read, *what* has that student observed? *what* has he learned? I ask this question because I think that pupils should be expected (stimulated) to observe far more closely than they generally do and because I believe that in any text suitable for linguistic training both the teacher and the pupil can find plenty of matter fit for proper tests and for many kinds of development: mere reproduction is not a sufficiently instructive test and, if demanded too markedly, may make the pupil suspect that he is being trained as parrots are trained.

11. The power to store our minds with the French that we have read (or heard) for ready use, a month or more afterward; the power to recall, without groping, most of the useful words and idioms that we have been supposed to observe, that we should have observed, during the careful study of a given French text.

Remark on 10 and 11: There are many students who can translate well enough but who seem to forget within a few seconds what it was they translated. Such students probably enrich and improve their English (if their instructor requires good English for good French!) through translation; but their progress in *French*, at best, hardly does more than increase what is called their "reading knowledge"; this kind of knowledge is at least worth having and is possibly adequate for present or future advanced students of the various sciences etc. who do not ordinarily need to know how to speak or to write French correctly. Such persons read French to get at certain otherwise inaccessible ideas or information: there are many valuable French treatises of which no translation is published, or is published only after somebody else, through his knowledge of the French work, has been able to finish his research before we could finish ours, and thus steal our thunder, so to speak.

12. The ability to express one's own ideas in good written French.

13. The ability to pronounce correctly a passage which one is reading or something which one has learned by heart—a kind of ability indispensable to singers (many of whom do not understand, or hardly understand, what they are singing).

14. The ability to carry on, haltingly but otherwise correctly, our part in a conversation. This is always one of the early stages in the progress of persons who later become fluent. Fluency can be acquired only by the frequent and attentive reading of French (aloud rather than silently) and by frequent conversation. It is an immense advantage to live even for a little while in France; if that is impossible, at least to speak French as often as possible with persons who speak it correctly. Hence *Cercles français*, the *Alliance française*, occasional plays in French, etc. should not be neglected, and fortunate are those universities that have a *Maison française*.<sup>4</sup>

<sup>4</sup>In school (as later) French should be taught as a living language, as a language which (it should be assumed) some of the pupils will one day wish to speak and

15. Foreigners who can speak French "correctly" may nevertheless not speak it idiomatically, that is, their French is colourless. To "know [modern] French perfectly" (note this familiar word) is to know how to speak it and write it at least as well as one can speak and write one's mother tongue; "perfectly" is a vague term: one must be able to use French as well as certain classes of Frenchmen do.

16. We have all met at least one or two persons who were generally believed (even by their French friends) to speak French "perfectly" (*à merveille, sans le moindre accent*, etc.) simply because those persons were astute enough to confine their conversation strictly to subjects, to *expressions*, rather, of whose correctness they were sure.

17. As for those persons who have been declared to know "perfectly" three or four languages (in his Preface to a book by Jeremiah Curtin, a noted American chemist declares that Curtin spoke fifty or more languages and dialects), is it not literally true that no one ever existed, in any modern civilized country, who knew perfectly his own mother tongue? A person perfectly acquainted with his mother tongue would be at home (at least superficially) in all the sciences, arts, trades, etc. described by means of that particular mother tongue. Is it not a fact that none of us knows more than a certain rather small part of the English language or of the French language? The author of this analysis often finds himself compelled to use inaccurate terms, both in English and in French, simply because he does not know the right ones.

18. To know French well, one must obviously understand French customs, institutions, points of view, etc.—at least as well as ordinary French people understand them.

19. A good "reading knowledge" of French (by which most persons mean *modern* French) is a precious possession, for such knowledge alone opens to us an endless wealth of interesting, useful, and beautiful things; but our enjoyment of French literature

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which a large number of them would like to learn how to speak as soon as possible. The ability to speak French (acceptably) is a kind of skill seldom if ever attained by even the most industrious and gifted student through classroom work (no matter how well directed); but, as an *ideal*, this power has, I think, a very great practical value.



will be limited indeed if we do not distinguish well, realize clearly and strongly, the physical nature, the physical characteristics, of the French in which such "artistic literature" (*belles-lettres*) is expressed. This is notably true of poetry, of poetical French verse. Like English poetry, the poetry of France offers its beauty most richly, not to the eye, but to the ear. Likewise most of what we call artistic prose—perhaps all that prose whose authors manifest (as does, for example, Anatole France) a relish for agreeable rhythms and for harmonious sounds. French poetry is a kind of music, and music is best appreciated by the ear.

20. Perhaps all foreigners who have accustomed their ear to all the sounds of spoken French prose have discovered that a complete comprehension of spoken French verse (for example, a play by Racine or Rostand) requires additional training. If sung, French verse is still more difficult to comprehend, that is, the sounds of French songs are (usually) harder for the untrained ear to distinguish than are the sounds of verse as recited on the stage, etc.

21. French literature is French literature not merely because it expresses the thoughts of French authors (and therefore enables us to study the thoughts of the French nation, or of France before the existence of the present national boundaries, for there was of course a time when, for example, the Burgundians and the "French" were at war with each other); it is also and, in my mind, essentially "French" *because it is written in French*. It hardly seems reasonable to designate as "French literature" any of the almost innumerable specimens of Latin prose or verse composed by Frenchmen during the Middle Ages and the Renaissance, or later, even though such documents may express the most characteristic thoughts of certain authors more markedly than their writings in French. Again, it is hardly legitimate to speak of any translation of a French writing (however accurate, however artistic such a translation may be) as *French literature*. In a word, French literature, in the usual meaning of this term, is a phase of the French language—specifically, written or printed French of a more or less artistic character, though there are many persons who designate as "literature" writings (e.g. scientific, economic, metaphysical, etc.) to which the term *belles-lettres* is not ordinarily applied. Understanding by *French literature*

primarily and essentially a more or less artistic written expression of thought *in French*, I find it impossible to regard the title "professor of the French language and literature" as wholly well conceived; it is true that not all the French language is "literature," but *all French "literature"* (as I comprehend the situation) *is in the French language and no more separable therefrom than a statue is separable from the bronze, marble, or other material that makes the said statue perceptible to our senses.*

The charm or interest of any writing depends on how its author expresses himself (on his *style*) and though, in a given case (say, Pascal, Molière, or Alfred de Musset), a given critic may be able to set forth illuminatingly to a third party (the critic's audience or readers) a particular's writer's most salient characteristics, the critic, by reëxpression, necessarily substitutes his *own* style, his *own* way of speaking or of writing, for the original form, which reappears only when faithfully quoted. If the critic happens to possess a profound and accurate knowledge of the French language (of its grammar, as defined by persons properly qualified to define it, and of its lexical bases) he may succeed in analyzing a given style so as really to demonstrate wherein it differs from that of other authors, from all other authors whom the critic happens to have studied carefully. Nearly the whole body of anonymous literature (medieval and modern), including virtually all its masterpieces, has *remained* anonymous when authorship has not been determined by the discovery of facts *not* derived from the identified author's manner of expressing himself, his style. It seems to me possible to exclude pure impressionism more or less from our studies of style, and I feel sure that I could point out convincingly some of the stylistic facts which differentiate Ronsard's lyrics from Victor Hugo's, or Victor Hugo's from Leconte de Lisle's, and, if I, or anyone else can do this, I possess, or someone else possesses, a certain kind of skill; but this kind of skill is based on linguistic criteria and linguistic knowledge.

22. Skill in grammatical analysis can be acquired by certain specially endowed minds; to most minds such analysis is more or less repugnant—usually, I believe, because it requires painstaking observation, a very intense application of the reasoning power (the ability to derive accurate conclusions from what the observer has properly selected as relevant data), and the rare ability to state

such conclusions with complete clearness. If the student is not encouraged to acquire this kind of skill he is studying language on a low plane intellectually and is therefore neglecting one of the principal objects, probably the principal object, of education: the power to *think* and to think accurately. To regard the study of any language as hardly more than a training of the memory (highly valuable though this training is) indicates a very imperfect understanding of the wealth of material that language (in the present case, French) offers for developing other great faculties of the brain.<sup>5</sup>

23. Lexicology (requiring precise grammatical knowledge) offers another field, closely related to grammar, for the exercise and development of skill. Any profound study of this branch is necessarily a study of the rise, transmission or influence, and decay or death of ideas. Even elementary knowledge of this branch is worth having and can be utilized to make the study of French more profitable. For example, a correct explanation of the origin of the idiom exemplified by *il a beau travailler*, *il a beau être riche* would be understood even by most beginners and every student of French should be frequently stimulated to endeavour himself to solve such problems; to pass them as if they were not problems is to miss just so many opportunities to develop one's thinking powers. How many teachers of French know whether once upon a time it would not have been "French" to say *parle-t-il* or *il a beau être riche*; I wonder how many, knowing the original forms, could correctly explain the present forms and thus not only enlighten their students but help their memories.<sup>6</sup>

<sup>5</sup> Obviously, the teacher of French should know far more about French grammar than the best of his students know; it is nevertheless a fact that there are many teachers of French (hundreds, perhaps thousands) who know little more about this subject than can be learned from the two or three elementary (and, usually, not very accurate "grammars"—mostly dry and thoughtlessly dogmatic) which they themselves have studied; the fact is that "grammar" is generally made a bugbear because the fields which it necessarily includes are not generally included by any save the most expert specialists; nor is any of its three main domains studied carefully. In his Preface to Clédat's *Grammaire raisonnée* (see *Living French*, particularly §§ 157, 249), Gaston Paris hits the nail squarely on its head.

<sup>6</sup> Whatever may be desirable in the secondary schools, in our colleges and universities French (the French language) can, and constantly should, be used to develop observation and accurate thinking; also the power to define: *Ce qui se conçoit bien s'énonce clairement.*

24. *Que veut dire "savoir le français"?* Why, to have merely a good "reading knowledge" of it *means* that one of the most interesting of the world's civilizations, one of the most instructive, one of the most inspiring, is far more accessible to our inquiries, far more vivid, far more enjoyable for any lover of first-hand knowledge, than that civilization can possibly be without this kind of *knowing*.

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“WHAT’S IN A NAME?” “THE PLAY’S THE THING”

By SAMUEL M. WAXMAN

IT IS not unfitting that these words of Shakespeare should be used as the title of a study of Benavente’s *La Malquerida*, which is now being played to American audiences under the title, *The Passion Flower*,<sup>1</sup> for the Spanish dramatist regards the English master with veneration. Let us not exaggerate by calling Benavente the Spanish Shakespeare as some of our fellow citizens have done. It is extremely hazardous to anticipate the judgment of posterity; even those gods of criticism, Horace and Boileau, nodded at times. Let the critics of the future assign to Benavente his true place. Consider for a moment the havoc we have wrought with Blasco Ibáñez. We have made of him so consummate a best-seller that we shall probably never see fulfilled the promises of *Cuentos Valencianos* and *La Barraca*.

The waters have been flowing under Harvard Bridge for fifteen years since we in Boston have seen a Spanish play on the professional stage. Even then *El Gran Galeoto* was so mangled in Mr. Faversham’s single performance that we could scarcely recognize the play of Echegaray. There are two factors, both foreign to the intrinsic merits of Benavente’s work, that are contributing to its success in this country: the name and fame of Nance O’Neil, and the title of the translation, *The Passion Flower*. It is true that the Spanish title *La Malquerida* almost defies translation; but what defense is there for *Passion Flower*? Zerolo defines the verb *malquerer* “tener mala voluntad a una persona o cosa,” which would make the past participle *malquerida* equivalent to the English “the hated one.” Benavente obviously does not use the word in that sense. *Acacia, la malquerida*, is the sinfully beloved or the ill-beloved of her stepfather, Esteban. For a long time I was puzzled over the English *Passion Flower*, which to me connoted something entirely different from what the producers meant that it should connote to this cinematised twentieth century world. According to the Oxford Dictionary the passion

<sup>1</sup> Plays by Jacinto Benavente translated by John Garrett Underhill, Charles Scribner’s Sons, N. Y., 1917.

flower is "the name of plants of the genus *passiflora*, so called because the parts of the flower were fancifully thought to resemble the instruments of Christ's passion or suggest its attendant circumstances." Here was a curious situation. The Spanish dictionary gave no authority for the obvious meaning of Benavente's title, and the English dictionary failed to help me with the translation. Finally I discovered the reason for passion flower; it was a mere exigency of rhyme on the part of the translator! But contrary to the old saw he had both rhyme and reason for "passion flower." It rhymes very reasonably with "evil hour." Having invented "evil hour," he proceeded to invent "passion flower," whence comes the title to the play. But before matters get too complicated, I must briefly outline the plot.

From childhood Acacia has persistently refused to accept her mother's second husband Esteban as her stepfather. She resents his sharing her love for her mother, Raimunda. To Acacia he is always "that man." Seeking in vain to win her filial love, Esteban gradually conceives for her a sinful passion which tortures him in spite of his attempts to conquer it. One suitor, Norberto, is frightened away; a second, Faustino, is murdered on the eve of his marriage with Acacia. Suspicion is at first fastened on Norberto, but Esteban's guilt is soon discovered, and he confesses to Raimunda both crime and motive. Acacia, however, insists that she is innocent in word and deed, and reiterates her hatred for "that man." The broken-hearted mother will forgive Esteban and fight for his life. Acacia must go to a convent for a while. But first she must kiss her father as a dutiful daughter. In their passionate embrace the terrible truth is revealed; Acacia's hatred for the father is really love for the man. Esteban, intoxicated with love, loses his head and attempts to flee with Acacia, but Raimunda violently calls upon the world to avenge her and bars his passage. He fires a shot; Raimunda falls mortally wounded. But she does not die in vain. Acacia rushes to her mother's side and receives her last words, "That man can no longer harm thee. Thou art safe. Blessed be this blood of mine that brings thee salvation even as the blood of our Lord."

It is Norberto who in exculpating himself sings to Raimunda the foul *copla* that the gossips of the neighborhood are repeating,

the *copla* from which the title is taken, both in the Spanish and English versions.

El que quiere a la del Soto,  
 tié pena de la vida.  
 Por quererla quien la quiere  
 le dicen la Malquerida.<sup>2</sup>

Mr. Underhill translates:

Who loves the maid that dwells by the Mill  
 Shall love in an evil hour;  
 Because she loves with the love that she loves,  
 Call her the Passion Flower.<sup>3</sup>

We can excuse "Mill" for "Soto," but we cannot allow to go unchallenged "Passion Flower" for "Malquerida." It is evident that Mr. Underhill would make of Acacia a siren who lures on to sin her stepfather. "Passion Flower" is not only a distortion of "Malquerida," it is the exact opposite of what Benavente desires to bring out in his characterization of Acacia. It is her very hatred and jealousy that give rise to Esteban's sinful love. If love there is in Acacia's heart, it is subconscious and negative. Furthermore the line

Because she loves with the love that she loves

is a misrepresentation of the author's thought. He actually says "because she is loved by the man who loves her she is called the sinfully beloved." In the original, the active love is on the part of Esteban; Acacia is passive. The translation makes an anti-climax. Benavente has subtly prepared us for Acacia's avowal, but it does not come until the last scene of the last act. Benavente's psychological art is therefore lost in the translation. To be sure the words "La Malquerida" follow "The Passion Flower" when the expression is used later, but if to a Spaniard "La Malquerida" would be difficult to define, what would an English speaking person be expected to make out of it? But after all, "What's in a name?"

"The play's the thing." How has the rest of the play fared in Mr. Underhill's hands? In general he has caught the spirit of the author. In no way does his work bear the earmarks of a translation. He errs, however, by making his language too literary, too

<sup>2</sup> Jacinto Benavente, Teatro, Tomo vigesimo, Madrid, Librería de los Sucesores de Hernando, 1914. Act II, sc. v.

