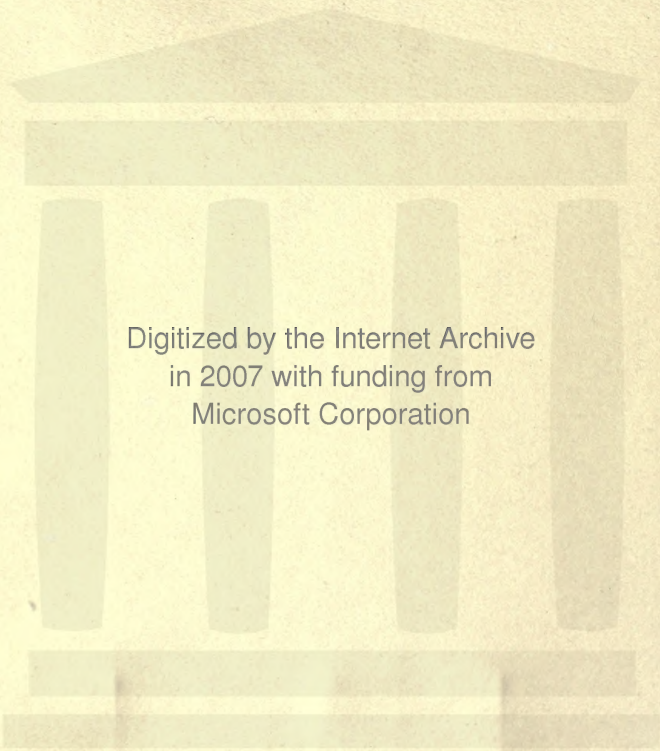

MODERN LANGUAGE TEACHING

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 15th of February, March, May, June, July, October, November, and December. The price of single numbers is 6d.; the annual subscription is 4s. The Journal is sent free to all Members of the Modern Language Association who have paid their subscription for the current year. Applications for membership should be addressed to the Hon. Secretary, Mr. G. F. Bridge, 45, South Hill Park, London, N.W.; and subscriptions to the Hon. Treasurer, Mr. F. W. M. Draper, City of London School, Victoria Embankment, London, E.C.

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE ASSOCIATION

EDITED BY

WALTER RIPPMANN

WITH THE ASSISTANCE OF

R. H. ALLPRESS, F. B. KIRKMAN, MISS PURDIE, AND A. A. SOMERVILLE

VOLUME VII.

LONDON
ADAM AND CHARLES BLACK
1911

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VOLUME VII. No. 1 **February, 1911**

THE ANNUAL MEETING.

THE meeting was opened informally by a conversazione at Queen's College, Harley Street, on Monday, January 9, which was eminently successful. The Pfeiffer Hall had been suitably decorated, and there was some very good music. We are indebted to the members of the Queen's College staff who made the arrangements for a very pleasant evening, at which—it is gratifying to note—there was a good attendance of members.

On Tuesday at 10.30 the usual business was transacted. From the Report of the General Committee it appeared that the last year has been one of continued prosperity. Our Association now numbers over a thousand members. As Mr. Bridge, our energetic Secretary, pointed out, this is no reason why we should rest on our oars. He drew attention to the fact that there are a number of large towns in which we are very badly represented, such as Liverpool, Newcastle-on-Tyne, Nottingham, Brighton, Bedford, Plymouth, and even such 'school towns' as Bedford and Cheltenham. Good results have already been achieved through the establishment of branches, and it is to be hoped that the year 1911 will see further activity in this respect. In each of the towns mentioned above there must surely be some keen members of the Association who would undertake the necessary propaganda. Every increase in numbers means more weight and influence for our Association.

The report of the Hon. Treasurer was, on the whole, satisfactory; much could be done if more funds were available. The Editor of the *Modern Language Review* was unable to be present; but it was announced

that the deficit on the last year again showed a considerable reduction. The Hon. Custodian of Lantern Slides was warmly congratulated on the extension of the Loan Collection; a member made the useful suggestion that slides should be added that might serve to elucidate literary lessons—*e.g.*, a set on Molière. The Hon. Librarian reported that so far very few members had availed themselves of the Loan Library.

The representatives of the sister Associations then addressed the meeting. Mr. Young spoke for the Scottish Association; he expressed his regret that at present no closer union of the two Associations seemed possible, but hoped that in course of time it might be achieved. We certainly shall do all in our power to work for the realization of a Modern Language Association of Great Britain and Ireland, if not of the British Empire. Monsieur Mady made a graceful speech, conveying the good wishes of the Société de Professeurs des Langues Vivantes, which he represented. Professor Curtis, of Frankfurt, a member of our Association, had been selected to represent the Neuphilologenverband of Germany. He dwelt eloquently on the need of a closer understanding between the two countries, and welcomed the efforts of our Association to stem the tide which has set in against German. Mr. Hugh, of Nottingham, conveyed to the Association the kind greetings of our good friend Dr. Max Walter, who is about to visit the United States, where we wish him all success in his lectures at the Columbia University.

Professor Breul, the outgoing President, then gave his address on the 'Aims and Claims of Modern Languages,' which was listened to with close attention and evoked loud applause; it is printed in full in another column. We take this opportunity of thanking Professor Breul for the very efficient and conscientious way in which he has discharged his duties during the past year; he is a tower of strength for the cause of Modern Language teaching.

The afternoon session was taken up by a discussion on the Report on External School Examinations, which was printed in full in our last issue. It was introduced by Mr. H. W. Atkinson, and a summary of the discussion will be found in this issue of MODERN LANGUAGE TEACHING. On the whole the Report was adopted with little change. Some points had been selected as of special importance, and appeared on the agenda; certain other amendments were circulated at the meeting. It may suffice here to record that the resolution 'That at the junior stage ability to write the foreign language should be tested solely by free composition' was carried by twenty-seven votes to fourteen, after an amendment that the free composition test should be supplemented by an easy passage for translation into the foreign language had been lost. The voting in favour of the resolution 'That at the

senior stage translation from English and free composition should both be obligatory' was finally in the proportion of about two to one, after an amendment in favour of free composition and translation being alternatives had been rejected by a majority of three only. The resolution 'That there should be no grammar paper at the senior stage' was carried by a very large majority. The Report on External School Examinations is the result of two years of strenuous work on the part of a carefully selected sub-committee; it has been discussed by the General Committee and by the Association at its Annual Meeting. We may therefore confidently hope that, when it has been communicated to the examining bodies, it will receive earnest consideration and do something towards bringing the examinations into line with the best teaching.

The Annual Dinner was held at the Holborn Restaurant, and was a most pleasant function. Among the after-dinner speeches we shall be excused for referring specially to that by Professor Brunot, who amused his audience by describing himself as a *professeur de langues vivantes manqué*. He emphasized the fact that French (like other modern languages) is to be regarded as a *langue classique et vivante;* reminded us that for the Romans Greek was a modern language, which they studied zealously; and referred to his recent work on the simplification of French grammatical terminology, in collaboration with other specialists, with results which he modestly described as *à peu près bien*—results which, however, were disastrously modified by the *Conseil Supérieur de l'Instruction Publique*, on which linguistic specialists were conspicuously absent. Professor Brunot concluded by offering his good wishes to our Association, which were heartily reciprocated.

The first paper on Wednesday was on 'Means of Training available for Modern Language Teachers in Phonetics,' in which Miss Althaus recorded the results of her most painstaking and valuable investigations. Those interested in phonetics are very grateful to Miss Althaus for her record and her suggestions; the paper will be given in our next issue. It was followed by a masterly address by Professor Brunot, which he had entitled 'Comment la Langue Française Classique a été l'Image de la Société du XVII^{e} Siècle.' The abstract which will appear in our next issue gives some idea of the wide range of the speaker and of his scholarly yet popular treatment of the interesting theme; but in no way could we reproduce the charm of the delivery, the variations of speed and pitch, the eloquence of gesture, which rendered Professor Brunot's address an intellectual treat such as we rarely enjoy. Dr. Braunholtz in graceful terms referred to the many aspects of Professor Brunot's activity as teacher and scholar, and moved a vote of thanks, which was carried by acclamation.

In the afternoon the Report of the Conference on Grammatical

Terminology was briefly introduced by Professor Rippmann, who was in the chair, in the unavoidable absence of Mr. J. L. Paton, High Master of the Manchester Grammar School, whom we are happy to welcome as the new President of our Association. The Report received the general approval of the meeting; certain points were singled out for discussion, and the opinion of the meeting will be conveyed to the Conference, which will meet again for the purpose of giving the Report its final form. It will then be published and, we sincerely hope, studied with care, and its recommendations adopted, as far as possible, by all who make use of grammatical terminology. We may be allowed to take this opportunity of congratulating Professor Sonnenschein on the successful achievement of what he has so long endeavoured to attain. To him, more than to any other individual, the success of the Conference is due. That our Association took a notable part in the deliberations is seen from the fact that, of the twenty-four members of the Conference, no less than twelve were also members of our Association, although only four directly represented it.

In the regrettable absence of Mr. L. von Glehn, the subject of 'The Use of Phonetics in the Classroom' was opened by Mr. M. P. Andrews, who read an excellent paper, which, together with the ensuing discussion, will appear in our March issue. Among the speakers we welcomed Herr Lorey, of the *Musterschule* at Frankfurt, who gave his experiences of the value of phonetic teaching.

The meeting concluded with a vote of thanks, moved by Professor Spiers, to the Council of Queen's College, for allowing the meeting to be held there. The general feeling was, that while the meeting would not be associated with memories of college halls and academic charm like those recently held at Oxford and Cambridge, yet it might well be regarded with satisfaction. The attendance was distinctly better than at the last meeting in London, the amount of solid work done was considerable, and the meeting generally was full of interest and of valuable suggestions.

AIMS AND CLAIMS OF MODERN LANGUAGES.

PRESIDENTIAL ADDRESS BY DR. KARL BREUL, SCHRÖDER PROFESSOR OF GERMAN IN THE UNIVERSITY OF CAMBRIDGE.

WHEN I had the honour to address the members of the Modern Language Association last year in my own University, I chose for my subject 'The Literary Relations between Great Britain and Germany during the last Four Centuries.' Allow me this time to take neither a literary subject nor a philological one; our distinguished guest, M. Brunot, will to-morrow, in his charming way, discourse on a philological question, and we are all looking forward to his lecture. To-day I wish to give a practical address—

to speak to you as one of the profession of Modern Language teachers. For over a quarter of a century I have watched the progress of Modern Language studies in this country, and have also followed their development abroad. I have seen the birth of our Modern Language Association, and have taken a humble share in its struggles from very small beginnings to the honourable and respected position which it has now won for itself. And if I now proceed to give you a short account of the advance Modern Language studies have made during the last twenty-five to thirty years, and present a brief sketch of the work of the Association, past and present, you will readily believe that it will not be done in any spirit of patting ourselves on the back.

Far be it from us to pride ourselves only *dass wir's so herrlich weit gebracht*, and I shall certainly not advise our friends that they *beruhigt nun sich auf ein Faulbett legen*. On the contrary, I wish to convince you that our tasks are not yet achieved by any means, and that much hard and serious work is awaiting us if we wish to reach—or rather not to fall too far short of—the ideal that many of us have in our minds. I hope to throw out some suggestions for fruitful work in the future, to call attention to certain needs of our subject which should be satisfied, and to certain hindrances which it should be our earnest endeavour to remove. My much-honoured predecessor in this chair, to whose sage counsel and unflagging interest in Modern Languages we are all very deeply indebted, in his address studiously and successfully avoided touching on a number of inflammatory topics which I am afraid I shall not be able to steer quite clear of. In one or two cases I very much fear that I shall have to skate on very thin ice, but I feel there are a few things in connexion with our aims and needs that ought to be stated very plainly, *urbi et orbi*, and I wish to state them. In some cases our real aims and legitimate claims are either not sufficiently well known or actually misunderstood. If I should be able to strengthen our case by removing certain misunderstandings and by kindling a real interest in wider circles for the noble work to which we all have given our best energies, I should feel very happy indeed. And if the *matter* cannot but be at times highly controversial, the *manner* in which we treat it need not give undue offence. I hope not to be forgetful of the sage advice of Homunculus:

'Das *Was* bedenke, mehr bedenke *Wie*.'

Before I proceed to the real subject of my address, I wish to devote a few words to the heavy losses the Modern Language world has sustained during the last year, some of which are especially keenly felt by the members of our Association.

We mourn for the loss of Henry Weston Eve, one of the very earliest members of the Association, and, in 1894, our second president. He was a very active member of oue

committee, and till only a year or two before his death he seldom ailed to attend our meetings; many of us will gratefully remember his deep interest in our studies and his sage counsel. He was practical and outspoken if it was necessary, but he never went to extremes, and was at all times able to appreciate a different view. The loss by his death to the cause of education generally, and to our Association in particular, is very great indeed.

Professor Marshall Elliott, the distinguished Baltimore Professor of Romance, a great organizer and the founder of the American *Modern Language Notes*, was one of our honorary members. Some of us will long remember his vigorous and inspiring personality.

Another great Professor of Romance, and the unforgettable teacher of several members of our Association, Professor Adolf Tobler, of Berlin, passed away in March. The extremely valuable materials for a great Old French Dictionary left behind by Tobler will be published by Professor Morf, his countryman, friend, and successor in the Berlin chair.

Two distinguished friends of our studies I cannot help mentioning here, although they were not Modern Language teachers in the narrower sense of the word.

Frederick James Furnivall's name is a household word for many of us. His genial, helpful, and truly lovable personality will long live in the minds of his numberless friends, English and foreign. His picture, together with a very just appreciation of his merits, was given in the *Modern Quarterly* of March, 1898; and those of us who were fortunate enough to listen to his charming speech at the annual dinner of 1904 will gratefully remember the words of encouragement and hope he addressed to us in his own sunny and inimitable manner. He died at the ripe age of eighty-five.

Another good friend of Modern Languages was our late Cambridge Professor of Latin, John E. B. Mayor, who, in spite of *his* eighty-five years, dined with us last January in the hall of his hospitable college, St. John's, whose best wishes we have always had, and whose last book published when he was eighty-four years of age, was —a *German Reader*. A remarkable production, an eloquent proof of the value of scholarly translation, highly appreciated by many of us, a 'Reader' advocating a direct method of his own, although I cannot pretend that it is written according to the precepts of *the* new method.

Lastly, we may well deplore the loss of a young life of unusual promise. Perhaps only we Cambridge members fully realize what Miss Winifred Bryers, student and lecturer at Girton College, one of our most brilliant Tripos students, who had just taken her German Ph.D. *magna cum laude*, would have been to our studies if this keen student and inspiring teacher of German and English literature had been spared to us.

I should now like to take the opportunity of expressing, as President of the English Modern Language Association, our delight that two eminent German Modern Language scholars and teachers, philologists and phoneticians, have within the last few weeks completed the sixtieth year of their fruitful lives amid congratulations from colleagues and pupils all over the world: Eduard Sievers on November 25, and Wilhelm Viëtor on December 25. The work of both was warmly and justly appreciated twelve years ago in the columns of our *Modern Quarterly*, at the same time their portraits were given (Professor Sievers's in the *Modern Quarterly* of November, 1898; Professor Viëtor's in the *Modern Quarterly* of August, 1899). I think that it is very much to be regretted that reasons of economy have of late rendered it inexpedient to provide each number, or at least every second or third number, with a portrait of a leading Modern Language scholar and teacher, English or foreign. All the more do we treasure those we possess, and all the greater is felt to be the honour if an exception is made to the general rule and a portrait is given in our journal. In conclusion, I sincerely hope that the death-roll of 1910 will for many years not be equalled, so far as members of our Association or prominent Modern Language scholars or teachers are concerned.

The work achieved in England for Modern Languages since the early eighties of last century must appear to the retrospective eye of very great importance, and it is not too much to say that a very great deal of it has been carried out by the strenuous endeavours of our Association. What, before 1890, especially hampered many of us, above all the school-teachers, was the absolute lack of organization of the profession and of ready co-operation among its members. There were for Modern Language teachers about 1885 to 1890 no means of becoming acquainted with one another and of exchanging views and experiences, or of discussing questions of teaching methods, or the aims and constitution of the then existing examinations. There was no chance of bringing the deliberate views of large numbers of experienced Modern Language teachers before certain educational authorities, especially the University Boards, who arrange for the most important school examinations, and who in later years have always been ready to consider very carefully and to carry out where possible the suggestions put before them by men of wide experience in Modern Language teaching. There was no possibility of effectually influencing educational bodies or public opinion as to the best methods of teaching or of testing the teaching. Neither was there any opportunity for a fruitful interchange of views between the teachers at the various types of schools and the lecturers at the Universities, few of whom had then

attained the status of professors. The status of Modern Language teachers was not so good as it is at present, unsatisfactory as it still is at many schools. No information on any question of importance for Modern Language teachers was anywhere systematically collected and easily obtainable. No annual meetings of Modern Language teachers were held before the Modern Language Association was started in 1892. No periodical of any standing was *exclusively* devoted to the study and discussion of Modern Language problems, till in July, 1897, some of us made bold to start the *Modern Language Quarterly* in a brave size and with a light blue cover. Only then it became possible, by means of the annual meetings and by the publication of our own Journal, to formulate our ideals and needs, to gather and tabulate information, to throw out suggestions for desirable reforms, to publish original articles and valuable reviews of books, to draw up serviceable lists of books for members of the teaching profession, and above all to bring Modern Language students and teachers in Great Britain, not only into touch with one another, but also gradually into touch with their foreign colleagues and the leading Modern Language men in Europe and the United States. Only those who, like myself, have lived through the early years of Modern Language studies in England can realize the great progress that has been made by the unceasing efforts of enthusiastic pioneers both in the schools and at the Universities. I rejoice to see more than one of them among us to-day.

One of the earliest tasks of the Modern Language Association was to obtain and to publish in tabular form statistics showing the relative amount of time devoted in a large number of English schools to Modern Languages and other subjects of the school curriculum. Another table was drawn up showing the relative proportion of marks given to Modern Languages and to Science in the Entrance Examinations for Woolwich and Sandhurst. More recently several important reports have been drawn up by Committees of the Association. One, on the conditions of Modern Language teaching in secondary schools, with statistics based on returns sent in by about 120 schools, shows the causes which are militating against the efficiency of Modern Language instruction. Another, drawn up by a large and representative Committee, deals with the question of the qualifications and training of Modern Language teachers. Two strong memoranda concerning the serious and growing danger of a neglect of the German language in secondary schools were addressed, in conjunction with the Society of University Teachers of German and other educational bodies, to the Board of Education. No answer has so far been received to the second memorandum of 1909, printed in the last Annual Report of our

Association. The Modern Language Association was well represented in the Conference of several educational bodies on Grammatical Terminology, the final report of which is being presented to the present meeting for discussion. The nature and value of the various foreign holiday courses are at present being discussed in our Journal, and will, it is hoped, soon be more critically investigated. An important recommendation of the Committee on Training referred to the provision of an examination for a certificate for such persons as had not gone through a University course of Modern Language study, and were not really specialists. It was felt that it was desirable that a satisfactory test of their practical proficiency in French or German should be provided by some Universities, and negotiations are now pending between the Modern Language Association and the Universities of Oxford, Cambridge, and London, which it is hoped will be brought to a successful conclusion during this year.

If you add to this the organized efforts to bring together and continually to increase a useful travelling exhibition of books; that excellent collection of about 600 lantern slides of subjects connected with France and Germany, which has been organized by the energy and enthusiasm of Mr. Harold W. Atkinson; the growing exchange of children between English and Continental families for the holidays or for longer periods; the provision of lectures for teachers; the gradual establishment of local branches in important centres, of which we now have six—if you remember all this, you will realize the enormous change that has taken place, especially during the last twelve to fifteen years, owing to the efforts of our Association. Our annual meetings have also grown in duration and importance. We are now glad to welcome delegates from Scotland, France, and Germany at our annual meetings, and we are represented at theirs. Not a few of us were present at the delightful first International Congress of Modern Language scholars and teachers that was held in Paris last year at Whitsuntide. While all the early annual meetings of the Association were held in London, they are now held alternately in London and in other important towns.

Apart from the organization, in the Modern Language Association, of Modern Language students, teachers, and persons generally interested in the subject, the studies with which we are concerned have made much progress at the *Universities*. There are now at all the Universities Honours courses, in which students and future teachers, authors, librarians, diplomatists, civil servants, and others, can go through a highly specialized scientific course of instruction in French, German, and other European languages. The old Pass courses at most Universities

have been, or are being, remodelled and improved. The various Local Examinations and the influential Joint Board Examinations have likewise been improved in various ways by the University authorities. Due importance is now attached to free composition, opportunities for oral tests are given, and after 1911 distinction will not be awarded in the French or German Higher Certificate Examination to any candidate who fails to pass the oral test satisfactorily. This is real progress. If in the beginning the University Boards and Syndicates moved rather cautiously and slowly, we must not underrate the difficulties with which they had to contend, for instance, in arranging for oral tests in the Local and Joint Board Examinations. It should be freely acknowledged that in remodelling their regulations they have on more than one occasion listened to the wishes of the Modern Language teachers, and from their present attitude there seems to be no reason to think that they will not do so again. In 1884 there were at Cambridge and other Universities no scholarships, let alone University studentships, nor any valuable prizes for brilliant Modern Language men. There were hardly any professorships, and certainly no assistant lecturers and lectors by the side of the chief representative of French or German. In not a few cases the same man had to teach German and French, Philology and Literature, while in one University College the versatile professor taught Modern European as well as Oriental languages—Hebrew, Arabic, and Turkish—which were really his chief subjects. By the side of the Modern Language Association we have, since 1905, the Society of University Teachers of German, and there are clubs of students of French and students of German now at all the more progressive Universities.

In the *schools* the teaching of Modern Languages has become much more living and stimulating. In the methods adopted we can notice a gradual divergence from the way in which Modern Languages used to be taught without any appreciable difference from the old dead languages. Indeed, it is worthy of remark that in some schools the new methods of teaching Modern Languages have beneficially influenced even the teaching of the ancient Classics. I need only refer to what is being done at the Cambridge Perse School for Boys under its able head master, Dr. Rouse. Modern Language masters no longer teach mainly by means of grammar, dictionary, and translation exercises; they are acquainted with modern views and methods, and strive to profit by the experience of their colleagues in Great Britain and abroad. With every year the number of professionally trained English men and women in our schools and Universities is on the increase, and we are coming appreciably nearer the ideal that we all are striving after—efficiency. No doubt there is still

much diversity of opinion within our own ranks. Even for some time to come fierce debates will no doubt occasionally be raging in our midst on questions of policy or method; but we need not be pessimistic on that score. Struggle means life, vitality. Many experiments are still needed, and should be made by people of different temperaments and resources. Much diversity of opinion is possible—nay, unavoidable—while absolute uniformity is undesirable. There seems to me to exist (and I say, fortunately), not one *allein seligmachender Weg*, not one 'genuine ring,' while all the others are poor imitations. Let us be taught by the wisdom of Lessing's wise judge, and try our utmost—

> 'free from prejudice,
> To prove the virtues of our several rings.'

This is briefly the history and the present position of the study and teaching of Modern Languages in this country. Many of those present here to-day have taken their part in the noble up-hill work, in the struggles and achievements on which we are now looking back. But if many problems have been solved, others no less important have arisen and are awaiting their solution by united or individual effort. Let me devote the rest of my address to the consideration of a number of important points which I should like to hold up as aims and claims for the future, needs more or less pressing that should be satisfied, dangers that should be realized and avoided. If much work has been done in the past, there is no less work to be done in the future. We are eager for it. Let us say, with Goethe's worthy stage-manager:

> 'Was heute nicht geschieht, ist morgen nicht getan,
> Und keinen Tag soll man verpassen.
> Das Mögliche soll der Entschluss
> Beherzt sogleich beim Schopfe fassen,
> Er will es dann nicht fahren lassen
> Und wirket weiter, weil er muss.'

The first great aim to be achieved should be a further expansion of our Association in various ways. Our membership has grown steadily. We have now passed beyond the first thousand, but a number of men and women, University professors and public school teachers, who ought to join us and to lend us their active support, are still lamentably conspicuous by their absence. But beyond this mere increase in numbers, I should very much like to see an expansion of our English Modern Language Association into a Modern Language Association of Great Britain and Ireland. If at the present moment this cannot be realized, as I am afraid it cannot, I should press for at least some sort of concerted action and systematic co-operation between Modern Language teachers and students north and south of the Tweed, east and west of the St. George's Channel. There should exist not only a strong feeling of solidarity and good fellowship, that would be quite independent of politics, between English, Welsh, Scottish and Irish Modern Language men and women, but we ought to take im-

mediate steps for some regular and systematic exchange of views and experiences by means of articles and notices in our Journal and also by other means. Something, as we know, is being done already, but more should be attempted in the near future.

We should also do our best to maintain and to develop further good relations with societies representing kindred subjects, especially with the English Association and with the Classical Association. That this is as possible as it is desirable has only recently been shown by the Joint Conference on Terminology that has just concluded its labours. Above all, I should like to see, not merely 'correct relations,' to use a political term, but 'mutual good understanding' prevailing between ourselves and our Classical colleagues. In this wish I feel myself at one, not only with several prominent members of our own Association, but with such brilliant classic scholars as the late Professors Jebb and Mayor, and among the living Professor Postgate and our late Presidents, the Masters of Magdalen and of Gonville and Caius. I am strongly in favour of cultivating good family relations. Now we *are* members of the same family; we Modern Language men represent the new, Classical men the ancient humanities. Both are necessary for the intellectual, literary and artistic training of the children of our twentieth century. Ours is the great privilege to explain to the rising generation the modern world. What Classical archæologists can do but imperfectly, we can do more easily and more comprehensively. Our noble and soul-uplifting task is to initiate the young men and women of our times into an intelligent and sympathetic understanding of the language, literature, life, thought, methods, institutions, needs, and difficulties of great neighbouring nations, whom we ought not to look at with prejudice and suspicion, but in whom we ought to welcome, and teach our pupils to welcome, fellow-workers in the great field of the world's progress and civilization. This, I am sure, is the high aim of all the best Modern Language teachers; this inspires us with a daily joy in our profession and with that enthusiasm in the discharge of our duties which alone has made our present progress possible.

Still I repeat it, in our age of 'Science,' we ought to be eager to be on good terms with our nearest spiritual relatives, the Classical philologists. In the history of education, the ancient humanities are undoubtedly the elder brother. Honour to whom honour is due! You may remember that in many old German households there stood by the side of the elder brother, proud heir of the family possessions, the pathetic figure of the *hagustalt*, disguised in the modern German form *Hagestolz*, with the present meaning of 'bachelor.' Indeed he was not proud (*stolz*), this poor younger brother, who was really not much more than a servant or foreman,

and usually worked hard for the benefit of the man who had had the advantage of being the first in the field. He did not marry, it is true; but not because he did not like to do so and to have a house of his own, but because he was so much kept down by his senior that he could never afford it. This has now all been changed in Germany; as in the fable of the True Ring, the tyranny of the elder son is no longer tolerated. All sons are now to have the same chance, and must have the same chance if, in their special spheres of activity they are fully to bring out the virtues of their rings. Can anyone honestly say that we Modern Language men have so far been given our full opportunities Does not the elder brother—sometimes—still try to keep us in the state of the unfortunate *Hagestolz?* It is, no doubt, deeply rooted in human nature, not easily to yield anything to which we once considered ourselves entitled. But in view of the welfare of the whole, for the sake of the necessary education of the nation and its adaptation to modern needs, such selfishness on the part of the elder brother must be overcome. After a fierce struggle forced upon them by circumstances, the two friends and rivals, Frederick of Austria and Louis the Bavarian, sat *together* as rulers on the throne of Germany (1325-1330), and by their friendship and mutual support their country flourished. Let us imitate their noble example!

If it is not easy clearly to define the 'spheres of influence' of Classics and Modern Languages in modern education, yet I honestly believe that with mutual goodwill the task can be solved satisfactorily. I should be the last person to say a word in disparagement of the ancient languages to which personally I owe so much. Still, I cannot help agreeing with a good deal of what one of our former Presidents, himself a lover and teacher of Classics, Mr. Arthur C. Benson, has recently urged in a very able article contributed to the November number of the *Nineteenth Century*. I regret that I cannot discuss it here in full. I should only like to submit that if children have but little linguistic ability, they should be made to do only two foreign languages at school, but these should *both* be *modern*, and should be carried sufficiently far never to be lost again. This is now done in certain types of schools of the highest order in Germany, and it is also possible in France. There can be no doubt whatever that for boys and girls of this type German will do far more than Latin ever can. The reasons have been set forth with admirable force by our late President, Mr. Eve (in *National Education*, a Symposium, ed. L. Magnus; London, Murray, 1901, pp. 228 *et seq.*). I strongly hold that in our twentieth century, which makes such widely different demands on us from those made by the sixteenth or the eighteenth on our ancestors, *all* children of the upper classes should be taught

German as well as French at school, and that this important subject should on no account be left to chance, to be 'picked up' some time in later life, to use a specious but mischievous phrase. The quality of what can be 'picked up' in a few weeks abroad by untrained youngsters is but too well known to all of us—some slang phrases and some awful ungrammatical patter. Surely this is not worth having; it is really worse than nothing. It is *Schein*, and not *Sein*. But all children of the upper classes and of good linguistic ability, especially boys—I feel in this case much less strongly about girls—should be taught, not two, but three foreign languages, as is done everywhere abroad. These languages should be French, followed by German, and, as a third language, Latin. The pick (and only the pick should be set to do it) can even well manage to do four foreign languages by adding Greek, if only the right teaching methods are adopted, and if — an important point—composition is not required in all four foreign languages, but only in two, or, possibly, three. I do not speak here of exceptionally brilliant Classical scholars. That this can well be done I know from experience in England and abroad. Classics themselves would gain instead of losing, if unwilling boys who have a decided dislike to them were not dragged through the Classical lessons, to the annoyance and serious hindrance of those to whom Latin and Greek are congenial. What would be lost to Classics in quantity would be gained in quality and zeal. It is mainly a matter of goodwill in arranging the curriculum. Up to the age of fourteen I should only teach one foreign language—namely, French. Boys and girls of fourteen and fifteen should then take up German as well. On this safe basis of English subjects, French and German, mathematics, etc., could then, in the case of children of special linguistic aptitude, be raised the superstructure of Classical studies, in which progress would be all the more rapid because only the best children would be selected for it, because these would be taught by improved methods, and also because these could progress much more rapidly on account of their previous linguistic training.

We should also do our utmost, by means of representations and otherwise, to secure for our subject greater scope in many of our large secondary schools for boys and girls. More time should be allotted to the subject, especially in the case of German, and, above all, only duly qualified teachers should henceforth be allowed to give the instruction. In order to do this, we ought not to lose any opportunity of converting the Olympians; I know that more than one headmaster has of late shown willingness to be converted.

Then there is the undeniable 'German danger'; do not be afraid, I am not going to make a political speech. But the question is indeed

serious, and the present unwarrantable neglect of German in most of our secondary schools has so far, unfortunately, not been realized in all its gravity by the English public. Yet it is an urgent educational problem of the utmost importance. It is a deplorable fact that while German is at present doing fairly well at the Universities, it is dwindling and dying out in our schools. This constitutes, to my mind, a very grave national danger, to which I am anxious to draw the attention, not only of educationists, but of parents and politicians. To improve the threatened position of German in the secondary schools of the country is undoubtedly one of the most pressing problems to which, as in the recent past, so in the immediate future, we should lose no time in devoting our very serious attention. I should like to add, as a significant contrast, that never was English studied more widely and more diligently in the German secondary schools for boys and girls than it is at the present moment.

In connexion with what I have said before, one of our aims should be to start in the large towns of the country really good *modern* schools of the first grade, similar to the German *Oberrealschulen*. Opportunities for taking Latin as an optional subject in these schools might well be provided, but full credit should be given for good performances in Modern Languages only. The standard in Modern Languages in these schools should be high, and they should be instrumental in creating in the pupils a lifelong interest in the modern world, in modern life at home and abroad, in its many important problems, with their different solutions and their literary expression. We must be prepared to acknowledge frankly that to very many school-children—not necessarily the worst or the most stupid—Classics do not appeal, and can never do any real good. By all means keep and encourage Classical schools of the highest type, but do not force every boy or girl to enter the charming garden of the humanities by one gate only, the *porta antiqua*.

We should also do our best to promote by every possible means a more ready co-operation between men teaching at schools and at Universities. I am afraid that at the present moment there exists far too great a gulf between schoolmasters and professors, a state of things that is much to be deplored in the best interests of both parties. The vital importance of their working harmoniously together is not yet sufficiently realized on either side. Some University teachers still hold haughtily aloof, instead of trying to be personally acquainted with the leading teachers and with their aims and special needs. The schools and the men working at them feed the Universities—or, at least, they ought to! It is therefore highly advisable to keep in close touch with them. Professors should not forget that every under-

graduate was first a schoolboy, consequently his training before coming up to the University is a matter of the greatest importance to all of us. On the other hand, certain school-teachers still seem to cherish a deep-rooted distrust of University professors, whom they believe to expound, of course in the most tedious way possible, only unnecessary rules of phonology and useless subtleties of historical grammar. The study of the older stages of the language and literature, the explanation and elucidation of the present by the past—in a word, the scientific evolution of language and literature, is honoured by them, and by the boys taught by them, with the flattering name of 'old stuff.' Is there not anything for them to learn? From a long experience on many committees made up of University and school-teachers, I know how very valuable the meeting and free exchange of views has often proved to both sides, and I feel sure that some of my colleagues will readily bear me out. We Modern Language teachers at schools and Universities are living in the same house for better and for worse. We ought to take pains to understand, to appreciate and to support one another, and thus to keep our house at all times in the best possible condition.

Some other points to which we ought to pay attention are the further extension of the useful exchange of English and foreign teachers that was instituted a few years ago by the co-operation of the English, French, and Prussian Boards of Education. That there are certain dangers in this system I do not deny, but their advantages seem to me to outweigh them by far. The possible good results are recognized abroad, but they do not yet seem to be generally appreciated by many English headmasters. I appeal *a directoribus male informatis ad directores melius informandos.*

More frequent use should be made by teachers of really good holiday courses abroad. More scholarships, travelling bursaries, and other facilities should, as time goes on, be granted to Modern Language teachers anxious to go abroad for the sake of study. In the same way more studentships and prizes should be available at the Universities. Some hopeful beginnings have been made in this direction. I only mention the splendid Tiarks Studentship of £150 a year that is now given for German in my own University; but much more ought to be done. We ought to take every opportunity to interest practical men, municipal and educational bodies, and rich and public-spirited men and women, to give us financial support. No investment could be better.

It is important that in the future there should be found in all our better schools a sufficient equipment for Modern Language teaching; good maps and pictures of all sorts, illustrating the main features of French and German life, archi-

tecture, scenery, and art; also some phonetic apparatus, a properly equipped school Library of Modern Language books, and a sufficient number of the best reference books in the Masters' Library. For the purchase of these requisites special grants from governing bodies and special donations from friends of the school should be obtained.

With regard to the Universities, we should not relax in our efforts to ensure that much more importance is attached to Modern Languages in the various Entrance Examinations. Personally, I am convinced that, under the present conditions of scientific study and research, the Universities should not admit any student to an Honours course in any subject who is not in possession of a reading knowledge of German. Most boys coming to the University now have some facility in reading French, and they will probably retain that ability in the future; all the more necessary does it seem to me specially to insist on a reading power of German in the case of all Honour men, and not merely to require of them proficiency in *a* modern language.

The last end to pursue, and neither the least important nor the least urgent among the many that I have recommended to your attention, is one in which I am specially interested, and the realization of which would, to my mind, become an inestimable boon to Modern Language students and teachers. For more than ten years I have been advocating, in pamphlets and articles, the establishment in London of what I have called 'a German House,' a great Institute to serve as a centre of study and information for German students and teachers of English.* I am still hoping to be able to realize my scheme in London. What I am now anxious to propose to the members of our Association, and also to friends of Modern Language studies in Great Britain and abroad, to keen educationists and to far-seeing patriots, is the establishment in the near future, at Berlin and at Paris, of a 'British Institute for British students and teachers of German and French. I cannot here enter into the details of my scheme, but they are all carefully worked out and easily accessible in my various publications. I will only say that it is not my idea that the members of such an Institute should live together in the same house as in a training college. Each student would be accommodated in a suitable foreign family, and would only spend four mornings a week at regular instruction, given by thoroughly competent teachers ex-

* See *Karl Breul*, Betrachtungen und Vorschläge betreffend die Gründung eines Reichsinstituts in London für Lehrer des Englischen. Leipzig - Stolte. 1900.—'Mittel und Wege zur Beförderung der praktischen Ausbildung unsrer neusprachlichen Lehrer, mit besonderer Berücksichtigung der Bedürfnisse deutscher Lehrer des Englischen.' Printed in '*Verhandlungen des allgemeinen deutschen Neuphilologentages zu Breslau.*' Hannover. 1902. Pp. 65-71.—'Ein Deutsches Haus in London,' in the '*Magdeburger Zeitung*,' of February 6, 1909. See also '*Internationale Wochenschrift für Wissenschaft, Kunst und Technik*,' August 28, 1909.

clusively by means of the foreign language within the walls of the Institute. It should afford such instruction as can be best given abroad to people who are already sufficiently far advanced to profit by it. It should advise and direct in every possible way, obtain for its members theatre and railway tickets at reduced prices, direct their attention to specially important lectures, accumulate an excellent collection of books, maps, illustrations, guides, and every possible kind of foreign *realia* for the use and information of its members. A non-political Institute of this kind in the capitals of Germany and France, with the right man at the head of it, who was in touch and sympathy with foreign intellectual life, would be in a position to do work such as no other agency could possibly do, and the beneficent results of it would soon make themselves widely felt. Recently some at least of my ideas have been utilized in a modest way by Professor Charles Schweitzer of Paris, in his *Institut Français pour Étrangers;* and, in another direction, I expect much good from the recently (1910) founded 'America Institute' at Berlin. Neither, however, fully realizes my idea. Here is a grand opportunity of starting something supremely useful to England—institutes which would be not only of immense direct benefit to English students and teachers, but indirectly a boon to the whole nation. Where is the generous and patriotic benefactor who will come forward to take this opportunity?

If I have proposed to your consideration many ways and means of practically supporting those studies in which we are all equally interested, and if I have insisted on the importance of practical examinations and efficient oral tests, I am sure you will not accuse me of overlooking the paramount importance of giving our boys and girls the best possible *literary* training by means of the modern humanities. If, as seems to me to be unavoidable, the older humanities will gradually lose ground, if Classics must to some appreciable extent give way to Modern Languages, then it is our bounden duty to see that the mental equipment of the rising generation, their literary taste and their accurate scholarship, should not in any way suffer by the change. If we cannot shut our eyes to the necessity of paying attention to certain practical and utilitarian considerations, if we are aiming as far as possible at practical efficiency, yet the overwhelming majority of us teachers of Modern Languages will never consent to sacrifice literary training to mere mechanical drill in the practical use of the language. Surely we want to remain different from the old *maîtres de langues!*

I conclude this address with an expression of sincere thanks for the high honour you have shown me by electing me your President for 1910, and for the kindness with which you have listened to this rather matter-of-fact speech. I chose this subject because I thought it useful from time to time

in climbing the upward path to survey the ground covered and to take stock of what remains to be attempted. If our aims are high, we must be prepared in their pursuit to exercise moderation and patience. With Goethe's Prometheus we must be prepared to expect that *nicht alle Blütenträume reifen;* but with the Lord in the 'Prologue in Heaven,' we may hopefully say:

'"Weiss doch der Gärtner, wenn das Bäumchen grünt,
Dass Blüt' und Frucht die künft'gen Jahre zieren."'

Our sapling of not quite twenty years, our Modern Language Association, and our Modern Language study in England, *are* now budding lustily, so we may be confident that 'flowers and fruit will deck the coming years.' We have time on our side. All that is required of us is unremitting, energetic work, patience, hope, good-fellowship, in spite of certain unavoidable discrepancies of opinion, and enthusiastic devotion of all our energies to the noble cause to which we have given our lives—

'Und setzet Ihr nicht das Leben ein,
Nie wird Euch das Leben gewonnen sein!'

REPORT OF THE CONFERENCE ON GRAMMATICAL TERMINOLOGY.

DISCUSSION AT THE ANNUAL MEETING.

THE Report was introduced by Professor Rippmann.

Mr. PARDOE commented on various points in the Report, among others on the change (p. 28) from 'conditional' to 'future in the past,' and suggested that 'conditional' might be retained, or as alternative 'reported future.'

Miss BATCHELOR referred to Section xxxvii. (p. 27), and thought it anomalous that in, *e.g.*, *il donna le livre à son frère, son frère* should be called an accusative, but in *il le lui donna, lui* should be called dative. She regretted the omission of any addendum on terminology for French pronouns (see last page of Report).

Mr. FULLER suggested that the pronouns should be distinguished by their *form* and called respectively strong and weak.

Dr. BRAUNHOLTZ supported this view, and pointed out the parallel existence of strong and weak forms in the stems of verbs—*e.g.*, *je dois, nous devons,* and in the possessive pronouns—*e.g.*, *nôtre, notre,* as well as in the personal pronouns—*e.g.*, *moi, me.*

Mr. BRERETON said that the result of long discussions in the Conference, and also of the vote of the Modern Language Association Executive, was in favour of omitting the addendum referred to. Any system of terminology for the pronouns could be at best only a mnemonical list, and it was best to leave the matter vague and teach the pronouns inductively. He proposed that no recommendation be made on this point. This was carried by 22 against 17.

Miss BATCHELOR proposed that Section xxxvii. should not be applicable to French.

Miss HASTINGS pointed out that the wording of the note to this Section was purposely vague, and did not commit anyone to any definite view.

Mr. BRERETON moved that as far as French is concerned, no cases be recognized except in the pronouns. This was carried by 37 against 10.

Mr. LAWRENCE proposed that the term 'case' be not used except when there be some modification of form implying modification of meaning.

Dr. BOAS suggested that he would report to the Conference the view ex-

pressed by Mr. Lawrence, but doubted the advisability of taking a vote on such a sweeping proposal. The proposer, however, asked for a vote. This resulted in only 3 voting for the motion and an overwhelming majority against it.

Professor V. SPIERS took up the previous mention of the term 'conditional.' He thought it should be retained, as also *passé défini* and *imparfait*, and *passé antérieur*. For *passé indéfini* the term 'conversational past' might be used.

Miss HASTINGS explained that 'conditional' had been considered too wide in its meaning to be a suitable term.

Professor BRUNOT was invited to give the reasons held in France for the changes made in the recent Ministerial decree. He explained that in France they had aimed solely at a *nomenclature*, not, as we were doing, at a *terminologie*. Their object had been, *de nommer les mots par les formes non par les sens*. *Passé défini* had been discarded, partly because in school books the terms *passé défini* and *passé indéfini* were transposed, and so led to considerable confusion. 'Conditional' was unsuitable, because in such a sentence as *je crois qu'il viendra*, put in the past *je croyais qu'il viendrait*, the *viendrait* is not conditional, but a future in the past. They found, too, that owing to the use of the term 'conditional' teachers often required their pupils to say what the 'condition' was that was understood but not expressed, when, as in the above case, there was no such 'understood' condition at all. *Passé antérieur* was unsuitable, because the same tense was used when there was no *antérieur* sense, rather the opposite. Though in *sitôt que je l'ai eu acheté, je m'en suis repenti*, it is *antérieur*, it is not so in *sitôt que je ai été entré dans le magasin et que j'ai eu vu la chose, je l'ai eu achetée*, which is a regular form in the modern spoken language.

The motion by Mr. PARDOE, seconded by Professor SPIERS, 'that conditional be retained,' was lost by a very large majority, only 13 voting in favour of it.

General approval was expressed of the Report, and the Conference was asked to issue it as soon as the final revision should be completed.

REPORT ON EXTERNAL SCHOOL EXAMINATIONS.

DISCUSSION AT THE ANNUAL MEETING.

IN the afternoon the Report on External School Examinations, drawn up by the General Committee, was discussed. The findings which were most important and at the same time most controversial had been embodied in the following resolutions:

1. That at the junior stage ability to write the foreign language should be tested solely by free composition.

2. That there should be no grammar paper at the senior stage.

3. That at the senior stage translation from English and free composition should both be obligatory.

4. That at the senior stage examinations in an approved book should be optional, and the marks obtained should count solely for distinction, and that only if the candidate had passed in the compulsory subjects.

In moving the first resolution, Mr. H. M. O'GRADY (Goldsmiths' College) defined free composition as any kind of writing which was done without reference to an English text. Nothing original ought to be required; invention in a foreign language was beyond the capacity of pupils who had done French for only three or four years, and it was for such that this examination was intended. Free composition should be not so much a test of knowledge of vocabulary and idiom as of capacity to recombine given elements into new forms. If a candidate evaded difficulties, an examiner could note it. Learning to speak and write a foreign language was the formation of sound and syntactical associations, and with this the use of the mother-tongue interfered. Translation demanded an acquaintance with the parallel usages of the two lan-

guages, which could not be expected from children.

After Mr. KIRKMAN had briefly seconded, Mr. PARDOE (Handsworth Grammar School) moved an amendment in favour of translation and free composition being alternatives. He considered it impossible with classes of twenty-five and thirty to ensure a high degree of accuracy in free composition. Boys liked doing free composition in school, but at the same time only a few did it well in examinations. The time required for marking it was enormous.

Mr. SOMERVILLE seconded, considering that we were not yet ready for universal and obligatory free composition.

Mr. BRERETON supported the amendment on the ground that it was advisable that boys and girls should be able to translate French when they left school. Those who went into commercial houses found that the ability to translate English into French and German was a necessary part of their technical equipment.

Professor SAVORY read a letter from Mr. von Glehn, who held that the essential thing for clerks was not to be able to translate, but to understand each language perfectly. Translation should therefore be put off as long as possible.

Mr. KIRKMAN mentioned the difficulty, under an alternative system, of equalizing the standard.

Professor RIPPMANN held that teachers could not prepare for both exercises. The only thing that would improve free composition was to make it obligatory. Set composition should come at an advanced stage, and then the results would be good.

Mr. S. A. RICHARDS (Hackney Downs School) considered free composition an insufficient test. In the present state of affairs it was unfair to compel people to teach in any one way. The objections which had been applied to translation did not apply to simple narrative.

The amendment was then put to the meeting, and lost by 25 votes to 14. The original motion was carried by 27 to 14.

The second resolution was moved by Mr. KITTSON (Whitgift School), who held that a grammar test at the senior stage was both unnecessary and unreal. The kind of knowledge displayed was no evidence of capacity to use the language. The keynote of modern education was the return to reality, and this applied to language teaching as much as to any other subject.

The resolution was supported by Mr. ATKINSON and Mr. SOMERVILLE, and carried with three dissentients.

Mr. G. F. BRIDGE, in moving the third resolution, said the discussion so far had caused him some astonishment. For twenty years and more he had heard every hall in which teachers assembled ring with denunciations of the tyranny of examining boards, but it was clear that the majority at that meeting were prepared to restrict the liberty of their fellows quite as much as any examining body had ever done. He stood for what seemed to be the unpopular cause of liberty for schools. The resolution might seem at first sight opposed to that, in reality it favoured it. It was not proposed that candidates should be obliged to pass in the two exercises separately, but in the two combined. Anyone who did a really good piece of free composition, such as showed that he had really mastered the difficulties of the language, should be allowed to pass on that only. The ordinary candidate, whose free composition was only the expression of the simplest possible ideas in the simplest and baldest language, would have to gain marks on translation also.

Mr. ANDREWS (Lancing College) moved an amendment in favour of free composition only being admitted. He wanted translation put off to the University stage.

Mr. SAVILLE (St. Olave's School) said all his colleagues were in favour of translation from the very start. The views of that large body of language teachers who were also form teachers ought not to be ignored.

Professor RIPPMANN proposed that free composition and translation should be alternatives.

Miss BATCHELOR reminded the meeting that they had eliminated grammar. She desired an easy piece of translation as a test of grammar and idiom.

Mr. BRERETON held that at a certain stage comparison between the two languages is essential. Mr. SOMERVILLE supported Miss Batchelor's view, and held that translation assists accuracy. Mr. KIRKMAN'S experience was that there was no difficulty in preparing for both. And Mr. ATKINSON reminded the meeting that only a small percentage of the pupils of a school went to a University, and the rest must not be penalized for their sake.

Professor Rippmann's amendment was rejected by 21 votes to 18; Mr. Andrews's was also rejected, 7 voting for it; and the original motion was carried by 25 to 13.

The fourth resolution was carried, on the motion of Mr. BRERETON, with four dissentients.

MEETINGS OF EDUCATIONAL ASSOCIATIONS: POINTS OF INTEREST TO LANGUAGE TEACHERS.

AT the Annual Meeting of the INCORPORATED ASSOCIATION OF HEAD MASTERS, Canon Swallow (Chigwell) opened a discussion on 'University Reforms as affecting Schools.' In the course of his speech he said that his solution of the 'time-honoured Greek problem' would be the abolition of the previous examinations and responsions, and the establishment of a new matriculation examination for both Universities. Latin, elementary mathematics, and the mother-tongue should be compulsory subjects, and there should be a large range of additional subjects out of which a certain number would be chosen. The result of the recent vote on Greek at Oxford was very unfortunate, though perhaps not so unfortunate as the drafting of the preamble of the statute on which the vote was taken. Had there been more care in drafting, he believed the vote would have been different. The present position of the Greek question was a scandal, and it was quite time that they set their house in order in some way.

Mr. Shaw Jeffrey (Colchester) moved—

'That, in view of recent developments in the teaching of the three chief modern languages—English, French, and German—some encouragement should be offered to students by increasing the number of entrance scholarships in these branches of study.' He said that at Cambridge there were 61 scholarships and 25 exhibitions for classics, 55 scholarships and 20 exhibitions for mathematics, 48 and 29 for science, 8 and 11 for history, 5 and 5 for 'fancy' subjects, and 6 and 5 for Modern Languages. Last year 31 per cent. of the awards were for classics, 27 per cent. for mathematics, 28 per cent. for science, 7 per cent. for history, 3 per cent. for 'fancy' subjects, and 4 per cent. for Modern Languages. At Oxford 57 per cent. were for classics, 19 per cent. for mathematics, 8½ per cent. for science, 15½ per cent. for history, and, as the analysts would say, a 'trace,' 0·6752 per cent. for Modern Languages. Modern Languages were no longer a 'soft option.'

Dr. McClure (Mill Hill) seconded the motion, although not on the grounds suggested by Mr. Shaw Jeffrey, whose figures had better be regarded 'merely as illustrations.' The boys who obtained Modern Language scholarships were fully up to the standard of those who obtained scholarships in other subjects. It was true that a man who went to Oxford for a classical scholarship was allowed to show a knowledge of Modern Languages, and must write an English essay, but his main subject was classics. His contention was that at Oxford and Cambridge there was much too little scope for a boy whose main subject was French or German.

Mr. W. W. Vaughan (Wellington) said the carrying out of the resolution would

be a great encouragement to Modern Language teachers, and would provide them, as head masters, with very much better Modern Language teachers in the future. At present their great difficulty was to get really competent Modern Language teachers — men who had received the highest University education and who had spent a certain time abroad. They got men who had taken a classical degree and then spent time abroad, but that was not enough. He deprecated separation, the giving of a scholarship for French or German. That would discourage German even more than at present. German was in a parlous state in their schools, and the awarding of scholarships separately would be dealing a death-blow at a very valuable subject.

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Our late President, the Master of Gonville and Caius College, replied in a letter to the *Morning Post* of January 16, that there was a dearth of really good candidates for Modern Language Scholarships, and that even the few offered were not all awarded. 'At the combined examination of seven colleges for the award of Entrance Scholarships and Exhibitions, the number of candidates in the several subjects was 300. The number of candidates in Modern Languages was seventeen, and four of these—nearly 25 per cent., all, in fact, who were qualified—obtained scholarships; but the number did not supply one each for the five colleges which had offered scholarships for Modern Languages, and would gladly have accepted competent candidates. What encouragement in the circumstances can there be for a greater number of colleges to throw open their Entrance Scholarships to Modern Language candidates?' He urged Modern Language teachers—as he had done at our Cambridge meeting—to prepare candidates, assuring them that the authorities at Cambridge were perfectly willing to provide more scholarships as soon as the demand justified it. He concluded his letter as follows:

'We move in a vicious circle. The schools cannot get Modern Language teachers because the Universities will not manufacture them: the Universities cannot manufacture them because the schools will not send the raw material.'

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At the HEAD MASTERS' CONFERENCE, held at Eton in December, Mr. F. Fletcher (Marlborough) moved: 'That this Conference is of opinion that the needs of the Public Schools will best be met by a differentiation of faculties and (if possible) degrees at Oxford and Cambridge, and the retention of Greek as a necessary preliminary to some, but not all, of these.' The motion was supported by Mr. R. Cary Gilson (King Edward's School, Birmingham), and opposed by the Rev. A. A. David (Rugby) and by Dr. Rouse (Perse School, Cambridge). An amendment to take out the words 'the needs of the Public Schools,' and substitute 'the difficulties of the present situation with regard to the Greek question,' was lost; and the resolution was carried as printed by 29 to 14. Mr. Fletcher then moved a rider to the effect that Greek should not be required in all cases from those who intended to take a pass degree. This was carried by 29 to 16.

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At a meeting of the ENGLISH ASSOCIATION on January 28 there was a discussion on Phonetic Spelling. The principal speakers were Professor Skeat, who recalled the earlier movement (some thirty years ago), and showed that the student of the older language was bound to support a reform of the present spelling; Mr. Daniel Jones, who dealt with the question of phonetic spelling generally, and expressed the opinion that a reform of the spelling must proceed on the lines indicated by Mr. Archer and Professor Rippmann — *i.e.*, must be based on the existing spelling, and not attempt to be purely phonetic; Mr. Archer, who referred to the work of the Simplified Spelling Society, and to the essential aim of contriving a spelling

which shall be easily learnt, so that the children of the future may be substantially benefited; Professor Rippmann, who considered three alternative ways of reforming the spelling—viz., a purely phonetic spelling; the scheme put forward by Mr. Bridges in a book recently issued by the English Association; and a simplified spelling, in which no new symbols were introduced. Mr. Bridges and Mr. G. B. Shaw also took part in the discussion. The latter dealt mainly with the question of a standard pronunciation, suggesting that the pronunciation of Mr. Forbes Robertson should be adopted as a standard, and that a transcription of *Hamlet* in his pronunciation should be published. For this purpose he suggested the alphabet of Mr. Bridges; but, as Mr. Jones pointed out, it would be more widely used if the symbols of the International Phonetic Association were adopted, which has far more adherents than any other phonetic system. The discussion (a full report of which will appear in the *Bulletin* of the English Association) was of considerable interest, and should do something to extend the membership of the Simplified Spelling Society, of which Mr. Archer is the Secretary. The offices are at 44, Great Russell Street, London, W.C.

The North of England Education Conference attracts a larger number of people interested in education than any other meeting of the kind. This year the Conference met at Liverpool, on January 6 and 7, and was successful in every way. The only meeting of direct interest to teachers of languages was that on the Relation of Phonetics to the Teaching of English and Modern Languages. A paper dealing with the whole question was read by Professor Rippmann, and Mr. E. J. A. Groves, Senior French Master at the Bradford Grammar School, read the second paper, in which he treated the application of phonetics to the teaching of French. The discussion was opened by Mr. Robert Saxon, of the Belle Vue Secondary School, Bradford, who attacked the use of phonetics vigorously, if a little wildly. Among others who took part in the interesting discussion were Miss L. H. Althaus, Professor B. Meunier, of Liverpool, Mr. W. H. Stadden, of the Higher Elementary School, New Brighton, and Mr. John Montgomery, of the Liverpool School of Commerce. The meeting, over which Professor H. A. Strong presided, was very well attended, and shows conclusively that there is much interest in the question at Liverpool. It is to be hoped that before long the Association will be able to establish a branch there; at present the number of members of our Association at Liverpool is deplorably small.

The proceedings of the Conference are printed in full in the *School Government Chronicle* of January 14.

At the Annual Meeting of the Association of Public Schools Science Masters, Sir E. Ray Lankester, the President, gave an address entitled 'Compulsory Science *versus* Compulsory Greek,' a report of which appeared in the *Times* of January 12.

OBITUARY.

JOSEPH DUHAMEL.

Mr. Duhamel, who for fourteen years was Senior French Master at Harrow School, died on January 22.

As a schoolmaster he was, in his way, a pioneer both in France and in England. After teaching some time at Cheam School, Surrey, he was entrusted in 1888 by Mr. (now Bishop) Welldon with the reorganizing of the teaching of French on the classical side, while E. E. Bowen carried on the same task on the modern side. In spite of the difficulties of changing a time-table in a new school and raising the standard of work, he soon

gave most of his attention to introducing modern methods long before they became the fashion, but without ever consenting to carry the direct teaching to the extreme lengths which it reached some years ago.

His success was conspicuous from the first, and many are the generations of Old Harrovians who remember him with respect and affection. In his spare moments he wrote many books, either for use in school or on the theory of education. He used to say that at Harrow he learned as much as he taught, and he soon began to dream of a school in France where English ideals might be allied with French traditions. His book, *Comment élever nos Fils*, was the outcome of long observations and patient collecting of facts. The result was the founding of the Collège de Normandie, where, as the first head master in 1902, he introduced the house system, the monitorial system, outdoor life and games (mainly football and hockey), but only adopting such English public school institutions as were likely to succeed with French boys and parents. He showed the same gentle and firm tact in the selection of a site, of his first masters and boys, as in the planning of the new buildings, and wholly deserved his marked success.

The work, however, soon proved too heavy for him, and he had to give it up, with the comfort that his foundation was bound to thrive even after he left the helm. His health had quite broken down, and, though he published a few more works, he felt his doom coming, and accepted it with the utmost courage. His last book was written on his death-bed. *Tony et sa sœur en France* is a lasting proof of his ability in education and his love for the two countries in which he taught all his life.

B. M.

MODERN LANGUAGE ASSOCIATION.

A MEETING of the General Committee was held at Queen's College, London, on January 10.

Present: Messrs. Pollard (chair), Miss Althaus, Miss Batchelor, Professor Breul, Miss Johnson, Mr. O'Grady, Miss Pope, Messrs. Rippmann, Savory, Twentyman, and the Hon. Secretary.

Apologies for absence were received from Messrs. Draper, von Glehn, Kittson, Spencer, Steel, and Miss Stent.

Professor Breul proposed, and the Chairman seconded, the election of Mr. J. L. Paton, High Master of Manchester Grammar School, as President for the year. The proposal was carried unanimously.

The Report and Balance-Sheet were passed, final arrangements for the general meeting made, and the following twenty-two members elected:

Miss D. A. Abbott, Sunny Hill, Bruton, Somerset.

Miss Nora Atkinson, Central Secondary School, Sheffield.

G. E. Avery, Newarke Secondary School, Leicester.

G. A. Beacock, M.A., University of Marburg.

J. F. Bense, Arnhem, Holland.

Miss Lily Clark, Whitelands College, Chelsea, S.W.

Miss F. M. Forrest, B.A., County School for Girls, Enfield.

L. Foster, Institut Tilly, Berlin.

Miss G. M. Goodbourn, East Ham Secondary School.

Miss A. B. Grapel, B.A., High School for Girls, Swansea.

Miss E. I. Gunner, Thomas Street Girls' School, Limehouse, E.

J. J. O'Neill, M.A., 1, Hume Street, Dublin.

Miss M. Palmer, B.A., Girls' Modern School, Leeds.

Miss Violet Prideaux, Girls' Public High School, Bristol.

E. Renault, B.A., Officier d'Académie, University of Liverpool.

Miss F. M. Riddett, Ludlow High School.

Professor T. B. Rudmose-Brown, M.A., D.Litt., University of Dublin.

Miss E. F. Mathilde Schacher, Lewisham Grammar School, S.E.

Mlle M. D. de Saint Mandé, North London Collegiate School.

W. G. Sherriff, B.A., Edinburgh Academy.

Miss J. H. Steel, L.L.A., City Secondary School for Girls, Worcester.

A. J. Woolgar, B.A., St. Olave's School, S.E.

ELECTION OF MEMBERS OF GENERAL COMMITTEE.

The following eleven members have been elected to the General Committee:

Mr. R. H. Allpress, City of London School; Miss C. R. Ash, St. Paul's School for Girls; Dr. Braunholtz, University of Cambridge; Mr. L. Chouville, Perse School; Mr. H. M. Cruttwell, Harrow School; Miss M. L. Hart, Sydenham County School; Mr. D. Jones, University College, London; Professor L. E. Kastner, University of Manchester; Mr. de V. Payen-Payne; Mr. O. Siepmann, Clifton College; Mr. T. A. Stephens, Board of Education.

The number of members who voted was 237.

A meeting of the General Committee was held at University College, London, on Saturday, January 28.

Present: Messrs. Pollard (chair), Allpress, Miss Althaus, Miss Ash, Messrs. Braunholtz, Brereton, Chouville, Cruttwell, Draper, von Glehn, Miss Hart, Miss Hentsch, Miss Johnson, Messrs. Hutton, Kittson, D. Jones, O'Grady, Payen-Payne, Miss Pope, Miss Purdie, Messrs. Rippmann, Siepmann, Spencer, Miss Stent, and the Hon. Secretary.

Letters of apology for absence were read from Messrs. Atkinson, Andrews, Rev. W. O. Brigstocke, Professor Herford, Miss Lowe, Professor Milner-Barry, Messrs. Norman, Odgers, and Professor Salmon.

The following officers were elected: Chairman of Committees, Mr. A. T. Pollard; Vice-Chairman, Professor Rippmann; Hon. Treasurer, Mr. F. W. M. Draper; Hon. Secretary, Mr. G. F. Bridge.

Professor Breul and Mr. F. Storr were co-opted members of the Committee.

The Executive Committee was constituted as follows:

Messrs. Allpress, Andrews, Atkinson, Braunholtz, Brereton, Breul, Rev. W. O. Brigstocke, von Glehn, Hutton, Miss Johnson, Messrs. D. Jones, Kittson, O'Grady, Payen-Payne, Miss Purdie.

The following Sub-Committees were appointed:

Finance.—Messrs. Allpress, Atkinson, Payen-Payne, Whyte.

Exhibition.—Messrs. J. G. Anderson, Andrews, von Glehn, Hutton, Miss Johnson, Messrs. Longsdon, Payen-Payne, Twentyman, Miss Partington.

Holiday Lectures.—Miss Ash, Messrs. Brereton, Longsdon, Somerville, Storr, Twentyman.

Exchange of Children.—Miss Batchelor, Mr. Brereton, Miss Hart, Miss Lawrence, Mrs. Longsdon, Miss Sandys.

Study Abroad.—Miss Althaus, Messrs. Braunholtz, Brereton, Cruttwell, Miss Hentsch, Messrs. D. Jones, Kittson, Pollard, Miss Purdie, Mr. Twentyman.

The representatives on the Committee of the *Modern Language Review* and on the Conference of Terminology were reappointed.

The Report on Examinations was considered, and it was agreed that footnotes should be appended, indicating the amendments for which a substantial minority of the General Meeting had voted.

The following resolution, passed by the General Meeting, was then considered:

> That it be a recommendation to the General Committee to urge the Board of Education to make the Phonetics of English a compulsory subject in all Training Colleges.

A letter from Professor Savory, the mover of the resolution, was read.

After some discussion, it was resolved, on the motion of Professor Rippmann, that Professor Savory and Miss Althaus be asked to draw up a memorandum on the subject for the Executive Committee.

The accounts of the *Modern Language Review* were submitted, and arrangements made for the payment of the Association's share of the deficit.

The following twelve new members were elected :

Miss D. Bowie, B.Litt., Higher Tranmere Girls' High School, Birkenhead.

G. Burnett, B.A., Emmanuel School, Wandsworth, S.W.

Miss M. H. Buxton, Wycombe Abbey School.

Miss M. E. Charles, B.A., South Hampstead High School, N.W.

Miss A. C. Dobbs, Redland High School, Bristol.

H. D. Ellis, M.A., 12, Gloucester Terrace, Hyde Park, W.

Miss F. Juan Evans, B.A., Municipal Secondary School, Norwich.

Miss S. A. Hill, L.L.A., Datchelor Girls' School, S.E.

Miss Zoë Johnson, B.A., Fair Home, Croydon.

D. C. Pendrigh, 5, The Waldrons, Croydon.

Miss E. Ramsay, B.A., The Mount School, York.

Miss K. Sander, Redland High School, Bristol.

P. V. Thomas, B.A., University College, London.

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BIRMINGHAM AND DISTRICT BRANCH.

At a meeting of this branch, held at the Birmingham University on November 2, Professor Wichmann in the chair, a most inspiriting address on 'Our Profession' was delivered by Professor Fiedler, of Oxford.

Congratulating the members on the formation of this branch, the lecturer said that there was nothing more stimulating for a serious worker than to meet others engaged and interested in the same kind of work, to exchange views, compare notes, discuss common problems, and occasionally to indulge in a little grumbling about common grievances. He believed that the formation of local branches would mark a new epoch in the history of the Modern Language Association. They would quicken the interest of the old members and attract new ones, they would be rallying points for their friends and strongholds of their cause. Modern Language teachers so far represented a profession only in the making. The admission into their profession, the preparation and training for it, were as yet not regulated by such fixed rules as the admission into the legal and medical professions. They were not such a solid phalanx as their classical colleagues, and had still to fight for a proper recognition of their subject. The last twenty years, which had witnessed a wonderful renaissance in English education, the arrival of many a new learning, the foundation of several great modern Universities, had also seen a great change for the better as far as the study of Modern Languages was concerned. More attention was being paid to the subject both in schools and Universities, cultured men and women had been attracted in increasing numbers to this side of scholastic work, and—thanks to the efforts of the Modern Language Association—they had come to an agreement, at least on the cardinal questions of aims and methods. In some ways, however, France, Germany, and the Scandinavian countries were still ahead of us, particularly in the training of Modern Language teachers, in professional organization, and with regard to the status they gave to the Modern Language master. Having described the position and training of a Modern Language master in France and Germany, the lecturer discussed the qualifications which in his opinion a Modern Language master ought to possess. They wanted able recruits, students having a special bent for languages, and it must not be forgotten that two widely different gifts were wanted—a gift for scholarship

and a talent for the art of speaking. It went without saying that the teacher should be able correctly and fluently to speak the language he proposed to teach, though it would be unreasonable to expect him to have mastered it — one never mastered one's own language—or to expect that he should speak it like a native, which was practically impossible. They were all agreed that every Modern Language master ought to have gone through a careful training in phonetics. But while in the early days of the Reform Movement it had been necessary to emphasize the importance of phonetics on every available occasion, it might now be well to consider whether we were not sometimes in danger of laying too much stress on the technical side of our subject, and losing sight of its humanistic aspect. The teacher of Modern Languages should also have some knowledge of philology and the principles underlying linguistic changes. He should be able to argue with those who see in these changes decay, rather than growth and development, and to explain apparent exceptions and anomalies in the languages he was teaching. The lecturer strongly advocated free composition and the use of pictures in connexion with conversational practice. He concluded by referring in eloquent terms to the place of our subject in a liberal education. It was our ambition to prepare boys and girls for life as well as for a livelihood, to take them beyond the limits of their own nationality, and bring them in touch with what is best in the civilization of other countries.

A vote of thanks was ably moved by Mr. W. H. McPherson, and seconded by Mr. R. L. Alger. ALFRED BOWDEN.

The Annual General Meeting was held at the University on December 7, Professor Wichmann being in the chair.

The minutes of the last meeting were read and confirmed, and the Annual Report adopted, together with the Statement of Accounts.

The Draft Rules were discussed, and adopted after slight alteration.

The election of officers was next proceeded with, all being re-elected, except that Mr. Bowden succeeded Mr. McPherson as Hon. Secretary and Treasurer.

Monsieur Barbier then opened a discussion on the 'Unification of Syllabuses in Secondary Schools.' Most of the members present took part in the discussion, and it was resolved to appoint a sub-committee to draw up a scheme for the consideration of the Association. It was further resolved that the efforts of the Committee should for the present be limited to French as far as the question of language was concerned, and to the Birmingham Matriculation as far as the subject of examination was concerned.

CORRESPONDENCE.

MODERN LANGUAGES AND MENTAL TRAINING.

IF we are to adopt a bold policy, and claim the recognition of Modern Languages as an instrument of culture, we must be prepared to meet the objections raised by B. and others, and defend their value for the same purpose as those on which the teaching of Latin is insisted upon. Now, what are the grounds on which this claim rests? I think we may put forward two chief ones:

1. That the construction of the classical languages affords a unique training in reasoning power, in the understanding of the niceties of language, and in clearness of thinking, which the traditional method of teaching them emphasizes; and

2. That the mental outlook of classical literature and the literary excellence of the extant works afford a mental and philosophical training which cannot be obtained from the study of Modern Languages—the natural process of time having eliminated the ephemeral and valueless

part of the literature — and that the classical outlook, more severe and less emotional than our modern one, cannot be replaced by anything else.

Now, this point of view is very amply recognized by M. Hovelaque himself, and, as one who has been brought up on the classics and educated on the good old plan, I fully recognize the force of these contentions, and freely admit that for those who are to be specialists in languages a classical training is an essential part of education. But the question before us is rather, To what extent do these contentions hold good in ordinary school work? And may we not say that those of our pupils who do not propose to specialize in languages may find in Modern Languages a culture-training which will be as effective as that actually derived by these same pupils from the classics?

We must, I think, admit that in actual practice the majority of pupils who 'learn Latin' at school do not advance to the stage when they can appreciate the mental and philosophical outlook of the ancients to any large extent, and that the chief burden of our argument may be directed to the first of the points which I have mentioned. And in this respect I fear our cause has not been advanced by the undiscriminating advocacy and practice of modern methods in their extremes. But the method is not to be judged entirely by its misuse, and, moreover, the claim to mental training by means of Modern Language teaching on new lines will rest on somewhat different grounds from those of the supporters of the classics. There is no doubt that the learning of languages has been made easier and more interesting, and that it is recognized as more effective is proved by the fact that our methods are being adopted in teaching the classics; and this is a point gained by us. Most people, I should think, would agree that to spend an unnecessarily long time grinding at the elements, or to make that process unnecessarily tedious, is useless and barren waste of time. I can hardly think that all classical masters will accept B.'s description of them as looking unperturbed on clumsy language and bad mistakes. Such was not by any means my own experience.

But there *is* a danger that we may drift into mere parrot work, and teach simply waiter French or German; and if we do this we give ourselves over, bound hand and foot, to the Philistines, and make a present of an argument to those who hold that there is no culture without the classics.

One of the few quotations from sermons and speeches for edification that has stuck to me from my early days is a quotation from Aristotle, I think, to the effect that nothing great has ever been accomplished without a powerful effort of the mind, and we may adapt it to our purpose and say that no mental training is possible that does not involve an effort of the mind; and by mind I mean reasoning faculties, and not simply memory. I do not for a moment admit that we do not get such training by modern methods. Is not mental training consistent with progress and achievement? It is not recorded that the ancient Hebrews made better bricks when they were deprived of straw than when they were supplied with it, and the mere fact of not achieving a satisfactory result of one's efforts is in itself no merit. What we aim at—I may say, what we claim to do—is, by the same amount of mental effort, applied with more skill and direction, to obtain a more satisfactory result.

The true line of progress, in mental as in physical development, is in increasing strength by practising what is within one's capacity, and in that way developing the power to advance to what is harder of achievement. To be constantly set a task beyond one's power discourages effort, possibly strains and weakens the faculties already possessed, and generally leads to failure. And of all the heart-breaking and dispiriting tasks that can be set a youthful mind, to set it to evolve a language from a set of grammatical formulæ is one of the most futile.

That sturdy spirits have achieved this task is a proof of the powers of the human mind, but that the majority should fail is only what was to be expected. I remember myself having to learn by heart Latin and Greek Grammars from cover to cover—and very useful the knowledge thus acquired was afterwards—but I do not think that it was the best means of mental development, or that I should have profited less if I had begun by studying the languages themselves in a more rational way.

But what mental training can Modern Languages offer to take the place of the classics?

In the first place, if mental training consists in wrestling with difficulties of inflexion and construction, in puzzling out meanings and so obtaining mental gymnastics, does not the study of the German language afford us ample scope in this direction? I have myself seen a native German, himself no mean scholar, pass his finger along the lines of a long German period to discover the verb and gradually piece together the author's meaning. And when you have cleared away the preliminary difficulties and given the beginner all the help he may wish for, he will still find in his German authors ample material for the exercise of his wits. For my own part, I think that the method favoured by the modernists, of trying to discover the meaning of a foreign word by explanation in the foreign tongue, more difficult and gymnastic than the old-fashioned use of vocabulary or dictionary. In a recently published series of German Readers (not Dent's) I have been looking at lately, I find on the first page one word of three syllables explained by forty-three other words, several of which are themselves of six syllables, and so on throughout the book. And if mental training consists in the development of clarity of thought, the understanding of delicate shades of meaning, and the exercise of the logical faculty, what better means can be found than the study of the French language? What we claim to do by the newer methods is to graduate the severity of mental effort; to make the initial stages easier and lead up to severer exertion; to adapt the training to the attainments of the pupil, and encourage him to exertion by stimulating his interest as well as his intelligence. By this means we make progress more rapid and obtain more result of our work, and we maintain that we develop the mental faculties more reasonably and at least equally effectively. That some Modern Language teachers fail to understand the principles and possibilities of the method, and never get beyond the early stages, but remain marking time or spend their efforts after the second year in cultivating only fluent patter — psittacisme, as M. Hovelaque says—may be a true reproach, but it is not the essence of the method. Have we alone our failures? Is not the road to classical culture strewn with casualties?

Now, a few words with regard to the literature and mental outlook of the classics. It is true that it is unique, and has features not possessed in the same degree by modern literatures. The genius of the Roman is not that of the German, nor the genius of the Greek that of the Frenchman; and the man of learning and culture needs to be acquainted with all. But that is a very different proposition from saying that there is no culture outside of Greece, and no learning outside of Rome. And in the case of the average pupil of school age, let us treat the subject fairly and look at it in its due proportions. A boy who has reached, say, the Senior Local Standard in Latin will have read two or three books of Cæsar, two or three of Vergil, a book of Livy, or a speech or short treatise of Cicero, a book of Horace or Ovid—very possibly less. Now, is anyone going to contend that the amount of mental culture or insight into classical literature and philosophy so obtained cannot be replaced by any other means? I think he is rather rash who does so. Surely an effective mental training and an extensive culture may be derived from the study of modern literatures. Do not the literatures of England,

France, and Germany (to say nothing of Italy) contain their masterpieces and all the necessary elements for a wide and complete culture? And, though they are not the same as those of Greece and Rome, they contain the essential elements of genius and greatness which elevate and develop the mind. They have this advantage, too—that the literatures of Modern Languages have incorporated many of the essential features of classical culture, while at the same time they have added new and valuable elements of their own.

We do not underrate the greatness of classical literature, nor the masterpieces of Greece and Rome; but we do claim that all the truth and beauty of the world is not contained in them, and that we should be allowed liberty of choice and a free hand to select those means of mental culture that we find most appropriate, and an opportunity of working out our intellectual salvation on other lines than those followed by our ancestors, who had less choice.

In linguistic study, too, the Modern Languages offer us wide scope, and when these studies lead us back to the classical languages we shall not refuse to follow the light they throw upon our studies. And this I take to be the natural order of things—to begin with that which is nearer to hand and more familiar, and let those who have the power and opportunity advance to that which is more remote and less familiar. Thus we shall have an ordered and progressive system of mental training and culture, which will not only hold its own against old ideas, but establish itself as the true and reasonable plan.

I think I have said enough to justify the claim that Modern Languages afford an adequate means of mental culture. To secure their recognition as such rests largely with ourselves. Scholars have devoted themselves to both languages and literatures, and with no mean results; and one thing, at any rate, that we need is a high standard of attainment among ourselves to maintain the dignity of the subject. I received recently the lists of a scholastic agency, and this is what I find under the heading 'Modern Language Masters': B.A., Senior Optime; B.A., III. Div. 2, Classical Tripos; M.A. Oxon., III. Mods., III. Hist.; M.A. Oxon.; M.A. Oxon., III. Hist.; M.A. Cantab., III. Hist.—this sort of thing comprising practically half the list. Now, a degree in Mathematics or History, or even an inferior classical degree, though supplemented by holiday courses or a supply of small-talk acquired by residence abroad, is not a suitable equipment for a Modern Language specialist; what is wanted, as well as power to speak the language, is a real scholarly knowledge of the subject, such as is looked for and obtained in the case of specialists in other subjects, and then, with the advantage gained by improved methods of teaching, we shall establish beyond controversy our claim to have Modern Languages considered as a serious and adequate means of mental training and culture.

W. P. Fuller.

THE TEACHING OF FREE COMPOSITION.

Though the writing of French (or German) is admittedly one of our aims, it is obvious that that aim can only be reached by easy stages, such as phonetic training, copious oral practice in the framing of simple sentences, much and close reading, chain-composition, reproductions, dictation, recitation, and so forth, culminating in the power to string a few thoughts together in a more or less coherent manner. Now, it may be taken for granted that the Junior Examination scheme set forth in the December number of Modern Language Teaching is devised for boys (or girls) at the end of their third year. It is assumed, therefore, by the compilers that three years under Secondary School conditions are sufficient for the above-mentioned stages. Is this so certain? My own experience may not be worth much, but, such as it is, it points to the definite conclusion that no original work of value is obtainable in that time. I feel sure that any great insistence

on a high standard of merit in the Junior Examination composition is unwise. On the one hand teachers will groan under the martyrdom of being expected to achieve the impossible; on the other pupils will find themselves, at the end of three years, unable not only to write the foreign tongue, but even to read it, for you may be sure that the premature effort to write will have absorbed most of their time. In my view, there ought to be no such thing as a Three Years' Course, but if there is, the utmost to be expected from it should be the power to read easily, to pronounce well, to understand simple talk, and to talk a little—in a word, general fitness to *begin* a course of composition and *rédaction*.

Qui trop embrasse, mal étreint. Let us beware of discrediting good methods by undue haste to reap the harvest.

SAMUEL SMITH.

January 11, 1911.

Will you allow me space in your columns to correct a misstatement which I was unfortunate enough to make during the discussion of the Report on External Examinations at Queen's College on January 10?

Those of your readers who were present will remember that I attributed certain remarks on the danger of free composition in large classes to the Report on the London University Junior School Examination of 1910. I was immediately informed that no such words occurred in the Report, and, as I was speaking from memory, and could not at the time account for my mistake, I fear I must have left a bad impression on the minds of my hearers.

I now find that the words in question occur, not in the Report on the Junior School Examination, but in that on the School Examination (Matriculation Standard), Midsummer, 1910, which is contained in the same document. They are as follows:

'There can be no doubt, judging from the general character of the work sent up, that free composition becomes a very dangerous instrument in language teaching when classes are so large that careful supervision of this exercise is not possible.'

I am glad to find that I gave the gist of this passage fairly correctly, and that I was also right in attributing it to the 'Report of Examiners on the Work submitted by Candidates at the School Examinations, Midsummer, 1910,' issued by the University of London, though I made a slip, for which I duly apologize, as to the particular examination to which it refers.

S. A. RICHARDS.

[As attention has been drawn to the Report on the last Junior School Examination of the University of London, it may be well to give the references to free composition that occur in it:

FRENCH.—'The free composition this year again shows a distinct advance, and it is clear that in a fair number of schools the methods of teaching it are being better understood. Many of the compositions were quite fluent; it was obvious that the pupils were accustomed to expressing themselves in the foreign language, and that they enjoyed it. Thoroughly idiomatic terms and phrases showed that they were not producing a laborious translation of what had previously been worked in English. Some schools, on the other hand, sent up compositions that were altogether worthless; mistakes were gross and frequent, and the impression was the same as when imperfectly prepared pupils are set to translate an English passage into French. In such schools the teachers still fail to realize that if free composition is taught it must be done systematically and thoughtfully; then it becomes one of the most valuable exercises in the intermediate stage of teaching a foreign language.'

GERMAN.—'The work of many candidates in free composition was very promising, and the number of poor attempts in this part of the subject, which affords very considerable difficulties, was relatively small.'

If the average results are less satisfactory in the Matriculation Examination than in the Junior, this may in part be ascribed to the fact that too much is expected in the time available. In recent papers the following subjects (among others) have been set: Intemperance, Trade Unions, Conscription, Universal Suffrage, the Battle of Hastings, Not lehrt beten, Schwierigkeiten der deutschen Sprache, Martin Luther, Wer ernten will, muss säen. These subjects may not, in themselves, be unsuitable ; but is it not too much to expect that a candidate should write a satisfactory essay (of from 200 to 250 words) in the short time available (little more than an hour), without further guidance? He has to think out a scheme, and then write in the foreign language. His capacity to do the former is tested by the English essay, and that test should suffice. In the French or German essay certain headings should be supplied, as is suggested in the Report on External Examinations which has been approved by the Association (see MODERN LANGUAGE TEACHING, vol. vi., p. 224).

WALTER RIPPMANN.]

REVIEWS.

ENGLISH.

Carlyle's Heroes and Hero-Worship. Edited, with Introduction and Notes, by P. C. PARR. Pp. xxxii + 256. Clarendon Press. Price 2s.

This is a satisfactory edition, with an excellent introduction and full notes. Mr. Parr summarizes Carlyle's main theories clearly and adequately, though the necessary compression may sometimes cause his statements to be misleading to the student, for whom, we take it, rather than for the schoolboy, the edition is intended. For instance, the paragraph on p. xxii, concerning the maxim 'Might is Right,' is not sufficiently clear. Carlyle's starting-point is precisely the converse—viz., that 'Right is Might'; but from that position he proceeds, until ultimately he makes it interchangeable with the other proposition, which is much less defensible, without the explanation added by the editor. Again, it is emphatically not true (p. xxiii) 'that with Carlyle the individual was of very little consequence.' No one has ever more strongly insisted on the importance of the individual—not merely as a unit, but as an integral part of the race. The lectures on 'Heroes' are themselves one of the strongest proofs that this is the case.

But, on the whole, the edition is to be recommended as adequate to the purpose it is intended to fulfil.

Shakespeare's Midsummer Night's Dream, As You Like It, and Tempest. Edited, with Introductions and Notes, by G. S. GORDON. Pp. xxxii+71, xlviii+96, xxvii+75. Clarendon Press. Price 2s. 6d.