<sup>3</sup> Act II, p. 238.

impeccably correct. He does not render faithfully the uncouth, illiterate speech of Benavente's country folk. The repetitions and asseverations are omitted; the elliptical expressions, the colorful and picturesque diminutives of the Spanish are completely lost. No attempt whatsoever is made to give the equivalent English colloquialisms for such expressions as *quieo* for *quiero* or *ecía* for *decía*. Let me give a specimen of the original side by side with the translation. El Rubio, a rough, unlettered peasant, is speaking:

Tié usted razón, y aquel día debió usted haberme matao; pero es que aquel día, es la primera vez que he tenfo miedo. Yo no esperaba que saliea libre Norberto. Usted no quiso hacer caso e mí cuando yo le ecía a usted: Hay que apretar con la justicia que declare la Acacia y diga que Norberto le tenía jurao de matar a Faustino. . . . ¿Va usted a decirme que no podía usted obligarla a que hubiea declarao. . . . y como ella, ya hubiéamos tenfo otros que hubiean declarao de haberle entendío decir lo mismo? . . . Y otra cosa hubiea sí; veríamos si la justicia le había soltao así como así. Pues como iba diciendo, que no es que quiea negar lo malo que hiee aquel día; como vi libre a Norberto y pensé que la justicia y el tío Eusebio que había de apretar con ella, y tóos habían de echarse a buscar por otra parte, como digo, por primera vez me entró miedo y quise atolondrarme y bebí, que no tengo costumbre y me fuí de la lengua, que ya digo, aquel día me hubiea usted matao y razón tenía usted de sobra.<sup>4</sup>

You ought to have killed me. That was the first time in my life that I ever was afraid. I never expected they would let Norbert go. I told you that we ought to go into court and have Acacia testify that Norbert had sworn he was going to kill Faustino, but you wouldn't listen. Do you mean to tell me that you couldn't have made her do it? We could have got others, too, to say the same. Then it would have been easy; they would never have let him go. I know I made a fool of myself, but when I saw that Norbert was free, that the law—yes, and Tío Eusebio—would never stop there, that they would look somewhere else, then I was afraid for the first time. I wanted to forget. So I began to drink, which I never do, and I talked. You ought to have killed me then; you had ground for it.<sup>5</sup>

To some of you this may seem carping criticism. I suppose we should be content that the American stage version is after all a translation and not a garbled adaptation of a Broadway dramatist made to conform to the tastes of American audiences. But as can readily be seen by a comparison of the Spanish text

<sup>4</sup> Edition mentioned above, pp. 251, 252.

<sup>5</sup> Edition mentioned above, p. 254.



and the English rendering, much of Benavente's subtle, delicate artistry is missing in Mr. Underhill's translation. The English version lacks the salt of the original Spanish. An ocean still divides the dramatic art of Europe from that of America.

As for the acting and setting of the American production, we should have nothing but praise, Mr. Lewisohn of the desiccated and moribund *Nation* to the contrary. In simple, direct fashion is created the illusion of a provincial household in Castile. Scenery and stage properties have an authentic Castilian flavor. Each part is well acted and the whole company shows the high standards set by Miss O'Neil. And yet if there is a weak point in the cast it is Miss O'Neil's Raimunda. From a histrionic point of view she was excellent, but she failed to give the illusion of a Spanish wife and mother. This was not because of her fair hair—Castile is not lacking in *rubias*—but in some intangible way she did not succeed in making herself a part of the milieu which scene painter and master of properties had wrought about her. Miss Westbray, who played the part of Acacia, not only acted superbly her difficult rôle; ashen pale, dark-eyed, dark-haired, she looked the morbid "malquerida." She was the real star of the performance.

*La Malquerida* is one of Benavente's best achievements, altho it is not typical of his work. But indeed is there any one dramatic genre that is typical of this many-sided genius? Eclectic in form as well as in inspiration, he has already produced nearly one hundred monologues, farces, fairy plays, *zarzuelas*, tragedies, and comedies of manners, besides translations and adaptations of Shakespeare, Molière, Ariosto, Abbé Prévost, Grimm of the fairy tales, Dumas Père, Bulwer-Lytton, Augier, and Hervieu. *La Malquerida* was first produced in Madrid in 1913 at the Teatro de la Princesa, where Maria Guerrero, to whom the author dedicated the play created the part of Raimunda. In this *drama* as Benavente calls it, there is not a single forced entrance or exit. There is not a superfluous action or word. Each scene follows the other with relentless logic, a characteristic trait of our dramatist. There is no time wasted in by-play.

Altho a sense of the tragic pervades *La Malquerida*, it does not obsess the audience. There are the commonplace scenes of everyday life where comedy is mingled with tragedy; and these scenes are solidly welded together. There is something of the

power of the ancient Greek tragedies in *La Malquerida*, fate finding its modern counterpart in the unseen but ever present spirit of the dead. "Que los muertos," says Raimunda to Esteban, "no se van de con nosotros, cuando paecen que se van pa siempre al llevarlos pa enterrar en el campo santo, que andan día y noche alrededor de los que han querío y de los que han odiao en vida. Y sin nosotros verlos, hablan con nosotros. Que de ahí proviene que muchas veces pensamos lo que no hubieamos creído de haber pensao nunca!" (Esteban) "Y tú crees?" (Raimunda) "Que too esto ha sío pa castigarnos, que el padre de mi hija no me ha perdonao que yo hubiea dao otro padre a su hija. Que hay cosas que no puen explicarse en este mundo. Que un hombre bueno como tú, puea dejar de serlo. Porque tú has sío muy bueno."<sup>6</sup> There is nothing of the modern spiritualist clap-trap in the wreaking of the dead husband's vengeance. Benavente is too great an artist for that. The dead man's hand is all the more evident by its very absence. It is in the dialog that Benavente makes his points, and of dialog he is a master. Then, too, in *La Malquerida* we feel the element of horror that is found in the Greek tragedies, the horror that purges, according to Aristotle. And if "the hatred of brothers is terrible" as Euripides says, what of the hatred between mother and daughter? How remote seems the voluptuousness and velleity of Donnay's play of like subject, *L'Autre Danger*? There is no playing with fire in *La Malquerida*. Benavente's sincerity and earnestness will not admit of the Frenchman's moral nonchalance. *La Malquerida* contains none of the salacious, suggestive immorality of our latter day problem plays and ubiquitous movies; it is most reticent and chaste. The passionate kiss of Esteban and Acacia inspires us with only horror and repulsion. If *La Malquerida* is to be censured as immoral, then we must also censure the plays of Aeschylus, Sophocles, and Euripides, and of Shakespeare and Racine, too.

Acacia and Raimunda are most masterfully drawn. In these women Benavente has added two more portraits to his gallery of feminine characters. And so in spite of all our adverse criticisms, we owe a great debt to Mr. Underhill and Miss O'Neil for introducing Benavente's *Malquerida* to the American public. "What's in a name?" "The play's the thing."

*Boston University*

<sup>6</sup> Act III. sc. 9.

RANDOM NOTES OF A MODERN LANGUAGE  
TEACHER IN EUROPE

By MARIAN P. WHITNEY

**D**URING a stay of seven months in Europe last year, I spent some weeks in each of six different countries and in all of them made a point of visiting secondary schools. My chief object was to compare their conditions of preparation for university work with our own, to try to determine the value of the French 'baccalauréat,' the Italian 'licenzia,' the German, Czech and Norwegian 'matura' in terms of our own school and college years or points. I had no difficulty in obtaining permission from the different governments to visit their schools; in some of them such permission is no longer necessary since the establishment of the new democratic régimes. I tried to see something of all the classes whose work I was capable of judging, which were chiefly those in history, literature, and classical and modern languages. While not claiming to have made any special study of conditions in modern language teaching, I always saw what was being done in that line and visited many classes in French, German, English and Italian in the course of the year, so that my impressions may prove of interest to teachers in this country.

During my stay in French-Switzerland, I was able to see the higher secondary schools for boys and girls in two of the cantons and visited various classes in German and English. The former is required in all secondary schools: English or Italian replaces Greek in the scientific and technical courses. I was surprised to find conditions so much like those in our own high schools, for I had supposed that in a bi-lingual, or rather tri-lingual country, like Switzerland, I should find all the students very fluent in the use of other languages than their own. I found, however, some very old-fashioned teaching, quite in the old book-method: reading aloud, translation and explanation of difficult forms and constructions, with only a very halting attempt to give a résumé of part of the reading in the foreign tongue as a modern feature. The work was in the fourth and fifth year in German, but the results were no

better than our very average high school seniors can show. In both schools the English seemed to be better taught, though that may have been the merest chance. At least the students understood it and were interested in the work though their pronunciation was quite poor. In short, conditions in these schools seemed much as they are with us. There was no fixed standard of method or achievement but the value of the work depended entirely on the ability and energy of the individual teacher.

It is only fair to say that there is much dissatisfaction at present with the work of the higher government schools in some of the cantons and many projects for reform are under discussion. I should have enjoyed visiting some of the new experimental schools, the "écoles libres," but could not arrange it on account of time. One experiment interested me very much,—a school where, on the theory that it is better to concentrate attention on one subject than to scatter it over many,—the plan has been adopted of teaching only two subjects at a time.

The work is arranged in a cycle of three weeks, each week being devoted to the study of two subjects only. They occupy the whole school time, which is divided into two periods of two hours each separated by a rather long recreation. The first week is devoted to French and Mathematics, the second to Natural Science and German, the third to Geography with History and to English. The pupils are said to gain so much by the concentration of attention and effort and to enter so thoroughly into the subjects studied that the two weeks which elapse before they are taken up again bring practically no loss of power. The experiment has been continued for two or three years and is said to give excellent results. It would certainly be very interesting and instructive for any of us to visit that school and to see that work.

In Italy I visited many classes in the 'licei' or advanced secondary schools of Rome and Florence. Latin is the first foreign language taught in them; it is begun in the first year and continued through all the eight years of the course. In the third year French is required for all and is continued for four years, while in the next year, the fourth school year, a third foreign language is begun and carried through the remaining five years: Greek in the 'liceo classico,' German or English in the 'liceo moderno.' Classes in the latter language have increased since the war but there are

still large classes in German in all the schools I visited. Here, too, I found a good many older teachers still using the old book-method, varied by an occasional question in the language taught, but young men and women were teaching by the direct method very much as do our better teachers here. Girls desiring to gain the 'licenzia' and to enter the universities are allowed to prepare in the 'liceo' or higher boys' school, as it did not seem necessary on first opening the universities to women to provide special schools for the small number who wished to avail themselves of this privilege. When the war drove them into the universities in constantly increasing numbers, there was no money to care for them elsewhere, so we have, in a country peculiarly addicted to the segregation of the sexes, the curious phenomenon of co-education in the higher secondary schools. There is as yet great difference of opinion as to its success and its future. At present it is a necessity and will be so until the financial condition of the country is better than at present.

The teachers in these 'licei' are almost all men, though the positions are theoretically open to free competition. There are a very few women who have been successful in gaining such positions by examinations or in keeping those which they occupied during the war, when they were called upon to take the places of the men teachers at the front and to carry on the schools which, but for them must have been closed. Most of these women have been displaced by men coming back from the army. The women teachers I met in the 'licei' were all in modern language work and I saw some excellent teaching in English done by one of them, quite the best I met with anywhere except in Germany. This lady had managed to inspire her pupils with a real interest in modern English poetry and they knew a great deal about Elizabeth and Robert Browning and their work. In general, the reading of foreign literature in the Italian and Swiss, as well as in the French schools, seems to be carried on by means of books of selections like our old-fashioned school readers, which give few pages from each author preceded by a couple of lines about his life and work. My experience this year has confirmed my old impression that such books kill all interest in literature. Far better read one story or drama than any number of such fragments of literature. The only classes I saw which were really interested in their work with such books were those that were

reading lyric poetry; naturally enough, since lyric poems can be given *in toto*, not hacked into bits. As well try to teach appreciation of sculpture by showing a collection of marble hands, ears and noses, instead of one or two complete statues.

I was surprised to hear from several teachers in these Italian schools that the children dread and dislike the Latin and find it a terrible burden. I had expected to find in these young Italians a love for the language which their own still so closely resembles, and in the Latin classes I visited it was evident that they read it with much more ease than do our pupils. Still it seems that they do not like it and that they flock into the 'liceo moderno' where they have only 38 hours of Latin instead of 44 as in the classical 'liceo,' and which substitutes 17 hours of German or English for the same number in Greek.

My observations during this journey have helped confirm me in the conviction, which has been growing for years, that we can hope to excite interest in ancient languages and literatures in our children only by approaching them through the modern ones. We are still following, as does Italy, the method inherited from the Renaissance of giving our children their first contact with foreign nations and a foreign culture through the classics. But the world has changed very much in the last two thousand years. European civilization no longer centers about the Mediterranean basin but leadership has passed to the northern nations of Europe. If these young Romans find it easier and more interesting to read French, German or English than Latin, what can we expect from our pupils who are separated not only by twenty centuries of time, but by four thousand miles of ocean, from Greek and Roman civilization? Every child should first study a foreign language somewhat akin to his own, which he can be expected to read with some ease, to understand and even to speak a little. This will give him access to a literature, which though differing from his own, has a content he can understand and which will stimulate his curiosity and interest by leading him to compare his own ideas and ideals with these other kindred though different ones. Having taken this step, he may be ready to go still further, to realize that a language now dead may once have been really alive, to enjoy tracing the deep influence Greece and Rome have exerted and still continue to exert on the literary, artistic and political ideals of all modern nations, his own

included. I think the time is coming in Europe, no less than here, though perhaps later there than here, when the classical languages will be studied only in the latest years of the higher schools, here probably only in college, but when they will nevertheless be more widely read and enjoyed than they are at present.

What I saw of modern language teaching in France was in connection with visits to three of the best 'lycées de jeunes filles' of that country. The work was in general well done, by young and energetic teachers and by modern methods, all teachers in France being thoroughly well prepared for their work and gaining their positions by rigorous competitive examinations given by the government. Yet even here one sees that no examinations can test the real power to teach well and I sat through one class as tedious and unprofitable both for me and the pupils as could be found anywhere. It was, however, decidedly the exception and even in this it was evident that the teacher knew her subject although she could not "get it across" to the class. Yet at least she spoke the foreign tongue to them and they got something beside the dead letter of the book. I saw classes in English, German, and Italian doing very nice work in these schools.

-I will take this opportunity to explain my reference to the teaching of Spanish in these countries which was printed in "Notes and News" in the October *Journal* and which has brought forth protests from several of our readers. The passage was taken from a rather hurriedly written letter and gave merely the impression of the moment. It should be modified but not essentially changed. Spanish is doubtless taught in Italian universities, but in the three that I visited no course was being given in this subject last spring. Spanish may also be offered for the baccalauréat in France, but I found no classes in the subject in any of the schools which I happened to visit. German, on the other hand, was being taught in all the higher schools visited in each of the three countries. It is evident that in Europe the attitude of educational authorities and of the public toward the question of which languages are most important for young people to study, is very different from our own.

I was very much interested while in Paris in attending some of the examinations for the 'licence ès lettres.' The examinations for the baccalauréat, though open to the public, are so arranged

that it is practically impossible to hear the questions of the examiners or the answers of the candidates. But with the 'licence' it is different. The examiner generally sits at a small table with the student under examination in a chair beside him or across the table from him, and there is no objection made to anyone walking in and taking his place among the candidates awaiting their turn, who are all, of course, listening intently, hoping to get an idea of the kind of questions asked and the kind of answers approved. The examination in German was very informal. Each candidate read aloud a few lines from a book handed him by the professor. He then translated the passage, the professor helping him rather freely and asking him a number of questions, some in the language itself, others in French, about the subject matter. The whole examination of one candidate lasted generally not longer than five minutes. On the whole, the examiners in this and other subjects seemed to me to be very kindly. Their effort was to find out what a student knew rather than what he did not know. When he could not answer easily, the professor generally tried another question. I think things are being made a little easier for students whose studies have been interrupted by the war, as was the case with several of those I heard tested. There was a good sprinkling of girls in each group, taking their place among the men without fear or favor, a great change from the days when I worked at the Sorbonne in the 90's, when all women were there more or less on sufferance, and when a French woman student was almost unknown.

*Vassar College*



## A THEORY AND A FOREIGN LANGUAGE COURSE

By E. C. CLINE

THE foreign language work in our system (Richmond, Indiana) really begins in the last semester of the seventh grade in the Junior High School, although the actual study of a particular language does not begin until the eighth grade is reached. In the last half of the seventh year we offer a general language course which all students are required to take. Our manual says of it: "This course is designed to give to the student a general, elementary idea of language as such through the medium of comparison between English and foreign languages, chiefly Latin. It . . . will lead equally well to future work either in English or in foreign languages. The course will be conducted largely as a laboratory course with materials furnished by the teacher and the pupils. The aims of the course, specifically, are: (1) a study of the origin, growth, and influence of language in human history—how man began to use language, how he improved this tool and how this wonderful tool in turn has proved the greatest of all human factors in elevating man to his present position in the world; (2) a study of words, their history, the meaning of their prefixes and suffixes, etc., and of the use of the dictionary; (3) the development of a feeling for the significance of phrase, clause and sentence in the expression of thought; (4) a study of such fundamentals of grammar and syntax as will furnish valuable tools for future language work, whether English or foreign, not by formal study but by experiment; (5) incidentally, to discover such students as have capacity for advanced language study and to encourage them to continue this preparatory course by the study of a foreign language."

This work, we feel, has the same justification and accomplishes much the same purpose as the present General Mathematics and General Science courses. There is certainly need of a course which will lead to an appreciation of language as a human institution, of words—those interesting symbols of language—and of the fundamental relationship of words to each other in the expression of thought. By using some of the material and method of foreign

language study we believe we are succeeding much better than any similar work will succeed through the study of the too-familiar vernacular only. Besides the purely informational value of the course, it will also introduce the student to new types of language study and new methods, will open up new vistas of interest, and furnish him with the tools to pursue this interest in future language work.

In addition to the educational aims stated above, the Foreign Language Department expects that students who have had the course will be much better prepared to do work in foreign languages and will accomplish more, and that many students with special language ability who now remain outside of foreign language work by reason of some misunderstanding will be attracted into the work, while others who should not elect such work will be discovered and so advised.

As stated, the present General Language Course is designed for one semester only. The present plan, however, envisages the expansion of the course into a course of one year. Each semester will still have definite aims and results and will be a complete unit in itself for which credit will be given, even though the work is not continued. The second semester will be elective. As the work is expanded, the second semester will continue the laboratory study of language referred to above, with this difference, however, that the foreign language used as a basis of the work (which in the present course is chiefly Latin) will be Latin, French or Spanish, depending on the language that the student elects to pursue at the end of the first semester of the course. In other words, this will take the place and largely serve the purpose of what is now the first semester of work in Latin or French or Spanish, and will be handled by the special teachers of these subjects. By the end of the second semester of this course the student will be actually beginning the study of Latin, French, or Spanish, as such. The beginning texts of those languages are so chosen that the work of the general course will lead directly into these texts and will cover the first part of the text book work. This work, as given in the General Language Course, however, will be specific study of the elementary principles of sound production and of only such language principles as have been previously studied in a general way, so that the student, if he cares

to, may drop the course at the end of the second semester with a real unit of work completed and without having begun something that is of value only on condition that future work be done in the foreign language.

Part—a large part—of the value of foreign language study, in our opinion, is that it is specialized language study, and the principles learned should function equally well in the use of the native and of the foreign language. Therefore, the English and the Foreign Language Departments are working in close cooperation, so that there may be no conflict or duplication, and we shall feel that our General Language Course is successful only if the results are noticeably beneficial in future English work also.

We believe that this arrangement will provide a solution of a problem that will soon confront foreign language teachers, where it is not already pending: that of removing the general condition of requiring two years of foreign language work before any credit is given. It seems much better strategy to make the step voluntarily as an avowed attempt to keep pace with modern curriculum building than to accept it later, claiming that it is a backward step forced upon us. To say that we have made a backward step even under compulsion makes it only more difficult to "sell" our course. Those who obstinately held out for a four years' requirement of Latin, on the plea that four years were required to produce good results in Latin, found themselves in an awkward position when they had to accept and justify shorter courses. In the course as proposed, the pupil must take the first semester of the General Language Course; he may then drop the work or he may elect the second semester and drop the work at the end of that semester. By that time the student will have had the benefit of language study of the type done in foreign language work, and both pupil and advisor will know whether the pupil should continue foreign language study.

We feel also that this provision is better in other respects than the arrangement in which two years of work are required just at the beginning of the course before any credit is given—particularly in the case of those courses in which the grammar work consumes most of the two years in order to give that "good foundation." In the first place, many do not, and in the future more will not, sign up for two years of work before they can know

whether they are fitted for it. Besides, after they have signed up, there are a certain number of unwilling prisoners in the course who must stay whether they are being benefited or not in order not to lose credit for work already done. This, no doubt, keeps up the number in the department, but has no other good result. Our faith in the course above is such that we believe the interest in language study will be so increased that the total enrollment will be greater without any artificial means of keeping pupils in the department.

Where credit is given for one year of work, it does not seem that a grammar or preparatory course planned purely for future work is particularly valuable for students who have only one year for language study. In fact, such a course does not seem the most desirable even for those who have two years for foreign language study.

After the first year of language work (only one semester of which has dealt with French), the work in French will continue in the study of French grammar, in which the aim will be, not to cram the student with many irregular verb forms, the fine *nuances* of the subjunctive, the past definite, and the like, but to get thoroughly a few fundamentals—a skeleton of grammar only, so that one may begin to *read* as soon as possible. We believe that in French, as in English, a mastery of the minutiae of grammar is not necessary in order to be able to read, and to read intelligently, ordinary prose. Since we do have less time to teach French than the student can spend learning to read English, we must, we agree, give him some special work—and there is benefit from the study of grammar; but we need not make a grammarian of the student. We do not label our method of procedure in this work of preparation; it is neither direct nor natural nor unnatural; we are as informal as possible and get most of the grammar inductively from the reading of French, and French is the language used in the class room except when the vernacular is necessary to make a point clear. We have a beginning reader that is really a *beginning* book that parallels our progress in grammar work; this we begin almost at the beginning of the course. In about three semesters, then, (in the Senior High School, two) we get the fundamentals of grammar and at the same time launch the student into the reading of French.

This reading we continue intensively throughout the rest of the course. We are frankly committed to the idea that a secondary school can develop in students only a moderate command of written and spoken French, but that the ability to read easily and with pleasure modern French can be developed if that aim is kept continually in view from the beginning; and that the ability to read is to the student more valuable than the ability to speak and to write, both from a practical and from a cultural standpoint. Now, we are not unmindful of the linguistic value of grammar study, of oral and written work in a foreign language, or even of translation. We realize the value of aural and visual experience, of oral and motor expression, in language learning. We believe that practically all class conversation should be in French and that in advanced reading classes, if the work is properly graded, much of the time usually given to translation can be devoted to oral work. We believe also that written work should be done. We simply mean that all this should be based on reading texts, and that it should be done with an eye single to the development: (1) of the ability to read; (2) of confidence in that ability; (3) of a desire to read. If we can get a pupil to read French and besides enable him to order a cab in Paris, if he should be the one in a hundred who will have that opportunity, so much the better; but we do not intend to reverse the order of importance. We do not believe in sacrificing the more possible and the more practical for the less possible and the less practical; we do not consider that in so doing we should be either "practical" or "progressive" or "reformed." Nor do we want to spend so much time getting a "good foundation" that little time is left to use the foundation, or when most of the students must discontinue the work as soon as the foundation is finished. The sooner we get to reading and the more time we have for it, the better.

The order of importance of the aims that we should keep in view in teaching French to American pupils is as follows: ability to read French, ability to write it, ability to understand the spoken language, ability to speak the language. The opportunity of Americans to hear or to speak French is practically negligible, while many can and do read it and carry on foreign correspondence with pleasure and profit. One may follow this program and, if

proper methods are used, enjoy all the technical advantages of foreign language study, develop a sense of the significance of language as such, and still be giving to the course the same importance to each item that it will have in the pupil's life. It is by extensive reading that we can best give to the student the cultural advantage of foreign language study—a knowledge of and an interest in the life, history, literature and civilization of a foreign people. It is through reading that we get most of our information in regard to our own civilization even though continually surrounded by people who speak our language.

In developing this ability to read French the choice of reading material has more often hindered than helped. It seems that the so-called grading of reading material in foreign languages usually means this: we start the pupil with something so difficult that only by laborious "digging" and by much consultation of the lexicon can he cover a few pages; just as soon as he begins to be able to *read* material of that grade, he is put at something else beyond his then reading ability and the grind continues, so that only the hardy survivors—the very brilliant—who stick to the end of the course ever find themselves really *reading*; but worse than that, no one (except, perhaps, the few) ever acquires the *confidence* in his ability to read French, without which he will never read French outside of school. The foreign language teachers have not been the only sinners in this respect, but the teachers of English now realize that the reading of Shakespeare's tragedies or of *Paradise Lost* by beginners does not teach the pupil to read, enlarge his vocabulary, or inspire in him the love of reading. One learns to read by doing *much* reading of material easily read and one *desires* to read only when one can read easily. So we have not tried particularly to grade the reading in the early semesters, but we use easy reading and much of it. We shall not hesitate to read in the second year *several* bits, marked in the catalogues "first year," instead of spending an entire semester on one "second" year text, and we allow an upper class to read the *Voyage de M. Perrichon* even though it can be completed in a few days. Our only requirement is that the language be French and that the content have the flavor of France. By dint of doing much reading, the recurrent words and the common idioms become so familiar by sheer repetition that when the pupil tries to

read new or more difficult material, the reading habits formed, the complete familiarity with much of the context, and especially his *confidence* in his ability to read, carry him over the unfamiliar. And that is how we all read.

If we proceed in this manner, we avoid the necessity of rereading in class what the pupil has already read out of class—procedure which wastes time and kills interest. If the student has really been *reading* the story and understands it, a brief oral discussion can assure the teacher of this and advanced reading can be immediately resumed with discussion in French of difficulties. Those who are worrying about the amount of spoken French used will find that more can be employed in such a course than in the traditional course, and employed with more interest and profit. But it is difficult to get a child to talk in a foreign tongue about something that he does not understand.

While in the beginning courses the reading is simple and deals chiefly with the elementary facts of French life, customs, history, etc., in the latter part of the course the student will read newspapers, magazines, modern novels, history, etc., and will deal more formally and specifically with the various features of French civilization. In such courses, the great names and the great periods will be blocked off by weeks and an outline with references to books will be furnished the pupils at the beginning of the semester. A number of books on various subjects will be provided and no restraint will be put on the pupils as to their choice of reading except that a certain minimum in pages will be demanded and that enough reading must be done on the topics assigned to get the desired information. Notes on the reading on the special topics will be kept in notebooks. Checking of the other work will be done by brief written outlines and by oral quizzes, the teacher dealing with individuals. In other words, the work will proceed much in the manner of a laboratory course, with most of the time in class and out spent in silent reading. Occasional brief talks in French will be given by the instructor on subjects germane to the work of the class. The time spent in reading, writing, listening to French and speaking French will be quite in proportion to the relative importance of these phases of foreign language work in the future life of the student.

Now, somewhere in the third or fourth year, we get hold of the people who expect seriously to continue the study of French throughout the high school course and further. For these people we provide the means of completing the grammar work of which they had a brief outline in the first year. Knowledge of the fact that the subjunctive is sometimes used in a relative clause when the antecedent is qualified by "seul" will not have much vital bearing in the life of the student who can take only one or two years of French—he will have read many of these clauses in his course quite correctly, utterly oblivious of the fact that an interesting grammatical construction was lurking within, and it would have been wasting his time to have consumed it in learning that and similar details. However, the special students who continue French will have time to spend on such things and should know them. The work is blocked off by weeks and each week has its quota of irregular verbs and each period of two weeks its particular phase of grammar; this outline is put in the pupils' hands with references to grammars where the subjects may be studied. No particular grammar is used, but several are on the reference shelves and the students work up their own arrangement of the material in note books. The teacher furnishes from time to time English sentences to be put into French; as the pupil writes these, he cites the grammatical principle involved, inserts it in his note book if it is not already there, and uses the sentences (and succeeding similar ones) as illustrations of the principle. Other illustrations the pupil notes in his reading or he has his attention called to them. A great deal may be done in grammar work in this way and at this point in the course: many of the grammatical principles have become habitual with the pupil from frequent encounters in his reading and the language sense acquired makes them all seem more reasonable and logical.

In conclusion, we believe that such a course is justified for the following reasons:

- 1) The emphasis given each phase of modern language work corresponds to the functional value of each in the lives of the majority of American students.

- 2) The arrangement of the work meets the requirements of modern curriculum building, which demand that each unit (one semester, or, at most, one year) be complete and valuable in itself.



3) All pupils are given a chance at general language training for one semester or two or more as they choose or as their schedules permit. No one must make the choice between either getting no such training or signing up for a two year course at once.

4) Pupils who can take no more than two years of French are not required to take the same intensive grammatical work as pupils who can spend three or more years in the work; they are not compelled to spend most of their time in French at building a colossal foundation which they will not use; those, and only those, who are going to devote enough time to French to justify detailed study of French grammar are given such work.

5) More students who will be benefited will be attracted into the regular foreign language courses and fewer will get into the work who do not belong there.

*High School,  
Richmond, Indiana.*

## Notes and News

### NOTES FROM IOWA

A meeting of modern language teachers was held at Grinnell College, March 18, 19. The principal outside speaker was Professor André Morize of Harvard University who delivered two lectures, one in English on "Problems of To-Day in France," and one in French on "Ce que j'aime et ce que je n'aime pas dans l'éducation américaine."

At the meeting of the French section the chief papers were "Free Composition in First Year French" by Prof. E. M. Lebert of Grinnell, "Establishing a Balance in First Year French" by Mrs. Boyd of Des Moines College, and "Grammatical Tricks" by Prof. C. E. Cousins of the State University. In the Spanish section the discussion centered around a paper on "Composition in Second Year" by Prof. Helene Evers of Grinnell. Next year the regular conference of the Modern Language teachers of the state will be held at the State University.

Professor L. A. Herrick formerly of the University of Wisconsin and Hamline College is now in charge of the Department of Romance Languages at Cornell College.

In the coming summer session the Department of Romance Languages at the State University will again offer the opportunity, tried for the first time last year, for a limited number of young women teachers to live for six weeks in a French House where they will enjoy special advantages for improving their practical command of French. This year for the first time similar opportunities for teachers of Spanish will be offered in a Spanish House. Professor Bernard Fay of Columbia will be a special lecturer during the first six weeks of the summer session and will offer two advanced courses in French. Professor S. H. Bush, Head of the Department of Romance Languages, will probably spend the summer conducting a party on an extended trip through Europe, Egypt and Palestine.

Pupils in second year Spanish at the State University have issued a dramatic version of the novel "José" prepared by themselves.

Pupils in French at Ellsworth College have brought out a very successful play this spring.

The committee appointed last fall to prepare a syllabus for two years' high school work in French and Spanish expects to present their report for discussion at the meeting of the State Teachers' Association in Des Moines next fall.

#### NEW YORK CITY

The French Government is going to grant the American Association of High School Teachers of French special rates for travel this coming summer. I have not as yet received all the details, but in so far as I have them, they are: a 20% reduction on the steamers, and a 50% reduction on French railways; we shall have 60 to 80 reservations on the two boats sailing on the 18th or 19th of June. We have obtained these concessions thru the good offices of Madame Cécile Sartoris, who is representing a Restoration Fund for Schools in the Devastated Districts. We are trying to organize all the teachers of French in the United States, just as the Teachers of Spanish are organized. If teachers are interested in this offer, they should communicate with me. I shall be able to furnish more complete details by the end of the month.

The registration of students in Modern Languages in the Junior High Schools of New York City is as follows: French, 9,103; Spanish, 6,974; German, 652; Italian, 260. The registration in the Senior High Schools is as follows: French, 22,260; Spanish, 31,324; German, 886; Italian, 213. This is for the current term.

The New York Chapter of the American Association of Teachers of Spanish met in Philosophy Hall, Columbia University on January 8, 1921. The meeting was addressed by Miss María Luisa Redoano, a teacher of English in the schools of Argentine; she spoke on the "Profesado en Lenguas Vivas en la Argentina." Mr. Lawrence A. Wilkins, Director of Modern Languages for the City of New York, and Mr. William Barlow reported on the National Convention in Chicago.

Miss Rosalia Pilar Cuevas, former head of the Department of Romance Languages in Adelphi College, Brooklyn, has recently become a member of the Spanish Department of the University of Oregon. Mrs. Mary G. Averitt, teacher of Spanish in the New Utrecht High School, Brooklyn, attended the annual convention of the American Association of Teachers of Spanish, held in Chicago, December 30, 31, 1920.