This edition follows a new plan, in so far as the three comedies, representing three different periods of Shakespeare's workmanship, are bound in one volume, in chronological order, yet without obtrusive notes pointing out the differences of style and method. This self-restraint is characteristic of the editor throughout: in all his introductions we feel that it is his aim to send the reader to the plays as quickly and as eagerly as possible. The work is done in a thorough and scholarly fashion; it is never pedantic, always independent, and occasionally original. We can recommend the edition to students who wish to learn how to study Shakespeare intelligently, and to enjoy him more, not less, as the result of their knowledge of critical methods.

FRENCH.

Siepmann's Classical French Tests: Marivaux, Le jeu de l'amour et du hasard. Edited by EUGÈNE PELLISSIER. Pp. xv +131. Macmillan. 1909. Price 2s.

For those who teach modern languages on the old method, this edition of Marivaux's best-known comedy should prove invaluable. The class would probably master the contents of the play, and dis-

cover all the important facts about the author and his period in and through a constant use of the mother-tongue. They would then no doubt try to express their English thoughts in the best French they could command, and faults, when made, would be corrected by the teacher.

There are some difficult subjects for 'free composition' given in Appendix IV., with a full *plan*, such as French boys and girls would be set to develop. But there is no indication of how *foreign* pupils are to be taught to make use of them. Certainly, after a translational study of the book, such as its method invites, English students would need a fresh series of lessons in order to acquire requisite fluency in French.

To 68 pages of text, we find 62 pages of notes and exercises, and there is, further, a *Word and Phrase Book* of 17 pages, in which English words and phrases are given, with equivalents taken from the text of Marivaux. All explanations are in English, and, except in Appendix IV., already referred to, the mother-tongue has the principal place. There is, however, no comparison with Addison and Richardson, such as one might have expected.

Three points call for comment in the notes:

1. The modern meaning of *honnête homme* is not here explained in a way acceptable to the French authorities themselves, although it accords with the explanation given in German dictionaries (p. 70; 2, 24).

2. The etymology of the exclamation *dame!* would seem to be open to discussion (p. 91; 59, 15).

3. What is meant by the statement that *enfants* is always masculine? (p. 92; 61, 3).

SPANISH.

La Ilustre Fregona. El Licenciado Vidriera. Edited, with Introduction and Notes, by F. A. KIRKPATRICK, M.A. Cambridge University Press. Extra fcap. 8vo. Pp. xxviii+176. 3s. 6d.

Though we do not think that the writings of Cervantes generally afford the best texts for the work of an average Spanish class, we readily acknowledge that the first of these *novelas* more than justifies its appearance in a school edition.

The story is improbable enough, but it is bright and sprightly, full of local colour and life. The notes do more than elucidate grammatical difficulties: they are an enlightening commentary. A student's enjoyment of the book is considerably enhanced by the discovery that he is reading, not alone, but in the excellent company of a sympathetic master who evidently shares his delight in the text.

FROM HERE AND THERE.

A PARLIAMENTARY Paper has recently been issued under the Irish Universities Act, abolishing the Professorships of Modern Language and Literature and of Celtic Philology, with respective stipends of £300 and £150 a year, in University College, Galway, and instituting in place thereof a Professorship of Irish Language, Philology, and Literature, with a stipend of £350. Lectureships are also established in Modern Irish Language and in Pathology, with stipends of £150 and £100 respectively. Our esteemed contemporary, the *Journal of Education*, makes the following comment, with which we associate ourselves:

'This seems to us a retrograde and regrettable step. Let Erse by all means be encouraged, but not at the expense of French and German: "Of two such lessons, why forget the nobler and the manlier one?"'

CAMBRIDGE UNIVERSITY.—Mr. E. C. Quiggin, M.A., Gonville and Caius College, has been appointed to the recently established University Lectureship in German.

CAMBRIDGE UNIVERSITY.—The following Scholarships in Modern Languages were awarded in December:

Gonville and Caius.—S. O. K. Christie, Clifton College, Scholarship of £40.

King's.—A. E. Felkin, Rugby School, Minor Scholarship of £60.

Christ's.—J. W. Houlton, Perse School, Scholarship of £40.

St. John's.—C. W. Hardisty, Manchester Grammar School, Scholarship of £60.

LONDON UNIVERSITY.—Miss A. Werner has been recognized as 'Teacher of African Languages at King's College.' Miss Werner has for ten years lectured informally on Zulu, Swahili, and other Bantu languages, of importance to Government officials, settlers, and others in South and East Africa.

LONDON UNIVERSITY, KING'S COLLEGE.—Dr. Percy Furnivall has presented to King's College the library of his late father, Dr. F. J. Furnivall, to form part of the Departmental Library of English Language and Literature, on condition of its being available for those attending the Evening School of English. In this department Dr. Furnivall had evinced special interest by contributing before his death the nucleus of a library of Old and Middle English literature. The library is to be known as 'The Furnivall Library.'

NEWCASTLE-ON-TYNE, ARMSTRONG COLLEGE.—Mr. A. G. Latham, M.A., London and Durham, Lecturer in Modern Languages in the College, has been appointed to the newly created Professorship.

Miss Sybil Wragge, B.A., Dublin, English mistress at Roedean School, Brighton, has been appointed to the new Lectureship in English Literature.

OXFORD UNIVERSITY, HERTFORD COLLEGE.—Mr. James S. H. Moore, of Hertford College, formerly of Clifton College, has been elected to a 'Sons of Fellows' Scholarship of £100 for five years in Modern Languages.

OXFORD UNIVERSITY, JESUS COLLEGE.—William D. Thomas, of University College, Aberystwyth, and John M. Thomas, have been elected to Welsh Exhibitions in English Language and Literature.

At Uxbridge County School on Tuesday, December 22, 1910, the Christmas entertainment, with the single exception of the School Song, was presented entirely in German. This, the head master (Mr. W. W. Sawtell) stated, was done primarily to preserve the German atmosphere in which the classes are conducted, although secondarily the school might be taking some small share in promoting amicability between the two nations. The programme was printed in German, carols were sung with orchestral accompaniment of German music, a peasants' dance was given in Bohemian costume, and a dramatized version of Grimm's fairy tale, 'Schneewittchen,' by Miss M. H. Kennedy-Bell, chief Modern Language mistress, was performed, everything combining to suggest the German spirit. The vice-chairman of the Governors, the Rev. H. G. Bird, alluding to the value of a knowledge of Modern Languages, accorded high praise to the school and its teaching.

Mr. T. R. N. CROFTS, M.A., Modern Language Master at Merchant Taylor's School, has been appointed to the Head Mastership of the Roan School for Boys, Greenwich.

Dr. KUNO MEYER, Professor of German and Celtic in Liverpool University, has been invited to fill the chair of Celtic Languages and Literature in Berlin University, vacant by the death of Professor Heinrich Zimmer.

MISS E. MARSHALL, of Newnham College, First Class Honours in the Medieval and Modern Languages Tripos, formerly Head Mistress of the Dudley Pupil-Teacher Centre, has been appointed Head Mistress

of the Hereford High School for Girls (Girls' Public Day School Trust).

⁂

M. de Féligonde, a young Frenchman, wishes to spend two months in an English family *au pair*. Reference: Miss Comyn, French Mistress at the Girls' High School, Bolton, to whom letters should be addressed.

⁂

In the Annual Report of the Oxford and Cambridge School Examinations Board it is announced that at the examination for Higher Certificates in 1912 no candidate will obtain distinction in French or German who does not reach a satisfactory standard in the oral examination. We welcome this as an important step forward.

⁂

The TEACHER'S GUILD have issued the first prospectus of their HOLIDAY COURSES at Honfleur, Santander, Neuwied, and Lübeck; copies can be obtained of the Office Secretary, Mr. H. Ord, 74, Gower Street, London, W.C. Accounts by past students have appeared in our columns, from which it appears that the Courses are well managed, and offer many advantages to students. We are informed that at Honfleur the script of the International Phonetic Association has now been adopted.

EDITORIAL NOTE.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 15th of February, March, April, June, July, October, November, and December. The price of single numbers is 6d.; the annual subscription is 4s. The Journal is sent free to all Members of the Modern Language Association who have paid their subscription for the current year.

Applications for membership should be addressed to the Hon. Secretary, Mr. G. F. Bridge, 45, South Hill Park, London, N.W.

All subscriptions to be sent to the Hon. Treasurer, Mr. F. W. M. Draper, City of London School, Victoria Embankment, London, E.C.

Members wishing to receive or to discontinue receiving the MODERN LANGUAGE REVIEW are particularly requested to communicate with the Hon. Secretary. The subscription (7s. 6d. per annum) should be sent to the Hon. Treasurer at the same time as the annual membership subscription.

Contributions and review copies should be sent to the Editor of MODERN LANGUAGE TEACHING, 45, Ladbroke Grove, London, W. The Editor is assisted by an Advisory Committee, consisting of Messrs. R. H. Allpress, F. B. Kirkman, Miss Purdie, and Mr. A. A. Somerville.

The Hon. Secretary will be glad to receive from members the addresses of well-educated families on the Continent willing to receive English guests, which can be recommended to students and teachers wishing to study abroad. The addresses of houses where an English guest is not likely to meet any other English people are specially desired. Names of families should not be sent unless the member can recommend them from personal knowledge. Full particulars should be given.

Communications on the undermentioned subjects should be addressed to the persons named:—

Exchange of Children: Miss BATCHELOR, Grassendale, Southbourne-on-Sea, Hants.

Loan Library: A. E. TWENTYMAN, Board of Education, Whitehall, S.W.

Magic Lantern Slides: H. W. ATKINSON, West View, Eastbury Avenue, Northwood, Middlesex.

Residence Abroad (**Women**): Miss SANDYS, 30, East St. Helen's, Abingdon; (**Men**): The HON. SECRETARY.

Correspondence on all other subjects should be addressed to the Hon. Secretary.

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMANN

WITH THE ASSISTANCE OF

R. H. ALLPRESS, F. B. KIRKMAN, MISS PURDIE, AND A. A. SOMERVILLE

VOLUME VII. No. 2 March, 1911

COMMENT LA LANGUE FRANÇAISE CLASSIQUE A ÉTÉ L'IMAGE DE LA SOCIÉTÉ DU XVIII[e] SIÈCLE.*

PROFESSOR BRUNOT said he had chosen this subject because he thought it might be interesting to an English audience, to show how from the seventeenth century for a long period onwards the French and English nations had gone different ways. During that century the English had established their political liberty, while the French had lost theirs. The French language, no less than the nation, was forced to submit to autocratic rule, and the English and Dutch were regarded as literary Anarchists. Under Louis XIV. centralization reached its height; his political theories are summed up in his well-known sayings: 'Le pire des maux est que le roi est obligé de consulter une assemblée quelconque.' 'L'État, c'est moi, je suis responsable envers Dieu seul.' The provincial dialects, which in the sixteenth century were judged worthy at least to furnish the elements to a national language, disappeared with provincial political life. The court was *dégasconné*, and the tongue of the peasant was introduced into comedy merely to provide amusement. The movement began with Malherbe, whose ideal was a *bourgeois* ideal of neatness and convenience. He wanted to furnish the language as a middle-class parlour is furnished, with chairs at regular intervals round the walls and a table in the middle. He met with some resistance, notably from Mlle de Gournay, but her influence was weakened by the fact that she was an old maid,

* Abstract of the Address delivered by Professor Brunot at the Annual Meeting of the Modern Language Association.

of unprepossessing appearance, who kept cats. Vaugelas, who followed Malherbe, was a Savoyard, who learnt French in the *salons* of Paris. Henceforth there was but one speech for educated people in France—that of Paris. In this century, which was possessed by a *soif d'ordre*, men dreamt of a *langue fixe*, which should have the same rigidity as a dead language, and no change in which should be permitted. It was in this spirit that Richelieu founded the Academy *pour organiser la littérature*, and to provide it with *des canons laïques*. Colbert developed the scheme by lodging the members in the Louvre and paying them. Society submitted to a rule of speech drawn from its own usages, but it is more remarkable that the writers should have so easily accepted it. They were, however, dependent on *la haute société*. Racine sent *Phèdre* to an obscure Jesuit father to have the French corrected, and the corrections made were accepted. Centralization reigned in literature as in government. The literary geniuses of the preceding century, such as Rabelais, Ronsard, and Villon, had been provincial as much as Parisian, but Bossuet preached in Paris, though he had a bishopric elsewhere; Racine and Corneille lived in Paris; Molière's life in the provinces was so little considered that we know nothing of it; while La Fontaine studied nature in the environs of Paris. This was the age of the foundation of the Academy. From the speech of the Court all the language of physical science was excluded, because no science except astronomy found favour in high circles; even such words as *catégorie*, *occulte*, *énergie*, were condemned, and Malherbe called *idéal*, 'mot d'école, qui ne doit pas se dire aux choses d'amour.' At the same time the expulsion of all terms connected with the law marked the hostility of the central power to the claims of the *Parlements*. Examples of excluded words are *arguer*, *insinuation*, *interdit*, *prescription*, *enquêter*, and the contempt felt for the speech of lawyers is visible in *Les Plaideurs* and other dramas of the period. The aristocracy took possession of the language.

It was an aristocracy which produced nothing and had no duties; language furnished it with a distraction. Henry IV. had said that the King was only the *premier gentilhomme du royaume*, but in the seventeenth century the abasement of the nobility was complete. Seignorial jurisdictions were abolished, political life was extinguished, the highest places in the ministry were given to those who, like Colbert, were not nobles. The aristocracy was attracted to Versailles, '*domestiquée*' at Versailles, and became so morally debased that the Surintendant Bullion could serve up to them at table gold pieces which they put in their pockets. *Versailles a été le fléau du règne;* it marks the separation of the Court, not only from the people, but even from Paris. Louis XIV. was

scarcely ever seen in the streets of Paris; on one of his rare visits a woman who had the temerity to present a petition to him in the streets was whipped for her insolence. In 1694 the Dauphin, who was then aged twenty-eight, visited Paris for the first time. The difference between the *langue aristocratique* and the *langue bourgeoise* was rigidly defined. Furetière's *roman bourgeois* parodies the latter language. All words connected with business and trade were excluded, even, for example, *paysagiste*, as being '*argot du peintre*.' The gender of *ébène* was fixed in opposition to the usage of cabinet-makers. The ladies played a great part in the refining of the language; the most innocent words were condemned; *poitrine* was inadmissible because it could be applied to an animal, and *mariage* was not permitted at St. Cyr—a decision which, however, did not meet with the approbation of Mme de Maintenon, for, as she said, 'Le mariage, c'est un sacrement.' The language became impoverished as it became refined; still, there was some resistance, and some species of composition were regarded as being on the margin of literature and not subject to its laws. Such were fables, satire, comedy, and burlesque.

The great age of Louis XIV. came to an end about 1690, and of the great men who had adorned it only the King survived. A reaction in political thought began; absolutism was criticized; the age of Montesquieu and Voltaire was at hand. But in the language there were no signs of reaction; the spell of the great literature of the seventeenth century was still upon the nation, and another century had to pass before it was broken.

THE MEANS OF TRAINING AVAILABLE FOR MODERN LANGUAGE TEACHERS IN PHONETICS.*

It is with very great diffidence that I submit my investigations of the past few months. That information on the means of training Modern Language teachers in phonetics was needed, I have long known; but that I was the person to collect and digest this information I had, and still have, the gravest doubts.

For this reason, when first it was suggested to me that it would be a good thing if I undertook this work, I most emphatically refused, and, in the end, only consented on the ground that all those who could do it so much better than I were already far too occupied to undertake it.

If, then, my want of breadth in experience or power in real grasp has led me, as no doubt it has, into error, I beg you to correct me; if inadvertently, and certainly unintentionally, I have given a wrong colour to any statement, or in any degree misapprehended the information supplied to me, I beg you again to set me right. I have tried to set down with exactitude the facts as given to me, but it has not always been easy to do so; for, kind as everyone has been in answering my rather tiresome questions, they did

* Paper read at the Annual Meeting of the Modern Language Association.

not always answer them categorically, and though I wrote, in some cases, a second and third time for more detailed information, I was often, in the end, compelled to draw my own conclusions.

Where I have been in doubt I have quoted directly from the letter received; where I have left blanks on my report form (and this is the case more especially with regard to my question as to whether dictation, reading, and transcription in a phonetic script were done), it means that no answer was received. I could only conclude that none was done; but I have only definitely stated 'No' or 'None' when I had authority for so doing.

My one idea was to set forth the facts that had been given to me about each University, University College, or Training College, under certain heads which seemed important to me, with a view of being able clearly to establish what was done all round, and with no idea of comparison. Here again, if I have unwittingly trodden upon any toes, I beg forgiveness. Collected and set forth in this way, I hoped that the information could be put before you more definitely, clearly, and perhaps less tediously, than if I read the detailed account; also because thus the position might be more easily reviewed.

Letters were written to twenty-six Universities or University Colleges. Answers were received from Oxford, including the Taylorian and Somerville; Cambridge, including Newnham and Girton; Edinburgh, Glasgow, Aberdeen, Belfast, Cork, London (University College and King's College), Liverpool, Manchester, Sheffield, Leeds, Bristol, Birmingham, Nottingham, Bangor, Aberystwyth.

Letters were written to twenty-two Training Colleges. Answers were received from Bedford College, the Maria Grey Training College, Goldsmiths', the London Day Training College, the Training Colleges of Sheffield, Exeter, Aberdeen, Edinburgh, Glasgow, Swansea, Salisbury, Cambridge, Cherwell Hall; also from the Training Departments at Manchester (including the Fielden Demonstration School), Wantage, and the Clapham and Winchester High Schools.

With regard to independent courses of lectures, given either regularly or from time to time in London or elsewhere, replies were received from Professor Rippmann, Miss Winifred Ellis (Chelsea), Miss M. Wilson (Yorkshire); and detailed information was procured from the two foreign homes of phonetics—Berlin and Bourg-la-Reine. As phonetics are worked at throughout the year at both places, I felt that they could not justly be classed under Foreign Holiday Courses.

A considerable amount of information has also been received from these (Foreign Holiday Courses), both official and personal.

The same five questions were put in all cases:

1. Are phonetics, English, French, or German, included in University, Training College, or Holiday Course syllabus?

2. If so, how many hours per week are devoted to the subject, and during what period? One year, two years?

3. Is the subject treated theoretically, practically, or as a branch of morphology?

4. If practically, how much opportunity is there for individual attention in the study and practice of sounds? Does practice in any way take the form of sound drill?

In the case of Foreign Holiday Courses the further question was added: 'Does individual attention merely give each student an opportunity of being criticized in one or two particular sounds once, and leave him thereafter to work out the difficulty alone?'

5. Is a phonetic script used for (*a*) reading, (*b*) dictation, (*c*) transcription? If so, which one, and to what extent in (*a*), (*b*), (*c*), respectively?

These questions were prefaced by a statement which, I too late realized, was slightly ambiguous, in that the information was required as data on the means available for the training of *teachers of phonetics*.

To my mind, phonetics, as forming the

essential basis of all Modern Language teaching, is so inseparably bound up with all thought of that teaching, that a teacher of Modern Languages is of necessity a teacher of phonetics; and, in using the expression, it never occurred to me to think that it might be applied to the phonetic specialist, whose training is obviously of a more profound and scientific character. We all, of course, need to specialize in phonetics, though not in the sense nor to the extent of the specialist; that is, it is not absolutely necessary to the practical teacher to enter far into the domain of research.

But while I recognize that my expression was somewhat misleading, I do not think it materially affected the information supplied. In several instances it elicited the statement, in itself not without value, that no such training was available. Professor Scholle of Aberdeen, and others, expressly state that no provision is made for the training of teachers of phonetics, and Dr. Breul more explicitly adds: 'We do not at present aim at training teachers of phonetics; we only train teachers of Modern Languges, and phonetics is merely an auxiliary study.'

To sum up briefly the information received: Of the Universities, twelve—that is, nearly half their number—definitely include phonetics to a lesser or greater extent in their degree courses; at eight others courses of lectures are given from time to time, or phonetics are treated incidentally in language teaching, and they are, I think, in all cases used more or less in the study of historical grammar.

The time allotted to the subject, however, varies from—

(*a*) One lecture a week, of one hour, in the first term, as in the case of Newnham for English, French, and German; Cork for French and German; Manchester for English and German;

(*b*) One lecture a week, of one hour, for two terms, as in the case of Manchester for French;

(*c*) One lecture a week for half a session, as at Sheffield;

(*d*) One lecture a week for one session, as at Bristol, Aberdeen, and Leeds;

(*e*) Two hours a week for one term, as at Cambridge for German;

(*f*) Two hours in each week of the session (twenty-seven to twenty-eight weeks), as at Liverpool, to—

(*g*) London, where each year forty hours are given to English for foreign students; thirty hours to English phonetics for English students; fifty hours to French phonetics (not including the courses for old French, old English, and experimental phonetics); and lastly

(*h*) Belfast, where both in French and German, students devote two hours a week to the subject for the whole three years of their course.

I have collected a mass of detailed information, completing the statistics already printed. Time prevents my dealing with them more fully at this moment, but I need not say they are freely at the service of anyone who is interested to read them.

It is easy to understand that where little time is given to the subject it is only possible to teach it theoretically or in connection with historical grammar, though valiant attempts are made by enthusiastic teachers, in cases where the subject is *not* included in the syllabus, to make it practically useful. More especially is this the case at Girton.

In several instances regret was expressed that more time was not available for phonetics; but in others the opinion still obtains that practical phonetics do not properly belong to a University course. Its rôle being a preparatory one in the acquisition of the living language, its study necessarily occupies a secondary place in a University curriculum.

One fact is encouraging, and that is that, with the exception of Oxford, Liverpool, and Manchester, the script of the International Association is in general use. This is also true of Scotland in the Training Colleges, though it is there in use with the addition of the visible speech symbols.

At the Training Colleges by far the

most sound and comprehensive work is done in Scotland, where the students are first taught to realize their own speech, the aim being to bring to the students' consciousness the facts of the spoken language in their bearing upon the study and teaching of present-day English. And here, of course, the influence of Professor Wyld is strongly felt. At Edinburgh thirty hours are given to each language—English, French, and German ; at Glasgow a similar arrangement is in force for general phonetics (which everywhere seem to be compulsory), but special attention is only given to French or German, if any of the students in training are interested in Modern Languages. At Aberdeen Training College sixty hours (two hours per week for one session) are devoted to English phonetics. The instruction at Edinburgh and Glasgow is open to University students in training.

One turns with regret from this satisfactory state of things to the indefinite and unrecognized position occupied by phonetics in England, where the treatment of the subject and the time given to it *practically lie at the discretion of the teacher*. And though there are here and there cheering spots, notably London, the districts round Liverpool, and Sheffield, where serious work is done in spite of vague regulations, one cannot be surprised that, speaking generally, the fact that phonetics are not recognized in examinations has a most deterring and disastrous effect. If the professor in any individual case is *not* a phonetic enthusiast, how *can* he be expected deliberately to add to the already crowded curriculum a subject which is at present treated with such scant consideration by education authorities ?

A letter that I have received from the Modern Language professor at the Day Training College at Exeter so definitely voices the effects of the more recent regulations of the Board of Education that I should like to quote from it. The professor in question *is* a phonetic enthusiast. He writes : 'Several years ago, when the Board of Education insisted upon a practical knowledge of phonetics for elementary teachers, I not only gave lectures on the subject, but the students, both men and women, had regular practice in phonetic dictation and transcription and got on well. Since the regulations have been changed again, and the subject is to be treated *in connection with reading*, no questions will be set in the examination paper ; in consequence, the subject is considered of secondary importance only, to receive but scant attention. All the more is this the case because the subject has been taken on by the English lecturers, who, even if they were phonetic enthusiasts, can ill spare the time for it. For what reason the Board have changed again I do not know ; but I deplore the change, for there can be no prospect of improving the shocking provincial pronunciation of the children until the teachers themselves become conscious of their own faults of pronunciation.'

Before entering upon the work done in phonetics abroad at Holiday Courses proper, I should like to say a few words about those two homes of phonetics—Bourg-la-Reine and Berlin.* So full an account of the latter has recently appeared in MODERN LANGUAGE TEACHING that I need hardly do more than allude to it. Mr. Tilly's programme spells thoroughness, and personal corroboration of the fact is at hand on every side. Even pupils who have not been able to spend more than one or two holiday periods with Mr. Tilly bear his mark upon them, and testify to the soundness of his methods, as do all those who successfully pass the oral examination under Professor Viëtor at Marburg (in connection with the Association Phonétique Internationale).

At Bourg-la-Reine one is, of course, at the fountain-head of phonetic teaching ; for though M. Passy no longer teaches, but confines himself to examining, the instruction is in the hands of a pupil of

* Perhaps the most wholesome thing about them both is that they are *not* Holiday Courses.

his, of sixteen years' standing, Mlle S. Lund, than whom no abler or more sympathetically enthusiastic professor could be found. The *cours*, as at Berlin, goes on all the year round, and, as may be imagined, the most profitable time to go to Bourg-la-Reine is in term-time. Serious preparation in the practice of sounds, in reading out loud, and learning of poetry by heart, is required. Transcriptions are done, and daily dictations in French or in *langue inconnue* are given. The work done at Bourg-la-Reine is of course in preparation for M. Paul Passy's examination in connection with the Association Phonétique Internationale. Mlle Lund is now assisted by two nieces of M. Passy, who are also diplômées.

There is another course, that goes on all the year round in London, that I should just like to touch upon ; though it is arranged expressly for foreigners, it may perhaps be useful suggestively, as to what we might do for ourselves. I speak of a Residential College, for the study of English on the phonetic system, recently established at Queen's Elm Square, Chelsea, by Miss Winifred Ellis, diplômée of the International Phonetic Association. This college, apparently, has been inspired by the Tilly Institut at Berlin, and the respective programmes bear a decidedly filial resemblance.

Besides the course of five lectures on the speech-sounds of English, French, and German, which Professor Rippmann gives in London (and proposes to give annually), considerable attention is given to phonetics at the London University Holiday Course.

At the Annual Teachers' Course, in five lectures, there is no time for practical work or any systematic drill to individuals, but questions on specific points are encouraged ; and at the Holiday Course the five lectures are accompanied by twelve exercises on practical phonetics, in which all the students take part, consisting of graduated passages dictated to the students, and then written by Professor Rippmann on the blackboard, with comments ; sixteen reading classes, in which the students, in groups of not more than eight, read from 'Specimens of English,' under the guidance and criticism of a phonetic expert. This year the staff for this purpose consisted of seven professors. There is an examination in spoken English at the end of the course, which consists of dictation, reading, conversation.

In October, 1910, courses of English phonetics were arranged, under the West Riding Education Committee, by their Organizing Mistress, in English : twelve lectures of one and a half hours each in the Christmas term at Doncaster, and twelve lectures of one and a half hours each in the Easter term at Shipley. The class at Doncaster numbered twenty students. In each lesson about twenty minutes were devoted to the production of sounds by individnals, the sounds being first produced alone, then in words and sentences. Phonetic script was used both for reading and dictation. Students are required to practise sounds produced in class, and to prepare a piece of reading from phonetic script.

Method Classes for French were also arranged, under the West Riding Education Committee, by their Organizing Mistress in Modern Languages, at Wakefield in 1909 (twenty-five lessons) and in 1910 (twenty-five lessons).

In 1909 the first half of the course was devoted to phonetics : sound-drill, reading, and some dictation, was done ; but in that year the greater part of the time was devoted to demonstration lessons on the method of teaching phonetics to children. For eight consecutive weeks a class of children from an elementary school (about nine) received systematic instruction in phonetics and French vocabulary before the students (secondary teachers, or teachers of evening classes); and on two occasions a student took the lesson, under criticism.

This year the demonstration classes will only begin in the second half of the course, the whole of the first part being devoted to the students' own study of phonetics.

Systematic sound-drill was begun at the first lesson, and serious preparation and study (between the lessons) was required from the outset. The theoretical part has been condensed as much as possible, and given each week after the first two lectures, only as the work required, in order that as much time as possible might be available for practical work and individual attention. A piece of prose reading has been prepared each week (Passy's *Lectures Variées*), in turn with the recitation of poetry, and dictations both in English and French have been given ; but in the earlier weeks about half the lesson (a good fifty minutes) was devoted to the practice of sounds in particular, both separately and in words and sentences.

In the second half of the course, reading and dictation will be continued, and transcription will also be required weekly.

At the Holiday Course in Edinburgh two weeks are given to phonetics ; and if I add that this year the subject was in Professor Savory's hands for French, and in those of Mr. D. Jones for English, no more need be said.

HOLIDAY COURSES ABROAD.

At the Holiday Courses, speaking generally, though nearly all the programmes include phonetics, and lay stress on the attention given to pronunciation, the main subject considered is the foreign literature ; and in many cases these literature lectures, as might be expected, are most interesting and admirable in every way.

But, judging by results generally, the treatment of pronunciation does *not* give strikingly satisfactory results. Students who have previously spent a considerable time abroad, and have already a fair command of the language, find these Holiday Courses extremely helpful as refreshers, and return to their work probably renewed in no small degree both in thought and word. To *them* the hints given on pronunciation are of real value, correcting the deterioration to which most of us are liable after prolonged absence from the foreign country, or, to put it perhaps more directly, after a period of prolonged and close intercourse with our classes. But to students who have *not* already spent any considerable time abroad, and who go to the Holiday Courses with the idea of *learning to speak* French or German, the attention given to pronunciation, being practically based (in the majority of cases) on imitation, is *not* adequate ; and most students return, having perhaps gained a certain amount of fluency, but with their pronunciation as English as it was before. Often, indeed, the large number of students present renders adequate correction impossible ; and the professors are visibly relieved if the weaker students can make themselves understood at all.

Of course there are always the one or two notable exceptions—the student who goes determined to do the thing thoroughly, and who by his or her personal assiduity would arrive under any circumstances. But speaking of the ordinary student, who is represented by the hundred at these courses, the instruction and correction of pronunciation are not definite enough.

If one excepts Marburg, Geneva, Grenoble, and, at home, London and Edinburgh, even where phonetics are included in the programme, it is always the same story : six or eight lectures, and no practical work worthy of the name. Phonetics are preached and experimentally demonstrated, but not practised, not worked at. At the best, the pronunciation of each student is criticized individually, from a phonetic basis, perhaps two or three times during his stay. Even when students are arranged in groups of six to twelve, with a view of giving individual attention, the reading is in almost all cases done from the ordinary script, and the students are corrected in the ordinary way ; and having been told that 'their nasalized vowels need attention, or that they don't pronounce their *r's* sufficiently or correctly,' they are left to work out their own salva-

tion, with very little definite idea of how to do it.

On the theoretical, historical, and scientific side, phonetic instruction, as given at Holiday Courses, is in most cases all that could be desired. But theory, to be of use, must be applied. And this is what so rarely is adequately done. It is perfectly true that no one but ourselves can work out our own particular salvation in this matter; but six or eight lectures on the vocal organs and on the classification of consonants and vowels do *not* enable us to do this, any more than six or eight lectures on pianoforte-playing would enable us to play the piano.

I ought perhaps to state that my information about foreign Holiday Courses is based, not only on the official programmes sent me by the various authorities, but in nine of the more important courses on direct replies to the five questions that I have already quoted to you, which I addressed to persons that I knew to be attending those courses. In some cases, as at Marburg, Lübeck, Geneva, Grenoble, St. Servan, and Boulogne, I received replies from several persons in no way connected with each other. The courses at Besançon and St. Servan I have myself visited in previous years; and among my duties in the West Riding is that of interviewing the students who have applied for grants-in-aid to attend the Holiday Courses at Marburg, Lübeck, and Boulogne, and this, not only before, but after their month's stay.

After considering the foregoing statistics, one is forced to the conclusion that, after all, quite a considerable provision in various ways is made for students in phonetics. Why, then, is it that there are still so few teachers who, by any stretch of imagination, can be said to be in a position to *teach* the subject properly? Good and bad teachers in every subject will always exist. I do not here allude to individual capacity; I merely state the incontrovertible fact of general incapacity. Why is it that the few notable exceptions stand out so luminously? Why is it that their work, while recognized, is so often recognized as exceptional by the very criticism, 'Ah, So-and-so! but he's an enthusiast'?

Why is it, in the majority of cases, that in the blindest self-confidence and ignorance the subject is so mishandled, to put it mildly, that head-masters and inspectors are actually justified in saying that phonetics materially interrupt the work of the school and are utter waste of time?

From personal observation of teachers at work, I venture to think that, encouraging as are the steps that have been taken during the last ten years or so in the cause of phonetics—and it *is* encouraging to think that a place, however small, however insecure or ill-defined in some cases, has been thought necessary for them—there is a very great deal more to do in the matter, and in a very definite direction.

What has been the experience of those notable exceptions referred to above? Did they, straight from University or college, blossom out into able teachers of phonetics? No, their *real* preparation began at the end of their college career. Pioneers in the second degree as they were and are, they were led more or less gradually to see that more was necessary, to feel that they were only on the threshold, so to speak, of the subject; and led by a spirit of research, or in the humbler cases blindly feeling towards more light, they betook themselves to the places where more light was to be had, to one or other of the great apostles of phonetics abroad—at Marburg, Berlin, and Bourg-la-Reine. Ask any of them if they mastered phonetics during their college career: they will tell you, no doubt, that they got their first insight into the subject there, that without phonetics they could not have studied language historically; but they will also tell you that their practical grasp of phonetics, as applied to living speech, began, for the most part, considerably later, when, having acquired their linguistic philological training, they devoted

their attention exclusively to the study of the production of sound, and to the training of their vocal muscles to the elasticity and power necessary for the forming of sounds other than those of the mother-tongue.

This does not mean that practical phonetics cannot be mastered at University or college ; it merely means that, side by side with the linguistic study, or preferably preceding it, there must be more opportunity for practical work, more time allowed, and a more definite standard of proficiency required. The question is, Where is this practical study to take place ?

With reason, Universities repudiate the responsibility of such elementary work ; they say, justly, that at the University stage students are expected to have *done* all this preliminary study.

And though there are enthusiastic professors who 'give a good deal of time' to individual attention, and even sound-drill, it is quite true that such part of language work belongs rightly to the school, and not to University or college. But how are we to fit the schools for this work, unless we provide them first with efficiently trained teachers ?

What is really needed for the training of a teacher of Modern Languages, English, French, German, is, first of all—

1. A systematic training in the analysis of speech-sounds in general, and of those of his mother-tongue and of his own speech in particular.

2. On this preparation, having studied thoroughly the processes involved in the formation of these speech sounds, the movements of the different speech organs and muscles, he should begin an equally systematic study and analysis of the sounds of the foreign language or languages that he proposes to teach, to which, for mere ear culture, must be added the sounds of other foreign languages with which he is not especially concerned, except for comparison.

3. In addition to this, he must apply himself to a systematic and regular training of his own vocal muscles, a training spread over *at least* a year, during which time, beginning with simple sounds and simple combinations of sounds, he arrives at the practice of connected speech—both poetry and prose—all, of course, from a phonetic script. He must also have opportunity of writing frequently from dictation in the language he is studying, and also in other languages, known and unknown, that his ear may be trained to detect the finest subtleties in sound. To show how necessary this ear-training is, I have frequently heard teachers teach and pronounce a given sound perfectly correctly themselves, and accept from the class something, in imitation, absolutely wrong ; or, again, after cautioning the class against pronouncing French vowels as diphthongs, they pronounce themselves, and let their class pronounce, the most unmistakable diphthongs with complete unconsciousness.

If one goes to a foreign country as a child, it is quite possible to learn the pronunciation of the language by imitation, and that almost unconsciously, as one learns to form the sounds of one's mother-tongue. The reason is obvious. Our muscles are at that period entirely untrained to any habitual use, and the absence of this previous *habit* enables us not only to imitate correctly, but to *reproduce* exactly in the same way, unhindered by contrary muscle impulses.

But after the age of childhood there are few of us, comparatively, whose ears are sufficiently keen and delicate to detect the shades and differences of sounds in a foreign language. Even if we are able to detect them, unless we are gifted, in no small degree, with the power of imitation, how are we to grasp wherein the difference lies, in what it consists ? Personally I have an ear musically trained from childhood. It has always been easy to me to *hear* the nuances in a foreigner's speech ; having also been a somewhat serious student of pronunciation, I have seriously tried to reproduce these nuances ; but I freely confess that until I worked at

phonetics I never understood the real cause of the differences, I never understood how to produce or correct.

In the case, a frequent one, of persons acknowledging that they hear absolutely no difference in certain sounds, the possibility of correction by imitation is even less; and in the case of those who *think* they hear, and do not, the case is hopeless. How many are there like M. Passy's *jeune Anglais*, to whom the professor was trying to teach the pronunciation of *yn ry*, who exclaimed impatiently, after innumerable efforts: 'Mais je dis comme vous! je dis jun ru!'

Two obvious suggestions present themselves, and these not necessarily alternatives, but as two more or less distinct means whereby the needs of all students, University and others, can be met.

1. That the training departments of Universities would nobly take up the cause, and, side by side with their linguistic work, would provide a practical training, which would prepare students to pass a *standard examination in phonetics*, such as that of the International Association.

2. That the Board of Education would issue regulations requiring a practical knowledge of phonetics in all Training Colleges, also to be tested by this same standard examination.

Of course, if our Training Colleges *en masse* would follow the example set us by our Scottish brethren, and give University students in training the opportunity of specializing in phonetics, it would relieve the Universities from the charge of adding anything to their curriculum. But for this there would need to be very definite regulations, applying not only to Training Colleges, but to Modern Language teachers in general, whether at University or Training College.

But for French and German, the University, where the subject is of necessity inseparably connected with language study —the University would seem the home for the really sound preparation, practical and scholarly, of the teacher.

If the Universities would only take up the cause for the next few years, at the end of that time there might be a sufficiently large number of efficiently trained teachers to insure the fact that phonetics generally would be so taught in schools that students going on to the University would be in the position now assumed for them—*i.e.*, that they have *done* practical phonetics, and have arrived at the stage of philological study. Then the phonetic work during their University period would satisfactorily consist, as it now does, in its application to historical changes and to the gathering up of the threads theoretically.

But the immediate necessity must be met. Before phonetics can be satisfactorily taught in schools, there must be properly trained teachers of phonetics, and this involves yet another point of vital importance. *The teacher must be taught to teach*—that is, opportunity for practising the teaching of phonetics, *after* they have been learned, must be provided under the guidance of an expert, that the young teacher, primed with theory, may no longer with marvellous rapidity hurl phonetic symbols *en masse* at their classes (average age eleven).

At the University Training Department and at the Training Colleges there should be demonstration classes. Not the farce of students giving model-lessons to fellow-students under the criticism of their professor; this affords no real test of method, the class already knowing, probably, as much as the student-teacher. What is wanted each year, at the beginning of teaching practice, is a class of raw material. Fifth or sixth standard children from an elementary school answer the purpose quite well, if no others (who have never learned French) are available. The expert should give the first three or four lessons to establish the standard, and the students should follow on in turn, under the expert's guidance—that is, the lessons should be prepared beforehand, and the lines of absolute matter as well as method laid down. These lessons would gradually develop into French lessons—

i.e., lessons on French vocabulary taught on modern methods.

Vocabulary *can* be begun at the first lesson, if the teacher confines himself to teaching words of which the sounds have already been taught; and this makes a helpful variety and maintains the interest in the lesson. But the main features of these early lessons, and, indeed, of all lessons throughout the first year, should be sound-drill, reading from simple phonetic texts and dictation. It should be established as the ruling principle that, during the first year, whatever is taught, vocabulary, conversation, class actions, songs, poetry, even plays and the grammar necessary, *no* script other than the phonetic script should be in use. The fourth term (and preferably at the end of that) is quite time enough to make the transition to the ordinary script. Proficiency means the power to *do*, to execute accurately; and this power, being largely dependent on physical training, can only be permanently acquired by degrees. That is, the voice muscles must be definitely trained, and trained during a considerable period.

How can teachers who have no real, solid background of practical work behind them grasp the importance of this fact? Unless they have regularly been through the drill-mill themselves, and mastered their own difficulties by real hard grind, they can have no conception of how proficiency is acquired, of the time that the acquisition of such proficiency demands. How can they realize that *the* essential in elementary work is practice, and that practice bears no lasting fruit at the end of six weeks, and that phonetics, unless they are made the vehicle of muscle-drill, and that during an adequate period, bear no fruit at all worthy of the trouble spent on them?

It is, indeed, to the insufficiency of time allowed to phonetics for teachers in training, and subsequently for scholars in the classroom, that failure must be attributed.

Experience proves that, however beautifully we describe the vocal organs and classify our consonants and vowels, if we do not give the required time to practice, we must justly bring down upon us the judgment of failure; for the pronunciation of our class will be in no way better than that acquired under the imitation method, for having been taught in the first instance by means of classified symbols.

I have here roughly sketched what I, as a practical teacher (and a teacher also who, during the last four years, has seen a good deal of other teachers' work, both in England and abroad), consider the practical lines that might advantageously be followed in the training of teachers—lines, also, that have been followed more or less in certain parts of the West Riding during the past fifteen months.

At Dr. Edwards' suggestion I also wrote to some of the chief apostles of phonetics, asking them for ideas as to an *ideal* course. Very kind letters were received from them all—Viëtor, Passy, Jespersen, Sweet, and Wyld, the three latter, however, all more or less referring me to their books, which are all so well known as hardly to need quotation here. Professor Wyld was kind enough to send me, besides, some manuscript notes of his which he put down some years ago, for the guidance of Training Colleges in his district. This syllabus was adopted by Edgehill, Warrington, and Chester. It is a two-years course, and deals with general phonetics; the study of spoken English, with special reference to the speech of the students themselves; observation of variations and tendencies; the study of vocabulary and accidence of spoken English; outlines of the history of the language—the aim of the course being principally to throw light on the constitution of the English language at the present time.

Professor Sweet considers his ideal scheme, as set forth in the Sounds of English, far beyond the existing means of instruction, except perhaps at Oxford.

Professor Jespersen emphatically declares 'paper phonetics' to be worthless, and thinks that the best preparation for students is, to be thoroughly trained in

transcribing their own pronunciation on the blackboard, being all the time criticized by their fellow-students and the teacher. He strongly advocates sound-drill with hand-mirrors ; also the reading out loud of phonetic texts, both by the teacher and students.

Professor Viëtor, after a detailed and most interesting account of his examinations, both public and private, pleads the fact that, since 1882, apart from his lectures, he has not actually taught.

He, however, makes the following suggestions : For the phonetics of *one* language he thinks one Semester, with two hours' theory and, *at the least*, two hours' practice weekly, sufficient. But he considers practice with phonetic symbols of the very first importance : 'Das Erste und Nötigste ist die Praxis mit laut-physiologischen Winken, dann erst scheint mir systematische Behandlung der Theorie, und als Letztes, historische Phonetik am Platz.'

He further recommends a more elementary, preliminary course on the speech organs and formation of sounds in the mother-tongue ; this to be followed by the special phonetics of the particular language to be studied, first with reference to living, modern speech, and then, if the older periods are studied at all, with reference to these.

M. Passy, though ill, and unable, as he says, 'de fournir des idées indépendantes,' most kindly offered to amend any scheme that I submitted to him. Needless to say, I thought it was not the moment to trouble him further.

I can, however, give particulars, for which I am indebted to Mr. D. Jones, of Passy's course at the École des Hautes Études. He has, indeed, three courses : one on the elementary phonetics of the principal European languages ; one on the phonetics of old French ; and one class for students wishing to do original work in various branches of phonetics.

Every student attending the latter class is expected to read at least one paper on a phonetic subject. These papers are discussed by the other members of the class, and finally Passy sums up the various points, and gives his own opinion of the paper and criticisms on it. When Mr. Jones attended the classes, the class on the phonetics of old French was also conducted to some extent on these lines, the students collecting the philological materials, and M. Passy applying his expert knowledge to deducing facts of pronunciation from these materials. The subjects treated in the class for original workers are various, the most usual being the descriptive phonetics of less well-known languages and dialects. There is opportunity here for English people, whose pronunciation differs from the standard, to read papers describing their own pronunciation or the pronunciation of some dialect with which they are familiar ; and they have the inestimable advantage of having their observations checked by M. Passy and discussed by the class.

L. H. Althaus.

University.	*Language.*	*Time devoted to Phonetics.*	*Treatment.*	*Script used.*	*Drill.*	*Dictation.*	*Reading.*	*Transcription.*
Oxford ...	General.	Not specified. Courses of 8 lectures from time to time. 3 courses are announced for the Lent term: 1 on English Sounds; 1 for informal instruction in Phonetics; 1 for special research work in Phonetics.	Theoretical; Historical Phonology.	Romic.		—	—	—
Taylorian ...	French, German, Italian, and Spanish.	Not specified. Phonetics dealt with as applied to each language respectively.	,, ,,	I.P.A.[1]	—	—	—	—
Somerville ...		Students attend M. Berthon's lectures for 1 term.	—	—	—	—	—	—
Cambridge ...	German.	2 hours a week during 1 term for Modern Language students.	Theoretically, Practically, and as a branch of Historical Grammar.	I.P.A.	A good deal in Dr. Breul's Modern German Seminar.	—	Yes.	—
	French.	Not specified. Occasional courses of lectures on General Phonetics.	'In Lectures on Historical Grammar reference is made to the formation of speech-sounds.'	I.P.A.	—	—	—	—
Girton ...	French and German.	Not included in syllabus, but treated incidentally during the 3 years' course. One hour a week given to practical work in each language.	As a branch of Morphology, and in Practical Exercises.	I.P.A.	—	Yes.	Yes.	—
Newnham ...	English, French, and German.	1 lecture a week (1 hour for 1 term).	Theoretically, Practically, and as a branch of Morphology.	I.P.A.	—	,,	,,	Yes.
Liverpool ...	General Phonetics, with special reference to English.	2 hours in each week of the session (about 27 to 28 weeks).	Purely Practical.	A modification of Broad Romic.	As much as is possible with somewhat large classes.	,,	,,	,,

[1] I.P.A. = International Phonetic Association.

University.	*Language.*	*Time devoted to Phonetics.*	*Treatment.*	*Script used.*	*Drill.*	*Dictation.*	*Reading.*	*Transcription.*
London University College.	English: (*a*) For Foreign Students.	(*a*) 2 hours a week in 1st term; 1 hour a week in 2nd and 3rd terms.	Theoretical and practical.	I.P.A.	Yes.	Yes.	Yes.	Yes.
	(*b*) For English Students.	(*b*) 2 hours a week in 2nd term; 1 hour a week in 3rd term.	,, ,,	I.P.A.	,,	,,	,,	,,
	French.	2 hours a week in 1st term; 2 hours a week in 2nd term; 1 hour a week in 3rd term.	,, ,,	I.P.A.	,,	,,	,,	,,
	Old French.	1 course in 3rd term.	—	—	—	—	—	—
	Chaucer, Pronunciation of.	1 course in 2nd term.	—	—	—	—	—	—
	Experimental Phonetics.	8 lectures in 1st term.	—	—	—	—	—	—
King's College	French.	No special time.	Practically.	I.P.A.	Yes.	Yes.	Yes.	Yes.
	German.	No special course. Subject treated briefly at the beginning of German Course.	From a theoretical and practical point of view.	None.	—	—	—	—
Manchester ...	English (compulsory).	1 hour a week, 1 term.	Theoretical, practical, and in Historical Phonology.	Not specified.	A little.	None.	None.	Yes.
	French.	1 hour a week for 2 terms each year.	Chiefly theoretical.	Rousselot.	—	—	Yes (in 2nd term).	Yes (in 2nd term).
	German.	1 hour a week, 1 term.	Theoretical and practical.	Not specified.	—	—	—	—
Sheffield ...	English.	Only in Honours Course; 1 hour per week for half a session.	Practically.	I.P.A.	Considerable individual attention and sound drill.	Yes.	—	—

University.	*Language.*	*Time devoted to Phonetics.*	*Treatment.*	*Script used.*	*Drill.*	*Dictation.*	*Reading.*	*Transcription.*
Sheffield (*continued*).	French.	Special course for evening students. Special course for Diploma Students.	Historically for Honours Students.	I.P.A.	Considerable attention (classes small).	—	—	—
		A short practical course for Intermediate students at the beginning of the session.	Practical.	—	—	—	—	Yes.
	German.	A good deal during 1st year, but no regular number of hours devoted to it.	Theoretical and Practical.	I.P.A.	Considerable, as numbers are small.	—	—	,,
Leeds ...	,,	1 hour a week in 2nd or 3rd year; also Teacher's Training Course 1 hour a week in 2nd year.	,, ,,	I.P.A.	A good deal.	Yes.	Yes.	A good deal.
	French.	(*a*) For Final B.A. Students, 1 hour a week every 2 years.	,, ,,	I.P.A.	Yes; various practical exercises, notably exercises in criticism of pronunciation.	,,	,,	Yes.
		(*b*) For Honours Students, 1 hour a week every 3 years.	Theoretical and Historical.					
		(*c*) Teacher's Training Course, 1 hour a week every year.	Theoretical and Practical.					
Bristol ...	German.	1 lecture a week for 1 session.	Theoretically in connection with O.H.G. and M.H.G. Phonology.	None.	None.	—	—	—
	French.	No specified time.	Historical.	,,	,,	—	—	—
Cork	French and German.	1 lecture a week for 1 term in the 1st year.	Theoretical, 'but with a view to practice.'	I.P.A. (for black-board illustrations).	—	—	—	—
Belfast ...	,,	1 hour per week for Pass Students. 1 additional hour per week on Historical Phonetics for Honours Students.	Theoretical and Practical.	I.P.A.	Considerable amount of constant sound drill.	Yes.	Yes.	Yes.

University.	*Language.*	*Time devoted to Phonetics.*	*Treatment.*	*Script used.*	*Drill.*	*Dictation.*	*Reading.*	*Transcription.*
University College of Wales, Bangor.	—	Forms no separate part of Degree Course.	Incidental in various language lectures.	—	—	—	—	—
Aberystwyth	French.	—	No systematic treatment.	—	—	—	—	—
	English.	—	Some slight acquaintance with Phonetic Script is required for matriculation. No systematic treatment.	—	—	—	—	—
	German.	2 or 3 lectures at the beginning of each course.	Practical.	I.P.A., used at beginning of each course by Professor.	Indefinite. Special drill at beginning of each course in difficult sounds.	—	Yes.	—
Nottingham ..	—	—	Phonetic questions dealt with as they arise in language teaching. No systematic use.	The notation of New English Dictionary for Old, Middle, Modern English, and Gothic.	—	—	—	—
Birmingham	—	—	None of importance.	—	—	—	—	—
Aberdeen ...	German.	'A little.'	—	—	—	—	—	—
	French.	In Honours Classes (about 25 hours altogether).	Mostly theoretical. (Students expected to do a good deal alone.) Sound-changes explained phonetically.	I.P.A.	'Some' sound-drill.	—	Yes.	—

University.	*Language.*	*Time devoted to Phonetics.*	*Treatment.*	*Script used.*	*Drill.*	*Dictation.*	*Reading.*	*Transcription.*
Edinburgh ...	General Phonetics.	Not taught at the University. Would-be teachers of Modern Languages and of English are taught Phonetics under the Provincial Committee by Miss B. Robson, of the Training College.	Theoretical and Practical.	I.P.A. (with the addition of the visible speech symbols).	—	Yes.	Yes.	Yes.
	German and French.	Time in each language, 30 hours. The first part of the courses (General Phonetics, with special reference to English) is compulsory for all students.	Theoretical and Practical.	—	—	Yes.	Yes.	Yes.
Glasgow ...	—	A similar arrangement seems to exist. Students in training get—Undergraduates, 30 hours in 2 years; and graduates, 20 hours in 1 year at the Training College. General Phonetics are compulsory for *all* students in training. Some of the later hours are devoted to French and German sounds, if anyone wishes. Sweet's Method used throughout.	—	Sweet.	—	—	Yes.	Yes.

Colleges and Training Colleges.	*Language.*	*Time devoted to Phonetics.*	*Treatment.*	*Script used.*	*Drill.*	*Dictation.*	*Reading.*	*Transcription.*
Bedford College.	French.	(*a*) 15 to 20 lectures to Pass or Honours Students.	Historical Phonetics.	I.P.A.	—	—	—	—
		(*b*) A few lectures each year in Training Department.	Practical.	I.P.A.	—	Yes.	Yes.	Yes.

Colleges and Training Colleges.	*Language.*	*Time devoted to Phonetics.*	*Treatment.*	*Script used.*	*Drill.*	*Dictation.*	*Reading.*	*Transcription.*
Maria Grey Training College.	French and German.	No set course, but subject is dealt with in the practice (*i.e.*, Method) lectures on Modern Languages; and also in the personal supervision of the work of students teaching French or German. Also courses in Voice Production 1½ hours, once a week.	—	I.P.A. Note: Script not actually used, but taught from Viëtor's Sound Chart. Considerable attention is given to the production of English sounds.	—	—	—	—
Goldsmith's College: Men's side.	French. English.	5 lectures. 1 hour a week for 1 term for Certificated Students and University Students.	Theoretical and Practical.	I.P.A.	Only as far as practicable in large classes; but sound-drill is part of the course.	Yes.	Yes.	Yes.
Women's ...	English.	1 lecture a week (5 terms), covering Reading aloud and Recitation.	Practical, as applied to Elocution.	I.P.A.	A good deal of sound-drill.	,,	,,	,,
London (Day Training College).	—	1 hour a week, during the second of the 3 years' training.	Theoretical and Practical.	None.	Indefinite.	—	—	—
University College, Exeter.	English.	Has been practically dropped since the change in the Regulations of the Board of Education.	—	—	—	—	—	—
	French.	'Some lectures' at the beginning of the course.	Theoretical and Practical.	I.P.A.	To B.A. and B.A. Honours Students.	None.	Yes, in B.A. Honours Classes.	None.
	German.	No definite hours.	—	Used occasionally for reading.	—	—	—	—

Colleges and Training Colleges.	*Language.*	*Time devoted to Phonetics.*	*Treatment.*	*Script used.*	*Drill.*	*Dictation.*	*Reading.*	*Transcription.*
Cambridge Training College for Women.	English, French, and German.	1 hour a week during the 1st two terms of year of residence.	Theoretical and Practical.	I.P.A.	—	In 2nd term.	In 2nd term.	Yes.
Oxford, Cherwell Hall.	(No special instruction, but Phonetics forms part of the special lectures on Modern Language Teaching.)		—	—	—	—	—	—
Sheffield Training College.	English.	15 lectures to 1st year students. All the English reading classes begin with a course of instruction in Phonetics.	Practical.	I.P.A.	Classes large. 'Individual attention lessened.'	Yes.	—	—
	French.	A Phonetic Introduction.	—	—	—	Yes.	Yes.	—
Salisbury Training College.	English.	Left to the discretion of the lecturer.	Practical and Theoretical.	I.P.A.	Yes; at the beginning of each reading class (English).	,,	—	,,
	French.		Practical in the Reading Lessons.	—				
Swansea Training College.	English.	As prescribed by the Board of Education.	Practical.	I.P.A.	Varies according to size of class.	—	—	—
	French.	No special periods.						
Wantage ...	English.	1 hour a week for 6 weeks (except in the case of specialists).	Practical. Students are expected to *teach* Phonetics in the Modern Language Practical Lessons.	I.P.A.	Yes; but individual attention varies.	—	Yes.	No.
	German.					Yes.	,,	Yes.
	French.					—	Yes.	—
Edinburgh ...	English.	1 hour a week for 3 terms.	Theoretical.	I.P.A.	—	Yes.	Yes.	Yes.
	French.	,, ,,	—	I.P.A.	Yes.	,,	,,	,,
	German.	,, ,,	Practical.	I.P.A. (with the additional visible speech symbols).		,,	,,	,,

Colleges and Training Colleges.	*Language.*	*Time devoted to Phonetics.*	*Treatment.*	*Script used.*	*Drill.*	*Dictation.*	*Reading.*	*Transcription.*
Glasgow: (*a*) Training College.	General Phonetics (compulsory on all students in training.	40 hours, spread over 3 terms; 1 hour per week in 1st 2 terms; 2 hours per week in the last.	Practical.	Sweet.	Yes.	—	Yes.	Yes.
(*b*) University students in training.	—	Graduates, 20 hours in 1 year; undergraduates, 30 hours, spread over 2 years; 20 hours in 1st year and 10 in 2nd. Also a Teachers' Course on Saturday mornings.						
Aberdeen Training Centre.	English.	2 hours per week for 1 session; in all, 60 hours.	Theoretical and Practical.	I.P.A. (with the visible speech sounds).	1 hour a week (25 students). Special attention to sounds apt to be mispronounced in the Scottish rendering of Standard English.	Yes.	Yes.	—
Clapham High School Training Department.	French.	Included in the lectures on French Methods.	Theoretical in Methods Class; practical in Training School.	I.P.A.	Sound drill throughout school.	—	—	—
Winchester High School Training Department.	—	Does not form regular portion of course. Some special work done by Modern Language Students in training.	—	I.P.A.	—	—	—	—
Manchester Fielden Demonstration Schools.	—	No provision for Phonetics.	—	—	—	—	—	—

COURSES OF LECTURES ON PHONETICS.

London.	*Language.*	*Time devoted to Phonetics.*	*Treatment.*	*Script used.*	*Drill.*	*Dictation.*	*Reading.*	*Transcription.*
Professor Rippmann (Annual Course).	English, French and German.	5 lectures on the speech sounds of these languages.	Theoretical.	I.P.A.	—	—	—	—
Holiday Course	English.	5 lectures on the sounds of spoken English. 12 exercises in Practical Phonetics. 16 Reading Classes under the guidance and criticism of experts.	Theoretical and Practical.	—	Much, and varied opportunity.	Yes.	Yes.	—
Miss W. Ellis (Chelsea).	,,	Lectures (more especially for foreigners) all the year round. Daily lessons of 1¼ hours (7¼ hours per week).	,, ,,	I.P.A.	—	,,	,,	Yes.
Miss M. Wilson[1]:								
(*a*) Doncaster.	,,	12 lectures, 1½ hours each.	,, ,,	Sweet.	20 minutes to individual criticism.	,,	,,	—
(*b*) Shipley.	,,	,, ,,	,, ,,	,,	,,	,,	,,	—
Miss L. H. Althaus.[1]	French.	13 lessons of ⅔ hour (Easter term).	Wholly Practical.	I.P.A.	45 minutes.	,,	,,	Occasional.
Wakefield.	,,	12 lessons, 1½ hours each, in Michaelmas term.	Chiefly practical.	I.P.A.	About three-quarters of the lesson or more each time.	,,	,,	,,

[1] Under the West Riding Education Committee, Yorkshire.

THE MODERN LANGUAGE ASSOCIATION.

A MEETING of the Executive Committee was held at the College of Preceptors on Saturday, February 25.

Present: Messrs. Pollard (chair), Allpress, Braunholtz, Brigstocke, Draper, von Glehn, Hutton, Miss Johnson, Messrs. D. Jones, Kittson, Payen-Payne, Miss Purdie, Professor Rippmann, and the Hon. Secretary.

Letters were received from Mr. Andrews and Mr. O'Grady regretting inability to attend.

The minutes of the last meeting were read and confirmed.

The final draft of the Report on Examinations was approved, and it was agreed that copies should be sent to the examining bodies, educational associations, and other persons and bodies.

A memorandum by Professor Savory and Miss Althaus on the recent change in the Board of Education's regulations for the teaching of Phonetics in training colleges was submitted. On the motion of Professor Rippmann, the following resolution was passed, and it was agreed to ask the English Association if they would join in sending it to the Board:

'That the Modern Language Association notices with regret the omission from the latest regulations for training colleges of the syllabus in English phonetics which had appeared in the regulations in recent years, as calculated to check the progress of phonetic instruction, and begs to urge the Board of Education to reconsider their decision.'

A letter from the Teachers' Guild on a proposed 'Conference Week' in January was read, and it was agreed to reply that the Association would send a representative to any meeting which might be called to discuss the subject.

The Finance Sub-Committee presented a report and financial estimate for the year.

A letter from the College of Preceptors on the subject of reduced fees for teachers who belong to more than one educational association was read, and it was agreed to answer that the Committee could not express any opinion on the abstract question, but would send a representative to a conference on the matter.

The 'Holiday Lectures Sub-Committee was reconstituted as the 'Lectures Sub-Committee,' and various matters were referred to it.

The following fifteen new members were elected:

Major R. E. M. Barrett, Cranleigh School, Kent.

Miss Bowman-Smith, 34, Belsize Park Gardens, N.W.

Miss C. E. Brunyate, Kent College, Folkestone.

Miss E. F. Glyn, B.Litt., B.A., College for Girls, Malvern.

Miss M. B. Grundy, Liverpool College Lockerby Road, Liverpool.

H. P. Hughes, Merchant Taylors School, E.C.

E. C. James, 65, Guildford Road, Seven Kings.

Miss C. Jewson, B.A., 42, Cambridge Gardens, Ladbroke Grove, W.

Miss L. Kleinhonig, 47, Abingdon Villas, Kensington, W.

Miss C. Loveday, Clapham High School, S.W.

Miss Winifred Pye, Eothen, Caterham Valley.

Miss Mary Ryan, M.A., University College, Cork.

G. Waterhouse, B.A., Barley Hall, Heywood, Lancs.

C. H. Woodman, B.A., Little Grange, Folkestone.

G. F. W. Yeats, M.A., Rokeby, Wimbledon, S.W.

LONDON MEMBERS.

A united meeting of the London Branches is being arranged for *Friday, March* 24, *at* 8 *p.m.* As this is the first meeting of

the kind since the ormation of the various London Branches, it is hoped that all members will make a special effort to be present. All London members who are not yet associated with a Branch, and so will not get a private notification, are requested to take this notice as an invitation, and to reply to Mr. Allpress. The library of the *City of London School* (*Victoria Embankment*), the library of which is being kindly lent for the occasion. The Secretaries of the Branches are arranging a French entertainment.

NORTH LONDON BRANCH.

A large number of the members of this Branch met at Mr. Brereton's house on Friday, February 17. Mr. and Mrs. Brereton had taken a great deal of trouble to secure an enjoyable and profitable evening for the Branch, and it was very gratifying to see so large a gathering and to learn how much the evening had been enjoyed. The members of this Branch would like to take this opportunity of thanking Mr. and Mrs. Brereton, as well as M. Duhamel and Mlle Chateauville, for the enjoyment they gave them.

WEST LONDON BRANCH.

A meeting of the Branch was held on Friday, February 10, at the Notting Hill High School. There was a good attendance. Professor Rippmann took the chair.

The subject for the evening was 'The Transition from Phonetics to Ordinary Spelling,' and the discussion was opened by Miss Partington, whose thoughtful and suggestive paper roused great interest. Great stress was laid on the absolute necessity for accurate and methodical teaching at this critical stage: pupils must first acquire the power of analysing the sounds they hear, then of reproducing these sounds in phonetic script, and when the script has been thoroughly mastered, a transition to ordinary spelling can be made. The greater part of the work must be done by the pupils, and for a long time comparison between phonetic and ordinary spelling must form part of each lesson.

Miss Partington was followed by Madame de Boyes, who thought it would be desirable to have symbols differing more appreciably from the letters of conventional script.

Mr. H. W. Atkinson related some of his experiences in South Africa, where phonetics had been taught with excellent results.

Miss Pechey spoke of the great diversity of opinion regarding the length of time during which phonetics only should be taught.

In the discussion which followed several members took part. Professor Rippmann urged the necessity of the study of English phonetics before that of French. Miss Hart, of the S. E. Branch, had always found that pupils who had had training in phonetics spelled far more accurately than others. M. Barlet would prefer to take phonetics and conventional spelling concurrently, making pupils insert above difficult sounds the phonetic symbol which expresses it. This, he maintained, would remove the difficulty of learning two things nstead of one when a new language is begun. Professor Rippmann expressed the wish of the meeting in asking Miss Partington to allow her paper to be printed later in MODERN LANGUAGE TEACHING.

The meeting ended in a vote of thanks to Miss Paul for her kind permission to use the library of the school.

L. C. B.

BIRMINGHAM AND DISTRICT BRANCH.

A General Meeting was held at the University on February 15, when Professor Wichmann occupied the chair. The minutes of the last meeting were read and confirmed, whereupon the Chairman intimated that they had met to discuss various textbooks in use in the teaching of Modern Languages. Some well-known

French and German school-books were then criticized, discussions being opened by Messrs. McPherson and Pardoe. Messrs. Ager, Bowden, Clarke, and Mould took part in the ensuing discussion, the speakers giving the result of their experience in the use of the books under consideration. The Chairman, in closing the meeting, stated that he considered the time of the Association had been very well occupied in discussing the various books, and the remarks of the various speakers could not but be helpful to members who were desirous of profiting by the experience of others. ALFRED BOWDEN.

YORKSHIRE BRANCH.

A meeting of the Yorkshire Branch of the Modern Language Association was held at the Keighley Girls' Grammar School (by kind permission of Miss Atkinson) on December 6, 1910, when Miss Gunnell, M.A., Ph.D., read a most interesting paper on 'Stendhal, et le roman réaliste.' The attendance, however, was very disappointing, though it was no doubt accounted for by unusually bad weather, and the very usual pressure of work among teachers towards the end of term.

Professor Robertson, of University College, London, delivered a lecture at the Leeds University, on February 14, under the joint auspices of the Yorkshire branch of the English Association, and of the Modern Language Association, his subject being 'The Relation between the Dramas of England and Germany in the Eighteenth Century.' Professor C. E. Vaughan occupied the chair.

Professor Robertson, in the course of his lecture, said that in attempting to survey so large a field in dramatic history he would be content if by directing attention to certain aspects of the topic he could show how the study of the English drama of this period threw a light on the evolution of the German drama, and how the German drama might have, too, elucidated a period of the dramatic history of England which had received somewhat scant justice at the hands of English scholars. To the students of German he wished to address a plea for the more careful observance of the evolution of ideas in the German drama, and he desired to make a similar plea for the more serious consideration of the English drama of the eighteenth century. The eighteenth century was essentially a period in which all Europe thought and felt as one; and in consequence the study of eighteenth-century literature should be dealt with from the European point of view. For the great writers of that century were all good Europeans. As for the question of the indebtedness of one nation to the other, this was rather a one-sided affair. Nobody could pretend that the English drama of the eighteenth century learned anything from Germany. In fact, it did not know that such a thing existed in Germany, at any rate until the very end of the period, when a craze for certain aspects of the German drama arose in England, and became a factor in English romanticism. Much more important was Germany's indebtedness to England. Above all, the German theatre was indebted in a very high degree to the English theatre. The minor dramatists of Germany in the period between 1740 and 1770 were indebted to English plays in a hitherto quite unsuspected way, for the Germans knew all about Garrick and the management of the London theatres. In a concluding reference, Professor Robertson spoke of the great influence of the German theatre upon the English theatre, and urged that England even now might learn a little in this respect from their German cousins.

Professor Schüddekopf proposed, and Professor Moorman seconded, a hearty vote of thanks to the lecturer.

The next meeting will take place at Halifax on March 7, when Mr. T. R. Dawes will read a paper on 'Holiday Courses: Their Advantages and Disadvantages.'

CORRESPONDENCE.

A SUGGESTION.

MAY I trespass on the columns of the MODERN LANGUAGE TEACHING for a suggestion I should like to make as to the teaching of certain rules of French Grammar?

As far as I know the feminine of certain nouns and adjectives (*e.g.*, jardinière, muette), the doubling of consonants or insertion of an accent in some French verbs (*e.g.*, il jette, il mène), and many of the so-called irregularities of some tenses (*e.g.*, ils prennent, ils viennent), are always given in separate rules.

Would it not be better to embody all these rules under the very simple statement that the combination *e* + *cons* + *e* is impossible in French, and that whenever this combination tends to occur, the first *e* should be replaced by the sound ɛ, either by reduplication of the consonant or by use of an accent?

I give herewith several examples, which could, of course, be multiplied at will:

Verbs: il jette, ils tiennent, il préfèrera, il pèche (pécher).

Adjectives: chrétienne, belle, complète, sévère, etc.

Nouns: la sauterelle, la terre, Turenne, Molière, Rennes, etc.

It could further be pointed out that the doubled consonant is associated with the short sound ɛ, the accent ` or ^ with the longer sound ɛ:

belle	bɛl	lt rêve	rɛ : v
elle	ɛl	il relève	rəlɛ : v
la miette	mjɛt	le mystère	mistɛ : r

The same doubling of consonants following a short vowel happening, of course, in other languages:

der Herr	her	imbedded (short)
das Bett	bet	imbeded (long)

In French words, therefore, the choice between the doubling of the consonant and the insertion of an accent depends upon the correct discrimination between ɛ and *e*, in accordance with the old axiom: sound before spelling.

I think boys cannot be too emphatically told that all such cases as the above, *whatever the part of speech*, are only illustrations of a single rule of sound.

PH. GUITON.

A CORRECTION.

Will you kindly allow me to correct a paragraph in the February number of MODERN LANGUAGE TEACHING (p. 34, under the heading 'From Here and There'), reproduced from the *Journal of Education*?

The Parliamentary Paper referred to abolishes, along with the Professorship of Celtic Philology, *not* the Professorship of Modern Language and Literature, but that of the *corresponding* Modern Language and Literature—to wit, Irish; substituting for the abolished chairs others for Irish studies, and making a different allocation of salaries.

The misstatement in the *Journal of Education* has been brought to its author's notice, and has doubtless already been, or will soon be, corrected.

MARY RIGAN, M.A.
Professor, Univ. Coll., Cork).
Ronayn's Court, Douglas,
Co. Cork.
March 23, 1911.

[Our asteemed contemporary is usually so well informed that we accepted the announcement without hesitation. We notice that it has been withdrawn in the March number of the *Journal of Education*, and rejoice that the information was based on a misapprehension.—EDITOR, M.L.T.]

'EN TOUTE COURTOISIE.'

In the discussion on 'Grammatical Terminology' (February number, p. 20) Professor Brunot is reported to have said

that 'Conditional was unsuitable, because in such a sentence as "Je crois qu'il viendra"—put in the past, "Je croyais qu'il viendrait"—the *viendrait* is not conditional, but a future in the past.' Although I do not deny that *viendrait* is French, I think that, in the event of the expected person failing to turn up, most people would say 'Je croyais qu'il serait venu,' or, if point of time is implied, express the assumption in some gallicism, as 'Je croyais qu'il allait venir.'

But who could accept as a regular form in the modern spoken language, 'Sitôt que je l'*ai eu* acheté, je m'en suis repenti?' and 'Sitôt que j'*ai été entré* dans le magasin et que j'*ai eu vu* la chose, je l'*ai eu achetée?*' This certainly staggered me, as I never heard such French before, except among *nos bons frères Wallons.* What the Dickens does the Professor mean by hawking it about and passing it off as French on the puzzled English student? 'Dès que j'*eus lu* ce charabia, je me décidai à vous envoyer ce petit poulet.' En toute courtoisie.

EDMOND COURTOIT
(*Institut Sup. de Commerce*).
Antwerp,
March 4, 1911.

REVIEWS.

Robinson Crusoe. Edited, with Introduction and Notes, by A. C. LIDDELL. Pp. xviii + 332. Clarendon Press. Price 2s.

It is somewhat of a shock to find that nowadays even *Robinson Crusoe* must appear in an annotated edition, presumably for schoolroom use. Has the childish imagination indeed decayed so much, or are editors possibly over-anxious to explain everything and to make all books instructive? This book is nicely got up, and the illustrations and reproductions from early editions are most attractive. But the introduction is not likely to appeal to children, and most of the notes are far too obvious to be of any use to their elders. *Robinson Crusoe* ought not to be a formal textbook; to turn it into an auxiliary to the grammar and geography lessons is to rob boys and girls of a classic which ought to help them to a right understanding of the delights of literature. Its appeal should be to the emotions rather than to the understanding.

A Treasury of Elizabethan Lyrics. Selected and edited by AMY BARTER. Pp. 159. George Harrap and Co. Price 1s.

This is one of the best small anthologies we have had the pleasure of reading. The lyrics chosen are thoroughly representative of the different kinds of Elizabethan work; they vary in style and in worth, as the editor wisely intends, and they are grouped according to their origin in miscellanies, song-books, plays, and romances. There is an excellent introduction, brief, illuminating, and to the point; the notes tell us just what we require to know, and nothing else. There is a full table of contents at the beginning, giving the author and the exact place where the poem was originally published; and at the end is an index of first lines. The book is exceptionally well printed, and should be in the hands of all lovers of poetry.

A First Course in English. By W. S. BEARD. Pp. x+128. Methuen and Co. Price 1s. 6d.

This is an old-fashioned grammar on the old lines, with all the horrible definitions which haunted us in our schooldays, when we learned them by heart without any understanding of their value. 'A Vowel is a letter which makes a distinct sound by itself.' How can a vowel be a letter? and if it is a letter—*i.e.*, a symbol—how can it 'make' or even 'be' a sound? And so on, almost indefinitely. Then there are schemes for parsing with all the obsolete nomenclature of 'government' and the like; analysis, with all the ancient divisions into complex and com-

pound; examination questions, containing lists of ungrammatical sentences for correction and the other hideous sins of commission which we hoped had been banished from the schoolroom for ever. In short, this is a book to be avoided, and it is difficult to believe it was really first published in November, 1910.

Stories from Xenophon. By H. A. HAVELL. Pp. 256. Harrap and Co. Price 1s. 6d.

This is a delightful 'continuous reader,' distinguished by the excellence of its illustrations. It forms a first-rate introduction to Xenophon, and we commend it to the notice of teachers, who should, however, remember that it is not suited to young children, since it presupposes not merely the power to read fluently, but also some understanding of Greek conditions and some development of the historical sense. It is admirably adapted to boys and girls of eleven or twelve.

Poems by Clough. Edited by H. S. MILFORD. Pp. xiv + 257. Oxford Library of Prose and Poetry. Price 2s. 6d. net.

This scholarly reprint is specially interesting in that it contains both versions of The Bothie, and an introduction which deals principally with the 'so-called English hexameters.' Admirers of Clough will be glad to possess his chief poems in this pleasant form, and the volume is a welcome addition to the series to which it belongs.

Shelley's Prometheus Unbound. Edited, with Introduction and Notes, by A. M. D. HUGHES. Pp. xxxii + 224. Clarendon Press. Price 3s. 6d. 1910.

'This volume aims at producing a critical edition, with textual and explanatory notes, of the poems published by Shelley in 1820.' It belongs to the same useful series as the volumes of Coleridge and of Keats, which were reviewed in these columns a few months ago.

The account of the myth of Prometheus is most satisfactory, both as an interpretation and as a study of origins: the notes are also helpful. The edition is scholarly and sensible: it can be recommended.

Shakespeare's Julius Cæsar. Text and Notes by Professor MOORMAN and Dr. JUNKER. Pp. iv + 91 and 66. Teubner's School Texts. Leipzig and Berlin. Price M.1 the two, or, bound together, M.1.20. 1909.

This is a competently edited volume, designed primarily for the use of German schoolboys, but, as in the case of the *Macbeth*, which we have already reviewed, it deserves a wider public. Introduction and notes are alike satisfactory, and while they give all that is necessary to promote the understanding of the play, there are neither superfluous excursions into philology nor recondite, critical investigations. It is an excellent edition for the schoolroom, and wisely attempts nothing further.

The Old Testament Narrative. By A. D. SHEFFIELD. Houghton Mifflin Co. Pp. xxi + 510. Price $·75 net.

The editor has herein arranged in their historical sequence the narrative portions of the King James version of the Old Testament, rarely altering an expression which textual criticism has proved indefensible, and supplying a chapter heading for each episode. Frequent archæological illustrations and notes contribute to the increased interest which this rearrangement lends the narrative. The book is entirely non-sectarian. An introduction provides the requisite setting of Hebrew history in the history of the Ancient East. To those teachers of English who use the Bible as a stimulus to students of composition this book should prove highly serviceable. PERCY W. LONG.

A Spanish Grammar (Simple and Practical). By JOHN WARREN. Longmans, Green and Co. Pp. 194 + Vocab. 35. Price 3s. 6d.

Sixty-three lessons, a short section (in English) dealing with numerals and with verbs, and a Spanish-English, English-Spanish Vocabulary are the main divisions, of this book.

Each lesson consists of a statement (in English) about some point of Spanish grammar, then follow a series of sentences illustrating the matter under discussion,

and two rather lengthy exercises of the time-honoured type.

The book has some excellent features, though even these will not suffice to induce a Reform teacher to use it in his classes.

The author is evidently a teacher of much experience. He knows where students are likely to find difficulties, and he explores the difficult places carefully and lengthily. Thus, the lessons on the Spanish *se* and on the subjunctive are very thoroughly done.

The numerous and well-chosen examples illustrate the grammar so well that the statement of the rule and the author's loquacious admonitions are really unnecessary; they are, in fact, quite undesirable sometimes.

Siepmann's Primary French Course. Third Part. Pp. xvi + 289. Macmillan. 1909. Price 2s. 6d.

All those who have taken an interest in the story of young Henri's efforts to learn French will be overjoyed to hear that this tenacious son of Albion has, on his return from France, found in London itself the ideal Gallic *professeur*—a young friend of Mr. Dubois who is studying English, and who most obligingly undertakes to instil into his pupil a further taste for 'cette belle langue si claire et si limpide.'

Four subjunctives in five lines on the first page show the force of Henri's determination to like the literature of the country whose food and customs he already admires. He is duly initiated into the defects of the classical theatre, reads one or two scenes in *Le Cid*, and passes heroically to a similar study of *Andromaque*—or is it a study of Racine?

Molière and La Fontaine must, after this, seem somewhat like child's play; but with half a dozen pages of Fénelon and Boileau respectively the seventeenth century is brought to a noble close, and gives place with dignity to Voltaire and Rousseau.

The other half of the selections, intended for a second year's study, represents the romantic and modern schools; but here chronology is somewhat confused, Rouget de Lisle following Daudet. We should, however, feel so grateful to Henri for teaching us no less than *seven* stanzas of the *Marseillaise*, that criticism must hold its peace.

Grammar is by no means neglected. 'The Exercises . . . go once more over the ground already covered, and include the new work to be mastered.' Some schools will be reassured by hearing that 'a class which has grasped their [the exercises'] contents cannot fail to do well in examinations'; and, if only for this reason, the book must meet with a warm reception in many quarters.

Reformers will naturally find that it meets none of their needs. Its use of the mother-tongue (the young French professor finds it useful to practise his English), the translational basis of its conception, the artificial French of its introductory passages which have been specially compiled to introduce grammatical difficulties—all these characteristics and many others stamp the book as belonging to the older school of Modern Language teaching.

Several difficult literary subjects are given for 'free composition'; but there is no indication of how the desired resultant, the *dissertation littéraire*, is to be achieved.

Exercises on the French Verbs. By H. W. Eve. David Nutt. Price 1s. 6d. net.

The author's name is as well known as the Wellington College Series. This new addition is on the same lines as the former volumes. 'It is intended that these exercises should be used before proceeding to the author's exercises on the syntax. They are so arranged that the French portion of each should be done orally as an exercise in what is called 'extended grammar. The English into French is adapted equally for oral and for written work.'

FROM HERE AND THERE.

CAMBRIDGE UNIVERSITY. — Mr. Arthur Woollgar Verrall, Litt.D., Cantab. and Dubl., Fellow of Trinity, has been appointed to the Harmsworth Chair of English Literature.

LONDON UNIVERSITY.—The following internal students have passed the examination for the Teacher's Diploma: M. Dorothy L. Cole, Medieval and Modern Languages Tripos, Cambridge, St. Mary's College; Constance Cruttwell, Modern Language Honours School, Oxford, St. Mary's College.

GLASGOW UNIVERSITY.—The late Mr. James C. Harvie, of Brownlee, Lanarkshire, bequeathed £2,500 towards the endowment of chairs of French and German.

OXFORD UNIVERSITY, EXETER COLLEGE. —Mr. Edward S. Hudson, of Victoria College, Jersey, has been elected to a Scholarship on the foundation of King Charles I. for French.

OXFORD UNIVERSITY, EXETER COLLEGE. —A scholarship of the annual value of £60 will be awarded for German Language and Literature. Candidates must be of British nationality and must not have exceeded nineteen years of age on June 16. The candidate elected will be required to read for Honours in the Final Honour School of German Language and Literature. The scholar elected will be required, as a condition of enjoying his scholarship, to have passed or have gained exemption from Responsions before entering into residence. It is desired that residence should begin in Michaelmas Term, 1911. Residence cannot in any case be postponed after Hilary Term, 1912. Intending candidates should communicate with the Rector of Exeter College as soon as possible.

CHELTENHAM LADIES' COLLEGE. — A German recital was given on February 28. The vocalist, Dr. L. Hirsch, of Alleyn's School, Dulwich, gave a selection of German songs, including 'Die Grenadiere,' by Heine, 'Es ist im Leben häszlich eingerichtet,' by Scheffel, 'Der König in Thule,' and others. His performance was much appreciated. The programme also included German recitations by pupils of the College and the singing *en masse* of the 'Loreley' and 'Der gute Kamerad,' and finished up with a scene out of *Minna von Barnhelm*, acted by members of the staff.

Mr. W. A. BEANLAND, B.A., of the Grammar School, Swansea, has been appointed Headmaster of the Municipal School in the same town.

Mr. T. H. V. BOOTH, of the County School, Isleworth, has been appointed Modern Language master at the County School, Cardiff.

Mr. W. ROLLESTON has been appointed to a post at Elizabeth College, Guernsey.

The Hon. Secretary will also be glad to hear from any school or family which desires to receive a young French lady *au pair*.

Mr. F. BOULFROY (16, Rue de Corbie, Villers-Bretonneux, Somme, France) has three pupils, fifteen years old, who wish to exchange letters with English boys. Will one of our readers communicate with him?

A young English lady is wanted in a school in Germany to talk English to the pupils and help with supervision. Board, lodging, and small salary offered. Exchange of lessons with one of the German mistresses could be arranged. Apply for particulars to the Hon. Secretary, 45, South Hill Park, Hampstead, N.W.

A young German schoolmaster, who has just completed his *Probejahr* in a Real-

gymnasium and passed the Examination in French and English (*erste Stufe*), wishes to spend six months in England to perfect his colloquial knowledge of English. He is willing to give some hours instruction in a school in return for a small salary. Apply to Mr. L. von Glehn, 17, Warkworth Street, Cambridge.