The New York Chapter of the American Association of Teachers of French held its January meeting in Schermerhorn Hall, Columbia University; the speaker of the day was Mr. L. J.

Garcey, the New York representative of the Paris-Lyon-Méditerranée. This meeting was followed by that of the Modern Language Division of the High School Teachers' Association. The speaker was Professor Mercier of Harvard, who addressed the meeting on Modern Methodology in the Teaching of Languages. His address was an eloquent plea for the Direct Method.

The February meeting of the American Association of Teachers of French was held on February 19, in Philosophy Hall, Columbia University. The speaker was Lieutenant R. Claret, who has been connected with the French High Commission. His address was upon Morocco. Plans were made for a social entertainment and the coming European trip was discussed. The Paris-Lyon-Méditerranée made an offer for the summer, in the eventuality that the French Government should fail to provide for the teachers of French.

The Modern Language Section of the New York Society of Experimental Education discussed at its January meeting the following subject: The Function of the Idiom in the Teaching of a Foreign Language. Mr. Abraham Lipsky of the Stuyvesant High School led the discussion. At the March meeting the topic of discussion was: The Conditions Necessary for the Conduct of Experimentation in the High Schools. Mr. Lawrence A. Wilkins, Director of Modern Languages for the City of New York, led the discussion. A resolution was drawn up to be submitted to the principals of High Schools and to the superintendents in charge of High Schools, asking that allowance be made in the number of teaching periods for those conducting experiments of some kind, such as vocabulary tests, intelligence tests.

The Modern Language Departments of the New York City High Schools have been asked to participate in the Festival and Exhibit called "America's Making" which is to be conducted next fall under the auspices of the State and City Departments of Education.

DANIEL C. ROSENTHAL, *President,*  
*American Association of High School*  
*Teachers of French*

*Bryant High School,*  
*Long Island City*

SEMI-ANNUAL MEETING OF THE NEW JERSEY ASSOCIATION, NEW  
BRUNSWICK, N. J., OCTOBER 30, 1920

Mr. William Milwitzky, Barringer High School, Newark, N. J., gave some useful information on the use of illustrative material in general and in particular the lantern slides, films

and other illustrative material loaned out gratuitously to schools and teachers by the French High Commission (Headquarters, 65 Broadway, New York). The address was supplemented by an exhibition of samples of the slides procurable in this way and also of a small, but well-selected, collection of other representative modern language *realia* and text-books. Mrs. Alice M. Dickson of the French High Commission urged teachers to avail themselves of the privileges offered by the Commission.

An unusually helpful paper was presented by Mr. Cony Sturgis of the Princeton Preparatory School on "The Spanish Text-Book."

The following officers were elected for the ensuing year:

President: Louis A. Roux, Newark Academy, Newark, N. J.

Vice-President: Franklin Crosse, Barringer High School, Newark, N. J.

Secretary-Treasurer: John J. Arnao, Jr., Central High School, Newark, N. J.

Member of Council for two years: Miss Tilla P. Thomas, Summit High School, Summit, N. J.

Member of Council for one year: Edward Warrenreich, Battin High School, Elizabeth, N. J.

#### BÉNÉDICT PAPOT

By the death of Bénédic Papot on March 2d, French studies in the middle west are much poorer. Born in Nantes Feb. 21, 1860, and exempted from naval service because of defective eyesight, he went into journalism and for a time was on the staff of the *Figaro*. Being threatened with tubercular trouble he shipped before the mast, and for four years sailed the high seas, living through two shipwrecks, one of which took place on the coast of Patagonia. After his marriage to Grace Elliott of St. Augustine, Florida in 1889, he entered the profession, first in Albany, and came to Chicago in 1896 as a member of the staff of the University School for Boys. About 1900 he entered the public school system of Chicago as a member of the staff of the Crane Technical School where he taught continuously until illness forced him to give up his classes two months before his death. For a number of years he had been Assistant Principal at Crane and was known to the entire student body as a kindly friend and mentor under whose humorously gruff manner lay a genuine interest in youth. For many years Mr. Papot displayed an interest in things pertaining to the drama. Through his readings and lectures, and through a group of young players that he organized and trained, he was well known in many parts of the country as an interpreter of French dramatic art to the American public. He was an influential member of the Chicago branches of the Alliance Française and of the Association de Professeurs Français.

By reason of his numerous activities Mr. Papot came in contact with a very large number of students of French, both young and mature, in Chicago, and by his original method of presentation and his vigorous personality, played a real rôle in his adopted city as an inspirer of interest in French studies.

At the Brown University Teachers' Association which met on Mar. 12 in Sayles Hall occurred the spring meeting of the Rhode Island group of the New England M. L. A. Dr. T. F. Walsh of the English High School, Providence, spoke on "Chocano, Poeta de los Andes," Miss Regina T. Loftus of the Technical High School, Providence, made an address on "Souvenirs d'outre Mer," and Professor A. C. Crowell discussed the topic "Emphasis and Aim of Modern Language Study." This was followed by brief discussions of the vacation classes in French and Spanish at Middlebury and at Harvard by Misses Tower, Barrett, Kelly and Cushing. The last address was by Professor Louis Cons of Princeton: "Jeanne d'Arc, d'après les dernières recherches historiques." Arthur W. Cate of Moses Brown School, Providence, was elected group chairman for the coming year. The meeting was presided over by Edith H. Williston, Technical High School, Providence.

#### NEWS FROM ARKANSAS

The Little Rock High School reports greatly increased interest in Spanish this mid-year. Two new classes of thirty each have been enrolled, making the total enrollment in Spanish ninety-five. The "Pre-determination Tests," prepared by Professor Handschin, were given in these classes before entering the pupils, and now results will be observed carefully to form correct estimates of the general ability of the pupils.

The Fort Smith High School reports a class of thirty-eight entering at the mid-year in French IB. These pupils are all directly from the Junior High excepting two. They were given the "Predetermination Tests" in October, 1920. The records have been carefully preserved and will be used to serve as a check upon this class, especially to classify them according to individual ability. The eager enthusiasm and joyful assurance with which these pupils utter French sentences and (be it noticed) the general accuracy is a delight to the soul and one more proof that the sooner our pupils begin the study of French the better. Probably there will always be a "Class 4," but why not allow even these pupils to have a chance to absorb some of the beauties of a literature so perfect in style as the French?

The Texarkana High School reports great interest in Spanish. The classes have increased largely in numbers. There is much

active work on the part of the pupils. One corner of the class room is fitted up as a bank and regular banking business is carried on. Another means to promote conversation in Spanish is the store. This plan has been tried in other schools with success. Sometimes the pupils represent groups of students from Spanish universities—again, immigrants just arrived. A Spanish meal is always interesting with menu cards in Spanish. Little Rock High even staged a bull fight at one of their assembly programs.

Van Buren High School reports a prosperous Cercle Français. The interesting programs include dialogues, songs, games in French and debates.

Fort Smith High School is planning a pageant for an assembly program on May 5th. Some of the leading characters of French history will appear before the audience, with a band of Troubadours, also peasants from Bretagne, Normandy, Alsace and Lorraine,—all in costume, to say nothing of *poilus*, Pershing and his doughboys, all joining in the Marseillaise as a grand finale.

F. A. B.

#### NEW YORK STATE

The twelfth annual meeting of the New York M. L. A. took place in Rochester Nov. 23–24. Professor Morton C. Stewart of Union College read a paper on The Present Status of German Instruction. He was followed by W. B. Head, Headmaster of the Nichols School, Buffalo, who spoke on Aims and Ideals of Modern Language Teaching. Mr. Head expressed his disapproval of the movement to discard German and his willingness to welcome Spanish because of its cultural and practical value. Professor R. M. Ogden of Cornell University read a paper on The Future of Modern Languages in the High School, and Professor M. L. Perrin of Boston University set forth his experiences as a teacher of modern languages in China. The speaker was particularly hard on the kind of lesson hour that is devoted largely to recitation rather than to instruction. This paper was followed by a discussion of Free Composition by Professor J. F. Mason of Cornell University. In the speaker's opinion the first year of foreign language instruction should be devoted largely to ear training and memorizing, and, by way of grammatical drill—to practice in supplying missing words or phrases in sentences in the foreign language. In the second year attention should be concentrated on "amplification," that is to the addition of suitable words taken from the pupil's active vocabulary to assigned phrases and sentences. It is in the third year that free composition should really begin, on subjects for which the pupil is to utilize a basic vocabulary and idioms supplied by the teacher. These subjects

may be drawn from the reading text and should be chosen with the pupil's active vocabulary in mind.

Professor C. H. Handschin of Miami University spoke on Scientific Tests as Applied to Modern Language Teaching. In the speaker's opinion, tests are needed both to eliminate the unfit and to measure the results of the teaching. Tests should be constructed as simply as possible, so as to present no great obstacles to being properly administered.

The Association passed resolutions approving of the move to require a special license for modern language teaching and recommending the Handschin pre-determination test for language ability. The following officers were chosen:

President: A. G. Host, Troy High School.

Vice Presidents: J. F. Mason, Cornell University.

J. F. Stinard, State College for Teachers,

Albany.

Secretary-Treasurer: Catherine A. Eastman, State Educational Dept., Albany.

The American Association of High School Teachers of French, New York chapter, of which Daniel C. Rosenthal, Bryant High School, is president, announces a trip to France, leaving New York on July 2 via S. S. Leopoldina. The party is to arrive in Paris on July 10 and to return to that city on Aug. 26 after a journey to the battlefields, to Switzerland and to southern and central France. Steamer passage one way will cost \$125.00, and travelling expenses in France are estimated at francs 860.

The January *Bulletin of High Points* contains a very interesting sketch entitled "A Year in Spain" by Helen B. Collins, Julia Richman High School. Miss Collins found much to interest her in Spanish customs, and observed many admirable qualities in the Spaniards with whom she came in contact: vivacity, intelligence, cordiality, courtesy, frankness, pride in the rich treasures of Spanish art and culture. Such sketches have a real value for teacher and pupil alike. This number contains, also, a brief argument by Marius Carpenter of the Boys' High School, maintaining the greater value of an adequate reading knowledge of the language as compared with a halting ability to speak.

Pupils in New York High Schools are issuing several publications in foreign languages; *Le Petit Canard Américain* by the French Club of the DeWitt Clinton High School; *L'Etoile* by the students of the Boys' High School; *Le Nouveau Courrier* by the pupils of Evander Childs High School; and *Encarnado y Azul* by the boys of Stuyvesant High School.

This issue of the Bulletin contains, also, interesting directions for teaching French pronunciation on the basis of practical phonetics in connection with the use of flash cards. It is perhaps a



little surprising that the conventional comparisons with English sounds are retained in certain cases. These directions are issued by L. A. Wilkins, Director of Modern Languages in the High Schools, and are followed by suggestions for review work and for teaching pronunciation in the intermediate schools by the Supervisor, Jacob Greenberg. It is of interest that the use of phonetic symbols in the class room has been given up in the schools of the city but that the physiological basis of teaching pronunciation is adhered to (see the note by W. R. Price, in the March Journal). Advocates of the phonetic approach to pronunciation will be glad to remark that all we have learned by the aid of phonetics has not been thrown overboard in such an outstanding system as the schools of New York, in which there is active supervision and encouragement of the modern foreign language teaching. In retaining the approach on a physiological basis the most important principles of applied phonetics have been adhered to, but the interested critic almost instinctively quotes: "This ought ye to do and not leave the other undone."

In the March issue of *Hispania* Professor Navarro Tomás continues his studies in Spanish Pronunciation and Professor Espinosa adds an entertaining chapter to his *Viajes por España*, recounting an interesting visit to Tudanca in the picturesque Asturias and his meeting with Pito Salces, the original of the hero of Pereda's novel, *Peñas Arriba*.

#### THE FOREIGN LANGUAGE SITUATION IN WISCONSIN

Readers of the M. L. J. will recall that a study of the situation in the high schools of Wisconsin was made by your correspondent last year, and that the figures showed a somewhat disheartening falling off in modern language enrollment as compared with the year 1916, which had been chosen as the last relatively normal year.

Figures for the current year are now available, and indicate a gratifying upward trend all along the line, although the status of 1916 is still far from being reached.

	Total pupils	Latin	German	French	Spanish	Total language
1919-20	56,044	7098	404	4049	492	12,043
1920-21	57,277	8886	620	4437	1213	15,156
Increase	2%	25%	53%	9%	247%	25%

Thus the language enrollment for 1920-21 is 25.6 percent of the total enrollment in the schools, whereas in 1916 it was 31 percent. (It should be remarked that these figures are subject to some little variation. The "total enrollment" for 1916 was that of 343 schools, that for 1920-21 represents 356 accredited schools. Also, the language totals are slightly reduced for 1919, due to elimination

of certain schools in making comparisons with 1916. In another year, even these slight inaccuracies should be smoothed out.)

The striking features of the situation are the marked growth in Latin, the phenomenal boom in Spanish, and the slow return of German. The number of schools teaching Latin has risen from 149 to 177; there are now 103 schools teaching French, as against 85 in 1919-20; 21 teaching Spanish, as against 10 in 1919-20; and 26 teaching German, as against 22. Some of the 22 have however discontinued the teaching of German, and 11 names appear in the current list for the first time, so that the German situation is somewhat obscure. It is clear that the Spanish wave is still in the ascendent, and it seems probable that French has reached something like stability. German remains problematical, and it will be interesting to see what happens when a larger number of high schools begin to offer it again.

B. Q. M.

Saturday evening, March 12, a number of pupils of the Bangor (Maine) High School, belonging to the French classes of Madame Beaupré presented with great success the two act comedy, *La Poudre aux Yeux*. The Assembly Hall of the school was filled to its capacity. Those who were not able to understand French were aided by outlines of the plot which had been prepared thru the cooperation of the commercial department. Before the play opened a number of French songs were rendered with pleasing effect. The four leading parts, which were unusually long and consequently required the expenditure of much time and effort, were taken by Lovis Sawyer, Allen Crowell, Morita Packard and Theodore Butler. Carleton Fletcher, who played the part of a colored servant, was remarkable for his proficiency in French. The matter of staging had been carefully considered, and the costumes belonging to by-gone days were attractive. The audience displayed great enthusiasm during the presentation of the play, and Madame Beaupré to whom much of the success of the evening was due received a large bouquet of roses. The work of the French department of Bangor High is in a very flourishing condition.

R. M. P.

The State Normal School at Bellingham, Washington, has an enrollment of 48 in French and 27 in Spanish this quarter. The enrollment of the school is 819.

No foreign language is taught in the State Normal School at Cheney.

#### NOTES FROM NEBRASKA

Two hundred sixty-five pupils in the Modern Language Department of the Omaha High School have enrolled in the Peabody International Correspondence Bureau.

The members of the Alliance Française of Omaha are showing much interest in the work of High School pupils. Students of both Central High, Omaha, and Council Bluffs High, Iowa, have presented French plays before the Alliance. The president, Dr. Despêcher, on both occasions, has bestowed prizes of French books on the pupils who showed greatest proficiency in using French.

On March 18 the teachers and pupils of the History department gave a pageant with a two-fold purpose; of celebrating the Pilgrim Tercentenary, and of raising funds for the support of the six French orphans that Central High "adopted" early in the war. The pageant was a great success in every way.

The demand for Spanish in Omaha High School is slowly but surely increasing. The number of pupils taking French is about the same as last year.

The monthly meetings of the Soirée Française at the University of Nebraska are proving of great interest and profit especially to the more advanced students of the French Department. Programs consisting usually of French plays are given by the students during the first part of the evening, and the rest of the time is spent in games and conversation.

The students of the University of Nebraska and the people of Lincoln have been favored recently by a series of lectures on Italian art, literature, and practically all phases of Italian life by Prof. Raffaello Piccoli of the University of Pisa, exchange professor to the United States. These lectures, which dealt also with Italy in her relation to other countries proved to be of unusual interest and profit.

Professor Alexis of the Spanish Department of the University of Nebraska left recently for several months study in Madrid.