* * *

From the list of the 1,226 members of the INTERNATIONAL PHONETIC ASSOCIATION, in the January issue of the *Maître Phonétique*, we gather that Great Britain still takes first place with 331 members; Germany comes next with 290; then Denmark with 74; France and the United States with 72 each; Chili with 59; and Austria-Hungary with 52. Our Dominions beyond the sea have 63 members in all, so that almost one-third of the total membership is contributed by the British Empire. The total shows a slight decrease since 1909, when there were 1,304 members (see MODERN LANGUAGE TEACHING, vol. v., p. 64). This, however, must be regarded as only a temporary setback. We should not be content with our present number of members; those who wish to have particulars of the Association should apply to Mr. Daniel Jones, 1, Upper Westbourne Terrace, London, W.

* * *

The following *arrêté* of the French Government has recently been issued:

Le maximum de service hebdomadaire des professeurs de langues vivantes est fixé à 14 *heures dans les lycées de la Seine et de Seine-et-Oise et à* 15 *heures dans les lycées des autres départements.*

We have not sufficient data for estimating the average number of hours per week that English Modern Language masters are expected to teach, but we believe it is rarely below twenty-one hours, and not infrequently twenty-four or twenty-five.

* * *

The Editor regrets that he is compelled to hold over several articles owing to lack of space. It becomes increasingly difficult to compress all that it is desirable to print into the available thirty-two pages.

GOOD ARTICLES.

THE JOURNAL OF EDUCATION, January, 1911: After Twenty Years: Retrospect and Forecast (J. J. Findlay). February, 1911: A Revolutionary Circular. March, 1911: Education According to Tolstoy (M. E. Sadler); The Training College of the Future (J. Adams); The Study of Education: A Forecast (J. J. Findlay); The Modern Languages Holiday Courses (E. J. Notcutt).

THE SCHOOL WORLD, January, 1911: Oral Work in Teaching English (A. E. Roberts). February, 1911: The Educational Ladder (H. V. Weisse); The Board of Educational Circular on the Teaching of English. March, 1911: Examinations and National Efficiency; Preliminary Investigations on Memory (E. O. Lewis).

THE EDUCATIONAL TIMES, February, 1911: The Teaching of English in Secondary Schools. March, 1911: The Art of Omission in Teaching (J. Adams).

THE A.M.A., January, 1911: Address of the Retiring Chairman (F. Charles). February, 1911: Looking Before and After (P. E. Matheson); Boarding Schools (H. R. Chillingworth).

LES LANGUES MODERNES, January, 1911: L'École des Examinateurs (J. Douady); L'Enseignement des Langues Vivantes par la Lecture Directe (L. Marchand).

REVUE DE L'ENSEIGNEMENT DES LANGUES VIVANTES, March, 1911: The Pronunciation of English: Past, Present, and Future (D. Jones); La Composition

Étrangère au Baccalauréat (L. Filhol); La Classe Vivante de Langues Vivantes (A. Pinloche).

DIE NEUEREN SPRACHEN, December, 1910: Die Psychologie der Charaktere in den Romanen George Meredith's (E. Wrage); Aus und über Amerika (A Rambeau). January, 1911: Sully Prudhomme (N. Hohbach); Einheitliche Aussprachebezeichnung (W. Viëtor).

EDITORIAL NOTE.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 15th of February, March, May, June, July, October, November, and December. The price of single numbers is 6d.; the annual subscription is 4s. The Journal is sent free to all Members of the Modern Language Association who have paid their subscription for the current year.

Applications for membership should be addressed to the Hon. Secretary, Mr. G. F. Bridge, 45, South Hill Park, London, N.W.

All subscriptions to be sent to the Hon. Treasurer, Mr. F. W. M. Draper, City of London School, Victoria Embankment, London, E.C.

Members wishing to receive or to discontinue receiving the MODERN LANGUAGE REVIEW are particularly requested to communicate with the Hon. Secretary. The subscription (7s. 6d. per annum) should be sent to the Hon. Treasurer at the same time as the annual membership subscription.

Contributions and review copies should be sent to the Editor of MODERN LANGUAGE TEACHING, 45, Ladbroke Grove, London, W. The Editor is assisted by an Advisory Committee, consisting of Messrs. R. H. Allpress, F. B. Kirkman, Miss Purdie, and Mr. A. A. Somerville.

The Hon. Secretary will be glad to receive from members the addresses of well-educated families on the Continent willing to receive English guests, which can be recommended to students and teachers wishing to study abroad. The addresses of houses where an English guest is not likely to meet any other English people are specially desired. Names of families should not be sent unless the member can recommend them from personal knowledge. Full particulars should be given.

Communications on the undermentioned subjects should be addressed to the persons named:—

Exchange of Children: Miss BATCHELOR, Grassendale, Southbourne-on-Sea, Hants.

Loan Library: A. E. TWENTYMAN, Board of Education, Whitehall, S.W.

Magic Lantern Slides: H. W. ATKINSON, West View, Eastbury Avenue, Northwood, Middlesex.

Residence Abroad (Women): Miss SANDYS, 30, East St. Helen's, Abingdon; **(Men)**: The HON. SECRETARY.

Correspondence on all other subjects should be addressed to the Hon. Secretary.

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMANN

WITH THE ASSISTANCE OF

R. H. ALLPRESS, F. B. KIRKMAN, MISS PURDIE, AND A. A. SOMERVILLE

VOLUME VII. No. 3 **May, 1911**

THE USE OF PHONETICS IN THE CLASSROOM.

THIS is a subject about which I dare say many of you know more than I do, especially as of late years my time and opportunities for scientific work of this sort have been rather limited. In schools like Lancing we get no beginners in French, and, with our German beginners, we can see the red-eyed examination-bogey glaring at us from very close quarters.

And in this connection I should like to voice what must be the fervent wish of many Modern Language masters in public schools—namely, that the preparatory schools, after having their hands so enormously strengthened by the head-master of Marlborough's resolution at last year's Head-masters' Conference,* and by the subsequent voting upon it, will seriously turn their attention to the teaching of French, and cease to send us boys who know no phonetics, no conversational French, no grammar, and who, if they have learnt to work at French at all, have in almost every case been taught to work synthetically from English, laboriously building hideous fabrications with faulty bricks. It would be infinitely better if they came without knowing one word of French.

When English and one modern foreign language and Latin are the only languages taught in the preparatory schools, and when as much time and skill are expended upon the teaching of that foreign language as upon the teaching of Latin in those schools, then our modern sides in public schools will cease to be the dumping-ground of preparatory school failures.

But to come down to the practical question of phonetics in the classroom.

I shall assume that you are all agreed that the teaching of pronunciation should form an integral part of the teaching of a modern foreign language, and that, until phonetics came to our aid, a very low standard of pronunciation prevailed throughout our schools; or, in other words, that you are prepared to admit that experience has demonstrated conclusively that the mere presentation of good models to the ear of the pupil, and re-

* You will remember that the resolution before the Conference was: 'That it is essential to give such a definite position to English and French in the entrance scholarship examinations that these subjects may not be sacrificed to a premature study of Greek.' This was carried by 32 to 1.

liance upon an innate power of imitation, was a totally inadequate procedure.

Now, this procedure — for we cannot call it a method—meant that we not only failed to realize that the sense of hearing, without the intelligent co-operation of other senses, is quite unable to produce a durable impression, but that we were ignoring the organic basis of speech-sounds.

Then the science of phonetics steps in, classifies sounds organically for us—that is, according to the configurations of the speech-organs—and points out that we have entirely failed to develop in ourselves and in our pupils that sense which plays the most important part in pronunciation—I mean the muscular, or, as Sweet calls it, the organic sense ; in other words, the power to feel the configurations of the speech-organs in sound-production. And, further, phonetics points out that we have been making no intelligent use of the sense of sight to strengthen sound-impressions.

Instead, then, of saying to a pupil, 'Do you not *hear* that that is not right?' we should say, rather, 'Do you not *feel* that that is not right?' 'Do you not *see* that that is not right?' And I think that these two questions indicate the lines along which we should work.

Our main object should be, then, the development of this organic sense (the basis of *Sprachgefühl*), and, for this purpose, to insure the full co-operation of sight, touch, and the muscular sense of fingers and hands involved in writing the signs.* That is to say, that I consider as essential the association of each sound with one definite sign, which is of such a nature, and which occupies such a position on a chart always hanging before the eyes of the class, as to call up at once the organic formation of that sound.

I consider that the sounds should be associated with the signs from the outset, and that the use of the phonetic signs may, with the transition to orthography, well occupy two terms ; that a careful description and explanation of the essential speech-organs should be given in the earliest lessons ; that a diagram of the larynx, and mouth, and nose should hang before the class, and that it should be of such a nature that tongue-positions can be chalked upon it and easily rubbed out.

The class should be supplied with penny mirrors, to enable them to copy accurately the teacher's lip and jaw positions. In teaching the vowels, objects always ready to hand should be selected, as representing the measurements of the jaw-opening and lip-rounding. And here, I think, absolute scientific accuracy may, to a certain extent, be sacrificed to practical utility. For instance, for—

Shut Vowels.

Jaw-opening* ... a knife-blade.
Lip-rounding for (*y*) and (*u*) ... ... pencil-point.

Half-shut Vowels.

Jaw-opening ... match-stick.
Lip-rounding for (*ɸ*) and (*o*) ... the other end of the pencil.

Half-open Vowels.

Jaw-opening ... little finger.
Lip-rounding for (*œ*) and (*ɔ*) ... ... second finger.

Open Vowels.

Jaw-opening ... second finger.

Very approximate measurements, you may say ; yes, but, all the same, invaluable. Try them.

Occasional phonetic demonstrations, with instruments such as Monsieur Zünd-Burguet's little box of apparatus, Mr. Atkinson's mouth-measurer, artificial

* It is by these senses mainly, if not entirely, that the deaf-mutes learn to speak. Of course, I do not refer to speaking with the fingers.

* As measured between front teeth.

palates, etc., would be excellent to emphasize the organic basis and to create further interest.

Every diagrammatic representation available should be employed.

The first item on the programme, after assigning a definite seat to each individual in the class, is a lecture on the importance of aiding the ear by the eye; the necessity for bringing all possible senses into play, in order to strengthen the sound-impressions—(and in this connection I may say that I believe in making boys write phonetic dictations); on the necessity for watching the master's mouth, and waiting until he has pronounced a new sound, word, or sentence at least twice before attempting to reproduce it; on the necessity for self-correction; and, indeed, on general class procedure for oral Modern Language work.

If time permits I will return to these points.

The very first lesson, or lessons, in phonetics would be devoted to the advantages and use of a phonetic alphabet, using English for the purposes of illustration. Then follow the description and explanation of the speech-organs, the difference between vowels and consonants, the meaning of the horizontal and vertical columns (I have in mind Viëtor's sound-charts), voiced, voiceless, and nasal sounds, the vowel-triangle, etc., great emphasis being laid on the correspondence of the positions on the chart to the actual positions of the speech-organs.

Then the vowels in detail. They should come first, to my mind, as being harder to acquire, and therefore requiring more time, and also as being even more essential to a passable pronunciation than the consonants. Then the consonants, followed by daily sign and sound drill, by constant sound-analysis and synthesis, the reading and writing of words and sentences on the board. A boy can write on the board, the class telling him what to write.

Out of a daily lesson of three quarters of an hour, about a quarter of an hour should be devoted to such work.

The remainder of the lesson is devoted to systematic conversational work, on such subjects as: the parts of the body, the classroom, school, weather, dates, birthdays, clock, ages, geography, post-cards, pictures, etc., together with mental arithmetic, visualized conjugation of verbs, grammatical analysis and elementary accidence, the learning by heart of elementary poetry and prose (which the teacher recites to the class) and the singing of French, or, as the case may be, German songs.

During this time—perhaps six weeks—no home-work can be set.

Not till the sounds and signs have been thoroughly mastered can we set home-work, otherwise we run the certain risk of mispronunciation.

The first home-work set would consist of the pieces learnt orally now presented in phonetic transcript, as reading lessons.

From these we may pass to other pieces in prose and verse, which would be prepared in class, first orally, then in transcript, and finally set to be learnt by heart or to be prepared as reading lessons.

Halfway through the second term, it may be, or perhaps earlier, the pieces already learnt by heart would be put up on the board in orthography, read through many times in class—words being tested in order and out of order—to prevent any change of pronunciation owing to the influence of the unaccustomed spelling, and then set for home-work as a reading, repetition, and spelling lesson. The spelling of each word must be absolutely mastered.

When a sufficient number of pieces have been treated thus, the most important part of the *transition work* begins. This takes place in class, and consists in the methodical compilation of a list of the signs and their orthographic equivalents, with a word, as an example, containing the equivalent in the initial position, another to illustrate the equivalent in a medial position, and a third for the final

position, if, of course, the equivalent is to be found in all three positions—*e.g.*,

S = (1) s (samedi, personne, fil*s*).
(2) ss (ble*ss*er).
(3) c (ciel, pla*c*er).
(4) ç (garçon).
(5) x (si*x*).

This list must be the result of laborious hunting on the part of the pupil—in the texts already learnt—for the orthographic equivalents.

At this stage it is well to use the English names for the letters of the alphabet, so that confusion between signs and letters may be avoided.

The teacher, of course, directs this hunting process, which is done with the phonetic and orthographic texts open side by side.

If any particular equivalent has not yet occurred, or if an example of the equivalent, in each of the three positions, is not to be found in the texts, blanks can be left and filled in when the words are met with.

The master writes the list gradually on the board, at the bidding of the class, who then copy from the board into their notebooks. Thus the list is constructed piece by piece and learnt at night by heart.

Final mute consonants and mute inflexions should also be catalogued. After this orthographic texts may be used.

If the transition has been carefully made, and the list thoroughly learnt, the spelling mistakes should be only within certain rational limits.

Vowel and consonant-drill and sound-analysis should not be dropped until pronunciation difficulties are comparatively rare.

The mere pointing to the chart should in future be sufficient to enable a boy to correct any pronunciation mistake which he may make.

And now one word as to the arrangement of the class and as to automatic correction.

You will find it a good practice to insist on young pupils sitting with folded arms. This prevents lolling, playing with pens, etc., and covering the mouth with the hand. It is obviously necessary that the teacher should be able to see all mouths.

Success in Modern Language teaching depends more on the cultivation of the power of imitation than on that of any other power. This fact should lead us to a very careful arrangement of our class, both as regards its position as a whole and also as regards the individuals of which it is formed. Unfortunately, the nature of many classrooms handicaps us severely in the arrangement of our class as a whole; but it is extremely important for oral work that the master should stand in such a position that the light may fall well upon his mouth. Nor should he stand too near to his class. If this mistake be made, boys on the front bench, more especially if they are small boys, habitually cease to keep their eyes on the master's mouth, owing to the strain of looking upwards. It is, further, of the utmost importance that each individual in the class should not only be in a good position for hearing, but that he should have a full front view of the teacher's mouth, in order that he may be able to put his lips and jaws in precisely the same position when it is his turn to imitate the sound or sounds made by the teacher. It is therefore advisable to have few boys in a row and to arrange the class in the form of a narrow oblong, with its short side facing the teacher.

The same consideration leads us to a careful and fixed arrangement of the individuals in our class. There are, of course, other considerations than the above which influence us in this matter, such as a pupil's power of concentration, his sight and hearing; but it will be found extremely useful to put a boy who has an aptitude for the work in the centre of each bench, with a 'duffer' on each side of him, and, if there be five in a row, which is about the highest limit for a good working number, a boy of moderate capacity at each end. These good boys are to be turned to account as assistant masters, and there can be little doubt

that they often achieve, in a few seconds, what will cost the master a minute or two. Duffers will learn to imitate them with comparative readiness, partly owing to their proximity, partly owing to a feeling that what can be achieved by a fellow-creature moving in the same plane as themselves can also be achieved by them, and, perhaps, be it said with shame, because even masters occasionally show signs of impatience, whereas the boy who has just overcome the difficulty in question has a more present sense of the difficulty, and is also lent patience by a certain excusable pride in his own achievement, and in being called upon to turn it to good account.

This greater readiness to learn from a fellow-pupil than from the master is a consideration which should materially influence our method of procedure with young classes. It should lead us to throw over the traditional plan of calling upon each individual in rotation to answer a question. We must turn our best pupils to account. They should be put on first to pronounce the new sound, repeat the new sentence, or read the new passage, after the master has given the model in the first instance; and when they have succeeded to his satisfaction a 'duffer' should be called upon at once, before the fleeting sound-impression has become materially weakened by allowing imperfect attempts to intervene, and then the moderate ones follow. The latter may be taken singly, if the sound or sentence is very difficult, and time permits, or, immediately after the efforts of the 'duffers,' the class may pronounce, enunciate, or read in chorus or in batches. Where the new sound, sentence or passage is not very difficult, time may be saved by putting on the clever and moderate boys, or even the whole class in chorus first, and then taking the weak ones in chorus afterwards. This plan of turning the good boys, as it were, into assistant masters encourages the backward and moderate pupils to work themselves up to the same standard of excellence, and thus induces a right and healthy form of rivalry, free from the evils which are engendered by constant place-taking and mark-giving.

It is obviously well in oral work that the pupils should correct each other, and we should have definite rules of procedure which work mechanically and save time like a machine.

The following plan will be found to work well: If A makes a mistake, he remains standing; B asks for permission to correct by putting up his hand; if he fails, he remains standing. C tries, and fails, and remains standing also; D corrects, and sits down; A corrects himself, and sits down, and B and C each in their turn; or, if the number of those standing be large and the time short, as soon as the corrector and corrected are seated, the remainder can repeat the correction in chorus.

This sounds a long process, but I believe it to be the truest economy of time. The mistake that passes uncorrected by the person who made it will be sure to crop up again.

Chorus work is, of course, invaluable. It gives confidence to nervous boys, it insures that many backward and slow boys speak, who would otherwise waste much time and form a heavy drag on the class, and by no device can revision of oral work be carried out so rapidly and effectively.

M. P. Andrews.

THE TRANSITION FROM PHONETIC TO ORDINARY SPELLING.

ONE is so often asked by those who are not yet converted to the exclusive use of phonetic script in the early stages of language learning, if it has not a tendency to make the acquirement later on of correct spelling in the ordinary script a difficult achievement. To this question experience has but one reply, and it is this:—If the transition from the phonetic script to the ordinary spelling is carefully worked out, the children who have been trained on phonetic lines from the beginning invariably make better spellers in the end than those who have been so unfortunate as to have had no phonetic training at all.

But there is one thing to be borne in mind. If the production of accurate spellers is to be the happy result of our labours, the phonetic training in the first place must be exceedingly thorough and efficient. There must be no half-hearted, desultory methods employed; the teacher must be very clear in her own mind as to what she is doing.

Now, the acquisition of a good pronunciation is one of the problems that present themselves at the very beginning; it cannot be put off or left to haphazard achievement, and we must see that our pupils, no matter at what age they begin, acquire a thorough and accurate knowledge of the fundamental sounds of the language they are studying; so our first effort must be to obtain perfect accuracy in detail. Our pupils *can* and *must* be taught to listen, to analyse and to reproduce; they must learn to control their speaking mechanism in such a manner that they become able to make their organs of speech assume and retain certain definite positions at will. The sounds must be practised vigorously and energetically (especially when it is a case of learning to utter the French vowel sounds), there must be no slurring allowed, no apathetic attempts to get somewhere near the sound; the whole attention of the class must be centred on accurate reproduction.

When we feel sure that our class can produce the foreign sounds properly, then, but not till then, we may introduce them to the phonetic script. We must, however, be very careful not to make the mistake of thinking that our phonetic work can now be all, or nearly all, written work. Sound drill, in chorus and by individuals, must still be frequent and vigorous. We must use the phonetic script mainly as a help to correctness of pronunciation; its function is to remind the organs of speech, through the medium of the eye, that certain positions of tongue, or lip, or jaw, must be assumed in succession, in order to produce the collection of sounds which go to make up words and phrases.

The alphabet of sounds once learnt, in such manner that the class can produce without hesitation the sound represented by any symbol pointed out at random on the phonetic chart, then the time is ripe for reading from the phonetic script, and for exercises in phonetic dictation.

As our endeavour is to make the children understand at once the spoken language, it is wise for the teacher to go over the lesson first with the help of the wall picture, if such is being used, the books containing the lesson in the script being closed, and the class repeating each sentence after the teacher. Then the books can be opened, and the children can read aloud in turns from the phonetic script, giving the component sounds of each word separately and distinctly, and finally running them together to produce the word as a whole. By these means accurate pronunciation of any new or difficult word is acquired at once, and there is no bungling or producing of false impressions, to

be eradicated later at the cost of much time and trouble. When the class can do this reading pretty well, then a certain amount of phonetic dictation may be done ; but, once more, we must not forget that phonetic script is to act primarily as a *reminder* of accurate pronunciation, and it must be correlated to the subject-matter taught. So for practice in dictation in early stages it is a good plan to let the children take down any little recitation, piece of poetry, dialogue, or song they may happen to be learning. Let them realize the *practical* use of phonetics at once, and see for themselves what a help the script can be when they are preparing their lessons alone, and how it will enable them to gain a correct pronunciation by themselves without having to appeal to any outsider.

When a class is taking down a phonetic dictation, it is perhaps a good plan to proceed as follows :—The teacher gives it out word by word, the class give the sounds which go to make up a word one by one, and a child is called out and told to point out each sound on the chart as it is uttered. Another child may be told off to write the sounds on the board, the rest of the class writing them in their notebooks or looking on and criticizing the version on the board. As each word is completed in phonetic script, the class is called upon to utter it in chorus. At a little later stage the children may be trained to take down for themselves the sounds and words as the teacher gives them, a correct version of each line of poetry or each sentence being written by one of the class on the board for the detection and correction of any errors. It is astonishing and gratifying to find how eagerly and enthusiastically even young children take to this work, and how quickly they soon learn to distinguish, analyse, and produce the foreign sounds, and finally write the symbols representing them.

The length of time given to this phonetic training naturally varies according to the material one has to handle ; but when a class has been working on these lines long enough to have acquired proficiency in pronouncing the simple vocabulary of foreign words at their disposal, then an attempt should be made to introduce the ordinary spelling. This, however, must be done warily and carefully.

Now, in all teaching, but perhaps more especially at the time of this transition period, it is well to keep ever present in our minds the great necessity for letting the children do the bulk of the work themselves. Any fact which is the child's own discovery has, as we all know, a far greater chance of being understood and remembered than when it is merely stated by the teacher. So in this transition stage we teachers must be careful not to do the work, but to let the children discover all that they can unaided. We may lead right up to the discovery by carefully worded questions, but we must let the children have the final joy of really making it themselves, for in this way interest is more likely to be stimulated and curiosity kept awake. So, bearing this principle ever steadfastly in mind, let us suppose that we have before us a class that has been learning French by means of phonetics from some such book as the *Dent's First French Book*. Our first step will be to choose carefully a few simple sentences out of the earlier lessons in that book which are quite familiar to the children both as to meaning and sound. Let us have these sentences written up on the board in phonetic script. The children read each one carefully and slowly aloud in chorus ; then the teacher tells the class that she is going to write again these words and sentences (perfectly familiar to each individual in the phonetic writing) in the manner in which they must expect to see them spelt when they come across them in ordinary print. So, side by side with each sentence in the phonetic script, she writes up the ordinary spelling. The next step is to compare the two scripts and invite comments.

Suppose, for instance, we have the following sentences written up on the board for consideration :

ʃarl ɛt œ̃ garsɔ̃.	Charles est un garçon.
lez ɑ̃·fɑ̃ sɔ̃ dəvɑ̃ lə ʒardɛ̃.	Les enfants sont devant le jardin.
lə kana:r na:ʒ.	Le canard nage.
lə pɛ:r trava:j.	Le père travaille.
ʃarl ʒu e mari ʒu osi.	Charles joue et Marie joue aussi.
lə kantɔ̃ sɔ̃ dɑ̃ lo.	Les canetons sont dans l'eau.
la mɔ̃·taɲ ɛ ot.	La montagne est haute.
ʒyli nɛ pɑ vjɛ:j.	Julie n'est pas vieille.
lə pɛ̃ ɛt yn ʃo:z.	Le pain est une chose.

(One naturally chooses such sentences as will illustrate a certain number of points likely to strike the children at once, and which one intends to drive home at the lesson.)

Now, after the children have considered the above sentences for a time in silence, some little hand will be sure to go up announcing a discovery. The point that generally strikes the children first is that in the ordinary French spelling certain letters are not sounded at all. Possibly also someone will be struck by the fact that these silent letters come mostly at the end of words. If that piece of knowledge is not arrived at spontaneously by some member of the class, it is the teacher's place to elicit it by a few questions which will help the children to draw the conclusion for themselves.

Then, probably, the next discovery will be that the nasalized vowels take two letters to represent them in ordinary spelling, and that one of these letters is always *n*. In another lesson words like *ombre* and *chambre* and *printemps* can be used, and the children led to formulate for themselves the rule for the substitution of *m* for *n* in nasal vowels before certain consonants, and they can also at a later stage be led to discover why the letters *an* in *canard* and *caneton* are not to be pronounced as nasalized vowels.

Another early discovery will probably be that phonetic *u* is represented by the letters *ou*, and that in French spelling the sound of the letter *u*, as in *Julie*, is that written *y* in phonetics ; that *ɲ* takes *g* and *n* to write it in French, and that the sound *o* can be written *au*, *eau*, as well as *o* ; that the letter *a* in French is commonly pronounced a, that the letter *g* has sometimes a soft sound, as in *nage*, and is not always hard, as in *garçon* (the reason for this is easily discovered). Also that in *travaille* and *vieille* one *i* and two *l's* go to make up the sound of *j*.

When several examples of a rule have been discovered, it is well to begin to classify and enter them in a notebook. Let the children rule columns, and place a phonetic symbol at the head of each. For instance, let them begin by ruling four columns, and putting at the head of them the four nasalized vowel symbols. Then they might hunt out the words in the sentences under consideration which contain the different nasalized vowels, and enter them in the respective columns to which they belong, underlining in each case the special letters which are used to represent the nasal sound at the head of the column.

Our columns can be added to as instances of fresh rules are found out, and the discoveries made by the children themselves will be emphasized by being written down, and they will be thus implanted all the more firmly in their memories. After some more work in this direction, always, however, done in connection with phrases and sentences which are already familiar to the children and form part of the vocabulary of previous lessons, the sentences may be read straight from the French script without any reference to the phonetic symbols, and after a few weeks' practice the teacher will find that the transition is practically effected. For a short period phonetics can now be allowed to take a back seat, but they must never really be completely lost sight of or allowed to grow rusty through disuse. The help that they can be t the teacher and to the children through-

out the whole school course is too valuable for them to be put aside entirely. Phonetic dictation should be given from time to time, the words of a new song or a new recitation can furnish an excuse for it, and we must make it a point to let the children who have once mastered and been taught to handle the phonetic script keep it ever ready at their finger-ends to note the pronunciation of any new word which presents a difficulty. The writing of the phonetic and the ordinary spelling of the new word side by side tends to emphasize the latter, and drive it home more forcibly; and, paradoxical as this may seem to some, the more bizarre the ordinary spelling of the word, the more forcibly will it be impressed upon the child's memory by comparison with the phonetic symbols.

In conclusion, if we have taught our children to *use their ears properly* and to *listen carefully*, we shall in all probability find that when we set them down to write a French dictation in ordinary French spelling, the task will be shorn of half its difficulties and terrors. Having learnt, by the help of their classifying columns, the various combinations of letters which go to make up the various sounds, our pupils have a far greater chance first of *hearing* correctly and then of *spelling* correctly than those unfortunate children who are set down to grope their way through the intricacies of French pronunciation and spelling without any system to guide them.

One final word of warning. If the children are asked to spell aloud in correcting a dictation in ordinary script, insist upon the French names for the letters being used, and upon the words being divided into syllables according to French rules. It is not a difficult thing to achieve; a little perseverance on the part of teacher and children, and it is done, and the result is well worth the effort. But to make use of the English names of letters in spelling over a French dictation (and, incredible though it appears, I have sometimes heard this done) is most illogical, and is productive of nothing but chaos and bewilderment.

V. PARTINGTON.

LA TRADUCTION.*

ON vient de vous dire que je dois vous parler de la traduction, et vous vous demandez, assurément, ce que l'on peut bien en dire, sinon, ce que tout le monde admet, qu'elle est malaisée. En effet, tout professeur de langues peut dire, avec une sincérité que nul ne songerait, à mettre en question : Difficile, la traduction l'est certainement !

'Sans en chercher la preuve
En tout cet univers, et l'aller parcourant,
Dans *mes élèves* je la treuve !'

Il n'y aurait aucun avantage à fournir des preuves à l'appui d'une vérité, hélas, trop évidente ; essayons plutôt de découvrir les causes des difficultés que présente la traduction, afin de mieux apprécier, dans la suite, l'œuvre du traducteur.

* * * *

Nous examinerons donc, tout d'abord, le rôle du traducteur, les qualités qu'il doit posséder, les obstacles qu'il doit surmonter, le degré d'exactitude qu'il peut espérer atteindre, et, en dernier lieu, nous ajouterons un mot sur la valeur de la bonne traduction.

Le traducteur est un vulgarisateur ; il doit présenter une œuvre à des personnes qui sont incapables de la lire par elles-mêmes. Son rôle est comparable à celui du disciple qui annonce à la multitude les enseignements jusqu'alors ésotériques d'un philosophe. Il doit faire valoir l'enseignement du maître sans en discuter la justesse ; être l'interprète

* Paper read at the Cercle littéraire et artistique Français (a branch of the Alliance Française) at Catford.

auprès d'une nation d'une doctrine qu'il n'a pas lui-même élaborée.

Pour accomplir fidèlement cette tâche, le traducteur devra connaître parfaitement la pensée de l'auteur ; il devra la connaître subjectivement, devenir pour un temps ce qu'était l'auteur lorsqu'il composait son livre, afin de pouvoir communiquer sa pensée avec toute la force et la sincérité de l'œuvre originale.

On voit immédiatement que la tâche du traducteur n'est pas aisée. Un homme peut-il de cette façon confondre sa personnalité avec celle d'un autre, devenir, par un effort de la volonté, son Sosie intellectuel ? Les hommes se ressemblent probablement moins encore par la pensée que par les traits du visage. Il est vrai que la raison universelle, une logique rigoureuse, des principes de morale identiques, de l'enthousiasme pour une même cause, peuvent donner à deux hommes une certaine ressemblance intellectuelle et morale ; mais ce ne sera guère qu'une ressemblance générale comme celle qui peut exister entre plusieurs membres d'une même classe ou d'une même famille. Il restera encore des diversités infinies dans tout le détail de l'âme, différences indéfinissables peut-être, comme celles qui existent entre les traits des hommes, mais qui suffisent néanmoins à distinguer parfaitement les visages les uns des autres. Or, ces différences ne laisseront pas, il nous semble, de se faire sentir entre le texte original et la traduction, si consciencieusement que travaille le traducteur à les faire disparaître.

Pour se mettre autant que possible au point de vue de l'auteur, il est de première importance que le traducteur connaisse son langage particulier. Une connaissance générale de la langue dans laquelle il a écrit ne suffira pas, car elle ne lui donnera pas cette compréhension nette et précise de la pensée de l'auteur, qui est ici de rigueur. En effet, une étude, même superficielle, de plusieurs ouvrages en une même langue, vous laisse sous l'impression que les écrivains de même nationalité entendent parfois leur langue maternelle de manières un peu différentes. Cela s'explique, du reste, assez facilement. Les expressions qu'un auteur emploie ont toutes, pour lui, des significations fortement nuancées par les circonstances dans lesquelles il a vécu et par ses tendances psychologiques et morales : par son *moi*. Pour saisir immédiatement la pensée d'un écrivain, il faudrait avoir une âme semblable à la sienne, il faudrait aussi avoir vécu dans le même milieu que lui, avoir reçu la même éducation, afin que telle expression qu'il emploie suscite dans l'esprit la suite des idées par laquelle il a été amené à en faire usage. Or, ces conditions ne se présentent à peu près jamais, même chez le lecteur ordinaire, le compatriote de l'auteur ; à plus forte raison chez le traducteur qui est le plus souvent un étranger. Songez donc qu'en relisant après un certain lapse de temps un manuscrit ou un article que nous avons écrit, il nous arrive parfois d'éprouver quelque difficulté à nous *rappeler* pourquoi nous avons fait usage de telle expression plutôt que de telle autre ; le traducteur, lui, ne peut rien *se rappeler*, il doit reconstituer l'âme de l'auteur d'après les indications que lui fournissent l'ouvrage. Si l'on admettait la thèse que certains ont soutenue, à savoir : qu'une connaissance parfaite d'une langue étrangère est impossible, parce qu'elle présuppose, en quelque sorte, une double personnalité, nous n'aurions qu'à clore ici cette discussion en déclarant non seulement que la bonne traduction est impossible, mais encore que l'entière appréciation d'un ouvrage en langue étrangère est inconcevable. Mais, précisément, cette thèse nous ne l'admettons pas. Certes, nous ne nions pas qu'il soit extrêmement difficile d'atteindre à la connaissance parfaite d'une langue étrangère, mais de l'extrêmement difficile à l'impossible il y a loin assurément ! Étant donné des circonstances favorables à une éducation franco-anglaise, étant donné surtout un esprit souple, alerte et sympathique, nous ne voyons pas pourquoi on affirmerait, a priori, l'impuissance d'une même

intelligence à comprendre parfaitement Shakespeare et Racine, s'il est admis que la même personne peut comprendre deux auteurs qui se ressemblent aussi peu que Spenser et Tennyson.

Il est certain qu'on n'arrivera jamais *à coups de lexique* à comprendre un ouvrage étranger. Les expressions intraduisibles sont beaucoup plus nombreuses que les lexicographes n'osent admettre ; et la plupart de celles qui passent pour avoir des équivalents dans deux langues (l'anglais et le français, par exemple) changent de sens selon qu'on les prononce à l'anglaise ou à la française. C'est le cas même où une langue a emprunté un mot à l'autre sans en changer l'orthographe.

Direz-vous que les expressions 'church' et 'église,' 'sport' et 'sport,' 'people' et 'peuple,' 'poetry' et 'poésie,' et bien d'autres encore, ont la même signification en anglais et en français ? Les lexiques l'affirment et les dictionnaires en donnent des définitions à peu près identiques ; et pourtant ils suscitent dans la pensée de l'Anglais et dans celle du Français des images assez différentes.

Permettez-moi d'éclaircir ce point par un exemple : Je pense, en ce moment, à une ville, capitale d'une nation qui a joué, et joue encore, un rôle important dans le développement de la civilisation moderne. Cette capitale est située dans un bassin argileux, sur les bords d'un large fleuve, grande voie de communication avec l'intérieur et l'extérieur. Les Romains l'occupèrent pendant plusieurs siècles, et y élevèrent des monuments et des travaux qui ont depuis longtemps disparu. Elle est actuellement le siège du gouvernement ; c'est là que se réunissent les deux assemblées chargées de préparer des lois au nom de la nation. C'est là aussi que se réunissent les sociétés savantes—sociétés littéraires, artistiques, scientifiques, religieuses, et autres ; c'est là encore qu'on rédige les grands journaux quotidiens qui fabriquent et distribuent au moyen de millions d'exemplaires, sinon la sagesse, du moins les opinions politiques. Cette ville a aussi une grande université, des musées de peinture et d'antiquités extrêmement riches, une bibliothèque nationale, des églises de tous les styles pour accommoder toutes les religions, et, enfin, les plus grands et les plus somptueux théâtres du pays. Elle est, en outre, un grand centre commercial. Presque toutes les maisons de commerce de quelque importance y ont leurs bureaux d'administration ; c'est de là, comme centre, que rayonnent toutes les grandes lignes de chemin de fer. Elle est riche, notre ville ; le luxe le plus effréné y règne à côté de la misère la plus dégradante. Quel est le nom de cette ville ? Paris, assurément ! Eh bien, oui ; c'est Paris, ou, si vous le voulez, c'est Londres, car nous n'avons rien dit qui ne soit également vrai de l'une et de l'autre de ces capitales. De même qu'une description peut suggérer à un Français l'idée de Paris, à un Anglais l'idée de Londres, de même les définitions, nécessairement générales, que donnent les dictionnaires, provoquent chez l'Anglais et chez le Français des idées qui ne se ressemblent guère plus entre elles que Paris et Londres. Il y a, en effet, toujours une différence entre la signification d'un mot français et celle du mot anglais qui y correspond. Cette différence est précisément celle qui existe entre la vie française et la vie anglaise. En d'autres termes, les mœurs d'une nation constituent le meilleur dictionnaire de sa langue.

Je ne veux pas vous décourager. Je suis loin de dire que vous ne puissiez arriver par l'application, tout en restant en Angleterre, à comprendre le français. Certes, votre présence ici, à une conférence donnée en langue étrangère, et le fait que vous suivez parfaitement mon raisonnement, fourniraient une preuve éclatante qu'une pareille affirmation serait exagérée. Mais ce que je tiens à dire, c'est que si vous désirez savourer en connaisseurs le 'bouquet' d'un poème français, si vous voulez apprécier pleinement les beautés d'un roman, et surtout si vous prétendez révéler ces beautés à d'autres, si vous aspirez au rôle d'interprète, de traducteur, il vous faut aller vivre parmi les Français

jusqu'à ce que votre âme y ait acquis droit de cité ; il faut que par le cœur et par l'intelligence vous deveniez Français.

* * * *

Admettons, donc, que le traducteur arrive, par des prodiges, sans doute, mais arrive, enfin, à une connaissance vraiment compétente de la langue de l'auteur ; admettons même qu'il réussisse à se placer à son point de vue, à saisir parfaitement sa pensée intime ; il se heurtera alors à de nouvelles difficultés. Lui sera-t-il possible, en effet, de faire saisir cette pensée à ses lecteurs ? Il s'adresse à des personnes dont les habitudes intellectuelles et les mœurs diffèrent parfois beaucoup de celles de l'auteur. Leurs jugements sur les questions morales, politiques, sociales, ou domestiques, feront que, même avec une traduction très juste sous les yeux, les lecteurs se méprendront sur la pensée et l'intention de l'auteur. En outre, toute la poésie (qui est essentiellement le résultat de certaines assonances, et de l'association de certaines idées à certain sons) n'existera plus dès qu'on emploiera d'autres expressions ; et avec la poésie l'enthousiasme qu'elle récèle et qu'elle communique s'évanouira aussi.

La mentalité du lecteur d'une traduction du français est souvent comparable à celle d'une personne insuffisamment instruite, qui ne peut, par conséquent, apprécier pleinement l'ouvrage qu'elle déchiffre ; car, en effet, ce qui lui manque, c'est précisément cette culture française de l'esprit qui est indispensable à l'appréciation d'un chef-d'œuvre français. Ainsi un Anglais instruit, qui lisait facilement le français, me disait un jour très sérieusement : 'Il n'y a point de poésie en Français ; il ne manque pas d'œuvres dites poétiques, mais de poésie il n'y en a point.' L'énormité de ce jugement, et surtout le dogmatisme du jeune critique, me coupèrent, je l'avoue, la parole.

Je ne répondis rien, car que dire en effet ? Lui citer ces fragments de Ronsard, Malherbe, Corneille, Racine, La Fontaine, Lamartine, Musset, et Victor Hugo, qui, comme pour protester contre ce que je venais d'entendre, me vinrent en foule à l'esprit, c'eût été une profanation—il les avaient lus, appris, dévorés, sans les goûter. Ce ne fut que longtemps après que je compris comment ce garçon intelligent en était venu à dire une pareille sottise. Je découvris que, sans s'en rendre compte, il traduisait en anglais tout ce qu'il lisait ; il avait acquis à l'école la funeste habitude de la traduction rapide (c.à.d., inadéquate), et la fatale conviction qu'il avait apprécié ce qu'il avait pu traduire. C'était *pour lui* que la poésie française n'existait pas ; et pour lui elle n'existera probablement jamais. Il associait dans sa pensée le mot français à une idée anglaise. Quelle poésie résisterait à pareil traitement !

La position du Français vis à vis d'une traduction de l'anglais est tout à fait semblable ; ce qui en anglais était *touching* devient en français *de la sentimentalité larmoyante.* Comme le disait de Mme de Staël : 'Il n'y a pas un Beau universel et des canons esthétiques invariables.' Pour juger ou apprécier une œuvre, il faut donc se placer au point de vue national.

Ce que l'on vient de dire ne s'applique que dans une très petite mesure aux ouvrages scientifiques et philosophiques. Le milieu où l'on apprend le langage scientifique, c'est le laboratoire de physique ou de chimie ; les lois naturelles, qui ne connaissent ni pays ni frontières, fixent le sens des termes, et à mesure que les connaissances positives avancent, et se précisent, les différences d'interprétation de ces termes tendent à disparaître. Il serait manifestement absurde de parler du point de vue national ou personnel en matière de science.

Pour ce qui est du langage philosophique on peut dire que chaque philosophe invente le sien, et qu'on comprend sa philosophie à mesure qu'on arrive par l'étude de l'âme même à fixer le sens des termes qu'il emploie et des rapports qu'il décrit. Mais pour ce qui est des ouvrages dont la valeur dépend du style, pour ce qui est des œuvres poétiques et des ouvrages qui frappent l'imagination ou en appellent

aux sentiments, leur traduction—tâche extrêmement délicate—exige de la part du traducteur un talent et une application tout à fait extraordinaires. Et que de fois ceux qui étaient à même d'établir une comparaison entre les œuvres originales et les traductions ont dû admettre que celles-ci n'étaient que les pâles fantômes de grandeurs déchues ! Notez que, fort souvent, on ne saurait, sans commettre une grave injustice, mettre le blâme de cette insuffisance sur le traducteur lui-même. L'inflexibilité de la langue dans laquelle il traduit, la richesse poétique de l'œuvre originale—que sais-je encore ?—l'absence chez les lecteurs des sentiments qui animent l'auteur, et, par conséquent, du langage nécessaire à leur expression, peuvent expliquer mille imperfections : il n'en faudrait pas davantage, assurément, pour réduire à l'impuissance les plus belles périodes d'un St. Paul ou d'un Cicéron.

Vous me rappellerez, sans doute, qu'il existe, pourtant, un exemple de bonne traduction—à savoir : la version anglaise des prophéties hébraïques. En effet, nous ne retrouvons dans cette traduction aucun des défauts qui caractérisent, d'ordinaire, les écrits de ce genre. Le langage simple, le style soutenu, vigoureux, souvent même majestueux, s'accordent parfaitement avec cette morale primitive, mais robuste, et, en somme, juste, que ces livres enseignent. Les paroles pleines de vie et de force, vibrantes parfois d'une émotion tendre, souvent d'une indignation fougueuse, sont traduites avec un art si parfait qu'elles vous laissent sous l'impression de les avoir entendu prononcer par les divers auteurs du recueil. On se demande comment les traducteurs ont pu arriver à un résultat si excellent.

Le fait est que cette version de la Bible a joué un rôle à peu près unique dans l'histoire de la littérature. Elle a été la base de l'éducation littéraire et morale des Anglais. Son vocabulaire, ses conceptions poétiques, sa morale, ont déteint sur toutes les branches de la littérature anglaise, ont véritablement donné aux Anglais leur langue, en la fixant, et ont, en même temps, préparé leur esprit à apprécier la pensée et la poésie des anciens prophètes hébreux. Ce sont les Anglais qui se sont adaptés à la traduction, et non la traduction aux Anglais. Les versions françaises des mêmes prophéties sont loin d'avoir eu le même succès. On y trouve certainement des passages qu'on pourrait citer comme exemples d'éloquence, mais en général, les conceptions poétiques des prophètes paraissent plutôt étranges que belles ; on sent que ni la langue française ni l'esprit français ne se prêtent à ce genre de poésie. On a certainement en français des poèmes basés sur les écrits hébreux, qui ne le cèdent en rien aux plus beaux passages de la Bible anglaise. Le poème de Malherbe, ' N'espérons plus mon âme aux promesses du monde '—en est un illustre exemple.

Mais je vous ferai remarquer que cette poésie est ici toute française quoique le sujet vienne de l'hébreu. C'est une paraphrase, et non une traduction. Par contre, ' Comfort ye, comfort ye my people, saith the Lord,' et tout ce xl. chapitre d'Esaïe, est véritablement une traduction qui conserve les expressions et la pensée hébraïques, et qui ne laisse pas d'être, aux yeux des Anglais, un fort beau poème.

Le cas de la Bible anglaise de 1611 est, il faut l'avouer, tout à fait exceptionnel. Le traducteur moderne, ne pouvant former la langue et l'esprit de ses lecteurs, aura à faire face aux difficultés que nous avons signalées.

Il nous reste encore à dire un mot, avant de conclure, sur la question du style.

Le style est chez l'auteur ce que le timbre de la voix est chez l'orateur, ou le toucher chez le musicien. Si le traducteur s'efforce de conserver le style de l'auteur, il produira certainement un résultat faux, car son propre style se trahira inévitablement dans son œuvre et se mêlera à celui de l'auteur. Nous aurons alors dans la traduction des désaccords, des accentuations inattendues, une musique d'une mesure variable et mêlée, qui fatiguera l'esprit ; nous aurons le manque de charme qui caractérise si souvent l'exécution d'un

morceau à quatre mains sur le piano. Si, d'autre part, le traducteur néglige le style de l'auteur pour porter toute son attention sur le sien, ce n'est plus une traduction, mais presque une nouvelle œuvre qu'il nous donnera.

La conclusion qui nous semble se dégager de cette étude est que, dans une traduction, nous ne pouvons jamais avoir qu'une approximation plus ou moins juste de la pensée de l'auteur, car, d'une part, une trop grande fidélité à la lettre de l'original donnera une traduction mot à mot, plate, insipide et par cela même insuffisante et faible, et, d'autre part, une traduction libre devient tout de suite une œuvre originale dans le sens que le poème de Malherbe, cité tout à l'heure, est original.

L'idéal serait que le traducteur produisît sur ses lecteurs la même impression que l'auteur a produite sur ses compatriotes ; leur fît voir la vie comme il la voyait, leur fît ressentir les émotions qu'il ressentait ; enfin, qu'il restât fidèle aux sentiments et à l'esprit de l'auteur plutôt qu'à la lettre du texte.

Œuvre d'adaptation plutôt que de traduction ! direz-vous ? — Qu'importe ! pourvu qu'on nous présente l'auteur comme une réalité, une âme vivante, vibrante d'émotions. — Il faudra au traducteur beaucoup de talent ! — Sans doute ! et beaucoup de savoir aussi. Il lui faudra connaître deux langues et l'âme de deux nations. — Sa tâche sera longue et extrêmement délicate ! — Assurément ! Mais elle sera grande aussi, n'en doutez pas ! elle vaudra toute la peine, toutes les veilles qu'elle aura pu lui occasionner, car elle contribuera d'une manière puissante à la réalisation de cette grande fin vers laquelle tendent la science, la philosophie et la vraie religion : l'unité de la race, la fraternité des peuples. Elle enseignera à une nation à comprendre et à respecter les pensées intimes d'une autre.

O. T. ROBERT.

DISCUSSION COLUMN.

THE TEACHING OF COMPOSITION.

THE term 'composition' is held, for the purposes of this discussion, to include :

1. Free composition in the foreign language.
2. Translation into the foreign language.

The questions concerning each which call for discussion are :

1. The stage at which each should be introduced.
2. Subject-matter of composition.
3. Method, including the correction of errors.

Members are urged to insure the success of this discussion by making contribution to it, however small. Our object is to gather opinions and experiences from all sources. Anyone desiring to take part should send his or her communication, not later than two weeks after the issue of any given number of MODERN LANGUAGE TEACHING, to

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Herts.

V.—Miss C. I. Evans (*Deal*).

The classes with which I am mainly concerned at present are the Higher Education Classes, which are held in the evenings, and are attended by people who, with few exceptions, have all left school. Some of these may have learnt a little French years ago, when they were at school, but the greater number know no French, and in the elementary division of the class we begin quite at the beginning. A good many people may not be able to devote much time to the study of French, not more than one, or perhaps two sessions, and it is therefore necessary to cover the greatest amount of ground in the shortest possible time.

For this reason I think that the teaching of composition cannot begin too early, and in this the Reform Method helps us by supplying at once the necessary materials. The system is by means of Dent's wall-pictures, or some other set of pictures representing events of every-day interest. The first few lessons deal with the simple repetition of names of nouns, which are carefully chosen to introduce the different sounds it is required to teach. From these short sentences are formed, and I always find that as soon as a pupil knows how to *say* a thing he immediately wants to know how to write it, and this, to my mind, should be encouraged, as it is an aid to home study.

Perhaps the picture shows a little boy sitting on a form reading a book. First of all we merely say, 'L'enfant'; 'le livre'; 'le banc,' etc., pointing to each object mentioned. The next stage is, of course, the connection of one object with another and the formation of short phrases, and as soon as this stage is reached it is possible to begin composition. It is a trifle mechanical at first, and the sentences are only very simple; but this is unavoidable, owing to the limited knowledge of the students, and is a difficulty which is soon overcome.

A reading-book is soon begun, preferably one with short stories, or relating historical incidents. I lay stress on this, as it is essential, especially at the beginning, to sustain the interest of the pupils, and this is more easily done with short, graphically-written stories, and also it is easier to follow for those who are occasionally obliged to miss a class by the exigencies of their work or profession.

These stories form the subject for conversation. If a Questionnaire is not appended, it is not difficult to invent one, and the answers to these questions may very soon be written. The sentences are at first still simple, but the vocabulary is gradually becoming enlarged, and after a short time the whole story is rewritten by the students in their own words.

In this connection I should like to say a word or two about corrections. I assume that a certain amount of grammar has been introduced—*i.e.*, the attention of the class has been called to the difference between 'l'enfant joue,' and 'les enfants jouent'; between 'il est roi de France,' and 'il était roi de France,' etc.; but by now greater difficulties present themselves, and for the first three or four times these occur it is well to correct and merely comment on the special form found, without attempting to explain it, and later to give the rule, which has really been learnt by application, without having been recognized as a rule. Another thing is that the correction of these forms the basis for a very short grammar lesson, which is not dull and uninteresting, in view of the fact that it is simply the explanation of how a particular end has been achieved.

In the early stages of composition it is a good practice to make the pupils write only on one side of the page. It facilitates corrections, as the pupils are able to write the correct sentence parallel with the sentence in which the mistakes were. The fair copy is then learnt by heart, or it is taken as a dictation; in either case, it becomes so well known that the pupils are able to make the same kinds of sentences for themselves with very little help.

Actual translation does not begin as early as composition ; we want to make people think for themselves in French, and it is recognized by all teachers of the Reform Method that it is a mistake to introduce more English than is absolutely necessary. When translation is begun, the English chosen is simple and good. Frequently the piece set is a piece from the French reading-book, which has been translated *viva voce* by the class. This is the easiest form of translation, and also leads to a good style from the beginning, as it is possible to compare the pupils' efforts with the original French, and they soon get into the habit of noticing particular phrases and turns of phrases. The learning by heart of a short piece of good prose is continued even at this stage ; nothing is more beneficial to the composition.

At first, when composition becomes really free—that is to say, is no longer the mere reproduction of same story which has been read in the foreign language—it is a great help to the pupils, in setting the subject, to give them suggestions as to points to bring out in the essay. These points are always given in French, as they help to induce that French atmosphere which is essential to the writing of that language, and help to discourage the composition of an English article which is subsequently translated into French, and which therefore cannot be termed 'free composition.'

THE MODERN LANGUAGE ASSOCIATION.

A MEETING of the Executive Committee was held at University College, London, on Saturday, March 25.

Present: Messrs. Pollard (chair), Andrews, Draper, von Glehn, Hutton, D. Jones, Kittson, Miss Purdie, and the Hon. Secretary.

Letters apologizing for absence were received from Dr. Braunholtz, Mr. Brereton, Professor Breul, Miss Johnson, Mr. O'Grady, and Professor Rippmann.

The minutes of the last meeting were read and confirmed.

The names of eight members, who were two years in arrears with their subscriptions, were deleted from the roll.

A number of recommendations from the Finance Sub-Committee were considered and adopted. The most important of these were :

1. That in future years the prepayment of subscriptions to the *Modern Language Review* be required.

2. That the guarantors of the Association guarantee be asked to renew their guarantee for two years to the extent of one half.

3. That in future MODERN LANGUAGE TEACHING be not supplied to members who are more than six months in arrears with their subscription.

The third resolution necessitates a change in the rules of the Association, and will therefore be submitted to the next Annual General Meeting.

The question of phonetics in training colleges was further considered and again postponed.

The chairman reported that representatives of the Association had met the Board of Studies in Medieval and Modern Languages of the University of London and discussed the question of a certificate in Modern Languages with them.

Several letters asking for information were read and dealt with.

A meeting of the General Committee was fixed for May 20.

The following thirteen new members were elected :

Miss A. B. Anderton, B.A., Reigate County School.

T. Baker, B.A., Grammar School, Wolverhampton.

Miss Beard, Girton College, Cambridge.

E. D. Breul, B.A., 60, Ducie Grove, Manchester.

Miss M. Cayley, Grey Coat Hospital, S.W.

Miss A. F. Cossey, Portsmouth High School.

C. Harding, 5, Chobham Road, Stratford, E.

C. C. Henderson, B.A., Loretto School, Musselburgh.

Karl Holl, Ph.D., Quernmore School, Bromley, Kent.

Miss C. van Nooten, Continuation School, Melbourne, Australia.

Miss Rigby, Ramsgate High School.

Miss G. E. Willis, County School, Truro.

Miss H. Woodman, Grey Coat Hospital, S.W.

The names of Mr. F. C. Blake, Claremont, Prentis Road, Streatham, S.W., and of Miss J. Charlton, Peniston Grammar School, Yorks, were inadvertently omitted from the last list of new members.

MEETING OF LONDON MEMBERS.

The first joint meeting of London members, held in the Library of the City of London School on March 24, was well attended. Professor Rippmann was in the chair. Monsieur Brandin's lecture on 'L'Académie Française' was greatly enjoyed, and those who had come mainly to hear him were fully repaid. The members of the Association were glad to know of the sympathy Monsieur Brandin feels with the work of the Association, and to learn that, although too busy to take an active part in its doings, he should always be ready to do anything in his power to help it when he could. Professor Rippmann, in thanking him for coming and giving the members such a literary treat, said he hoped the day would soon come when all who had to do with Modern Language teaching in our Universities would associate themselves with, and take an active part in, the work of the Modern Language Association as he thought they ought to do.

After the lecture, interesting accounts of the various Branches were given; of the West by Miss Brew, the South by Miss E. M. Smith, and of the North by Mr. W. P. Fuller. These were followed by the suggestion that each Branch should arrange and publish its programme for the session early in the autumn, so that all London members could attend other meetings besides those of their own Branch, should they want to hear some special subject discussed. This, however, presents some difficulty, and does not appear possible at present. The London members wish again to thank the City of London School for its hospitality, Monsieur Brandin and Professor Rippmann for giving up their time, and all those who had to do with the general organization of the meeting.

WEST LONDON BRANCH.

The Branch was kindly invited by Miss Wigg to hold the last meeting of the season at the Burlington School, Boyle Street, W., on March 10.

The subject of discussion was 'Holiday Courses.'

Professor Rippmann shortly introduced the subject, indicating the points which ought to be considered in any criticism of the courses, and urged that criticism should be made openly and unreservedly, in the hope of making the discussion as valuable as possible.

Miss Brew gave some account of the courses organized by the Alliance Française at Paris. Miss Munro described shortly the general conditions of several courses she had visited, and Mr. Pells gave a very interesting description of the courses organized at Grenoble. Most of the members present took part in the discussion.

The general opinion seemed to be that, while some of the Foreign Holiday Courses are very good, others are far from reaching a sufficiently high standard to justify their existence. The best organized

courses, particularly those at Grenoble, provide very good classes and lectures in all subjects offered. Much more, however, might be done to improve the classes for practical work. The large number of students makes it imperative to increase very largely the staff of teachers taking practical classes. The authorities at Grenoble meet this requirement very adequately. Much more ought to be done in Paris, where some of the classes are so large and accommodation is so poor in the practice classes, that only a few students could possibly derive benefit from them, and in this respect the less popular courses have the advantage. Phonetics is offered at nearly all the courses, but the teaching varies considerably, and the student who desires to make a special study of this subject would do well to make particular inquiries before deciding on his course. For English students the value of the phonetics at the Paris course, which are otherwise excellent, is somewhat lessened by the use of script other than that of the International Phonetic Association.

The accommodation of classrooms and lecture theatres is fairly adequate, the lack of sufficient ventilation sometimes proving a serious drawback.

Some members considered that all the courses could be made much more valuable if some system of classifying students according to their acquirements were in general use. At some courses there is none ; at others it is left to students to classify themselves.

Finally, the social aspect of the courses was considered. Here, again, the smaller courses have the advantage. At Paris, owing to the lack of accommodation, there is little social life at the courses of the Alliance Française. Grenoble is better organized in this respect, and its beautiful situation affords many opportunities for short tours and excursions.

The meeting closed with a vote of thanks to Miss Wigg for so kindly allowing the Branch to meet at her school.

L. C. B.

YORKSHIRE BRANCH.

The fourth and last meeting of the session for this Branch took place in the Town Hall, Halifax, on March 7, when a paper on 'Holiday Courses : Their Advantages and Disadvantages,' was read by Mr. T. R. Dawes (Castleford), Mr. H. E. Long (Sowerby Bridge) in the chair.

In arranging the programme for the session, much consideration had been given to the needs and interests of members living at a distance from Leeds (the Branch centre), and two of the four meetings had been arranged to take place respectively at Keighley and at Halifax, towns considered suitable centres for outlying districts. In both cases, however, the attendance at the meetings was so small that it is doubtful if the committee will feel justified in repeating the experiment. On March 7, though Halifax is the centre, or within easy reach, of at least six different towns, the Branch was represented by eight members, four of whom came from a considerable distance. In spite of the disappointment felt that a greater number had not been able to take advantage of the opportunity of meeting together, the evening was both stimulating and interesting, and the very animated discussion which followed Mr. Dawes' paper proved that, though the Branch as a whole does not show that exuberant vitality which denotes real health, yet there *are* keen spirits that no inconvenience of trains, no amount of previous work during the day, will keep from taking an active part in the life of their association. It is noteworthy that only three of the eight members present were assistant teachers.

The 'keenness' of the North seems sometimes conspicuous by its absence. No less than 120 invitations were sent out for this meeting.

Mr. Dawes stated the case both for and against Holiday Courses in a particularly able and impartial manner, in spite of the fact that he himself is a most enthusiastic advocate of systematized study abroad

versus residence in a family, even if only for three or four weeks at a time in the summer. In his opinion, however, this three or four weeks should never be considered to take the place of a prolonged residence in the foreign country, which, of course, was the essential for a Modern Language teacher; but rather to be considered as a refresher, a counter action against the inevitable deterioration consequent on the influence of the English all round him at home.

In the course of a very interesting discussion, in which almost every point in connection with Holiday Courses was touched upon, it was regretted that English Education Councils, when sending teachers abroad, did not follow the example of other countries. German teachers, for instance, received grants enabling them to make a prolonged stay in the foreign country (from three to six months), and were absolutely under *no* restrictions whatever as to how that grant was to be spent, how they studied, what they studied, where they studied, provided that the money was spent *in* the foreign country and in learning the particular foreign language for which it had been awarded. Several speakers alluded to the inadequate teaching or treatment of phonetics and pronunciation generally at Holiday Courses, even in the so-called conversation groups. Miss Backhouse (Bradford), in a witty speech, especially drew attention to the execrable pronunciation and speech altogether which had come under her notice, and which seemed to improve so little. She herself had never attended a Holiday Course, but she had had the misfortune more than once of being in the same boarding-house with a considerable number of Holiday Course-ites. She remarked that she had never been able to get any single one of them to discuss the subject seriously with her. Most dismissed it with statements such as, 'Oh, it is very nice, and we enjoy it very much. The phonetic lectures are *so* interesting and the excursions are delightful.' Note-books were often shown to her, containing elaborate drawings and descriptions of phonetic work done in class; but she never had met anyone whose pronunciation showed the slightest improvement for his or her stay, and she hardly knew whether she had suffered more at the hands of the Germans, who insisted on practising their English, or at the hands of the English, who seized every opportunity of practising their voluble but excruciating French upon her.

Mr. Long was inclined to think that residence in a family, where you not only met no other English, but where you were constantly brought into contact with French people (or Germans, as the case might be), was a much better way of spending the time abroad, and this opinion was pretty generally shared, even by those who advocated the advantages of systematized work. These latter felt that, except in the case of the Tilly Institute, organization was too defective.

The question of obligatory examination and Holiday Course programmes, which in many cases put too great a strain on teachers after their term's work, was also discussed.

As a result of the discussion the Hon. Secretary moved the following resolution, which was unanimously passed:

'That this meeting suggests that Holiday Courses in general are susceptible of considerable improvement (in organization), and desires the Modern Language Association to take steps with a view to an inspection of Holiday Courses by competent judges.'

A cordial vote of thanks to Mr. Dawes for his paper was proposed by Miss Banks and seconded by Dr. E. H. Knowles.

L. H. A.

* * *

EXCHANGE OF CHILDREN AND YOUNG PEOPLE.

Applications for exchange should be sent to the Hon. Secretary as soon as possible, so as to give plenty of time to make arrangements before the summer holidays. It should be borne in mind that

the summer holidays in France are longer than in England, and that French parents do not care to send their children to England for less than six to eight weeks. An exchange of a month is therefore very difficult to arrange. In Germany the summer holidays often begin early in July, and last for four to six weeks only. There are a few offers from France and Germany that have not yet been met. A French family in Le Havre is anxious to exchange a son of twenty for either a girl or a boy for some months.

The Report on Examinations has been reprinted in pamphlet form and sent to all the bodies who are concerned with school examinations. As the General Meeting made no alteration in the draft that was published in MODERN LANGUAGE TEACHING last year, it is not proposed to send the pamphlet to all members of the Association, but the Hon. Secretary will be glad to send a copy to anyone who wishes for it.

LOAN LANTERN SLIDES COLLECTION.

THE slides now available for members number over 1,000, and illustrate France, Germany, Belgium and Holland. New members can obtain copies of the Rules and Catalogue from the Hon. Custodian (see last page of MODERN LANGUAGE TEACHING).

The total donations to the Slides Fund since September last amount to £4 7s., including two of £1 each. Further donations will be welcomed.

SLIDES CATALOGUE.

CORRIGENDA.

F.P.A. 7, Corps Législatif. Rue de l'Université.

F.A. 10, Amiens: Cathedral, interior, west end, showing organ.

F.C. 7, *dele* 'Chamonix.'

G.Rh. 41, Strassburg: Gutenberg Pl. and Cathedral.

ADDENDA.

F.P.A. 2, Map of Paris showing Metropolitan and other railways and suburbs.

This had been made in Paris specially for the Modern Language Association, and presented by M. and Mme Camerlynck, of Paris.

DUTCH SLIDES.

The Zeeland Steamship Company will lend a set of Dutch slides to members on the following conditions:

1. The first ten slides must be shown (except No. 6).
2. From the rest members may select what they wish.
3. The borrower pays only return carriage, by registered parcel post.

Apply direct to Passenger Department, Official Agency of the Zeeland Steamship Company, Electra House, Finsbury Pavement, Moorgate, London, E.C., and refer in letter to Letter No. 130/60679 of December 7, 1910.

The slides are by William F. Slater, F.R.P.S., and are accompanied by a typewritten Lecture. The list follows:

'A SCAMPER THROUGH HOLLAND.'

1. Title Slide.
2. 'Flushing Mail Route.'
3. The *Prinzess Juliana.*
4. Imperial State Room.
5. Dining Saloon.
6. Smoking Room.
7. Upper Promenade Deck.
8. Second-Class Deck Cabin.
9. A Day Boat.
10. Dining Saloon.
11. Entrance to *Flushing* Harbour.
12. First View of Flushing.
13. The Pier.
14. St. Jacob's Church.
15. *Middleburg.* The Abbey Gateway (Exterior).
16. Entrance to Cloisters.
17. The Cloisters.
18. An Old Doorway.
19. Dining Room.
20. The Council Chamber.
21. The Abbey Gateway (Interior).

22. A Servant Girl from Goes.
23. 'Waiting' (an Old Lady).
24. An Old House (Steenrots).
25. An *Arnemuiden* Girl.
26. ,, ,, Woman.
27. *Walcheren* Girls.
28. Playmates.
29. *Veere*. The Town Hall.
30. ,, ,, from Harbour.
31. Dutch Costumes.
32. A Deserted Aisle.
33. Coach House.
34. Picking Wild Flowers.
35. A Trio at Play.
36. *Bergen-op-Zoom* Church.
37. Woman Working.
38. *Dordrecht* Church.
39. Gossip (Costumes).
40. View Across Harbour.
41. A Back View.
42. A Tree-Lined Canal.
43. *Gouda*. View on River.
44. Fish Market and Church.
45. Interior of Church.
46. Outside Staircase.
47. Ferrying Cattle.
48. A Dog Cart.
49. *Utrecht*. A Canal.
50. Canal and Church.
51. The Tower.
52. *Amsterdam*. Central Station.
53. Royal Palace.
54. Tall Gabled Houses.
55. The Flower Market.
56. The Mint.
57. The Mint Tower.
58. The Weeper's Tower.
59. Canals.
60. Canal and Old Church.
61. Montalban's Tower.
62. *Alkmaar*. Weigh House.
63. Cheese Market.
64. Porters carrying Cheeses.
65. Large Old-Fashioned Scales.
66. A Canal.
67. Town Hall and Church.
68. Idlers.
69. An Evening Scene.
70. Evening (No. 1).
71. ,, (No. 2).
72. *Broek*. Woman washing Milk Cans.
73. Water, Trees, and Tiny Gardens.
74. Town Hall Tower and Weigh House.
75. A Canal in Spring.
76. ,, in Summer.
77. *Marken*. Main Street.
78. Men's Costume.
79. Women's Costume.
80. A Boy.
81. Marken Boys.
82. ,, Girls.
83. *Volendam*.
84. A Discussion (Men).
85. Coming Home.
86. Volendam.
87. Zuyder Zee Dyke.
88. Duck Farms.
89. Figure Studies.
90. A Street.
91. Preparing the Dinner.
92. What O! (Boy).
93. A Girl.
94. A Model.
95. An Old Lady.
96. An Afternoon Rest.
97. Outward Bound.
98. Nearing Harbour.
99. Idleness.
100. Industry.
101. Interior of a Cottage.
102. A Kitchen.
103. Fruit Selling. Too Old for Work.
104. Interior of Church.
105. Day Dreams.
106. *Edam*. Canal.
107. A Bridge.
108. The Weigh House.
109. *Purmerend*. Cattle Market.
110. The Poultry Market.
111. The Cheese Market.
112. *Enkhuizen*. Cheese Carriers.
113. The Dromedary Tower.
114. Fishermen mending Nets.
115. A Narrow Waterway.
116. Fishermen counting Fish.
117. Fish Cleaning.
118. Reflections.
119. Fishermen's Dwellings.
120. The Old Gateway.
121. *Hoorn*. The Oost Poort.
122. A Typical Dutch Landscape.
123. A Peaceful Scene on the Zuyder Zee.

124. The Harbour Tower.
125. *Haarlem.* The Fleshers' Hall.
126. The Amsterdam Gate.
127. Town Hall and Museum.
128. *Leyden.* Corn Exchange.
129. Town Hall Tower.
130. Entrance to the Old Burg.
131. The Burg.
132. *Scheveningen.*
133. The Kurhaus.
134. The Sands.
135. Wind Stoels.
136. Off Scheveningen.
137. *The Hague.* Entrance to the Binnenhof.
138. The Vyver.
139. The House in the Wood.
140. *Delft.* Canal and New Church.
141. Placid Waters.
142. A Waterway.
143. Looking for Work.
144. *Overschie.*
145. On the Schie Canal.
146. *Rotterdam.* Delftsche Poort.
147. A Dutch Horse and Trap.
148. Cleaning his Boat.
149. Wide Canals.
150. The Steiger (Canal).
151. The Kolk (Canal).
152. 'Seated' (A Boy's Trousers).

CORRESPONDENCE.

PHONETICS AND PROSODY.

MODERN LANGUAGE teachers owe so deep a debt of gratitude to M. Passy that we are perhaps apt, even when he warns us that he is dealing with matters still doubtful, to take all that he says, or seems to say, for gospel. This I have found to be the case with readers of §§ 98 and 99 of *Les Sons du Français*, paragraphs which contain M. Passy's *obiter dicta* on prosody, and especially with those who study the book in the English translation. This translation renders 'un vers, *tel que nous le récitons habituèlement*, se compoze d'un nombre fixe de groupes de force de longueur égale ou sensiblement égale,' by 'an *ordinary* verse is composed essentially of a fixed number of stress-groups, equal or nearly equal in length.' We must agree with our veteran phonetician's belief that 'il en a toujours été ainsi, et que la regularité des acsens a toujours été la loi principale de notre versificacion, come de cèle des autres peuples modernes.' That is quite sufficient for French readers, who know instinctively *where* the regular beats thus described fall. But English readers, and especially readers of the English translation, are apt to believe that the beats are marked by regularly recurring stresses like those of English verse. Whereas, surely, the only regularly returning 'accent' in French verse is, what M. Dorchain calls the 'tonique déterminante de la césure.' This seems to be shown pretty clearly by the metrical example from Lamartine given at p. 112 of Professor Savory's translation. Each of the fourteen lines of this piece of verse is a normal Alexandrine with medial cæsura. Hence the *toniques déterminantes* fall regularly on the sixth and twelfth syllables of each line, and divide it into two hemistiches of six syllables each. The subsidiary 'accents' seem to be as free as in prose. As it happens, there are none on the fifth and eleventh syllables. But there would rarely be an 'accent' on the fifth or eleventh syllable of a prose phrase of six or twelve syllables, unless the sixth or twelfth syllable were a monosyllabic word. If, for the moment, we regard the hemistiches as separate verses, we find that the first syllable is accented four times, the second eight times, the third eleven times, the fourth five times, the fifth not at all, and the sixth twenty-eight times—*i.e.*, every time. Is it not evident, then, that the ordinary word-accent, as distinguished from the phrase-accent, which marks the cæsura or end of the line, is free to fall on the first, second, third, fourth, or fifth syllable of the hemistich, and that it is the cæsural stress which is the fixed element in French

verse? A careless reader of the statement that 'the regularity of accented syllables has always been the fundamental principle in French versification, *as in other languages*,' might imagine, as I have known students to imagine, that the beat of French verse resembles that of English verse. Whereas French people often regard as monotonous such an English line as—

'To the légion of the lóst ones, to the cóhort of the dámned,
To my bréthren in their sórrow over séas.'

They miss, I suppose, the freedom of the secondary stress, the word-stress, which in English marks the beat of verse, while in French that beat is fixed by the phrase stress, by the cæsural stress.

That is not to say that French verse is any more 'syllabic' than English verse is. But in each the ear requires some indication whereby it may note the regularity of verse without deliberate scansion or counting. That the two kinds of verse *must* necessarily be different is sufficiently indicated by what M. Passy himself says on Emphasis. As Professor Savory's translation puts it: 'Englishmen are always liable, when they wish to emphasize a word, to reinforce the syllable which is normally strong, as is done in English and in most other languages.' Englishmen do the same thing when they are scanning English verse, a tendency which Du Maurier satirized when in a rhyming alphabet he wrote:

'May oon Móssoo kee pónx lweemame tráy
Bowcoo plóo bong regárdong ker vráymong eel áy.'

German, Italian, English, have not, for historical reasons, the fixed 'accent' at the end of a phrase (grammatical or metrical), which has come to be the determinant quality in French verse. In those languages it is the word-stress which marks metre.* In French verse there is a beat too, but it is marked by the cæsura-stress. Is it not so? May I say one word more? The dictionaries tell us that the French word 'accent' means (1) 'élévation de la voix sur une voyelle d'un mot'; (2) 'intensité de la voix sur une syllabe d'un mot.' In other words, accent in French is (1) pitch; (2) stress, or (3) both. 'In English, elevation of pitch is conspicuous when a word is spoken or read by itself as a word, without any reference to a sentence of which it forms or should form a part; but in connected speech the tone and modulation of the sentence dominate those of the individual words composing it, and the change of pitch may be absent or even reversed, the other elements' (*i.e.*, stress and length of sound) 'giving without its aid the required prominence' (*Century Dictionary*).

What I would venture to suggest is that, in French *verse*, 'accent' means pitch (with or without stress and quantity), and that, in English *verse*, 'accent' means stress (with or without pitch and quantity). In French verse, such a word as 'toujours,' immediately before a cæsura or at the end of a line, might be emphasized by having the stress transferred to its first syllable; but would not the phrasal rise of pitch still fall on the last syllable and mark the beat of the verse? I make this suggestion with all deference, and as being an expansion or interpretation of M. Passy's *obiter dictum*. I venture to send it to MODERN LANGUAGE TEACHING because a friend of mine, who has studied many metres, ancient and modern, Western and Eastern, assures me† that M. Passy says, and means, that the beat of French verse is regulated by word-stress, exactly as in English. Perhaps

* I mean, of course, in ordinary ballad metre. But we are not discussing the elusive qualities of the more subtle forms of English metre, such as Miltonic blank verse, or even ballad metre in the hands of a master of melody.

† If I have not misunderstood him. The fact that 'accent' means at least three different qualities of sound, which may, or may not, coexist, is a fruitful source of ambiguity.

one of the many experts among readers of MODERN LANGUAGE TEACHING will come to the rescue of a mere amateur in such matters, and decide between me and my friend.

ACCENT TONIQUE.

ENGLISH EXAMINERS EXAMINED.

Quis custodiet ipsos custodes?

I wish to call attention to the Report on English for the Cambridge Local Examinations (*Reporter*, p. 712 ff). From this I see that the questions include 'correction of ungrammatical sentences' (p. 712). One of the chief objects of studying English seems to be, to get the punctuation 'right': this is specially mentioned thrice, and the examiners say, 'Candidates should know that a comma cannot be placed between the subject and the verb in a simple sentence.' Why not, if there is a pause? Or are we really to say, as I heard a distinguished teacher of elocution repeat again and again, 'Your first rule in reading, is to ignore the stops'? At present, stops are only a printer's device to help the eye; but surely they ought to help the reader to read. They were placed far more sensibly before the eighteenth century, and at that time a comma often parted subject and verb.

Here is another quotation: 'There was a very general lack of intelligence in answering questions which required clear and discriminative answers.' Surely all questions require such answers.

Besides those criticisms, which throw a light on the psychology of the examiners —much to our discomfort—we have other criticisms which show a very bad state of things in schools. The pupils have paid 'assiduous attention to the notes furnished by the popular editions of the play. What was chiefly lacking was an intelligent appreciation of the play as a whole, and of the dramatic significance of the parts played in it by the leading characters. With this defect there was apparent a distressing irrelevance and want of proportion in answers to questions that had no direct reference to particular passages.' One has to think before the meaning of all this verbiage dawns on one: but it seems that the pupils must have wasted all their time: they knew nothing at all about the text, and only learnt up the notes. 'Not only were the paraphrases, in many cases, loose and vague, but the actual meaning of some sentences was completely misunderstood by a large number of candidates.' Malvolio and all his delightful fooling is completely thrown away on 7,035 senior candidates. Seven hundred and thirty-two candidates, who took Chaucer, appreciated his humour 'fairly well,' we are told, yet, 'curiously enough, the actual details of humour present in specific instances brought before the notice of the candidates were generally missed.' They appreciated his humour fairly well, yet could not see it when it was brought before their notice. How ridiculous this criticism sounds, when it is put into English! Others, again, 'shirk the main point of questions,' or 'deliberately evade it,' and study English literature by the 'learning (sometimes by rote) of an analysis or descriptive paragraph in some manual of literature.' In English history 'the majority of the papers' had 'bad grammar, slovenly composition, and confusion between historical characters and localities.' They did not know the difference, say, between King John and Runnymede.

This picture is as appalling, as the style of the Report itself. The examiners, of course, throw the blame on the teachers, when they must blame: they seem fairly well satisfied as a rule. But we cannot free the examiners themselves from blame. The evidence of their aims is clear enough to condemn them; and their Report reads like the work of uneducated men, as the examples I have cited show.

It is highly desirable that some outside body, some group of intelligent men, might inquire into the methods and effects of these gigantic examinations. For my part, I am sure they encourage

cram. In the past, they were useful; but their work, I think, is now done. They have become a Juggernaut's car to crush their own worshippers.

W. H. D. ROUSE.

Perse School,
Cambridge,
April 14, 1911.

A REVIEW.

May I be allowed to put in a word of protest against the criticism contained in your review of Mr. Pellissier's edition of *Le jeu de l'Amour et du Hasard*, which appeared in MODERN LANGUAGE TEACHING for February? Surely, fair criticism should not consist in the slashing condemnation of well-considered opinions which have stood the test of the class-room, and are widely approved by practical teachers. It is all the more deplorable that such criticism of method should appear in an official publication of the Modern Language Association, which by its constitution is pledged not to advocate any particular form of teaching, and is supposed to allow fair play to divergent opinions on method. I consider it unnecessary to explain here my own views on this subject, for they are well known. Your review gives a travesty of them which is grotesque, frivolous, and absurd. What it calls the *old* method is presumably any method that insists on translation, even if discussion of the subject-matter in the foreign tongue forms an integral part of it. I can quite well understand that the method I and many others advocate should be the pet aversion of out-and-out reformers, but that does not justify unfair criticism. Teachers who keep in touch with the Reform movement at home and abroad are of course aware that the pendulum has been swinging back for some time, and that in France translation (*la version*) is re-established by administrative orders as an essential factor of Modern Language teaching. Experience is bound to correct extremes, though the process may be delayed a little by their systematic and energetic advocacy and by the denunciation of opposing forces, but commonsense is sure to prevail in the long run.

I have asked Mr. Pellissier to answer the three specific criticisms of his notes. His reply is as follows:

'De telles critiques ne tiennent pas debout. Sont-elles dues à l'ignorance ou au parti pris? En tout cas j'espère que celui qui les a faites se tiendra un peu plus sur ses gardes une autre fois.—Maintenant je m'explique:

'1. Dans le *Dictionnaire de l'Académie* (septième édition, 1878), je trouve: "*Honnête*—vertueux, conforme à la probité, à l'honneur et à la vertu: âme honnête, cœur honnête, c'est un honnête homme," et dans celui de Littré: "Un honnête homme, d'honnêtes gens, un homme, des gens qui observent les lois de la morale." Ces définitions étant en parfait accord avec la mienne, il en résulte que ces deux dictionnaires sont des dictionnaires allemands ou bien que ni Littré ni l'Académie ne sont des autorités . . . si mon critique en est une.

'2. Je n'ignore pas que certains étymologistes rattachent l'interjection *dame* à *Notre-Dame*, mais le fait qu'on rencontre fréquemment dans les anciens textes l'expression *dame Dieu*, où *dame* ne peut venir que de *dominus*, me semble suffisamment justifier cette dernière étymologie, et ici encore Littré me donne raison.

'3. Quant à *enfants*, je lis dans la première grammaire française qui me tombe sous la main, celle de M. Crouslé, professeur à la faculté des lettres de Paris, *cours supérieur* (septième édition, 1899), p. 233: "Au pluriel *enfants* n'est employé qu'au masculin. Toutefois on ne voit pas pourquoi l'on ne dirait pas à des filles: Mes chères enfants." D'autre part, le *Dictionnaire de l'Académie* dit: "Enfant s'emploie quelquefois comme féminin, au singulier, en parlant d'une très jeune fille, surtout lorsqu'on exprime quelque louange, ou qu'on témoigne quel-

ques sentiments d'affection, de bienveillance etc.,'' d'où, si je comprends bien le français, il paraît légitime de conclure qu'on ne l'emploie pas comme féminin au pluriel. Je ne nie pourtant pas qu'on ne puisse en découvrir quelques exemples, mais ils sont rares, et comme ils sont d'ailleurs contraires à l'usage reçu, n'est-il pas préférable de ne pas en tenir compte dans l'enseignement? La familiarité de mon contradicteur avec les dictionnaires allemands me porte à croire qu'il possède à fond la langue de Goethe, ce dont je le félicite, mais peut-être cela n'est-il pas tout à fait suffisant pour s'ériger en critique de celle qu'on parle sur les bords de la Seine.'

OTTO SIEPMANN.

Clifton College,
March 1, 1911.

[I hasten to correct the erroneous impression which my review of Mr. Siepmann's edition of *Le jeu de l'Amour et du Hasard* seems most unfortunately to have produced.

Marivaux's comedy may, I think, be viewed by Reform teachers from two different standpoints. First, it could be read rapidly and dramatically with a class of younger pupils, of fifteen or sixteen years of age, the aim of the teacher then being to show them the play as a whole. The class should, however, be made to comprehend its meaning entirely in and through the medium of the foreign tongue, merely comparing it in a general way with Sheridan, for example, whom they might well be reading at the same time and in a similar manner in their English class. Mr. Siepmann's edition is obviously not intended for rapid reading, since the sixty-eight pages of Marivaux are accompanied by some sixty pages of English notes.

An annotated edition is naturally viewed from our second standpoint, that of the advanced student. The latter might conceivably be making a detailed study of Marivaux's peculiar style and language; certainly he would be comparing and contrasting the author with the English models whom he deliberately imitated; and no doubt there would be translation of considerable portions of the play into English. But the notes, for the excellence of which Mr. Pellissier's name is sufficient guarantee, are, unfortunately, very brief and summary—often, indeed, mere translations into English without explanation of the French. I give one or two examples:

Charme (Lat. carmen) charm; (Lat. carpinus) hornbeam. *Le futur qu'a-t-il donc?* more emphatic than *qu'a donc le futur? Ne nous traitent-ils pas . . .!* Note the frequent use of the negative in exclamations when the sense is affirmative.

I must heartily thank Mr. Pellissier for his ample elucidation of the three points which I raised:

1. The meaning of *honnête*, or, more strictly, *honnête homme*.

2. Etymology of the interjection *Dame!*

3. Use of *enfants* in the feminine.

But I should like to add one or two further extracts from the authorities which he cites:

1. *Dictionnaire de l'Acad.*, 7th ed., 1878. *Honnête* signifie encore civil, poli. Dans ce sens quand on le joint à un nom de personne, il se met toujours après. C'est un homme fort honnête.