A. S.

#### WESTERN PENNSYLVANIA

The Spring Meeting of the Education Association of Western Pennsylvania was held at the Schenley High School, Pittsburgh, on Saturday, March 12th. The Modern Language Section, Dr. R. M. Ihrig of the Carnegie Institute of Technology presiding, had only a fair attendance. The principal paper was read by Dr. P. S. Barto of the Carnegie Institute, on the subject, "The Proportion and Quantity of Grammar, Reading and Speaking in Elementary and Intermediate Language Courses." Among a number of eminently pertinent and stimulating observations, Dr. Barto stated that the present tendency of Modern Language Teaching is undoubtedly away from the Direct Method toward a more sane eclecticism, embodying the best features of the various systems that have lately been in vogue. He insisted upon a thorough knowledge of the grammar as the irreducible minimum of

all language study, on which no fad of whatever nature should be allowed to encroach. His objection to the statement of the reading requirement in terms of pages per year was particularly emphatic, and the demand for a proof of ability to perform in lieu thereof compelled attention.

Miss B. L. Henry of the University of Pittsburgh discussed the School of French at Middlebury College and indicated the importance of institutions of that kind to teachers who are not able to afford the trip to the country whose language they are teaching for the periodical renewal of their inspiration, without which their work must inevitably become mechanical and devoid of enthusiasm.

W. H. Shelton of the University of Pittsburgh requested the privilege of the floor in order to speak in behalf of the Pennsylvania State Modern Language Association, membership in which was recommended as a means to self-improvement through the opportunity for exchange of experience and broadening of horizon that such an organization affords.

In the course of the brief business meeting it was moved, seconded and carried that a committee be appointed to make plans for the organization of a Pittsburgh Modern Language Association to be affiliated with the Pennsylvania State Modern Language Association, and to meet more frequently than has been the practice of this section of the Education Association.

It has been decided to add a contest in French to the inter-scholastic contests heretofore conducted by the University of Pittsburgh for the high schools of Western Pennsylvania. The contestants will be judged on knowledge of the grammar, ability to translate, pronunciation and aural proficiency as shown by dictation.

Miss Eugenie M. Luty of the Crafton High School has recently put on a French comedy, entitled "Le Mystère," in which eight young ladies of the third year class took the parts. When performed before an audience of about four hundred persons, the majority of whom had no knowledge of French, it was enthusiastically received.

W. H. S.

The Ohio College Association held its annual meeting at Ohio State University in Columbus, Friday and Saturday, March 25 and 26.

The section for Modern Languages met on Friday afternoon, Prof. W. A. Chamberlin of Denison University presiding as chairman of the language section.

In the absence of the secretary, Professor H. P. Reeves of Ohio Wesleyan, the chairman appointed Professor G. N. Graham of Ohio State University as secretary pro tem.

The meeting was called to order and two hours were spent in the reading and discussion of papers by Professor Robert C. Ward of Denison University and Professor Olin H. Moore of Ohio State.

The subject of Professor Ward's paper was "Outlines in Teaching First Year Spanish." The speaker brought out many interesting facts in regard to methods and devices for teaching first year Spanish, and reviewed briefly some of the salient features of the best known textbooks and grammars. Professor Moore read an interesting paper on "Problems in First Year French." The outstanding thought of his paper was a keen regret for the inefficient instruction in Modern Languages provided in so many of our schools to-day, and a plea for better prepared teachers. In many schools, instruction in French and Spanish must of necessity be entrusted to those who are in no manner qualified to give this instruction. The speaker expressed the fear that we should lose the opportunities and advantages gained by us as the result of the late war, unless Modern Language instructors in general and instructors of French in particular use every effort to aid in remedying the present conditions.

Both papers were discussed at some length.

At the conclusion of the discussion the nominating committee, presented to the association the names of Professors Hendrix and Odebrecht to serve as president and secretary respectively for the ensuing year. The report was accepted.

Owing to the fact that the meeting was not given adequate publicity, the attendance was not large, but enthusiasm made up for the small attendance.

Let those of our Ohio teachers who read this keep in mind the meeting for next year. There is no reason why the many colleges and schools of Ohio should not send a large gathering to the next meeting in Columbus, and make this one of the events of the school year.

A. ODEBRECHT

*Denison University*

The phonograph records containing Musset's Comedy, *Il faut qu'une porte soit ouverte ou fermée*, formerly controlled by the International College of Languages (see February JOURNAL, page 270) have been acquired recently by Funk and Wagnalls Company along with the other phonograph material in the Rosenthal Language Phone Method.

The Library Journal of New York carried in its issue of March 15, pages 252-254, a very interesting list of books entitled French Literature in 1920, compiled by Professor Schinz of Smith College. The list comprises books dealing with the war, including those of

a general nature, novels, poetry and plays; and a classified list of works of pure literature: poetry, novels of various types, short stories, plays, and volumes dealing with literary history. Most of the titles are new, but students of French Literature will be interested in the appearance of the last volume of the *Edition Municipale* of Montaigne.

The first volume in the Smith College Studies in Modern Languages has appeared. It is entitled *Les Doctrines Littéraires de la Quotidienne 1814-1830; Un Chapitre de l'Histoire du Mouvement Romantique en France* by Helen Maxwell King. The volume comprising numbers two and three: *Le Dernier Séjour de J.-J. Rousseau à Paris 1770-1778*, by Elizabeth A. Foster, is now in preparation.

#### HIGH SCHOOLS OFFERING FRENCH AND SPANISH

The following statistics as to the number of high schools in the different states of the union offering courses in French and Spanish have been furnished to the JOURNAL through the courtesy of D. C. Heath and Company, New York City, which has just completed an investigation of the number of high schools offering instruction in these languages. The figures are, of course, only approximately correct, as new high schools are being continually added to the list.

##### *High Schools that Offer French*

Alabama.....	172	Montana.....	22
Arizona.....	5	Nebraska.....	83
California.....	222	Nevada.....	7
Colorado.....	33	New Hampshire.....	99
Connecticut.....	115	New Jersey.....	261
Delaware.....	18	New Mexico.....	7
District of Columbia.....	49	New York.....	1079
Florida.....	103	North Carolina.....	305
Georgia.....	242	North Dakota.....	33
Idaho.....	23	Ohio.....	185
Illinois.....	247	Oregon.....	84
Indiana.....	113	Pennsylvania.....	714
Iowa.....	115	Rhode Island.....	28
Kansas.....	59	South Carolina.....	111
Kentucky.....	62	South Dakota.....	12
Louisiana.....	134	Tennessee.....	262
Maine.....	244	Utah.....	6
Maryland.....	112	Vermont.....	91
Massachusetts.....	407	Virginia.....	303
Michigan.....	158	Washington.....	164
Minnesota.....	82	West Virginia.....	157
Mississippi.....	90	Wisconsin.....	55
Missouri.....	79	Wyoming.....	13
Total.....			8,974

*High Schools that Offer Spanish*

Alabama.....	47	Nebraska.....	48
Arizona.....	14	Nevada.....	16
Arkansas.....	15	New Hampshire.....	16
California.....	265	New Jersey.....	133
Colorado.....	50	New Mexico.....	24
Connecticut.....	40	New York.....	402
Delaware.....	7	North Carolina.....	58
District of Columbia.....	33	North Dakota.....	13
Florida.....	79	Ohio.....	82
Georgia.....	83	Oklahoma.....	33
Idaho.....	20	Oregon.....	55
Illinois.....	59	Pennsylvania.....	293
Indiana.....	43	Rhode Island.....	11
Iowa.....	45	South Carolina.....	15
Kansas.....	63	South Dakota.....	14
Kentucky.....	15	Tennessee.....	108
Louisiana.....	29	Texas.....	136
Maine.....	26	Utah.....	3
Maryland.....	38	Vermont.....	12
Massachusetts.....	99	Virginia.....	63
Michigan.....	49	Washington.....	99
Minnesota.....	25	West Virginia.....	54
Mississippi.....	57	Wisconsin.....	19
Missouri.....	32	Wyoming.....	3
Total.....			<hr/> 2,943

One of our correspondents has called our attention to the rather distressing number of typographical errors in the article by Professor Veillet-Lavallée in the March issue and to one particularly unfortunate reading in the first paragraph where the imaginary word *Cheure* should be replaced by *l'heure*.

## WASHINGTON NEWS

Miss Edith Johnson, Head of the Department of Foreign Languages, and Miss Lois K. Hartman, teacher of Spanish, in Stadium High School, Tacoma, have been granted a leave of absence for the fall semester, and will leave in June for nine months' travel and study in Spain.

The State Normal School at Ellensburg, Wash., has one class in Spanish this quarter. President Black writes: "We have not been offering foreign language work for the past four years excepting on special request, as we have been depending almost wholly on the high schools to have this work on a two to four-year basis

for students before they come to us. However, we are planning next year to offer courses in each quarter for the reason that there seems to be a renewed demand on the part of our students."

The Spanish Club, El Círculo Español, of Lincoln High School, Tacoma, gave an interesting program at its March meeting. Several anecdotes were told in Spanish by second semester pupils, and two oral reviews of articles read in Spanish papers were given by third year pupils, the subject reviewed being "La Música es el Pan del Espíritu" and "La Union Panamericana." The concluding number was a playlet entitled, "La Primera Disputa."

The third year French class of the College of Puget Sound, Tacoma, gave a public presentation of "La Poudre aux Yeux" the last week in April, under the direction of Miss Anna Crapser of the Department of Romance Languages. An explanatory résumé was given in English at the beginning of each act. This is the first time that a play has ever been given entirely in French at Puget Sound, and especial interest was shown by the students, faculty and friends of the college.

The Clayton Paul-Bert Club of Lincoln High School, Tacoma, held its monthly meeting the third Monday of February. After a brief business meeting, which was conducted in French, members of the French classes presented the following program:

*Les Douze Mois* by Guerber.

The camp scene from *Cyrano de Bergerac*.

Massenet's *Méditation*.

*Le Poète et la Muse* taken from *La Nuit de Mai* by Alfred de Musset.

#### SUMMER STUDIES IN ROMANCE COUNTRIES

The *Instituto di Studii Superiore* of Florence announces summer courses from Aug. 1 to Sept. 15 in Italian language, literature, history and art, with supplementary lectures on physical, political, economic and social aspects of Italy. Visits to museums and excursions form a seductive background.

At Madrid, the *Centro de Estudios Historicos* offers four- and six-week courses from July 9 to August 6 or August 20 in Spanish language and literature, supplemented by lectures on Spanish history, art, geography, social life and pedagogy and by practical work in phonetics, reading, conversation, composition and commercial Spanish. Among the instructors are cited Srs. Castro (language), Navarro Tomás (phonetics), Solalinde (literature) and Canedo (contemporary literature), and as occasional lecturer, Menéndez Pidal.

The newly revised summer courses of the *Université de Besançon* will be given in series, each of four weeks' duration, during July 1



to October 31. The theoretical and practical courses will be in charge of MM. Kontz, Brochet, and Rouget (literature); MM. Vieille and Carpentier (language), and M. Vandaele (phonetics).

The courses in French pronunciation, language, literature history and civilization offered by the *Université de Grenoble* during the summer session of July 1–Oct. 31 are open to registration at any date and provide a wide choice of material, given under ideal summer conditions. The *Comité* announces MM. Duraffour and Metzger in phonetics, MM. Besson, Weil, Duraffour, Ronzy in language courses, and in French literature and civilization MM. Morillot, Chevalier, Esmonin, Weil, Chabert and others. M. Hauvette (Paris) will deliver a series of lectures on "Dante in France."

The University of Strasbourg announces summer courses in French civilization, literature and language, twelve weeks in length, July 4 to Sept. 24. The instruction will be given by regular members of the staff of the University and will comprise both lectures and practical exercises. American students will be especially interested in the courses announced by Professors Baldensperger, Terracher and Lanson. Students may enroll for a four weeks' term (80 francs), for six weeks (120 francs) or for the full time (180 francs). In addition there will be courses in the German language.

The JOURNAL is in receipt of the *Programme des Cours de Vacances* of the Alliance Française for the summer of 1921, (27th year). The only formality required of foreigners entering these courses is the presentation of a *permis de séjour*. The first series of courses extends throughout the month of July, the second throughout the month of August. The fee for each series is 100 francs. Oral and written examinations are given at the end of each series, and diplomas are issued to the successful candidates. During the first series there will be courses on French institutions and art, on literature of the classical and romantic periods, on modern historical French grammar and on pronunciation, and twelve hours of *exercices pratiques*. French literature will be presented by Messrs. Jacquinet, Pichon and Doumic; Mr. Sudre will lecture on modern historical grammar; Messrs Legendre and Chaumont will conduct *exercices d'explications de textes*, and the lectures on pronunciation will be delivered by L'Abbé Rousselot and Mlle Fayolle-Faylis of the *Comédie-Française*. The work of the second series will be of the same general nature, though bearing on different subject matter. The address of the Alliance Française is 101 Boulevard Raspail, Paris (VI<sup>e</sup>). The Managing Editor will be very glad to forward copies of the announcement to any persons interested.

The success of the Notes and News department for the current volume has been made possible by the receipt of a number of voluntary contributions to this department, but particularly by the cordial cooperation of the following regular correspondents:

Arkansas: Fannie A. Baker, Fort Smith High School.  
 California: I. C. Hatch, Crocker Intermediate High School, San Francisco.  
 California: C. Scott Williams, Hollywood High School.  
 Idaho: Mrs. Margaret L. Sargent, University of Idaho.  
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## ANNOUNCEMENT TO SUBSCRIBERS

from the

M. L. T. A. of the Central West and South

Announcements previously made as to payments of subscribers from Ohio, Indiana and Michigan are hereby withdrawn.

By order of the Executive Council of the M. L. T. A. of the Central West and South, the following arrangements will go into effect with volume six (October, 1921).

1. Subscribers not belonging to any affiliated organization will, as heretofore, remit the amount of their subscription (\$2.00) directly to the business manager of the JOURNAL.

2. Subscribers from affiliated organizations in Oklahoma, Kansas, Missouri, Wisconsin, Virginia, Ohio, Indiana and Michigan will pay \$2.00 to the secretaries of their local or state organizations or directly to the business manager of the JOURNAL.

3. Groups of twenty-five subscribers outside the above named states may be formed and will be entitled to all privileges of members of affiliated organizations. Persons interested in the formation of such groups should communicate with the secretary-treasurer of the M. L. T. A. of the Central West and South.

4. No money should be sent to the secretary-treasurer, who will concentrate his efforts on enlarging the Association.

C. H. HANDSCHIN, Oxford, Ohio, *Secretary-Treasurer* of the  
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## Reviews

STORIES FROM MÉRIMÉE, with Introduction, Notes and Vocabulary by D. L. BUFFUM, Henry Holt and Co. (1920). Pp. xx+306.

The selection contains practically all of *Carmen* with the full text of five short stories: *Mateo Falcone*, *la Vision de Charles XI*, *la Dame de pique*, *Djoumâne*, and *les Sorcières espagnoles*. The introduction (13 pages) presents Mérimée's biography, and the text (157 pages) is followed by 36 pages of notes and an unusually long vocabulary (110 pages). The absence of such fixtures as illustrations, questionnaires, and exercises, suggests at the outset that the book is not primarily intended for high-school use; the reading of the text itself—some parts of *Carmen* and a good deal of *la Dame de pique*—may convince some high-school teachers that such stories are not to be discussed in their classes. Professor Buffum's selections, as a rule, are not of the easy-French variety; he edits them with considerable care; occasionally he makes a questionable statement. His latest production is no exception.

The notes are the most important part of this edition. Their author knows how badly handicapped we are through the lack of a French Grammar for Advanced American Students. "Very little attention is paid in ordinary grammars. . ." (note to page 52, line 10); "it is peculiar that so many elementary grammars. . ." (note to p. 80, 1); "not usually pointed out in grammars," (note to p. 150, 22). And he sets out to write parts at least of the necessary grammar. Moreover, it requires a great amount of intelligent work to understand the "short, clear, polished sentences" of a stylist like Mérimée. The work is made easier by the editor's notes. The exact meaning of many words and constructions, the choice and position of the proper pronouns, "shades of meaning," especially those of certain tenses, are presented in vivid, direct, stimulating language. The grammar is treated from the historical point of view; Latin and Old French are brought in; Ayer, Nyrop, Meyer-Lübke, Hatzfeld-Darmesteter-Thomas are named in the notes. There is in addition a wealth of general information. Not only are the French government and institutions described, but we find Mérimée's Modern Greek corrected, we are taught Arabic etymologies, we hear that Maria Padilla was made the subject of a tragedy by the obscure Ancelet, we are instructed in the rules of *roulette*, and *rouge et noir*, and *faro*, we learn that there are three sizes of Cuban cigars called "regalias," of 5, 6 and 7 inches in length.

Some of these things are necessities, some are luxuries. Many teachers would welcome more of the necessities. For instance, don José Lizzarrabengoa (p. 24, 8), and Vicente, and cousin Henriquez (p. 150, 10) boast of the fact that they are of "*vieux chrétien*" stock, and this apparently means much to a Spaniard. The expression is merely translated in the vocabulary and receives no more attention on page 24. Neither does it on page 150, except that those who already know the meaning of *vieux chrétien* may find a reminder of it in the note to line 12 of the same page. The notes to p. 33, 20 and p. 141, 17 could be lifted above the level of elementary grammars if they were supplemented by the statement that the French *on*, unlike the English "one," has only the nominative case and can only be a subject. Several notes point out shades in the meaning of certain tenses. One more note of the sort might call attention to four imperfect forms (*on se moquait, était scié, je changeais, ne s'embarrassait guère*, p. 33, lines 8 to 14) which have the meaning of the conditional but are hidden among a series of genuine imperfects. A note to page 2, line 9, cautions the student that he must "distinguish between the uses of the imperfect and preterite tenses." Alas, this is not always possible with the help offered by elementary grammars; instead of the warning, we need a plain lesson. The picture of Mateo Falcone (p. 69), for instance, would lend itself to such a lesson, to an *explication* that would take one verb after the other and show Mérimée's mind at work as he uses this preterite and that imperfect. The passage, moreover, has two past indefinite forms surrounded by a number of imperfects and preterites, a rather difficult problem for those who try to solve it with an elementary grammar. The end of José's confession offers the same mixture of preterite and past indefinite (p. 67).

Mateo's portrait could also be made the subject of an *analyse littéraire*; so could the picture of the *demoiselle de compagnie* (p. 103), or the temptation of Fortunato (p. 77) and many other passages. There is no attempt of the sort in the notes. Literary notes are few, indeed, for an edition intended to be used "in literary as well as in linguistic classes." A note might ask the question: Why is don Pedro, a king who died in 1369, mentioned twice (p. 37 and p. 65) in a modern story, *Carmen*, dated 1830? Mérimée evidently had don Pedro and Maria Padilla on his mind when he wrote *Carmen* (see page 37). He champions the king; for him don Pedro is not *le Cruel*, but *le Justicier* (p. 36, 25).<sup>1</sup> He also has a word to say for Maria Padilla (*on a accusé Maria Padilla*, p. 65). The fact is that he was to publish his *Histoire de don Pèdre I<sup>er</sup>* in 1848, three years after *Carmen*. Did the master's grip on his subject weaken? Did the historian in Mérimée get the better of Méri-

<sup>1</sup> Note by the Editor: The explanation is suggested in Professor Buffum's Introduction, pp. xvi-xvii.

mée, the novelist? Should he not say with don José (p. 58, 27): "Tous ces détails vous ennuient sans doute"? A few words and dates added to the note on Maria Padilla (p. 259) could easily answer these questions. For in 1845, before Mérimée had published his own *Histoire de don Pèdre*, the figures of don Pedro and his mistress were not as unknown to his readers as they are to our American students today. They had been the object of considerable interest for some time when they appeared in *Carmen*. It might also be stated that even today the historic don Pedro receives some attention in the French *Cours d'histoire*.

Corneille's well known line quoted by Mérimée on page 15:

*Cette obscure clarté qui tombe des étoiles*

is ignored in the notes. The quotation "*sa langue se délia*" may be taken, as a note says, from the king's own account of the Vision (p. 91, 27), but if that is the case, the king himself quotes Luke, I, 64: "his tongue loosed." In a story written shortly before his death, Mérimée quotes a line which is not so familiar (p. 142, 26); if traced to its author, it might shed some light on Mérimée's literary favorites. Finally, why should we, in studying Mérimée, adopt the following order of dates: 1845, 1829, 1829, 1849, 1873, 1830?

These are sins of omission. The notes, and vocabulary as well, show some sins of commission. A note to *mon officier* (p. 28, 24) states that "the possessive is used in addressing a superior officer; for an inferior it is omitted." Yes, a colonel speaking to a lieutenant says "*lieutenant*," while the latter addresses the colonel as "*mon colonel*." But José is not even a *sous-officier*. *Carmen* begs him to let her escape, she appeals to his pride by calling him *mon officier*; by contrast she calls his two men *ces deux conscrits* (p. 30, 25). This the vocabulary translates by "conscript"; the real meaning, however, is "raw recruits," plain "rookies." When José is reduced to the status of a second class private, she meets him again, and again she calls him *mon officier*, but her voice has a different intonation: *Mon officier, tu montes la garde comme un conscrit!* (p. 34, 21). The sarcastic meaning of *conscrit*, in sharp contrast with *mon officier*, is evident.—The longest note (46 lines to p. 4, 18) deals with the use of *ce* and *il* as impersonal subjects. It is not the best note. It repeats the statement often made in ordinary grammars that we must say *c'est* "before a superlative." That theory truly has nine lives. A Frenchman says *Celle que je veux dire c'est la plus grande*, as he says *Celle que je veux dire, c'est la blonde*, and his reason for using *c'est* is the same in both cases. The note insists twice that we must say *c'est dommage* and *c'est pitié*; it calls these expressions "exceptions" and "fixed phrases." Yet Mérimée himself uses *il serait dommage*. Then again, are *c'est dommage* and *c'est pitié* truly exceptions to the rule that "when the predicate is indeterminate, *il* is used"? Is there

such a rule? Mérimée, to be sure, does say like everybody *s'il en était besoin* (p. 79, 7) and it should not be difficult to prove that he also says *il est question*; but are there many *il est* of that sort? On the contrary, the old language has a great many phrases like *c'est peine perdue, c'est chose certaine, c'est merveille, c'est miracle, c'est pure folie, c'est justice, est-ce jalousie? est-ce contentement? ce sont là plaisirs de roi, C'est chose incertaine* (Buffum's Michelet, p. 151, 28.), *C'était bien raison qu'il fût à l'honneur* (*Ibid.* p. 129, 12.) *C'était plaisir d'entendre sur la hauteur le bruit des fouets* (Daudet, in Buffum's French Short Stories, p. 116, 19.). Of course, we do say *il es'* before an indeterminate predicate in *il est médecin*, and the note opposes *c'est un médecin* and *il est médecin*; but is the latter *il* impersonal? The note as a whole is a maze of rules and exceptions; it fails to throw much light on the subject, because it does not bring out the three or four fundamental notions that underlie the whole question.

One feature of Professor Buffum's newer vocabularies is that they indicate the pronunciation of certain words. Many who have been puzzled by his pronunciation of *respect* will turn to this word in the new vocabulary. According to his *Contes Français*, published in 1915, the word was then "usually pronounced *respèk*." Two years later, in "Short Stories from Balzac," it had become "*rèspèk* or *rèspè*." "Stories from Mérimée" now gives "*respè*."<sup>2</sup> The statement that *sage*, meaning "wise," is old is surprising.<sup>3</sup> There are at least two old words, however, in *la Dame de Pique*. *Fiacre* (p. 110, 27) has its old meaning of "cabman," and *plancher*, (p. 95, 24) means the "ceiling," as it did in Molière's time: *qu'on me le pendre au plancher* (*l'Avare*, V, 2.) On the other hand, *chapelle* (p. 22, 21 and p. 64, 29) becomes part of a technical expression in *en chapelle*, which is something like the "death watch," as they call it in Sing Sing. The *métier* that plays a certain part in *la Dame de pique* (p. 98, 21, p. 103, 30, p. 108, 26), is not a "loom" but a "frame," the meaning is plain on page 100, lines 21 and 26. *Il n'y a pas d'apparence de* might be better translated by: "it bears no resemblance to wisdom to . . ." (p. 96, 3). The translation given for *remettre* (p. 285, first line of second column) and meant for page 107, line 6, forgets the initial *re*; neither does it take into account line 5 on page 107. As to *Roumi*, which occurs on page 143, line 18, no one can tell today whether "Mérimée in using this name was thinking of the Gipsy *rom* and *romi*," but we do know that *Roumi* is a term applied by the Arabs to Christians in general, and *Djournâne* is an Algerian story.

<sup>2</sup> Note by the Editor: In the first named volumes Professor Buffum accepted the authority of the *Dictionnaire général*. This work characterizes "*rèspè*" as "*vieilli*."

<sup>3</sup> Note by the Editor: This meaning is so characterized in the *Petit Larousse illustré*.

The book, finally, has a fair sprinkling of misprints and slips. The vocabulary prints *adjutant* for *adjutant*, and the introduction (p. xvi) speaks of "the death of Mateo Falcone," but pages 92-104 seem to have received more than their share of oversights. Page 92 starts with *La* for *Le*; p. 95, 2 and p. 98, 11 have *Fedotovna* for *Fedorovna*, and p. 96, 13 *Cassanova*; p. 98, 21 gives *campagnie* instead of *compagnie*; on page 100, line 31 should end with an interrogation mark; *vint*, on page 104, 25 wants a circumflex. *Quelque* before a numeral adjective is spelled with a final *s* in *quelques deux lieues* (p. 1, 4) and *quelques deux cents pas* (p. 83, 8); it is invariable in *quelque soixante ans*, which occurs twice (p. 95, 11 and p. 120, 3.)<sup>4</sup> Failure to notice a misprint or to comment on variations in usage may lead students to serious mistakes; it has even led the authors of some widely used textbooks to make strange assertions.

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F. J. KUENY

GÉOGRAPHIE HUMAINE DE LA FRANCE. BY JEAN BRUNHES. Being Vol. I of *Histoire de la Nation Française*, edited by Gabriel Hanotaux. Paris: Plon-Nourrit et Cie, 1920. Pp. lxxx+495.

French histories of one sort or another, written by several scholars, each working on the period or subject which is his special field, and published under the general supervision of an eminent authority, are no novelty. Examples which come readily to mind are Lavissee's "Histoire de France" and Petit de Julleville's "Histoire de la langue et de la littérature française." Some months ago there appeared the prospectus of a new work of this kind under the editorship of Gabriel Hanotaux, a member of the Académie Française, and recently the first volume came from the press. In the introduction to this first volume the editor outlines the plan of the work. He calls it "Histoire de la nation française" because, instead of giving only political history or literary history and treating as secondary the great developments in thought, technical arts, science, and manners, the collaborators propose in the fifteen volumes to sound the depths of French civilization, to present not only the geography of France and the political and literary histories of the French people, but also the story of their artistic, military, and economic growth and their religious and scientific thought in an *ensemble* which will show how these have interacted to produce that great resultant, modern France.<sup>1</sup>

<sup>4</sup> Note by the Editor: Both forms of the word are found before a numeral. Cf. Littré *s. v. quelque*.

<sup>1</sup> The proposed volumes are: Géographie humaine de la France, 2 vols.; Histoire politique du peuple français, 3 vols.; Histoire de la littérature française, 2 vols.; Histoire de l'art français, 1 vol.; Histoire militaire, 2 vols.; Histoire économique et sociale, 1 vol.; Histoire diplomatique, 1 vol.; Histoire religieuse 1 vol.; Histoire des sciences et de la philosophie scientifique, 2 vols.

This history, then, is to be encyclopedic. But the editor wishes it also to be readable, popular, not a mere display of erudition. To this end he has chosen as collaborators scholars who have become, through their studies, competent to speak with authority and who will not waste time "in the details of research and the chicanery of discussion." While the work may, therefore, disappoint scholarly minds, it will, no doubt, serve a large purpose in bringing to the intelligent general reader an authoritative synthetic treatment of the several phases of French civilization, a survey which may be trusted, for among others the list of collaborators names such men as M. Jean Brunhes, professor at the Collège de France, who is providing the volumes on geography, M. Joseph Bédier, who will treat the *Chansons de Geste*, M. Fortunat Strowski of the Université de Paris, known widely for his work on the literature of the nineteenth century in France, and M. Pierre Boutroux, of Princeton University, who writes on the history of mathematics and mechanics.

The volume which has recently appeared is the first of the two which Jean Brunhes is to contribute on the "Géographie humaine de la France," a title which deserves consideration.<sup>2</sup> *Géographie humaine* is not an entirely new term, for Vidal de la Blache of the Université de Paris uses it in the first volume (1903) of Lavis's "Histoire de France." Taking as a basis Michelet's *mot* "La France est une personne," he points out that "une individualité géographique ne résulte pas de simples considérations de géologie et de climat." "Ce mot de personnalité appartient au domaine et au vocabulaire de la géographie humaine." For it is man who "établit une connexion entre des traits épars; aux effets incohérents de circonstances locales, il substitue un concours systématique de forces." But Brunhes proposes to and does treat of *géographie humaine* by a new and more satisfactory method than that used by Vidal de la Blache. The latter divided France into four parts—*La France du Nord*, *Entre les Alpes et l'Océan*, *L'Ouest*, and *Le Midi*,—and so sub-divided these parts that he gave careful and detailed descriptions of the several small segments. Brunhes, on the other hand, admitting the truth of de la Blache's contention that a division of France for the purposes of geographical description must not be based on geological history or on climatology, makes a more unified impression on the reader by approaching the geography of France through the description of her large rivers, tracing them and their affluents from their sources to their mouths. Men have from earliest times reaped the benefit of the age-long toil of these streams. They have used rivers as a means of communication and of defense, they have built their houses on the banks and tilled their farms in the

<sup>2</sup> Brunhes produced about ten years ago a "Géographie humaine de la France," a book which went through its second edition in 1912.



river-valleys. "C'est par excellence de cette géographie-là que l'histoire est la compagne."

But Brunhes was quick to see that even with this method there was the danger of neglecting the natural solidarity of the country. Because the territory between two river-basins was also important, he decided to use the rivers as a framework for a rapid regional description, a general preface to the comparative geographical studies which would follow.

One more word as to method. The author, bearing in mind the fact that France has been minutely studied by geologists, mineralogists, botanists, archaeologists, and statisticians, has no intention of filling his pages with long and wearisome enumerations. As he believes that a well-chosen sample of rock from a quarry is more valuable than a huge, unwieldy block, so he is convinced that a few carefully-selected, representative examples will be more instructive than an avalanche of details.

What, then, of the book? It starts with a *Chapitre liminaire*, which the author considers as an argument or foreword. Part I of the work itself treats of the physical geography of France. The first chapter traces the growth of the country from the three original rocky islands of the earliest geological period through the various eras to the present unit with its hexagonal sides, three fertile and cultivated basins, its good sea facilities and its mountain ranges. Of these the Massif central, the Vosges, and the mountains of Brittany are the oldest. Later the Pyrenees developed and still later the Alps. The second chapter treats of the climate and rainfall and the third of the inhabitants of France. Brunhes begins with the earliest signs of human occupation of the territory and discusses with care the dolichocephalic and the brachycephalic types of prehistoric man. Then he takes us through the Neolithic Age, the Bronze Age, and the Iron Age to the period in which can be recognized the fusion of the earlier inhabitants of Gaul into one people called the Ligures, and tells of the arrival of the Phocians at Marseilles, the invasion of the Iberians and Basques from over the Pyrenees, the two incursions of the Celts, and the final conquest of the country by the Romans. To his collaborators he leaves the task of describing the multiple invasions of the barbarians, which added new ethnic factors to the already complex population of Gaul, preferring, himself, merely to outline the subsequent history of the race with such fullness as will enable the reader to know what type of man it is who is the acting force in *géographie humaine* as he understands the term.