Littré, Rem. i. 2. Le sens varie suivant que *honnête* précède ou suit *homme*.

2. *Dame!* Hatzfeld et Darmesteter (Dictionnaire). Étymologie, Pour *Notre-Dame*, invocation à la sainte Vierge. . . . Furetière, 1690, signale la forme populaire *tredame*, employée comme interjection, ce qui confirme l'étymologie.

3. *Enfant* (Dictionnaire, Hatzfeld et Darmesteter):

Quelles jolies enfants elles sont!

Anyone familiar with French knows, as Mr. Pellissier remarks, that the last example serves merely to show a rare and exceptional case. For the rest it is, I think, sufficiently proved that: '*Être un homme honnête ne suffit pas, il fait encore être honnête homme*,' and that not all eminent authorities agree on questions of etymology and language.

Mr. Pellisier may well reply to (1) that

the distinction between *homme honnête* and *honnête homme* is now a purely literary one. As the work we are considering is literature, such a distinction would not be out of place in it. The value of the edition would, indeed, have been enormously increased by literary treatment; for the English student, perhaps more than any other, needs training in this respect. The subjects and schemes for composition in Appendix IV. are admirably suited for very advanced students, and seem to be on quite a different plane from the rest of the volume.

My review, therefore, far from being a frivolous, grotesque, absurd travesty of Mr. Siepmann's text-book, asks from it more than it seems intended to supply.

As in all the best modern methods of teaching foreign languages and literature, no systematic use is made of the mother-tongue before the last year or two of school instruction, any edition which is base on a translational method would necessarily be reserved for that advanced stage. But in the volume we are at present considering, the notes, however excellent as far as they go, seem to me too brief and elementary to satisfy a keen and independent worker of eighteen or nineteen.

If I have overlooked any other way in which the little edition would be of use to modern teachers or pupils, I trust that Mr. Siepmann will not be slow to point it out.—YOUR REVIEWER.]

'EN TOUTE COURTOISIE' BIS.

Monsieur Ed. Courtoit has only to refer to a French grammar, and he will find that there is a preterite called the preterite antərior indefinite, which I admit is little used, but does exist, and justifies the correctness of Professor Brunot's sentences.

It is not simple French, but it is French *all the same*. *Après avoir . . . après être* would be easier forms, and undoubtedly better understood by the staggered writer of 'En Toute Courtoisie.'

A. BÉRAUD.

REVIEWS.

Bernard de Mergy, condensed from *Chronique du Règne de Charles IX.* By PROSPER MÉRIMÉE. Edited, with vocabulary and retranslation exercises, by P. B. INGHAM, B.A. Pp. viii+168 (text pp. 126, vocabulary pp. 34, exercises pp. 8). Price 2s. Methuen, 1911.

An attractive edition, pleasant to hold and to read; likely to achieve its design —'fairly rapid reading in class.' But, unless '*reading* in class' is a slip of the general editor's for '*translation* in class,' we fail to see the necessity of the bulky vocabulary.

Selections from the Mémoires du Général Baron de Marbot (1805—1808) *à Austerlitz;* (1809) *à Ratisbonne.* With exercises by A. WILSON-GREEN, M.A. Price 1s. 6d. Longmans, 1910.

Two useful volumes, admirably printed, 'designed for pupils of the age of fourteen or upwards, who have been making a serious study of French for at least two years.' 'The thèmes consist of four parts: The thème proper; questions on the text, marked (T); questions of a general character on words and phrases (M); and questions on grammar (G). The thèmes, or passages of English for translation into French, are based on a single incident of the pages under review, or summarize the story contained in them. Like the questions on the text, they make some demand on the intelligence of the pupil, but they are not so difficult as to drive him to despair or to justify him in making innumerable mistakes. In the general questions, my aim is to bring the words and phrases of the text into the daily life of the pupil, and to build up his vocabulary by association, by word-formation, and by the more obvious method of repetition.'

The two volumes cover much the same ground in grammar, and appear to be a most conscientious bit of work, obviously the fruit of actual experience in the class-room. Each contains about 65 pages of text and 30 pages (smaller type) of thèmes and questionnaire. They are light and attractive in form, and the text is of real interest.

La Vendetta. BALZAC (adapted).
Le Gendre de M. Poirier. AUGIER ET SANDEAU.
Voyage autour de ma Chambre. DE MAISTRE (adapted).
(Macmillan. 1s. each.)

Three welcome additions to Siepmann's French Series for Rapid Reading; they contain 60 to 80 pages of text, brief introductions and notes, and about 15 pages of 'Words and Phrases.' With their clear type and light paper and binding, these little books are sure to be popular if given, as the editor suggests, for private reading n the holidays.

To Siepmann's Primary French Series (Macmillan, 1s. each) have been added:
L'Île des Marmitons. MME DE GIRARDIN. Edited by T. L. BURBEY, M.A.
Trésor des Fèves et Fleurs des Pois. C. NODIER. Edited by ALICE M. RITSON.
La Pistole, récit tiré des mémoires d'Alex. Dumas. Edited by MARC CEPPI.

Of the 80 to 90 pages in each, about 30 pages are allotted to the text (bold, clear type), the rest to introduction, notes, vocabulary, questionnaire, and exercises.

Messrs. Macmillan send us also, in their series of Classical French Texts (Siepmann):
Le Barbier de Séville (pp. xxii + 144), edited by MAX FREUND, M.A., Ph.D., and *Tartarin sur les Alpes* (pp. xii + 181), adapted and edited by G. PETILLEAU, B.A.

Both are provided with copious notes, words, and phrases for *viva-voce* drill, sentences on syntax and idiom for *viva-voce* practice, and passages for translation into French. *Le Barbier* has also a dozen subjects for free composition, of unusual excellence.

FROM HERE AND THERE.

THE spring meeting of the MODERN LANGUAGE ASSOCIATION OF SCOTLAND was held this year in Glasgow University. Dr. T. Pettigrew Young presided over a large attendance. Dr. Schlapp, Edinburgh University, moved a series of resolutions which gave rise to a prolonged discussion. The following were generally approved: (1) That the intermediate course should contain at least one foreign language; (2) that the leaving certificate should be awarded to pupils who complete a two years' post-intermediate course in at least four subjects; (3) that the school-leaving certificate should be accepted by the Universities as equivalent to their preliminary examination; (4) that the preliminary examination of the Universities, as regards number and choice of subjects and standard of pass, should be the same as the leaving certificate examinations of the department; (5) that in the bursary competitions of the Universities Modern Language students should receive equal treatment with Classical students, both as regards choice of subjects and the number of marks attainable in each subject.

BELFAST, QUEEN'S UNIVERSITY.—We refrain from commenting on the action of the Senate in withdrawing the regulation which made an oral test in French and German compulsory at matriculation until we shall have received further particulars.

CAMBRIDGE, GIRTON COLLEGE. — The Skinners' Scholarship of £50 has been awarded to Miss F. M. Tann, Norwich High School, and a College Scholarship of £30 to Miss M. Curtis, North London Collegiate School, in both cases for English and French.

CAMBRIDGE UNIVERSITY.—Scholarships for Modern Languages are again offered by Gonville and Caius, King's, Christ's, St. John's, and Emmanuel Colleges. The joint examination will be held on December 5 and following days; forms of application must be sent in by November 25.

CAMBRIDGE UNIVERSITY.—In our last issue (p. 66, line 5) we erroneously referred to the 'Harmsworth Chair' instead of the 'King Edward VII. Chair' of English Literature.

EDINBURGH UNIVERSITY. — Heriot Travelling Scholarships (£100 for one year each) have been awarded in French to Miss Janie J. Milne, M.A. (*proxime accessit*, Miss Mary Y. Henderson, M.A), and in German to Miss Agnes L. Anderson, M.A. (*proxime accessit*, Miss Alexandrina Murray, M.A.).

GLASGOW UNIVERSITY.—At a meeting of the University Court on March 9 there was submitted a series of resolutions passed by the Inter-Universities Congress in the interests of Modern Languages. The resolutions were: (1) That the final examinations for honours be put on a uniform basis for all the Scottish Universities; (2) that the lectureships in the French and German languages and literature be raised to the status of professorships; (3) that classwork and papers be definitely taken into account in allotting the honours degree; (4) that the University Court be approached to found or find founders for post-graduate scholarships in Modern Languages and also for scholarships of less value, the latter to enable students to pass short periods abroad during their University course. The Principal stated that a rider had been added to the effect that the Conference wished to express approval of the Latin-French and Germanic languages honours groups now existing in some Universities. As a matter of fact they did exist in Glasgow. He thought the Court might express general sympathy with the resolutions.

LONDON UNIVERSITY.—Mr. M. P. Mayo, B.A., University College, has been appointed to the Gilchrist Studentship in Modern Languages.

LONDON UNIVERSITY, KING'S COLLEGE FOR WOMEN. — Miss C. E. Spurgeon, Lecturer in English Literature at Bedford College, has been appointed a Fellow.

OXFORD UNIVERSITY. — The Oxford Summer Meeting of Extension Students will be held August 3 to 28. The general subject of the lectures will be 'Germany: Its Contribution to History, Literature, Theology, Philosophy, Science, Music, and Art.'

OXFORD UNIVERSITY, EXETER COLLEGE. —The King Charles I. Scholarship (French) has been awarded to Mr. E. S. Hudson, Victoria College, Jersey.

OXFORD, LADY MARGARET HALL.— The Old Students' Scholarship (£40) has been awarded to Miss M. G. Skipworth, Queen Anne's School, Caversham, for French and German, and the Mary Talbot Scholarship (£40) to Miss N. A. Herdsman, Lewisham Grammar School, for English Literature.

OXFORD, ST. HUGH'S COLLEGE. — A Scholarship of £25 has been awarded to Miss O. M. Potts, Queen Anne's School, Caversham, for French and German.

SHEFFIELD UNIVERSITY.—The Académie des Inscriptions et Belles-Lettres has awarded a prize (fondation H. Chavée) for a book entitled *Le Patois de la Grand'-Combe, Doubs* (Paris, Champion, 1910) to M. Félix Boillot, Lecturer to the University of Sheffield.

SOUTH AFRICAN COLLEGE, CAPE TOWN. —Mr. Arnold Wynne, M.A., formerly assistant master at Sidcot School, has been appointed Lecturer in English Language and Literature.

Dr. John Stuart, M.A. Oxon, has been appointed Professor of English in the Instituto Nacional at Panama.

Franco-Scottish Society.—Bursaries of £30 each have been awarded to Miss Mary S. Sanderson and to Miss Mary Burns, both of Edinburgh University, and to Miss Louisa D. A. Stuart, of Aberdeen University. The Bursars must study French for three months in France.

A master in an École Primaire Supérieure is anxious to find ten English boys to correspond with ten of his pupils. Communications should be addressed to the Hon. Secretary.

The Table of Holiday Courses annually issued by the Board of Education is now available. It contains particulars of eight Courses in Germany and Austria, twenty (!) in France, three in Switzerland, one in Italy, and three in Spain.

'By the courtesy of the Goldsmith's College French Society I had the pleasure of attending a very spirited performance of Labiche et Martin's *Vivacités du Capitaine Tic*, given under Mr. O'Grady's direction in the large hall of the college on March 27.

'This farcical comedy was presented by the students with decided verve and considerable sense of character, and made effective by a clear enunciation, so that a numerous audience could follow it with much appreciation, especially marked at the delivery of the happier of the interpolations bearing on local affairs. Of these one may instance M. le Capitaine's emphatic "Soit!" following on Célestin's long recital of his academic successes.

'Where so much talent and careful training were displayed it is not easy to single out individual players, but it is impossible not to comment on Mlle Grady's performance of Madame de Guy-Robert, which was delightful throughout, and marked by a very clear conception of character and an unusual degree of artistic restraint; while MM. Cohen, Lawday, and Page sustained the parts of Le Capitaine, Bernard, and Célestin with vigour and skill, MM. Cohen and Bernard in particular displaying great command of expression. Mlle Jenden worked hard and effectively in the difficult rôle of Mlle Lucile, and M. Seltzer in that of Désambois. Other parts were presented adequately by Mlles Garlick and Hayes, and by MM. Giles and Harris.

'If something a little like over-acting on the part of the gentlemen overshadowed the work of the ladies once or twice, and if the stage echoing to a vigorous stride now and then drowned a tag, it is easy to forgive a little extra vigour in a hall not overheated.

'One must congratulate the stage-manager and scene-painters on their efforts, and notably on the safety-curtain, and thank the students' orchestra, which enlivened the intervals under the skilful *bâton* of Mr. Hickford.'

W. E. L.

The cause of phonetics may well be congratulated, since now it seems that even science men enter the ranks of its advocates. An able and interesting paper was read by J. W. Horseman, B.Sc. London, at the Arts Club, Bedford, on April 8, on the subject of the speech-sounds of the mother-tongue, and on the importance of phonetics in all Modern Language Teaching. To illustrate the changes that have taken place since Shakespeare's time, an extract from *The Merchant of Venice* ('The quality of mercy is not strained') was twice read. First with the present-day pronunciation, and then with the pronunciation of three centuries ago, as reconstructed by Viëtor.

In the course of his paper the lecturer laid stress on the necessity for spelling reform, on the grounds: (1) That the present system affords no check on rapid sound change; (2) that it implants erroneous ideas about sounds, leading

directly to the neglect of the spoken language ; (3) that the waste time involved in teaching, reading, and writing is enormous, and that a reformed spelling would minimize the difficulties, and allow more time for the training of intellect.

Having carefully analysed and illustrated, by various tables and diagrams, the existing speech-sounds of standard English and their production, the lecturer proceeded to advocate in the most emphatic manner the use of phonetics, not only for the better teaching of the mother-tongue, but also for the correction of defective speech, mentioning cases which he himself had effectively cured by the practical application of what he styled 'a phonetic diet.' He further laid stress on the fact that phonetics, as the basis of all Modern Language study, were an absolute necessity, and that for this, the principles and notation of the I.P.A. were to be preferred to all others for simplicity and accuracy.

GOOD ARTICLES.

Journal of Education, May, 1911 : Some Impressions of Secondary Girls' Schools in Germany (M. A. Bowerley).

School World, April, 1911 : How to Enlarge a Child's English Vocabulary (A. E. Roberts). May, 1911 : The Qualifications of Inspectors of Schools ; The School-leaving Age (J. T. Phillipson) ; A System of National Education (Miss I. Cleghorn).

Educational Times, April, 1911 : Vocational Education : The School as a Direct Preparation for Life.

The A.M.A., March, 1911 : The Irish Intermediate System (J. N. Shearman) ; German in Secondary Schools (F. W. Foley).

Les Langues Modernes, April, 1911 : L'Application de la Phonétique pratique à l'Enseignement des Langues modernes (R. Dubois, A. Chauvand) ; La Nouvelle Nomenclature Grammaticale (G. Raphaël).

Revue de l'Enseignement des Langues Vivantes, April, 1911 : Notre Scansion traditionelle du Vers anglais et les Critiques dont elle est l'Objet (A. Biard) ; De la Préparation des Professeurs de Langues vivantes (L. W. Cart).

Le Maître Phonétique, March-April, 1911 : The Transcription of English Vowels (D. Jones).

Die Neueren Sprachen, April, 1911 : L'Étude systématique des Moyens d'Expression (Ch. Bally) ; Englische Realien (R. Ehrke).

Moderna Språk, March, 1911 : La Nomenclature grammaticale française (P. Méaly).

EDITORIAL NOTE.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 15th of February, March, May, June, July, October, November, and December. The price of single numbers is 6d.; the annual subscription is 4s. The Journal is sent free to all Members of the Modern Language Association who have paid their subscription for the current year.

Applications for membership should be addressed to the Hon. Secretary, Mr. G. F. Bridge, 45, South Hill Park, London, N.W.

All subscriptions to be sent to the Hon. Treasurer, Mr. F. W. M. Draper, City of London School, Victoria Embankment, London, E.C.

Members wishing to receive or to discontinue receiving the MODERN LANGUAGE REVIEW are particularly requested to communicate with the Hon. Secretary. The subscription (7s. 6d. per annum) should be sent to the Hon. Treasurer at the same time as the annual membership subscription.

Contributions and review copies should be sent to the Editor of MODERN LANGUAGE TEACHING, 45, Ladbroke Grove, London, W. The Editor is assisted by an Advisory Committee, consisting of Messrs. R. H. Allpress, F. B. Kirkman, Miss Purdie, and Mr. A. A. Somerville.

The Hon. Secretary will be glad to receive from members the addresses of well-educated families on the Continent willing to receive English guests, which can be recommended to students and teachers wishing to study abroad. The addresses of houses where an English guest is not likely to meet any other English people are specially desired. Names of families should not be sent unless the member can recommend them from personal knowledge. Full particulars should be given.

Communications on the undermentioned subjects should be addressed to the persons named:—

Exchange of Children: Miss BATCHELOR, Grassendale, Southbourne-on-Sea, Hants.

Loan Library: A. E. TWENTYMAN, Board of Education, Whitehall, S.W.

Magic Lantern Slides: H. W. ATKINSON, West View, Eastbury Avenue, Northwood, Middlesex.

Residence Abroad (Women): Miss SANDYS, 30, East St. Helen's, Abingdon; **(Men)**: The HON. SECRETARY.

Correspondence on all other subjects should be addressed to the Hon. Secretary.

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMANN

WITH THE ASSISTANCE OF

R. H. ALLPRESS, F. B. KIRKMAN, MISS PURDIE, AND A. A. SOMERVILLE

VOLUME VII. No. 4 **June, 1911**

LA COUPE DANS LE VERS FRANÇAIS DE DOUZE SYLLABES.

La question de la coupe dans le vers de douze syllabes est une de celles qui ont le plus passionné les poètes et les théoriciens. Pour pouvoir la traiter sans parti pris et y apporter une solution vraie, il importe de connaître l'évolution de ce vers depuis ses origines jusqu'à nos jours et de comprendre les lois fondamentales de la versification française.

I.

Le vers de douze syllabes apparaît pour la première fois dans le *Voyage de Charlemagne à Jérusalem et à Constantinople*, qui est de la fin du XI^e^ siècle, puis dans le *Roman d'Alexandre* (XII^e^ siècle)—d'où lui vient le nom de vers alexandrin—après le vers de huit syllabes, le premier en date (*Vie de St. Léger*, au X^e^ siècle), et le vers de dix syllabes un peu postérieur à ce dernier (*Vie de St. Alexis*, milieu du XI^e^ siècle ; *Chanson de Roland*, fin du XI^e^ siècle).

Le dodécasyllabe est un élargissement du décasyllabe, qu'il a peu à peu remplacé dans les Chansons de Geste, par égalisation des deux hémistiches. Un fait suffirait à le démontrer : ' *L'Élie de St. Gilles* est un remaniement picard du XIII^e^ siècle, en vers assonancés de douze syllabes, refait sur un poème du XII^e^ siècle en décasyllabes, dont quelques-uns sont restés.' *

Le vers de douze syllabes dans ces poèmes primitifs est invariablement coupé en deux membres égaux.

'L'Emperere le vit, | hastivement li dist.'
(*Voyage de Charlemagne.*)

La 6^e^ syllabe, tonique, peut être suivie d'un *e* muet final seul ou suivi de *s*, de *t* ou de *nt*, lequel ne

* Constans, *Chrestomathie*, p. 89.

compte pas dans le nombre des syllabes, tout comme à la fin du vers. On sait qu'il en était de même à la coupe (après la 4e syllabe) du décasyllabe.

'Et dist li Emperer(e) : ‖ Gabez, bels niès Rollanz.' (*Voyage de Charlemagne.*)

'Et vos, sire arcevesqu(es), | gaberez vos od nos ?' (*Ibid.*)

'Se il cel gab demostr(et), | de fer est o d'acier.' (*Ibid.*)

'Que les pointes en sei(ent) | contre mont vers le ciel.' (*Ibid.*)

L'Alexandrin a donc dès son origine un *accent fixe* et une *pause* après la 6e et après la 12e syllabe ; point de repos ni de ponctuation ailleurs qu'à la fin des hémistiches ; aucune loi ne régit la place des autres accents toniques.

Peu à peu la pause, d'abord obligatoire après la 6e syllabe, s'affaiblit : une cohésion plus étroite s'établit entre les deux hémistiches, surtout lorsque, à la fin du vers, la rime eut remplacé l'assonance. La 12e syllabe étant plus fortement marquée, le vers acquérait par le fait même plus d'unité ; dès lors il ne fut plus nécessaire de faire sentir avec autant de force la coupe intérieure. Il en résulta : 1° la disparition de la césure féminine : après la 6e syllabe un *e* final atone dut être élidé et, partant, ne put plus être suivi d'une consonne dans le même mot ; 2° la possibilité de l'enjambement du premier hémistiche sur le second, une simple coupe de mots étant suffisante pour les séparer. Le premier de ces changements eut lieu au XIVe siècle ; le second était chose faite dès le milieu du XVIe.

'Jérusalem estoit à demi renversée ;
La plus grand part du peupl(e) et des chefs étaient morts.'
(Robert Garnier : *Les Juives.*)

Mais, tandis que l'élision, après la 6e syllabe, de l'*e* muet final est devenue une loi, l'enjambement du premier hémistiche sur le suivant n'est qu'une exception tolérée seulement pour le cas où il comprend le second hémistiche en entier.

Toutefois, le branle était donné, et pour peu qu'à l'affaiblissement de la 6e syllabe s'ajoutassent d'autres libertés, comme l'enjambement de vers à vers, à la manière latine, et un repos à l'intérieur de l'hémistiche, il était à craindre que le vers, disloqué, ne perdît son unité. C'est contre cette tendance, dégénérée en licence chez quelques poètes du XVIe siècle, que lutta Malherbe. Malherbe comprit, avec raison, que le principe sur lequel se fonde tout système de versification est la symétrie. Pour sauvegarder l'unité de l'Alexandrin, il rétablit une séparation nette entre les deux hémistiches d'un même vers comme entre deux vers consécutifs. Il proscrivit toute pause ailleurs qu'à la fin de l'un des deux hémistiches, et voulait que la phrase finît seulement avec le vers.

Le vers alexandrin de Malherbe est le type par excellence de l'Alexandrin classique : celui de Corneille, chez lequel l'antithèse s'accommodait merveilleusement de la symétrie des deux hémistiches ; celui dont la gravité solennelle con-

venait si bien au style noble mis en honneur par Racine ; celui dont Boileau, joignant l'exemple au précepte, a formulé ainsi les lois :

'Que toujours dans vos vers *le sens coupant les mots*
Suspende l'hémistiche, en marque *le repos*.'

La place immuable et l'importance de la césure au XVII^e^ siècle eurent même pour effet certaines habitudes de style qu'il suffira d'indiquer en passant.

(*a*) C'est au besoin d'accuser fortement la coupe et la symétrie qu'il faut attribuer en grande partie chez Racine et surtout chez Boileau l'emploi fréquent, soit avant la césure, soit pour remplir le second hémistiche, de participes ou d'incidentes.

'L'harmonie *en naissant* produisit ces miracles.' (Boileau : *A. P.*)

'Avant que la raison, *s'expliquant par la voix*,
Eût instruit les humains, eût enseigné des lois.' (*Ibid.*)

'La déesse, *en entrant, qui voit la nappe mise*.' (*Lutrin.*)

'C'est là que le prélat, *muni d'un déjeuner, Dormant d'un léger somme*, attendait le *dîner*.' (*Ibid.*)

'L'audace d'une femme *arrêtant ce concours*,
En des jours ténébreux a changé ces beaux jours.' (Racine : *Athalie.*)

(*b*) L'égalité systématique des hémistiches ne fut pas non plus sans influence sur le groupement binaire ou quaternaire des vers. La phrase, nettement coupée en deux tronçons égaux, ne pouvait—sauf dans les énumérations d'ailleurs forcément symétriques*—avoir un long développement, et, le système des rimes suivies aidant, se renfermait volontiers dans l'espace de deux ou de quatre vers.

(*c*) Les points de repère fixes autorisaient et occasionnaient des inversions à longue distance :

'*Du temple* orné partout de festons magnifiques
Le peuple saint en foule inondait les portiques ;
Et tous, *devant l'autel* avec ordre introduits,
De leurs champs dans leurs mains portant les nouveaux fruits,
Au Dieu de l'univers consacraient ces prémices.' (*Athalie.*)

(*d*) Il n'est pas jusqu'à la forme du dialogue, surtout dans la tragédie, qui ne se ressentît de l'habitude de marquer fortement la césure. Presque toujours, lorsqu'un vers est partagé entre deux interlocuteurs, chacun prononce un hémistiche, et encore souvent les deux moitiés de vers ainsi partagées sont-elles symétriques. Beaucoup plus rarement le changement de personnage a lieu dans l'intérieur de l'hémistiche, jamais (dans la tragédie) après la 5^e^ syllabe.

'Rodrigue, qui l'eût cru ?—Chimène, qui l'eût dit ?' (*Le Cid.*)

'Oreste me trahit.—Oreste vous adore.' (*Andromaque.*)

Cependant il ne faut pas croire que le précepte de Boileau sur la suspension de l'hémistiche ait été toujours et universellement appliqué, même au XVII^e^ siècle, dans

* *Cf.* Racine, *Athalie*, vers 112 et suivants.

toute sa rigueur. Il ne serait pas difficile de trouver dans les tragédies de Racine et chez Boileau lui-même et jusque chez Malherbe, nombre d'infractions au principe absolu. Dans bien des cas le *sens* s'oppose à tout repos après le premier hémistiche ; voici, par exemple, des vers classiques que n'auraient pas désavoués les plus zélés romantiques :

'Le rempart qu'il avait si lâchement gardé.'
(MALHERBE : *Les Larmes de St. Pierre.*)

'Tes yeux refusent-ils encor de me connaître !' (RACINE : *Andromaque.*)

'Les prêtres ne pouvaient suffire aux sacrifices.' (RACINE : *Athalie.*)

'Vous sortez ?—Vous avez entendu sa fortune ?' (*Ibid.*)

'Tout a fui, tous se sont séparés sans retour.' (*Ibid.*)

'Si les rois de qui doit descendre ce Sauveur.' (*Ibid.*)

'Par quel miracle a-t-on obtenu votre grâce ?' (*Ibid.*)

'Mais je ne trouve rien de beau dans ce Voiture.' (BOILEAU : *Satire III.*)

Mais c'est surtout dans la comédie et les genres secondaires, comme les Fables de La Fontaine,* que la coupe est relativement libre.

'Ma foi, j'étais un franc portier de comédie.
C'est dommage : il avait le cœur trop au métier.
Crois-tu qu'un juge n'ait qu'à faire bonne chère ?
Et voilà comme on fait les bonnes maisons. Va.
J'irai ; mais je m'en vais vous faire enrager tous.' (*Les Plaideurs.*)

'La grammaire qui sait régenter jusqu' aux rois.
Hé bien ! ne voilà pas encore de son style ?
Leurs ménages étaient tout leur docte entretien.
Je n'ai point encor vu d'hommes, comme je crois.' (*Femmes Savantes.*)

'Même j'ai rétabli sa santé, que les ans
Avaient altérée : . . .
. . . Il me laisse en un coin
Sans herbe ; s'il voulait encor me laisser paitre !
. . . et, si j'eusse eu pour maitre
Un serpent, eût-il su jamais pousser si loin
L'ingratitude ?'

A dire vrai, les romantiques n'ont rien inventé pour la césure ; ils n'ont fait que reprendre un type de vers connu avant eux : leur innovation consiste surtout dans l'emploi plus fréquent qu'ils ont fait de formes jusqu'alors exceptionnelles.

Avant Victor Hugo, André Chénier, français et grec par le sang, l'éducation et le goût, essaya de vivifier la poésie sous le souffle de l'inspiration antique, et revendiqua pour le vers français la souplesse du vers grec.* Pour lui donner plus de variété, il ne craignit pas de réduire le repos de l'hémistiche à une simple coupe de mot, et tira de l'enjambement tant intérieur qu'initial les plus heureux effets. Voici dans la pièce des Bucoliques

* Il est à remarquer que l'Alexandrin de La Fontaine est infiniment plus souple et plus varié en ce qui concerne la coupe (et sa langue plus colorée) dans les Fables que dans ses autres œuvres.

* 'Sappho des champs de Mitylène
Avait daigné me suivre aux rives de la Seine.'
(*Épitre au Marquis de Brazais.*)

intitulée *L'Aveugle* trois vers de suite où la coupe principale n'est pas médiane :

'Ma bouche | ne s'est point ouverte à leur répondre ;
Ils n'ont pas entendu ma voix,|| et sous ma main
J'ai retenu | le dieu courroucé | dans mon sein.'

Le vers qui termine l'exquise poésie qui a pour titre *La Jeune Tarentine* est nettement partagé par une double coupe en trois mesures égales et de même rythme :

'Les doux parfums | n'ont point coulé | sur tes cheveux.'

Avec une hardiesse heureuse, André Chénier emploie pour la première fois l'enjambement intérieur monosyllabique :

'Le quadrupède Hélops | fuit ; || l'agile Crantor,
Le bras levé, l'atteint.'

André Chénier est le premier en date des romantiques.

Pour consacrer cette réforme, il fallait un chef d'école et un poète de génie : ce fut le double rôle de Victor Hugo.

Dans le célèbre manifeste qu'est le Préface de *Cromwell*, Hugo voulait 'un vers *libre* . . . sachant *briser à propos* et *déplacer la césure* pour déguiser sa monotonie d'Alexandrin.'

Cette déclaration paraît être l'exacte contre-partie du précepte de Boileau ; en réalité, elle n'en est que le correctif destiné à atténuer ce que l'ancienne théorie avait de trop absolu. Victor Hugo admet comme type général le cadre classique ; il demande seulement que dans certains cas particuliers et motivés le poète ne soit pas astreint à couler son vers dans deux moules en tous points identiques. Boileau voulait que *toujours* il y eût un repos à l'hemistiche, Hugo réclame la liberté de déplacer *à propos* la césure, le repos principal. A ce déplacement le vers français gagna non seulement en variété, en richesse, en expression, mais aussi en vérité et en logique.

On sait avec quel art consommé le grand poète a usé de la liberté nouvelle et fait servir le changement inattendu — par conséquent frappant—à l'expression des sentiments les plus divers et même les plus opposés. Il n'est pas une de ses poésies où ne se rencontrent plusieurs de ces heureux exemples.

Je cite au hasard, dans la *Légende des Siècles*, 'Booz endormi' :

'Donc Booz dans la nuit dormait parmi les siens :
Près des meules, qu'on eût prises pour des décombres,
Les moissonneurs couchés faisaient des groupes sombres
. . . . . .
Pendant qu'il sommeillait, Ruth, une Moabite,
S'était couchée *aux pieds de Booz*, le sein nu,
Espérant *on ne sait quel rayon inconnu* . . .
Ruth songeait et *Booz dormait* ; l'herbe était noire.'

Le Mariage de Roland :

'Ils se battent—combat terrible !—corps à corps.
. . . . . .

C'est le duel effrayant de deux spectres d'airain,
Deux fantômes auxquels *le démon* prête une âme.
. . . . . .
Roland a son *habit de fer*, et Durandal.
. . . . Vassal, ton âme est neuve,
Dit Roland. Je riais, je faisais une épreuve.
Sans m'arrêter et *sans me reposer*, je puis
Combattre *quatre jours encore*, et quatre nuits.
Le duel reprend. *La mort plane*, le sang ruiselle
Durandal heurte et *suit Closamont;* l'étincelle
Jaillit de toutes parts sous leurs coups répétés.
. . . . . .
Ils frappent; le brouillard du fleuve monte et fume.
. . . . . .
Le jour naît, le combat continue à grand bruit;
La pâle nuit revient, *ils combattent;* l'aurore
Reparaît dans les cieux, *ils combattent* encore.'

On a l'impression, dans cette lecture, d'une lutte surhumaine, acharnée, haletante, épuisante, au milieu du plus sinistre décor. Il n'y a pas un seul deplacement de la césure qui ne soit ou pittoresque ou suggestif.

Le déplacement de la coupe conduisit Victor Hugo à mettre en honneur une forme particulière de l'Alexandrin, qu'on appelle trimètre romantique et qui consiste dans la division de ce vers par deux coupes en trois parties ou mesures égales. Ici encore, Victor Hugo n'a rien inventé; les deux types du trimètre existaient avant lui, quoique très exceptionnellement; il en a fait seulement un usage plus fréquent et toujours avec beaucoup de bonheur.

I^er^ type: C'est le moins rare dans la poésie classique, où il apparaît d'ailleurs sans motif plausible, par le simple fait du hasard; la 4^e^ et la 8^e^ syllabes sont toniques (suivies ou non d'une syllabe muette). On en trouve des exemples assez nombreux au XVI^e^ siècle, et çà et là au XVII^e^:

'Mon chef blanchit | dessous les nei- | ges entassées.' (D'AUBIGNÉ.)

'Et Mardochée | est-il aussi | de ce festin?' (RACINE: *Esther.*)

'Oui, c'est Joas; | je cherche en vain | à me tromper.' (*Athalie.*)

'Pour prendre Dole, | il faut que Lil- | le soit rendu.' (BOILEAU: *A. P.*, II. 187.)

'Mais je ne trou- | ve rien de beau | dans ce Voiture.' (*Sat. III.*)

Nous venons de citer un exemple d'André Chénier qui n'en manque pas. Cette manière de couper l'Alexandrin est chez Victor Hugo très commune et toujours justifiée par un effet à produire:

'Les dieux dressés | voyaient grandir | l'être effrayant.' (*Le Satyre.*)

'Il vit un œil | tout grand ouvert | dans les ténèbres.' (*La Conscience.*)

'Il réveilla | ses fils dormant, | sa femme lasse.' (*Ibid.*)

'L'ombre des tours | faisait la nuit | dans les campagnes.' (*Ibid.*)

'Le Christ immense | ouvrant ses bras | au genre humain.' (*L'Aigle du Casque.*)

Ce type est devenu très fréquent depuis Victor Hugo :

J'ai fait mon temps. | Buvez, ô loups, | mon sang vermeil.
. . . . . .
vais m'asseoir | parmi les Dieux, | dans le soleil.'
(LECONTE DE LISLE : *Le Cœur de Hialmar.*)

2e type : L'autre type, formé de trois membres symétriques séparés par une ponctuation, se rencontre à peine avant le XIXe siècle.

'Toujours aimer, toujours souffrir, toujours mourir.'
(CORNEILLE : *Suréna.*)

'Maudit château, maudit amour, maudit voyage.'
(LA FONTAINE : *Ragotin.*)

Il s'en rencontre un assez grand nombre d'exemples chez Victor Hugo et les romantiques.

'Vivre casqué, suer l'été, geler l'hiver.'
(*Le Petit Roi de Galice.*)

'J'étais enfant, j'étais petit, j'étais cruel.'
(*Le Crapaud.*)

'Gardiens des monts, gardiens des lois, gardiens des villes.'
(*Les Trois Cents.*)

'Faisait sortir l'essaim des êtres fabuleux
Tantôt des bois, tantôt des mers, tantôt des nues.'
(*Le Sacre de la Femme.*)

'Il fut héros, il fut géant, il fut génie.'
(*Le Parricide.*)

'Tes beaux vers ingénus
Tantôt légers, tantôt boiteux, toujours pieds nus.'
(MUSSET : *Sur le Parnasse.*)

Une seule forme d'Alexandrin semble avoir été créée par Victor Hugo, qui d'ailleurs l'a très rarement employée ; c'est celle où la 6e place est occupée par un monosyllabe que le sens rattache au second hémistiche :

'Ces gueux ont commis *plus* de crimes qu'un évêque
N'en bénirait.
(*Les Châtiments : On loge à la nuit.*)

'Toutes ces femmes, *tous* ces vieillards, tous ces hommes.'
(*Torquemada*, II. 2.)

Ce monosyllabe est toujours un mot de valeur fortement accentué, tout au moins la finale d'un groupe inséparable, jamais une préposition. Les exemples suivants, pris dans *Aymerillot*, nous montrent l'extrême limite des libertés que s'est permises Victor Hugo relativement à la coupe.

'Charlemagne
Revient d'Espagne ; *il a* le cœur triste, il s'écrie . . .'

'Dans les terres *il voit* une ville très forte.'

'Or je suis triste, *et c'est* le cas d'être joyeux.'

'Et je l'aurai ; *je n'ai* jamais vu, sur ma foi,
Ces belles filles-là.'

'Hugues, dit-il, *je suis* aise de vous apprendre . . .'

'Nous y mangions, *au lieu* de farine de blé . . .'

'Tellement *que je suis* tout noir et tout brûlé . . .'

'Il reprit : Çà, *je suis* stupide. Il est étrange
Que . . .'

'Ces douves-là *nous font* parfois si grise mine.'

'Voilà tout, Sire. *Il plut* au sort de m'oublier.'

'Il appela *les plus* hardis, les plus fougueux.'

'Si quelque insensé *vient* heurter leurs citadelles.'

L'*h* aspirée, dans ces deux derniers vers, met forcément en relief la syllabe qui précède.

En somme, l'Alexandrin de Victor Hugo n'est point révolutionnaire : il accuse certaines tendances préexistantes, sans rien détruire. Chez Hugo la 6e syllabe est toujours finale d'un mot, par conséquent tonique ; seulement, elle n'est pas nécessairement suivie d'une pause, et les repos principaux peuvent être à d'autres places. Ajoutons que neuf vers sur dix ont chez ce poète la plus pure forme classique. Victor Hugo est, en fin de compte, un conservateur.

Il n'en est pas de même de quelques-uns de ses imitateurs. D'aucuns ont introduit dans l'Alexandrin des licences que Victor Hugo n'eût certainement pas approuvées, en sacrifiant complètement la coupe après la 6e syllabe. Les novateurs contemporains ont tout d'abord multiplié, souvent par pur caprice, les emplois des formes dont Victor Hugo avait fait un usage exceptionnel et justifié ; de plus ils ont créé et affectent d'employer couramment trois types tout à fait nouveaux, sans le moindre souci de la 6e syllabe. Les deux premiers sont une extension du trimètre, avec deux coupes très nettes après la 4e et après la 8e syllabe ; dans le troisième, la coupe est absolument libre et peut se trouver n'importe où, ou même n'exister pas.

1er type : La 6e syllabe est une finale atone :

Chacun plantant | comme *un* outil | son bec impur.' (BAUDELAIRE.)

'Lui qui vécut | dans *les* murs froids | d'une mansarde.' (COPPÉE).

'En louant Dieu, | comme Garo, | de toutes choses.' (VERLAINE.)

'Pour être seule, | et *les* moiteurs | de mon front blême.' (*Ibid.*)

2er type : La 6e syllabe et la 7e appartiennent au même mot.

'Et nous allons | appareiller | pour les étoiles.' (RICHEPIN.)

'Empanaché | d'indépendance | et de franchise.' (ROSTAND.)

3er type : Les membres sont inégaux, la 6e syllabe est atone :

'Et ce cen- (3) | tre, tu *le* (5) sais bien, | n'existe (4) pas.' (RICHEPIN.)

'Font pétiller (4) | de *leurs* (5) monoto- (3) | nes échos.' (*Ibid.*)

'Quand l'étu- (8) | de (1) || de *la* (8) prière était suivie.' (VERLAINE : *Sagesse.*)

Du moment que la 6e syllabe ne compte plus, peu importe qu'elle soit finale ou intérieure ; et l'on n'aura plus à se gêner pour écrire des vers (?)comme celui-ci :

'La lune brillait parmi les nuages sombres !'

En résumé, l'origine de la coupe médiane tient à la constitution même de l'Alexandrin. Jusqu'au XIVe siècle cette coupe consiste en un repos aussi marquée, ou peu s'en faut, qu'à la fin du vers. Quand la rime eut remplacé l'assonance, la pause après la 6e syllabe devint peu à peu moins accusée, au point que les poètes du XVIe siècle firent souvent déborder le premier hémistiche sur le second. Malherbe rendit à la pause son importance.

Dès lors, il y eut véritablement deux usages pour la coupe : celui des genres supérieurs (épopée, tragédie, satire, ode, poème didactique) conforme aux prescriptions de Malherbe ; celui de la comédie et des genres secondaires, qui continua la coupe plus libre, condamnée par le même Malherbe. Le XVIII^e^ siècle n'apporta aucune innovation au vers racinien adopté pour tous les genres.

Les romantiques, tout en conservant comme type ordinaire le vers coupé après la 6^e^ syllabe, donnèrent droit de cité à certaines coupes bannies jusque-là de la tragédie et tolérées ailleurs. En général ils firent de ces formes un emploi heureux et discret. Cependant, par la fait même que la coupe médiane dans certains cas n'était plus que secondaire et réduite au minimum d'expression et que d'autres coupes plus fortes pouvaient occuper d'autres places, l'existence même de la coupe traditionnelle était menacée. Scrupuleusement conservée par Hugo et par les poètes de la première moitié du XIX^e^ siècle, la coupe à l'hémistiche fut dans la suite maintes fois supprimée complètement, en dépit, je ne dirai pas de l'histoire et de ses droits acquis, mais des principes les plus essentiels de la versification française.

PROF. HILAIRE VANDAELE.

(*La suite au prochain numéro.*)

THE IMPERIAL EDUCATION CONFERENCE AND THE SIMPLIFICATION OF ENGLISH SPELLING.