Having described the three elements which should be continually borne in mind during a study of *géographie humaine*—the architecture of the country, the climate, and the inhabitants—the author proceeds with his study, and in five chapters treats of

the following rivers, their affluents, and their basins,—the Garonne, the Loire, the Seine, the Rhine, and the Rhone. In each case he commences at the source of the stream and describes in considerable detail the geological formations through which it passes on the way to the ocean, its physical features, falls, bends, gorges, bluffs, or gently sloping banks, and at each stage in the description indicates what influence the natural phenomena have had on the inhabitants of the region; why in one place, there are vinegrowers, in another, industrial workers, and in still another, sailors and tradesmen. Conversely, he shows how man has wrought with nature, built a canal, cut a tunnel, or harnessed a waterfall for power. Despite the many details, the sentences are so leisurely and so little over-crowded with facts that, at the end of these five chapters the reader feels that he has been enjoying a comfortable and instructive journey over the face of France, watching man and nature at work hand in hand.

In Part II of this volume Brunhes turns from physical to regional geography, being interested in the impress which history has left on geography. The church and the feudal lords had their part in determining the boundaries of the early *diocèses* and *comtés*; each historical event under the Ancien Régime brought with it changes in jurisdiction and temporary possession to such an extent that in 1789 Thouret, reporting to the Constituent Assembly, wrote: "Le royaume est partagé en autant de divisions différentes qu'il y a de diverses espèces de régimes ou de pouvoirs: en diocèses, sous le rapport *ecclésiastique*; en gouvernements, sous le rapport *militaire*; en généralités, sous le rapport *administratif*; en bailliages, sous le rapport *judiciaire*." With the Revolution came the division into *départements* of such a size that, with the transportation facilities of that day, one could from any town in the department reach the chef-lieu in twenty-four hours. This division has persisted to the present despite the efforts of geographers, economists, and government officials during the last fifty years to form more satisfactory administrative units. Our author promises to keep this problem in mind while he is discussing the villages and the cities of France, the means of communication, the agricultural products and the exploitation of the country's mineral wealth, in the hope that he may offer a practical solution of the difficulty.

Brunhes has long held that the best method of approaching the question of man's activity in any territory is to study the homes he builds and the way in which he groups them. In the second edition (1912) of his earlier "Géographie humaine," he writes: "Elle (la maison) est un fait souvent considérable qui utilise en général des ressources naturelles toutes proches, et elle est un fait qui dure sur un emplacement déterminé. . . . Phénomène localisé et fixe, l'habitation est par excellence un phéno-

mène géographique." "Il n'y a pas d'oeuvre géographique de l'homme en un point de l'espace sans que s'y ajoutent, s'y juxtaposent ou s'y superposent des faits d'habitations. Tout aboutit à la maison et aux agrégats de maisons, villages ou villes, si bien qu'au terme extrême de toute étude de géographie humaine, quels qu'ils soient, nous serons contraints d'examiner et de constater comment ils se traduisent encore et en outre par des maisons éparses ou agglomérées."<sup>3</sup> It is not strange, then, that he discusses the houses which are typical of the various parts of France, houses of white limestone (Touraine), red sandstone (Vosges, Pyrénées), brick (Toulouse, Albi, Roubaix), basalt (Clermont-Ferrand), houses with pointed roofs, flat roofs, roofs with long slopes or those with the two sides of unequal size. Throughout he shows how each style is adapted to the needs of the people of the region in which it is found. After thus describing the distribution of the various types he treats of the aggregation of houses into villages.

Having shown, on the one hand, that, as a legacy of history, France has the modern department for an administrative unit, and, on the other that the *genres de vie* of the inhabitants of the various regions are expressed through their houses and villages, he claims that there are two types of *régions* in the country: *régions géographiques* and *régions historiques*, the one composed of units having common natural and human characteristics, the other of units naturally discordant but held together by the force of the human will as expressed through history. Now comes a suggestion for the solution of the administrative problem, a solution which Brunhes will develop in his second volume. "Pour la coördination de forces *opposées* et pour la fusion féconde de ressources complémentaires, la ville est appelée à jouer un rôle primordial. La *région* future ne doit être *spécialisée* au sens étroit du mot, mais fondée sur une adaptation aux conditions naturelles et humaines telle qu'elle s'oriente—si l'on nous permet d'user d'une expression technique de l'économie industrielle la plus moderne—vers *l'intégration*. Or, la région dépendra de son 'chef,' c'est-à-dire de la ville; la distribution nouvelle de la France en régions doit être fonction des 'centres de nodalité' (Vidal de la Blache), c'est-à-dire des vraies capitales provinciales. Celles-ci d'ailleurs ne seront rien, si elles ne savent pas unir—pour les interpréter et les diriger—les intérêts métropolitains de leur activité financière, intellectuelle, artistique, commerciale et industrielle à ceux de l'activité rurale et agricole de toute la 'province.'

The volume is, of course, not without its faults, though,\* I believe, there are tolerably few errors of fact. Some may question

<sup>3</sup> 2nd. ed. 1912. Pp. 52-53.

Brunhes' statement that the most correct French is spoken in Angoulême, holding, perhaps, that such an assertion would better be made of Tours and the Touraine. It is undoubtedly erroneous to say that French-Canadians "people" (peuplent) New Brunswick, and it is also, as far as I can ascertain, questionable that the number of inhabitants of English blood is on the decline in that province. The author approaches the extension of the use of the French language with a zealotness comparable to that which misled certain scholars of another nation in their desire to spread their peculiar "Kultur." "C'est en dehors de nos frontières, qu'il faut reprendre et tout de suite la grande croisade en faveur du français, dont d'énergiques associations telles que l'Alliance française poursuivent la diffusion en tous pays." In fact, a discussion extending over several pages leaves the reader with the impression that Brunhes has considered it his especial duty to defend French as a language and to boast of its wide use. Furthermore, while hardly a fault, it is at least an occasion for surprise to find three quarto pages, out of about thirty on climate, given over to an anthology of rhymes about weather.

In confection the book is admirable. Although the quality of the paper unfortunately reflects the present economic conditions in Europe, the clarity and beauty of the print and the artistry of the arrangement of material and illustrations deserve commendation. There are very few mis-prints. The multitude of pen and ink sketches and the twelve colored plates, of which the majority are the work of the late Auguste Lepère, are not only helpful and instructive illustrations for those who are not acquainted with France but will prove a source of joy and inspiration to every one who knows and loves her highways and byways.

Logical in arrangement, technical at times but consistently interesting, and presenting sympathetically the particular *cachet* of each part of France, this book is one with which to sit down before the fire on a winter evening. The leisurely style, evincing a genuinely personal touch and the illustrations full of the spirit of French life create the atmosphere of a course of carefully planned and authoritatively instructive, illustrated lectures. Because the work is, at the same time, a thoroughly successful treatment of the background against which the history of modern French civilization will be developed, it merits a place among one's intimate friends on the library-shelf.

LESTER B. STRUTHERS

*Indiana University*

*LOS AMANTES DE TERUEL*, por JUAN EUGENIO HARTZENBUSCH. Edited by Professor G. W. Umphrey of the University of Washington. D. C. Heath & Co. XXXII+135 pp.

In his sound and scholarly introduction the editor discusses concisely and interestingly the legend of the Lovers of Teruel, its

"authenticity" and the more notable of the two hundred or more versions which have appeared from the sixteenth century to the nineteenth. Following this is a brief account of the author's life and his literary and scholarly activities, and an analysis of the problems attendant upon presenting in effective dramatic form a legend so well known that no essential detail could be omitted or changed, but the climax of which was both undramatic and improbable. Professor Umphrey next explains for the student who may use the book what is meant by the terms Romanticism and Classicism in literary parlance, treating the matter simply but adequately under the following general headings: *subjectivity, spiritual awakening, picturesqueness, love of nature, freedom of form, richness of language*. The presence of most of these qualities in the play to be studied is pointed out in such fashion that the student may perhaps actually be expected to put two and two together and derive from the process some real idea of what a romantic play is like.

A rather perfunctory account of Spanish versification as exemplified in the play, and a bibliographical note close an introduction that is meant to be useful to those who study the play, rather than a vehicle for displaying the editor's erudition.

In his preface Professor Umphrey indicates that notes and vocabulary have been prepared with a view to the needs of students who have studied the language for two semesters in college or two years in high school. Though grateful for a respite from that over-editing which leaves nothing whatever to the imagination or ingenuity of the student, a fault which seems to be growing upon our recent editors of Spanish texts, one is nevertheless inclined to think that Professor Umphrey has set the standard of student intelligence rather high.

The following comments are based upon a "try-out" of the text with a normal class of the type described.

*Notes.* Act I, l. 75, *Ramiro*: it should be explained here that this is the name by which Marsilla is known to his Moorish captors; this fact does not appear in the text until l. 190.

ll. 115-116: these two lines constitute an aside, which explains why *está*, the subject of which is *Marsilla*, is in the third person.

l. 140, *note*: the use of adjective or past participle with adverbial force is not confined to poetry.

l. 148: the subject of *vea* is *yo*.

ll. 223-226: the translation of these lines given in the note is satisfactory enough. The construction, however, is too much for a second-year student. It should be explained that the infinitive *seguir* (l. 223 and repeated l. 225) is predicate to *fué* (l. 219) and that ll. 220-222 are parenthetical and descriptive of *querer* (l. 219); otherwise the student will inevitably make *prodigioso* (l. 220) predicate to *fué*, in spite of the comma, and be utterly at a loss what to do with *seguir*.

l. 368, *a ti*: supply *llegó*.

l. 444, *le*: to whom does the pronoun refer? If to *Zulima*, as seems likely, why is it not *la*? If the change has been made for the sake of the verse the student should be informed of the fact. *Le* as feminine accusative is not unknown in modern Spanish, but it is sufficiently rare to merit comment.

Act II, l. 2: there should appear here a note on the use of the second person plural when a single person is addressed.

l. 27, *vosotras*: is plural in meaning here as always (see remark under *vos*, *vosotros* in vocabulary).

ll. 208-209, *note*: repeats the note to Act I, l. 140.

l. 317, *fué*: attention should perhaps be called to this use of the past absolute for the present perfect.

l. 376, *pudo*: this extremely rare use of the past absolute (i.e., in the conclusion of a condition contrary to fact: see Hanssen, *Gramática*, 592) should certainly be noted.

l. 378, *alguno*: the note translates 'the one.' Who is this 'one'?

l. 507, *para usado*: idiomatically equivalent to *para usarse* or *para ser usado*.

Act III, l. 241, *viviendo*: modifies the subject of *verá*, i.e., *Marsilla*. Translate 'if he were alive.'

Act IV, l. 139, *Esto es antes*: the note to this passage, including both the explanation and the translation 'rather is this it,' is incorrect. The translation is 'this is first' or 'this comes first.' By 'this' is meant the duel between Rodrigo and Marsilla; by 'comes first' is meant that the duel, or rather the preventing of the duel, is of more pressing importance and demands more immediate attention than the escape of Zulima, which D. Pedro had arranged with Martín to connive at (see ll. 61 *et seq.*).

l. 148, *Llegad*: this word is addressed to *Adel*; the remainder of the line is an aside.

l. 172, *va*: the subject is *Marsilla*.

l. 321, *¿cómo de ti sin ti se separara?* an obscure line which the note does not help to clear up. This speech of Marsilla is intended to reproach Isabel for believing him dead. The only difficulty is of course with *sin ti*. Apparently the line might be reconstructed thus *¿cómo se separara mi vida de la tuya sin llevarse a la tuya?* i.e., 'how could I die without your dying also?'

### Vocabulary

The editor has adopted the plan of omitting "words that the student is reasonably certain to know." This method is never entirely satisfactory, as no amount of experience will enable an editor or a teacher to foresee the *lacunae* in a student's vocabulary.

The deficiencies are not numerous, however, in so far as I have tested the vocabulary.

*aquese*: should have an intimation that the word is archaic.

*disponer*: should have the additional meaning 'to command,' 'deliver one's orders' (see Act IV, ll. 66 and 370).

If the past participle *enojado* is to be included there seems to be no reason to omit *enojos* (Act III, l. 185), especially as the meaning here, 'boredom,' is somewhat unusual.

*oprimen* (same line) might be guessed at, but probably no student of the grade for which the book is intended would be able to guess at the meaning of *serallo* (Act I, l. 284).

*suponer*: add to the meanings given 'to feign,' 'pretend' (Act IV, l. 315)

*vos, vosotros*: *vos* is archaic in Castilian except in certain special cases; also *vosotros* is not, as seems to be indicated, used in addressing one person.

Misprints are few. I have noticed the following:

page XXXII, near the end, for *Pineyro* read *Piñeyro*

p. 21, l. 8, for *ese* read *ése*

p. 39, l. 495, for *disminuído* read *disminuido*

p. 41, l. 538, for *espiró* read *expiró*

p. 42, l. 579, for *Jerusalem* read *Jerusalén*

p. 50, l. 771, for *esignara* read *resignara*

p. 60, l. 269, for *eso* read *esa*

p. 61, l. 271, for *para* read *pára* (the usual accentuation of the verb)

p. 76, l. 189, for *El* read *Él*.

The details noted do not materially impair the usefulness of this very satisfactory edition of a fine Romantic play.

ARTHUR L. OWEN

*Kansas State University*

MODERN FRENCH COMPOSITION. BY PHILIPPE DE LA ROCHELLE, Columbia University. G. P. Putnam's Sons, New York and London. 1920.

*Il faut être philosophe, car de petites misères seront un peu partout semées sur vos pas.* (Page 44.)

The author has a new method to propose for teaching French Composition and Conversation, and this book is designed to enable others to obtain the same results he has been obtaining in his own classes. Nevertheless, in its present form, this book will never make for the success of the method. For students to learn accuracy they must have before them dependable books. When they find, after writing out one of the exercises in this book, using with all care all the suggestions therein incorporated, that half of what they have written is impossible French, they are not apt to have much further confidence or courage.

A new method needs explanation. When a teacher puts into a composition book two or three thousand idiomatic and colloquial expressions, chosen at random, and grouped arbitrarily according to the standard, often vague, known as "association of ideas," we should expect some definite directions or suggestions for using them. There is a four page preface, little short of incomprehensible, containing passages such as these:

*"We do believe in an active method or process of sifting ideas and vocabulary—from an isolated word to a complete sentence—and that in all classes. It is no waste of energy, cultivating a taste for selecting the most usual locutions—either by a collective or individual combination. Herein lies the real test both for class and individual researches.*

*". . . two things are required: the material used in construction and the mode of constructing.*

*"Must we not always collect our thoughts, and observe and compare until the whole subject matter is thoroughly digested? All mental development is exacting, yet pleasant, the more we feel (while jotting down on paper the simplest ideas, even on familiar subjects) that in our minds a little but growing light begins to dawn, as if by magic!"*

There follow two pages on *How to Use this Book with the Modern French Grammar* (by the same author; cf. M. L. J., IV, P. 260). Here again, the open minded teacher, in search of guidance, will be disappointed. The first of the "valuable hints," as the author calls them, is the following:

*"Under the heading: nationalités, p. 1, the parentheses: (-e) denote the feminine of a proper noun—and likewise that of an adjective) for instance: américain (-e), if used as such; and the omission of the same: (-e) simply means that the noun ending in -e, remains thus for either gender."*

Any high school freshman should know this at the end of the second month of his first modern language.

The composition books that have given the best results have been those in which a reasonable number of good idioms, gradually introduced in connected passages of clear French, have been repeated and worked over in the succeeding English passages for translation; books in which a maximum of vocabulary is repeated until the student is acquainted with it from all angles.

In Mr. de la Rochelle's book there is little or no connection between successive passages; there is even little or no connection between the various paragraphs of one passage. It is not a composition book; it is a dictionary of idioms, arranged in a way so unsystematic and haphazard as to bewilder and discourage.

The outstanding fault is irrelevancy: irrelevancy in the grouping of the long lists of idioms; in the connected passages, both French and English; in the titles and the subject matter below them; in the prefaces; and in the punctuation. The whole book



shows haste in preparation. There are misprints, incorrect translations, bad English, bad French, and the most fantastic and bewildering punctuation since the days of "Lord" Timothy Dexter.

Lack of space prevents my noting all the errors. The following may be taken as characteristic:

Page 5, l. 22: *le petit déjeuner du matin*. Omit *du matin*. The French, like other nations, breakfast only in the morning.

Page 6, second paragraph of French: *Mon voisin croit que c'est plutôt un bruit de crécelle*—rattle (replacing the bell on Holy Thursday and Good Friday). *La cloche fêlée*—cracked bell *dans la Salle d'Indépendance*—à *Philadelphie ne ferait un "potin" (grand bruit) aussi soudain et aussi inattendu Hier (au) soir, avant de me déshabiller*—undressing, *je l'avais monté*—wound it *et placé sur la table de nuit*.

This is a typical paragraph. The English should be either solely in the vocabulary or else in footnotes. If it must absolutely find a place in the midst of the text it should be either in parenthesis or between dashes. *Monté* should be *remonté*, and the *l'* before *avais* refers to nothing at all except *la cloche fêlée!*

Page 6, l. 22. *Je me fais des lotions à grande eau sur tout le corps* is translated *I splash water all over my body*.

l. 18. *Vous avez dormi la grasse matinée*: better *vous avez fait la grasse matinée*.

l. 19. *Insensibilise-t-on le malade* evidently refers to the black-jack method.

Page 12, l. 1 of English: *announcements* should be *advertisements*.

l. 2 of English. *Now, having just given notice to the superintendent of leaving our present living rooms. . . . Living rooms* is wrong for *lodgings* or *apartments*. If this were translated according to the vocabulary, it would read: *Or, venant de donner congé au gérant de quitter . . .*, which is not French. It should be, and the vocabulary altered to match: *Or, venant d'avertir le gérant que nous quitions. . .* Of course *actuel* means *present* and not *new*, as it says in the text.

Page 13, l. 26. *Bain de siège* does not mean *bathtub seat* (!) but *sitzbath*.

Page 14, sentence 13. *Le déchet du coton* should be *du déchet de coton*

Sentence 15. *Dépenser follement* is use of money and not of time.

Page 18, l. 1 of English. *Should you choose to board, you might be subjected to a certain want of liberty*. This eminently colloquial sentence is evidently to be thus translated, according to the information furnished; *Si on choisissait de prendre ses repas, on pourrait être astreint à une certaine sujétion*.

l. 8. *You would thus soon improve the study of French and precisely as it is spoken.* This is not English.

l. 14. *The food itself more simple and (-y) more wholesome.* This is intended for a sentence. It is interesting to speculate how *y* is to be appended to the word *et*.

l. 23. This sentence, translated according to directions, begins: *Le mieux de trouver une pension!*

Page 22. *Exemplified, witnessed, give an impetus to, main thing, business hours, if need be, congested corners, per regulations, to meet half way, to give right of way,* all omitted in the vocabulary.

Page 24, l. 17. *Companion friends,* whatever it means, does not mean *entourage*.

Page 25, l. 1 of *questionnaire*. *Serrée avec une boucle.* Could he mean *sanglée*?

Page 27, last line. *De face* is wrong. *En face*.

Page 28, l. 15. *Prohibition times provokes my thirst.*

Page 29, l. 3. *Lamps are being lighted. As we emerge from them.*

l. 5. *We cross villages for we pass by or through.*

Page 36, l. 2. *J'ai beau échapper ma montre* should be *j'ai beau laisser échapper ma montre* or why not *j'ai beau laisser tomber*. ?

Page 38, l. 16. *A few stamps—although you may get them cheaper on the steamer and save on tips!* (The exclamation point is the author's.)

Page 41. Title. *Langue courante.* The first sentence contains a veiled reference to the title.

Page 43. Title. *Everyday French.* No reference whatever to the subject in the passage. The last sentence is: *Now, as to the Revolution of 1789, some critics admit that it has given rise to a new era in form of humanity,* which is not English.

Page 46, l. 17 of English. *Prie à* is wrong.

Page 51. Title. *Baggage Checking Office* is neither English nor a translation of the French.

Page 75, l. 19 of English: *Expenses incurred by having such articles often reach high rates.*

Some examples of the "connected" passages for translation should be given:

Page 38, l. 19: *What is the use of carrying such a lot of useless things along, some may ask. Besides it is a great satisfaction to keep everybody busy during your trip, especially your valet! your porter or one who does not believe in adding to his salary. As to guides, Baedeker is out of date, and it is wiser to get a living one—at a bargain! There are certain methods of teaching languages in a few lessons—a good guide murders them all. As trains are often late, you may dispense with all official timetables.*

Page 22: *Visitors, or any New Yorker (new-yorkais [sic]) may either cross the city by the subway or the elevated trains, or again*

*circumnavigate it. Does not the very thought of it make you shudder? It takes little time however to cross over (then the Hudson river)—not only underground and in the rock or in the tunnels, but one hundred feet under water.*

Page 58, l. 3: *The fireman pokes the fire and the engineer watches every movement in the right direction!* (The exclamation point is the author's.)

l. 11: *Did you ever hear that sharp whistle—on any French engine? No wonder the great Benjamin Franklin was fond of even a small whistle. Fancy, too, an engine without a whistle!*

COURTNEY BRUERTON

Dartmouth College

**FIRST SPANISH READER.** By AURELIO M. ESPINOSA, XIII +265 pages, Sanborn & Company, 1920.

During the last few years there has been evidence of a growing realization on the part of college professors of the peculiar needs and difficulties of school pupils and a willingness to prepare books especially for them. In the present volume Professor Espinosa has prepared a book primarily intended for use in junior high schools, or in the first year of high school.

Text and exercises comprise 33 lessons, covering 149 pages. The amount is ample for a year's work. Both text and exercises are simple and well adapted to the age of the pupils. Teachers who like to have the grammar lessons given and discussed in Spanish will find here the necessary vocabulary as well as a series of questions in Spanish upon the points of grammar taken up. A section of 26 pages is devoted to a series of English passages for translation into Spanish. There is a good verb appendix and an unusually complete and helpful vocabulary. There are good maps and illustrations and the general make-up of the page—with its clear type and good paper—deserves special commendation.

In the exercises, one is impressed by the practical value of those given on pages 137-139, 144-145, and 147-149. Simple, careful drill on the uses of prepositions is, however, often neglected. The memorizing of such "*Modismos*" as are given on these pages is infinitely more valuable than the memorizing of proverbs so often recommended.

As for the questions, one is impressed by their abundance and variety; also their sanity. No one type is worked to death. Long, hard questions, calling for long, involved answers, are here conspicuous by their absence.

In the vocabulary, irregular forms of verbs are listed with great fulness. In the case of radical changing verbs the indication (*ie*) for *convertir* and the like seems hardly sufficient. Under such

verbs as *llegar* and *tocar* such forms as *llegué, toqué, toque*, might well have been indicated. Even if they do not occur in the text, they will certainly be wanted in the course of the oral practice. An easy way of calling attention to such peculiarities would be to indicate after the infinitive the section of the verb appendix in which the inflection of the verb is given.

Since the book is intended for use with young pupils, I may be allowed once more to express the opinion, based on an experience of many years in teaching young pupils, that the best way of teaching the gender of a noun is to place the article before it.

There is a rather striking misprint—*uno* for *un* in line 11 of page 58.

Whether or not this book is easy enough for eighth grade pupils, experience alone can show. For those of ninth grade it certainly is. It is an excellent and most welcome addition to the materials available for use in junior high schools.

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E. L. C. MORSE, *Business Manager.*

## Query and Answer

Address correspondence for this department to Thomas E. Oliver, Urbana, Illinois.

10. *Will the JOURNAL give a brief bibliography of Portugal and of the Portuguese language? The growing importance of Brazil internationally would seem to warrant more attention to this subject.*

In *Hispania* for March 1919, pp. 87-93 may be found an illuminating article by John Caspar Branner of Leland Stanford University on the *Importance of Portuguese*.

The following books have come to our notice. We list them with no recommendation regarding their value.

### GRAMMARS

- Grauert, E. F: *A New Method for Learning the Portuguese Language*. With vocabulary and an appendix containing verb conjugations, irregular adjectives, etc. 12° \$2 net. D. Appleton & Co. Mr. Grauert was long a resident in Brazil.
- Elwes, Alfred: *A Grammar of the Portuguese Language*. In simple and practical form. With exercises. Seventh Edition. 12°. 75 cents net. D. Appleton & Co.
- Toledano, C. A., and A. *A Practical Grammar of the Portuguese Language*. VI+325 pp. Cloth \$2. Isaac Pitman & Sons, 2 W. 45th St., New York City, 1918.
- Branner, J. C. *Brief Grammar of the Portuguese Language*. 12°. VIII+216 pp. \$1.50. Third Edition. Henry Holt & Co. 1915. Containing short extracts from Portuguese and Brazilian writers.
- Wall, Charles Heron, *A Practical Grammar of the Portuguese Language*. 12°. 256 pp. The fourth revised edition is dated London 1908.
- Ely, L. *Portuguese Conversational Grammar*. \$1.50. Key. 50 cents. A combination of text book and grammar. G. E. Stechert & Co. New York.
- Escobar, J. F., *New Method to Learn the Portuguese Language without Teacher*. Published by the author. 178½ Acushnet Ave., New Bedford, Mass. 1913. \$2.
- da Cunha, E., *Portuguese Self-Taught*. 75 cents. Second Edition. With phonetic pronunciation. G. E. Stechert & Co. New York, 1912.
- Thomas, F., *Hossfeld's New Practical Method for Learning the Portuguese Language*. \$1. Published by P. Reilly, Philadelphia 1914. A Key at the price of 80 cents was published by Caspar of Milwaukee, Wis. The Hossfeld books are suited to self-instruction.

Ey, Louise, *Portuguese Conversation Grammar* (Method Gaspey-Otto-Sauer), London, etc. 1912.

The Portuguese Method of the Berlitz series is published by M. D. Berlitz, 28-30 West 34th St., New York City.

A *Manual of Portuguese and English Conversation* is published by Garnier Frères, Paris, and may be obtained of any dealer in foreign books. 50 cents. This is one of the useful French publications rendered into English.

Frisoni, G., *Grammatica della lingua portoghese-brasiliana*. 16°. Milan (Hoepli) 1910. \$1.

#### COMMERCIAL

MacDonald, G. R. *Lessons in Portuguese Commercial Correspondence*. 12°; 120 pp. 85 cents. London and New York, Isaac Pitman. 1918.

Pitman's *International Mercantile Letters: English-Portuguese*. Cloth, gilt top \$1.35. Isaac Pitman, London and New York.

#### READERS

Duarte, Frederico, *Portuguese Reader*. In accordance with the new official orthography. London (Hirschfeld Bros.) 1920.

Eilers, B. D.—Antonio de Mello, and J. M. Correa. *O Brasileiro: Lehr- und Lesebuch der portugiesischen Sprache*. Illustrated. Maps. 1915.

Young, G. *An Anthology* edited with English versions by G. Young with a preface by Dr. Theophilo Braga. 8°. XX+168pp. \$3. Oxford University Press. 1916.

Deserving of a place quite apart because of its labored absurdities, that are nevertheless of value at least in creating merriment, is the following rare book:

*O Novo Guia da Conversaçã em Portuguez e Ingles* por José da Fonseca e Pedro Carolino. Paris 1855 (Aillaud, Moulon e Ca.).

The above is well worth buying as a curiosity of what conversational books used to be!

#### DICTIONARIES

Valdez, J. F. *Portuguese and English Dictionary*. 2 volumes. Rio de Janeiro 1888.

Elwes, Alfred, *Dictionary of the Portuguese Language*. In two parts: I Portuguese-English, II English-Portuguese. Contains a considerable number of scientific and technical terms. Crown 8°. Cloth. \$2.50 net. D. Appleton & Co.

Michaelis, Harmann, *A New Dictionary of the Portuguese and English Languages*. Based on a Manuscript of Julius Cornet. In two parts. Second edition. 1920; 8°. pp. 737; 742. London & New York. Isaac Pitman \$7.50 (thirty shillings). This dictionary is handled by G. E. Stechert & Co. also. It contains

many terms used in commerce and industry. A smaller one-volume edition sells for \$5.

*Dictionary of Spanish and Portuguese Equivalents of English Commercial Terms.* Two Volumes. Bureau of American Republics, Washington, D. C. 1894.

Mesquita, R. de, *English-Portuguese and Portuguese-English Dictionary.* 32°. Leather.

Alberti, Leonora de, *Portuguese-English and English-Portuguese Vest-Pocket Dictionary and Self-Instructor.* Compiled by Leonora de Alberti. pp. 202; 18°. London (L. B. Hill), 1920.

Vieyra, Antonio, *Novo dicionário portatil das linguas portugueza & ingleza, em duas partes . . . resumido do Dicionário de Vieyra.* Nova ed. Paris.

Figueiredo, Candido de, *Novo dicionário da lingua portuguesa.* Nova ed. 2 volumes, Lisboa, 1913.

Seguier, Jayme de, *Diccionario práctico ilustrado. Novo dicionário encyclopédico luso-brasileiro . . .* Ed. exclusivamente destinada a Portugal. 1755 pp. illus. maps, Lisboa 1910.

TRAVEL BOOKS, ETC.

Young, George, *Portugal, Old and Young. An Historical Study.* 8°; 350 pages; with five maps. Net \$3.25. Oxford University Press. 1917.

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Bell, A. F. G., *Portugal of the Portuguese.* \$2. New York (Scribners) 1916. This book was written primarily to further business ties between England and Portugal.

Watson, Walter Crum, *Portuguese Architecture.* 100 illustrations. London 1908. Published at \$10.

Shillington, V. M., and Chapman, A. B. W., *The Commercial Relations of England and Portugal.* 8°. \$2.50. New York (Dutton).

Stephens, H. Morse, *The Story of Portugal*, Vol. 32, in the series *Stories of the Nations.* Fully illustrated. \$2. New York (Putnam's).

Jousset, P. *L'Espagne et le Portugal illustrés.* 10 cartes et plans en couleurs, 11 cartes en noir, 19 planches hors texte, 772 reproductions photographiques. 4°. Paris (Larousse) no date.

Of valuable books about Brazil there is an ever increasing number. Among more recent publications we cite the following:

Cooper, Clayton Sedgwick, *The Brazilians and Their Country.* Maps, and illustrations from photographs. 8°; pp. 403; \$3.50. New York (Frederick A. Stokes Co.) 1919.

- Bennett, Frank, *Forty Years in Brazil*. With 31 illustrations. 8°. pp. 296. London (Mills and Boon) 1914. A book of especial interest to the student of international politics and commerce.
- Elliott, L. Elwyn, *Brazil: Today and Tomorrow*. 8°; XII+338; 26 illustrations. New York (Macmillan) 1917. Published at \$2.25. Mr. Elliott is the literary editor of the Pan American Magazine and has spent much time in South America.
- Roosevelt, Theodore, *Through the Brazilian Wilderness*. With illustrations from photographs by Kermit Roosevelt and other members of the expedition. 8°. \$3.50. New York (Scribner's).
- Wright, M. R., *The New Brazil*. Its Resources and Attractions. 2nd edition. 8°. pp. 494. London (Casenove) 1920.

Further bibliographical material may be found in the article *Brazil* of the *New International Encyclopaedia*.

11. *Will some one suggest a working library for use in connection with the proposed exchange of letters between French and American secondary school pupils under the George Peabody Foundation for International Educational Correspondence? Also a like apparatus for similar correspondence between American and Spanish-speaking pupils?*

In the JOURNAL for May 1920 (Vol. IV, No. 8), pp. 423-424, some suggestions for such a library were given, and an appeal was made for information about composition manuals of an epistolary character.

There has since appeared the "Short French Review Grammar and Composition Book with everyday idiom drill and conversational practice" by David Hobart Carnahan in Heath's Modern Language Series (D. C. Heath & Co. 1920; 12°; X+159 pp). In this book great emphasis is laid upon idioms and upon the everyday conversational and epistolary style. Indeed all the basic texts upon which the drill work rests are letters from Paris and other French cities written by young American travellers to their friends at home. This excellent manual goes a long way to answer our appeal for more attention to the matter of correct letter-writing.

A correspondent recommends in this connection: Paul Rouaix, *Dictionnaire des Idées suggérées par les Mots*, contenant tous les mots de la langue française groupés d'après le sens. Edition de 1913. 6 francs. Paris (Armand Colin).

Another reference book of value in letter-writing would be: Samson, D. N., *English into French: Five thousand English Locutions rendered into Idiomatic French*. 8°; VIII+210; \$5.65. Oxford University Press 1920.











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