THIS Conference is of opinion that the simplification of English spelling is a matter of urgent importance in all parts of the Empire, calling for such practical steps in every country as may appear most conducive to the ultimate attainment of the end in view—the creation, in connection with the subject, of an enlightened public opinion, and the direction of it to the maintenance, in its purity and simplicity among all English-speaking peoples, of the common English tongue.

This resolution was put to the delegates from all parts of the Empire at the Imperial Education Conference, and carried unanimously. It marks an important step in the movement that aims at a simplification of English spelling.

The report of the Conference has been published, at the price of one shilling. It contains much that is worth reading, but I propose to deal mainly with questions arising from the paper by Dr. E. R. Edwards, printed on pp. 207 to 218 of the report. In doing so I shall touch upon several points raised by Dr. A. H. Mackay (Nova Scotia) in his interesting paper, 'Should Education Departments tolerate any Reformed Spelling?' The third paper, by Dr. W. G. Viljoen (Union of South Africa), on the various steps which have

been taken in South Africa to simplify Dutch orthography and grammar, is also full of interest.

In some preliminary remarks on 'English Spelling—in particular, its Defects,' Dr. Edwards points out clearly the unsatisfactory nature of the present spelling, and concludes with a telling quotation from Professor Skeat. He then proceeds to the 'consideration of certain fundamental principles,' dwelling first on the constant change in the pronunciation. 'One of the most important statements in modern philology is the rule that a living language is in a state of perpetual transformation, and further, that certain forces are at work altering the sounds of a language from generation to generation.'

This rule is certainly important, but it requires some qualification. Undoubtedly, living languages change, but the rate of change is by no means uniform. We must distinguish between language that develops without restraint (such as a dialect) and the language that is above dialects. The good educated speech of Southern England, the *Bühnendeutsch* of Germany, have risen more or less to the position of a standard speech, and this is a linguistic phenomenon that demands special attention. When a standard speech is generally accepted and taught in schools (as ours is taught to some extent, and—it is true—rather unsystematically), it is much less liable to change than dialect speech. As Dr. Edwards points out, we are making efforts to provide all the pupils in our secondary schools with a better form of English speech, as a second speech for purposes of general social intercourse, in addition to their dialect speech. This is, in a sense, an artificial speech; their natural speech is dialect. A standard speech tends to resist change; dialect speech does not.*

When the conventional spelling represents more or less accurately the standard speech, it lends it additional power to resist change. That is the case to some extent in German. The changes in the sounds of educated German speech since the sixteenth century have not been extensive.

In English the great divergence between spelling and sound has prevented close association between the letters of the printed or written word and the sounds of which it is composed. This applies particularly to the long vowels and diphthongs; and it is here that the changes have been most rapid.

If the spelling were simplified in such a way that the sound of a word afforded unmistakable guidance to the spelling, there is strong reason to believe that, in these days of compulsory education, the rate of sound-change in the standard speech would be very much slower than in the dialects. It is slower even now, owing to the teaching in our schools, where something like

* A comparison of the Cockney dialect as it appears in the novels of Dickens and as it is spoken to-day affords a convincing illustration.

a standard speech prevails; this is true, at least, of the secondary schools.

The other fundamental principle mentioned by Dr. Edwards is that 'there are at any one point in the history of a living language differences of sounds, dialects, and varieties of speech,' and he refers to 'the question of possible standards of English speech' as 'of the utmost importance if we are going to set to work at our problem of the English spelling in a scientific way.' To this I return later.

The third section of his paper deals with 'The Possible Answers,' and he mentions three: the retention of the traditional spelling; a complete change; a gradual reform of the traditional spelling.

He agrees that no reasonable argument can be urged in favour of retaining the present spelling. Incidentally he adduces some amusing examples of spelling-pronunciations and discusses them. In referring to the second alternative, he mentions the use that has been made of phonetics in Modern Language teaching.

Dr. Edwards next refers to what he considers the most serious obstacle to a reform of the spelling. He says:

'Now, if it is proposed to alter the traditional spelling, the first thing, surely, to decide is how it should be changed and along what lines it should be changed. I think most of the reformers would explain that they were aiming at making written English come somewhere within recognizable distance of spoken English. But my point is—whose spoken English?'

Before discussing this I add some further quotations from his paper:

'I think there is urgent need of an accurate return which would make clear what is spoken English, not only in Great Britain, but in Greatest Britain—in its full linguistic sense.'

'So far as elementary instruction is concerned, either of children in the early stages, or of illiterate adults, or foreigners learning the language, the best way of getting over the difficulties of traditional English spelling is to use a phonetic script, based on the principle of one sound to one symbol, and one symbol for one sound, the words tran scribed representing any normalized pronunciation which is accepted as a natural pronunciation by the better educated persons of that district, wherever it may be.'

'Before the question is settled of getting gradual but effective reforms universally adopted in English spelling, we need more light and more information: a clearer understanding of the fundamental principles underlying the proposed reforms, and fuller information than we at present possess about the goal we are to aim at.'

To those who have read the last pamphlet issued by the Simplified Spelling Society, in which are reprinted two articles contributed by me to the *School World*, it will be evident that, for once (and, I am happy to say, it is quite exceptional),

I am not in entire agreement with my friend Dr. Edwards. I should like to sketch my ideas as to the most practical and advantageous way of reaching the desired end.

Certainly, the first thing necessary is to know what we are aiming at. I have always been opposed to the adoption of isolated reforms that are not part of a greater scheme. I am of opinion that the simplified spelling should consistently represent the sounds in the way that at present is the most familiar, as far as this is possible; that it should be easy to learn, in a rational way, and not by mere memorizing; that it should be easy to print, not necessitating fresh types; that it should be not so far removed from the traditional spelling that one who is brought up on the new spelling will find it difficult to read the old. The alternative that Dr. Edwards has apparently not taken into account is a spelling which is based on the traditional, but is not introduced by instalments; and it is this which seems to me the most promising answer to the problem.

If we decide to adopt a rigidly phonetic spelling (one sound to one symbol) we must have one form of standard speech generally accepted in all English-speaking countries; it is not sufficient to have a 'normalized pronunciation which is accepted as a natural pronunciation by the better educated persons of that district, wherever it may be.' Books are printed not for one district only; we write letters to people in all parts of the Empire and of the United States. For purposes of intercourse there must be uniform spelling. To wait for a general agreement in speech* before attempting the simplification of spelling is to postpone a much-needed reform far beyond our lifetime; whereas if we simplify the spelling so as to make it reasonable, without being scientifically phonetic, we are preparing in a very effective way the advent of standard speech. When the spelling and the sounds are connected once more (as was largely the case when English was first written), then we shall have far better opportunities for cultivating an intelligent interest in the sounds of the language than we have at present.

The use of a strictly phonetic spelling,† such as that of the International Phonetic Association, has its value for many purposes; it is hardly necessary for me to say how thoroughly I believe in the great practical services it renders. It is valuable for children some years after they have learnt to read and write, when they are

* Based upon the accurate return of what is spoken English desired by Dr. Edwards—and by everyone interested in the science of phonetics—which would be the work of years. At present we lack trained phoneticians to carry out the work.

† Even the phonetic spelling, however, has to be used 'broadly' for all purposes but that of scholarly research; that is to say, it very rightly is content with a simpler notation for learners, in a spirit of reasonable compromise.

ripe for a finer analysis of sound than is at first possible; it is valuable for acquiring the pronunciation of a foreign language and for recording the sounds of dialect speech, of the past, and of barbarous languages. But it is not suited to the child when it first learns to read and write its mother-tongue, and I think it quite unsuitable for universal adoption. It is an interesting fact that the two noteworthy phoneticians, Mr. Daniel Jones and Professor Savory, who have seen the tentative scheme drawn up by Mr. Archer and me, have both promised it their full support; and I am hopeful that Dr. Edwards (who had not seen it when he wrote his paper) will also come round to my way of thinking.

If we base our new spelling on the traditional, we get over this difficulty of the varieties of pronunciation that now prevail. If, for instance, it were decided to represent the vowel part of *aim* always by *ai* (*e.g.*, *hait*, *naim*, *dai*), then those who are accustomed to associate a diphthong with the letters *ai* would continue to pronounce a diphthong, and those who pronounce them as a pure long vowel would similarly continue to do so. This would be no obstacle to the universal pronunciation, at a later date, of *ai* as a diphthong or as a long vowel, whichever might come to be the accepted standard value. But if we are going to wait until uniformity of pronunciation has been attained, in this case and many others that might be quoted, how long will it be before we can begin to simplify the spelling?

The suggestion that the reform should be gradual is only acceptable if the changes proposed form part of a scheme dealing with the whole problem. Some simplifications are obviously desirable, and might be introduced even before the complete scheme is ready, as has been done by our American friends.

Whatever scheme we may ultimately adopt, it is practically certain that the *a* in *head* and the *e* in *active* will be treated as superfluous. But unless we consider the problem as a whole, we cannot even do away with all obvious superfluities. We do not need the *gh* in *night*, but we cannot drop it until we have settled how the vowel part is to be represented. We cannot simply omit *gh* and write *nit*.

Simplification is comparatively straightforward until the problem of the long vowels and diphthongs is reached, and it is mainly this that will be discussed by the Conference in September between the Simplified Spelling Board of America and our Simplified Spelling Society.

A general scheme is essential. When a scheme has been decided upon, the question still remains whether the reform should be by instalments or not.

Now there are very serious objections to simplification by instalments, which have not always been fully realized. The real and great objection to any change in the spelling is the sentimental. We urge the change on behalf of future generations, but we have to appeal to the present generation. To our contemporaries, however, the traditional spelling is a habit. They have been spelling words, and reading their written and printed form, innumerable times, until the word-picture is very closely associated with the word-idea. Any change, however slight, is disturbing.

At first sight a passage in simplified spelling gives almost as many painful shocks as there are words. Seen for the second time, they shock less. Seen for the hundredth time, they no longer shock; they have lost their uncouth, unfamiliar appearance.

If, then, we wish to overcome the fundamental repugnance of our contemporaries, we must let them see the simplified spelling until they get accustomed to it. But if we proceed by instalments every four years (as Dr. Mackay suggests), the spelling is unstable, and people have scarcely had time to grow accustomed to one form of the language, when a fresh transformation sets in.

If we adopt the instalment system, children on entering school have to learn one spelling, which in four years' time has to yield to another, and at the end of their school life is changed for the third time, perhaps; publishers have to supply fresh editions of their books every four years, and stereotyping becomes impossible; compositors have to undergo extra training every four years.

Those who have studied the psychology of reading—for instance, in Mr. Huey's book—know of what importance the word-picture is. In reading, our eye does not take in single letters, but words, and even groups of words. Unfamiliar word-pictures take longer to read. For the purpose of fluent reading we require a spelling that is not subject to frequent change.

It is idle to deny that word-pictures have an importance of their own, and it is better for the phonetician and the spelling reformer to recognize this in trying to make converts. He should listen sympathetically (even if it costs him an effort) when he is told that *honour* looks much more noble than *honor;* nor should he smile derisively when it is pointed out to him that *crystal* is more beautiful than *kristal.* He will, on the contrary, suggest with perfect suavity that this is purely a matter of habit, and that there is no intrinsic superiority in the ending *-our* or in the letters *c* or *y.* He will ask whether *tailour* necessarily suggests a high-class *tailor* and *sailour* a more able-bodied seaman than *sailor;* and whether *syt* is more beautiful than *sit.* — A future generation brought up on simplified spelling will grow equally

attached to the word-pictures with which it is familiar. But if we simplify by instalments, the word-pictures will be changing all the time, and we thus prevent the coming generation from acquiring constant word-pictures which we ourselves feel to be a valuable possession.

I doubt whether any real simplification by instalments is practicable; whether it could be insured that, let us say, from the 1st of January, 1912, all printed matter and all writing should show one set of simplifications, and that from the 1st of January, 1916, another set should be adopted by everybody. Even if this were practicable, it would mean that by 1920 we should have at our disposal many books printed in the traditional spelling; some in the 1912 spelling; others in the 1916 spelling; and a fourth lot in the 1920 spelling. Would any people tolerate such a state of things?

In all courtesy, I venture to suggest that those who advocate simplification by instalments are a little lacking in imagination, and at the same time, perhaps, cautious to the verge of timidity. They have not altogether freed themselves from their sentimental regard for the traditional spelling; they are too much attached to the thin-end-of-the-wedge method. If we propose to change the spelling at all, we shall meet with just as much opposition if we ask for a small change as for an extensive one; and in the latter case we can at least point to a real and great immediate gain, for which a sacrifice is worth making.

We need some imagination to realize how bad the spelling is, how much time is wasted in acquiring it, and how much would be gained from a real simplification. The linguistic imagination of our people needs quickening; as the resolution quoted at the beginning of this article suggests, we must create an enlightened public opinion on the subject of simplified spelling. That is uphill work, but it is work well worth doing. For the teacher of English it is a question of supreme interest. A simplified spelling will remove from the teaching of reading all that is so uneducational at present; it will save time that can be used to advantage for many other purposes; it will lead to a better appreciation of the spoken language. The time now spent in correcting the spelling may then be devoted to correcting bad speech. The ideal of Clear Speech and Clean Spelling in English is, I hope and believe, nearer of attainment now than it has been for centuries; and the work we do in purifying the English language will bear fruit wherever that language is honoured and loved, for countless generations.

WALTER RIPPMANN.

THE HOLIDAY COURSE FOR THE STUDY OF GERMAN AT NEUWIED-ON-THE-RHINE.

WHAT is the best way to study a modern foreign language? The writer of the following remarks does not attempt to give a complete answer to this comprehensive and difficult question. Perhaps there is no one best way to study a foreign language. But whatever be the method adopted, it is almost self-evident that it must include a certain period of residence in the country where the language is spoken. A student with good teachers may no doubt gain a very considerable knowledge of a foreign language while he remains at home, but when once a start has been made, not only will he gain his knowledge about six times as fast by going abroad, but he will gain that confidence in the *use* of it which it is next to impossible to attain in this country.

This, I suppose, is generally recognized at the present day, and the question is not, Shall I go to France or Germany? but, Whereabouts in France or Germany shall I go, and how can I make the best use of my time there? To anyone who is asking himself or herself questions of this kind, a short account of the writer's experience at Neuwied-on-the-Rhine may be useful. The Holiday Course at Neuwied is arranged by the Teachers' Guild of Great Britain and Ireland, and lasts three weeks in August of each year. Admirable arrangements are made to insure that the short time spent in Germany shall be spent to the very best advantage. The town is beautifully situated in one of the most charming parts of the Rhine Valley, and has long been famous for the excellence of its schools. The inhabitants, who by now are quite accustomed to the autumnal invasion of the Engländer and Engländerinnen, are most courteous and hospitable. The Teachers' Guild prepare a list of private families who each accept one or two English guests. I never heard of a single instance where guests were not most comfortable.

There is a popular impression in this country that Germans are very anxious to learn your language and very loth to teach you theirs. My experience is directly to the contrary. The members of the family where I was staying knew a little English, but I don't suppose six words of English were spoken all the time I was there. Moreover, living is cheap in Germany—cheaper than in this country—and the cooking is better. Is not the reputation of the German *Hausfrau* European?

The selection of good German families with whom students may reside is one of the chief benefits conferred by the organizers of this Course, but it is not the only benefit. There is a series of lectures and classes intended to systematize knowledge which would otherwise be fragmentary. These occupy the mornings, and consist of Reading, Phonetics, Conversation, and the study of German Literature. The classes are Elementary and Advanced, and each class is strictly governed by the needs of the students of the class. The surprising thing here to an Englishman is the mastery of method and intuitive insight into the difficulties of students shown by a first-rate German teacher. The ground is carefully and systematically prepared; nothing is left to chance. The classes are all conducted in German, but in the elementary class the speaking is quite slow; and as the professors all have a knowledge of English, difficulties need not remain unsolved.

The question is frequently asked, How much knowledge of German must I possess in order to derive benefit from the Course?

It is not absolutely necessary to possess any, but it certainly is desirable to possess some—enough perhaps to make a rough framework into which new acquisitions

may be set. In general, the greater one's previous knowledge, the greater the benefit one derives from the Course. In conclusion, one most enjoyable feature remains to be noticed. It is not all work. There is a certain amount of recreation. There are two or three social gatherings in the evenings. Every other day the English director of the Course organizes excursions to the neighbouring parts of the beautiful Rhine Valley. On these occasions, when the English meet each other in a foreign country, it is too much to expect that they should talk German.

But the enthusiastic Englishman who vows that he will never speak a word of English till he sets foot again in his native land need not be at a loss even here. There are generally a few Germans attached to the party who will cheerfully offer themselves as a *corpus vile* for his experiments. The Germans are a long-suffering people.

The above is only an imperfect and fragmentary account of an experience which for the present writer combined in an unusual degree instruction and enjoyment.

To any serious student who is prepared, at a very moderate cost, to spend the month of August in Germany, such a Holiday Course as that offered at Neuwied may be confidently recommended.

P. C. GREEN, M.A.

A BRITISH INSTITUTE IN BERLIN AND A GERMAN INSTITUTE IN LONDON.

THE idea of establishing a *Deutsches Haus* in London was put forward by Professor Breul some ten years ago, and with characteristic energy he has pleaded for the carrying out of his idea. He has contributed an article to the *Contemporary Review* of May, 1911, in which he traces the progress that has been made. He refers to the growing interest in English shown in German schools and universities, and dwells on the foolish neglect of German in our country. He points to the establishment in Paris of Professor Schweitzer's excellent *Institut Français pour Étrangers*, to which reference has been repeatedly made in our columns; to the *America Institute* in Berlin, established in 1910, and well endowed; and to the anonymous gift of £50,000 towards the establishment of a *German House* in connection with Columbia University.

(One of the curious, and rather distressing, features is to observe how American students and scholars are inclined, in looking to Germany, to overlook England. In many respects the educational questions that they discuss have their parallel in England rather than in Germany; but they seem largely ignorant of the work done in this country. We need an America Institute in London—or, at any rate, some centre where Americans might have an opportunity of learning what is being done in this country. The Mosely Commission did something to enable English teachers to gain an insight into American schools and universities, and they learnt much that is of value; but such visits between England and America should be much more frequent.)

In his article Professor Breul indicates a development of his idea:

It is no longer my aim to advocate merely the establishment of a *German Institute* (or a *German House*) in London for actual and intending teachers of English in Germany, but it is the object of this article to ask all persons in both countries who are interested in educational schemes and also those who are anxious to bring about a better understanding between Great Britain and Germany, and by means of it a renewal of the old cordial relations, to unite their energies and to start as soon as possible in each of the two countries a well-endowed Institute.

Professor Breul proceeds to give in detail his ideas as to the way in which the German Institute should be organized. We give a few extracts:

The German Institute in London would serve the needs of German students and teachers of English, of students of history and political economy, of young journalists and writers anxious to become familiar with English life and institutions, of scholars, architects, and others.

The students should not be boarded within its walls as in a college, but it should serve only as a centre for lectures, practical exercises, and the imparting of general information of every possible kind about London and Great Britain.

The reading-room should contain a number of the leading daily and weekly British newspapers and magazines, the political and literary tendencies of which would be carefully and dispassionately explained to the members, thus giving them a much-needed and extremely valuable first orientation. It should also be stocked with all the more important books of reference.

Each student should be accommodated in a suitable English family, where he would be sure to have excellent opportunities of hearing good English and of taking part in English home-life.

The function of the proposed Institute in London would thus be mainly educational. It would provide thoroughly good instruction for students of English life and thought, customs and institutions, by means of lectures, classes, practical exercises, discussions and debates, social evenings, explanations of exhibits, visits to places of interest in or near London, and by the giving of advice and help with regard to excursions to other parts of England. But the Institute might at the same time serve another and a no less useful purpose. It should also become a non-political Information Bureau on a large scale, similar to the *America Institute* in Berlin, and the *German House* in New York, with both of which it might well be in touch. Its duty should be to keep and file matters of experience, suggestions, and useful information of every kind within the sphere of its interests.

The number of ordinary members in each of the two Institutes should be limited to fifty in each half-year, but the Principal might be allowed to admit, at his discretion, a certain number (not exceeding ten each half-year) under special conditions as associate members. Good qualifications should be required of each applicant for admission. Each member should pay a moderate sum towards the expenses of the Institute. Ordinary membership should last six months, the first four-and-a-half of which should be spent in London in active work, as set forth above, while six weeks should be set apart for visits to other parts of Great Britain.

As the members of the *German House* in London would be mainly future teachers at German schools and universities, journalists, writers, and public men, it might confidently be expected that the information spread by them among large circles, and especially among the rising generation, would be at once more accurate and more sympathetic than it often is at present. This is perfectly compatible with a patriotic frame of mind; indeed, it seems to

many good patriots that at the present moment nothing is more desirable in the best interests of either nation than the re-knitting of the traditional bonds of friendship between the British and the German peoples. Their interests are in so many ways bound up together, so much of the future welfare of both nations depends upon their whole-hearted co-operation, that anything that is calculated to draw them more closely together and to make them really understand one another, must be looked upon in both countries as a truly patriotic action.

THE MODERN LANGUAGE ASSOCIATION.

A MEETING of the General Committee was held at University College, London, W.C., on Saturday, May 20.

Present: Messrs. Pollard (chair), Mr. Allpress, Miss Althaus, Miss Ash, Messrs. Chouville, Cruttwell, von Glehn, Miss Hart, Messrs. Hutton, Jones, Kittson, O'Grady, Payen-Payne, Miss Pope, Miss Purdie, Messrs. Rippmann, Saville, Miss Stent, and the Hon. Secretary.

Letters of apology for absence were received from Messrs. Braunholtz, Breul, Rev. W. O. Brigstocke, Miss Hentsch, Miss Johnson, Messrs. Latham, Lipscomb, Milner-Barry, Norman Odgers, Salmon, Savory, Steel and Stephens.

The minutes of the last meeting were read and confirmed.

The Hon. Secretary reported that the Report on Examinations had been sent to all the examining bodies concerned with schools, and also to a number of educational associations; nearly all the former had asked for a number of copies.

The Hon. Secretary reported that there were still fifteen members of the Association whose subscriptions to the *Modern Language Review* for 1910 were unpaid, in spite of the repeated applications made to them. He was instructed to write to them again.

The question of English phonetics in Training Colleges was again considered, and it was resolved to send the following resolution to the Board of Education:

'That the Modern Language Association notices with regret the omission from the latest Regulations for Training Colleges (1910) of the Syllabus for English Phonetics, which had appeared in the Regulations for former years, as calculated to check the progress of Phonetic instruction, and begs to urge the Board of Education to reconsider its decision.'

The following recommendation of the Exhibition Sub-Committee was adopted:

'That a complete Catalogue of Reading Texts be published, and that for this purpose the Catalogue prepared some time ago by a member of the Sub-Committee be utilized.'

A letter was read from the Chairman of the Joint Committee on Terminology, asking the Association to appoint a representative on the Standing Committee. Mr. Brereton was appointed.

The Chairman and the Hon. Secretary were appointed to represent the Association at the meeting called by the Teachers' Guild to consider the question of organizing the January meetings.

The following twelve new members were elected:

Miss M. A. Boulton, St. Anne's School, Abbots Bromley, Staffs.

Miss E. H. J. Eddowes, George Watson's Ladies' College, Edinburgh.

Miss G. Hamilton, Hartley College, Southampton.

Emil Hausknecht, Ph.D., Professeur à l'Université de Lausanne.

Miss Hilda M. M. Lawrance, Palam Hall, Darlington.

Miss M. I. Melville, Cairnsmore, 17, Napier Avenue, Hurlingham, S.W.

F. J. Moir, M.A., Gallows House, Moffat, N.B.

A. L. J. Naesseth, B.A., B.Sc., L.C.P., Burgess Hill College, Sussex.

E. H. Parr, Kilburn Grammar School, N.W.

Miss Pope, Ormskirk Grammar School, Lancs.

Miss Bertha Varley, Municipal Secondary School, Manchester.

F. J. Whitbread, L.C.P., Richmond Hill School, Surrey.

BIRMINGHAM AND DISTRICT BRANCH.

A general meeting of the Branch was held at the University on Wednesday, March 15. The President, Professor Wichmann, occupied the chair. The evening was devoted to the reading of selected portions of *La Vierge Folle* and *La Déclaration*, both by Henri Bataille. In the former play Professor Chatelain took the part of M. Armaury, and Miss Stella Cook that of Madame Armaury, while Mr. Bowden took the rôle of the Abbé. In *La Déclaration* Professor Chatelain took the part of the husband, Mlle Delèchenault that of the wife, Miss Cook that of Rosette, and Mr. Hatfield that of the 'Jeune Anglais.'

Professor Chatelain, in a few introductory remarks, compared the dramatic genius of Henri Bataille with that of Henri Bernstein, both of whom have achieved brilliant success as playwrights. Bernstein is a born dramatist, powerful in construction and in the art of moving his audience by dramatic episodes and *coups de théâtre*. He is not, however, a psychologist.

Bataille is first and foremost a poet —his principal volume of poems being entitled *Le Beau Voyage*—and a poet he remains throughout. He is lyrical and psychological, going below the surface to the mysterious main-spring of human actions.

In the first of the scenes selected from *La Vierge Folle*—that between the priest and the lover—passion is represented as opposed to duty, instinct as opposed to social obligation, individualistic paganism of love as opposed to 'christianisme familial.' In the second scene, where the husband and his injured wife are face to face, the dramatist portrays the 'durus amor,' the irresistible passion which takes possession of the husband, and which leads him — in spite of a temporary emotion — consciously but inevitably towards a cruel egotism. The wife represents the 'amour-passion,' the entire surrender of self. She loves her husband for himself, not for herself. She is capable of the most sublime renunciation, and in the end she triumphs.

La Déclaration represents by contrast a temporary amorous lapse. It is the temptation of love, blind, unreasoning, and frail, because it interests only the animal part of the human being, smitten for the moment by some external charm, and influenced by circumstances such as the atmosphere, the temperature, and the like.

At the conclusion of the readings the chairman briefly reviewed the work of the year, and the proceedings terminated.

ALFRED BOWDEN, B.A.

THE SCHOLARS' INTERNATIONAL CORRESPONDENCE.

THE exchange of letters has now become so much a matter of course that there is very little new or exciting to mention with regard to it. Now that the Language teachers make their own arrangements, I do not hear from the pupils, or get many details as to the practical working of the scheme.

May I take this opportunity of requesting teachers who desire to arrange for their pupils' regular correspondence with scholars in French schools to send me their names and addresses, so that these may be added to the next lists published in France? As is now well known, the idea is that a much more vital interest in a foreign language is excited when letters are exchanged between living persons,

than by the ordinary means at the disposal of the teacher. Of course such letters are addressed to the school, and so are more or less under inspection. Perhaps the two extracts from letters received, one by myself, the other by Professor Hartmann, will best indicate the interest excited:

'DEAR MISS LAWRENCE,

'Last winter through your aid I secured a French correspondent in Brussels. I must say that the enjoyment and good that I have obtained from her letters has been almost unlimited. They are not only interesting, but instructive—so full of the life of her people. The conditions of her life are so different from those of my own and of most American girls that news from her is almost like hearing from another world. Yet we have become fast friends, although distant. Such a correspondence with one who lives in a far-off country and speaks a strange tongue stimulates an interest in that language that a great amount of reading will fail to do. I feel a great deal more pride in my French since I have been putting it to some practical use.'

A teacher of German in Scotland wrote thus:

'We have carried on the correspondence in our school for ten years. All the pupils in the three higher classes exchange letters, with more or less zeal. Four at least who started years ago still carry on a correspondence, though some have married and have children.'

I shall be glad if teachers will send directly to me: Miss Lawrence, Bank Buildings, Kingsway, London, W.C.

LIST OF FOREIGN TEACHERS WHO APPROVE OF THE EXCHANGE OF LETTERS.

FRENCH.

Professors in Boys' Schools.

M. Andreü, Lycée de Beauvais, L'Oise.

M. Anglès Beranger, Collège de Barcelonette, Hautes Alpes.

M. Auvray, Lycée de St. Brieuc, Côtes du Nord.

M. Bastide, Lycée Charlemagne, Rue St. Antoine, Paris.

M. Bazennerie, Lycée St. Étienne, Loire.

M. Beltette, Lycée et à l'École Primaire Supérieure de Tourcoing, Nord.

M. Berland, Collège d'Auxerre, Yonne.

M. Bié, Collège de Mazamet, Tarn.

M. Blancheton, 53, Avenue Victor Hugo, Tulle, Corrèze.

M. Bonnal, Collège de Milhau, Aveyron.

M. Bonnet, Lycée de Rennes, Île-et-Vilaine.

M. Basile Bouttes, Lycée de Guéret, Creux.

M. Bouzeix, Collège de Civray, Vienne.

M. Camerlynck, 27, Avenue du Bel-Air, Paris.

M. Caralp, Lycée de Digne, Basses Alpes.

M. Chambonnaud, 84, Boulevard Richard-Lenoir, Paris.

M. Clausse, Collège d'Auxonne, Côte d'Or.

M. Cohué, Collège de Falaise, Calvados.

M. Coiscard, Collège de Dunkerque, Nord.

M. G. Commandeur, Collège de Montélimar, Drôme.

M. M. Commandeur, 31, Boulevard Jeanne d'Arc, Soissons, Aisne.

M. G. Copperie, Collège de Calais, Pas-de-Calais.

M. Dannenmüller, Collège de Louhan, Saône-et-Loire.

M. L. Darriulat, Lycée de Toulon.

M. Degré, Collège de Langres, Hte. Marne.

M. Devaux, Collège de Vire, Calvados.

M. Divry, Institut St. Louis, Perpignan, Pyrénées Orientales.

M. Drieu, Lycée de Gap, Hautes-Alpes.

M. Dulac, Lycée d'Angers, Maine-et-Loire.

M. Duplenne, Collège de Cholet, Maine-et-Loire.

M. Dupré, Lycée Montaigne, Rue Auguste-Comte, Paris.

M. Feignoux, Lycée de Cain, Calvados.

M. Feytel, École Normale, Bonneville, Hte. Savoie.

M. Fleurant, Lycée de Clermont-Ferrand, Puy-de-Dôme.

M. France, Collège de Beaune, Côte d'Or.

M. Gabriel, Collège de Luneville, Meurthe et Moselle.

M. Gandner, Collège d'Arnay-le-Duc, Côte d'Or.

M. Gascard, Lycée de Montpellier, Herault.

M. Gombaud, Collège de Carpentras, Vaucluse.

M. Grept, Collège de Coulommiers, Seine-et-Marne.

M. Guillet, École Primaire Supérieure de Chantonnay, Vendée.

M. Helias, 29, Avenue St. George, Auxerre, Yonne.

M. Janin, Collège de Villefranche-sur-Saône, Rhône.

M. Jubien, Lycée de Niort, Deux-Sèvres.

M. Koenig, Collège de Vitry-le-François, Marne.

M. Lagarde, Collège d'Elbœuf, Seine Inférieure.

M. H. Lagarde, Collège de Loudun, Vienne.

M. Launay, École Normale d'Instituteurs, Douai, Nord.

M. Le Desert, Collège de Riom, Puy-de-Dôme.

M. Le Rouge, Collège de Morlaix, Morbihan.

M. Maffre, Lycée de Toulouse, Hte. Garonne.

M. Marchand, Collège de Luxeuil, Haute-Saône.

M. Martin, Lycée de Tournon, Ardèche.

M. Mieille, Lycée de Tarbes, Hte. Pyrénées.

M. Mouriès, École libre de La Trinité, Béziers, Herault.

M. Nida, Lycée de Troyes, Aube.

M. Obry, Lycée du Havre, Seine Inférieure.

M. O'Dempsey, 7, Rue Duguay Trouin, St. Brieuc, Côtes du Nord.

M. Odru, Lycée de Puy, Hte. Loire.

M. Peignier, Lycée de Bordeaux, Gironde.

M. Pradel, Lycée de Montluçon, Allier.

M. Quenouille, Collège de Grasse, Alpes Maritimes.

M. Rabache, Lycée du Mans, Sarthe.

M. Rallu, Collège de Morlaix, Finisterre.

M. Reynaud, École Arago, Place de la Nation, Paris.

M. Robert, Lycée de la Rochelle, Charente Inférieure.

M. Roussel, Lycée de Vendôme, Loire-et-Cher.

M. Roy, Lycée d'Alençon, Orne.

M. Sabardu, Collège de Draguinan, Var.

M. Salvan, Collège St. Jean d'Angely, Charente Inf.

M. Secheresse, Collège de Bergerac, Dordogne.

M. Simon, Collège de Bethune, Pas de Calais.

M. Tassin de Villepion, Lycée de Carcassone, Aude.

M. Thoumazoun, Petit Seminaire de Brive, Corrèze.

M. Touzain, Lycée d'Angoulême, Charente.

M. Turgot, École primaire sup. de Garçons, Carentan, Manche.

M. Valentin, Collège de Soissons, Aisne.

M. Vayron, Collège de Vannes, Morbihan.

M. Voillet, Collège Monge à Beaune, Côte d'Or.

Teachers in Girls' Schools.

Mlle Abrey, Collège Fénelon, Lille, Nord.

Mlle Bellon, Lycée de Jeunes Filles, Montpellier, Herault.

M. Beltette, l'Institut Sévigné, Rue des Orphelines, Tourcoing, Nord.

Mlle Chamant, École primaire sup., Saint Céré, Lot.

Mlle Coblence, École Normale d'Institutrices, Mélun, Seine-et-Marne.

Mlle Cros, Lycée de Jeunes Filles, Orléans, Loiret.

Mlle Cruvellie, Collège de Jeunes Filles, Béziers, Herault.

Mlle Dubois, Institution de Jeunes Filles, 6, Rue du Sud, Dunkerque, Nord.

Mme Duproix, Lycée de Jeunes Filles, 58, Avenue de Toulouse, Montpellier, Herault.

Mlle Dussot, Lycée de Lons-le-Saunier, Jura.

Mlle Dousset, Collège de Troyes, Aube.

Mlle Erhard, École Supérieure de Jeunes Filles, Tours.

Mlle François, 51, Rue de la Barre, Alençon.

Mlle Fischer, Collège de Jeunes Filles, Chalon-sur-Saône, Saône-et-Loire.

Mme Veuve Français, Collège de Jeunes Filles, Constantine, Algeria, Africa.

Mlle Gilard, Lycée de Jeunes Filles, Marseilles.

Mlle Goisey, Collège de Jeunes Filles, La Fère, Aisne.

Mlle Guerin, 5, Rue de Lagny, Montreuil-sous-Bois, Seine.

Mme Hava, Pensionnat Fort de France, Martinique.

Mme Micille, Collège de Jeunes Filles, Tarbes, Hte. Pyrénées.

Mme Nerson-Coblence, École Normale d'Institutrices, Mélun, Seine-et-Marne.

Mlle Percherancier, Lycée de Jeunes Filles de Roanne, Loire.

Mlle Rive, Lycée de Jeunes Filles, Montpellier, Herault.

Mlle A. Schuhler, 63, Rue des Martyrs, Paris.

Mlle Turgot, L'École Communale de Jeunes Filles de Carentan, Manche.

Mlle Valentin, Collège de Cours.

Mlle Vidal, Lycée de Jeunes Filles, Nice.

BELGIUM.

Mlle François, Rue de La Blanchisserie, Brussels.

Mlle Rachwall, 22, Rue Philippe-Champagne, Brussels.

Mme Vasseur, 16, Rue du Remorqueur, Brussels.

GERMANY.

Teachers who like to hear direct.

Direktor Bowitz, Höhere Mädchenschule, Schweidnitz, Silesia.

Fräulein Eckardt, Städtische Höhere Mädchenschule, Bochum, Westphalia.

Professor G. Höft, 19 Henriettenstrasse 21ii, Hamburg.

Fräulein H. Ludwich, Märkische Strasse 9, Bochum, Westphalia.

Professor Nader, Waehringer Strasse 61, Vienna 9/2.

Miss Webb, Helgoländer Ufer 6, Berlin, N.W. 52.

CORRESPONDENCE.

PUNCTUATION.

THE first paragraph of Dr. Rouse's letter in your issue of this month raises an interesting and important question. Those who, like myself, have had experience of the idiosyncrasies of printers and contributors know that, of the minor troubles that infest our literary production, there is none more troublesome than that of punctuation.

Stops, as Dr. Rouse correctly indicates, are sometimes used to help the reader aloud, more frequently to assist the skimmer of the printed page; and the demands of these two classes are often irreconcilable. In addition to this, there is in many quarters a very noticeable tendency to disregard the convenience of both, if the insertion of a stop offends the æsthetic eye. A particularly senseless example is the omission of the comma at the end of a dependent sentence when a part or the whole of the principal sentence succeeds.

What we want is a well-considered, systematic and comprehensive scheme issued with the authority of the bodies and persons most influential in literature and education. Such a scheme would be

sure of a wide and speedy acceptance. For punctuation is not, after all, a matter in which originality is needed or desired.

If improvements should be introduced into our punctuating apparatus, there are two which seem to have a special claim. The inverted sign of interrogation employed in Spanish at the beginning of a sentence would help both reader and reciter; and we could very well dispense with either the colon or the semicolon, as to the distinction between which there is in practice great uncertainty and inconsistency.

J. P. POSTGATE.

University of Liverpool,
May 18, 1911.

EN TOUTE COURTOISIE.

Mr. A. Béraud refers me to a French grammar for a preterite called the 'preterite anterior indefinite,' which, though little used, he says, yet does exist, and justifies the correctness of Professor Brunot's sentences: 'Sitôt que je *l'ai eu acheté*' and 'Sitôt que *j'ai été entré* dans le magasin et que *j'ai eu vu* la chose, je *l'ai eu achetée*.'

Will Mr. Béraud kindly say in which French grammar to look for this so-called 'pretérit antérieur *indéfini*' (ô combien !)? for I cannot find any trace of it, not even in Professor Brunot's own grammar, nor can any of my French colleagues here make it out. In jumping to the conclusion that this is correct French, Mr. Béraud is getting well ahead of the Professor himself, who merely called it a regular form in the *modern spoken* language. Since correction excludes what is little used or unsupported grammatically, Mr. Béraud's assertion can hardly be maintained. Moreover, his admission that this is not *simple* French implicitly bears out my statement that, *where simplification was aimed at, mystification was brought down*, as I have ventured to point out . . . en toute courtoisie.

E. COURTOIT.

Institut Sup. de Commerce,
Antwerp.

EXAMINERS EXAMINED.

Well may Dr. Rouse take some of our examiners to task, and exclaim: 'Quis custodiet ipsos custodes!' If 'their style is appalling,' if their reports 'read like the work of uneducated men,' what may we not expect when they lightly venture into foreign languages? Here are some rich specimens of modern French selected from the Obligatory French Paper set last June by the Joint Scholarships Board in connection with the Intermediate Scholarships Examination: 'Avez-vous jamais entendu parler d'un fleuve débordant?—Il est sauf—S'il sera en retard.' On what principle, one may ask, did the examiner mark the French renderings of Question 6 (*a*)?—'If you put something by every month, you will soon be rich.' Presumably, *si vous mettez* was ruled out of court in favour of *si vous mettrez*. In the case of so simple a language as French, errors like those I have quoted are quite inexcusable. Did not the Rev. A. E. Crawley inform us, in the *School World* for April, 1910, that 'French could be learned in a term, if properly taught'?

SAMUEL SMITH.

REVIEW.

In your March issue you print a review of my *Introduction to Old French Phonology and Morphology*, which seems to me most unjust. I feel so, not because of the criticisms of details, which will be of great advantage to me in the event of a second edition, but because of the reviewer's failure to recognize the essential nature of the book.

The spirit of his review is typified by, and summed up in, his concluding sentence: 'We should certainly not buy this work when we consider that the eighth edition of the German original is to be had, bound, for M. 6.20.' I did not, as would appear from such a statement, intend my book to be a *substitute* for the German original. I intended it to be an *introduc-*

tion to it. Allow me to quote from my preface:

'This grammar is intended not only to introduce beginners to the study of Old French phonology and morphology from the historical point of view, but also to facilitate their progress to an advanced grammar.

'The latter aim has governed the arrangement of the book, inasmuch as the author has endeavoured to reproduce, even to the paragraph-notation, the arrangement of that advanced grammar which is by most teachers considered the best—the *Grammatik des Altfranzösischen* of Eduard Schwan and Dietrich Behrens. He trusts that he has thus made it possible for students to acquire, before beginning to use the *Grammatik des Altfranzösischen*, a lasting appreciation of its logicalness of structure, a quality which, in the *Grammatik* itself, is all but obscured by the complexities of detail unavoidable in an advanced grammar. Even after the step from the elementary to the advanced grammar, the former will perhaps be useful for a time, not only by its elucidations of difficult points, but also by its renderings into English of important technical terms. Thus students may be able to gain gradually, almost unconsciously, the ability to use a tool by means of which practically all the problems of Old French phonology and morphology can be solved.'

FREDERICK BLISS LUQUIENS.
Yale University,
June 18, 1910.

To the above letter we have received the following reply:

I intended no discourtesy to Professor Luquiens in delaying so long an answer to his letter. I received his comments at the end of June, 1910, and at once decided to consult Professor Behrens. My letter reached him in some distant Norwegian fiord, but he was good enough to reply that he would attend to the matter on his return. In November I received a letter from Giessen to the effect that a review would appear in the next number of the *Zeitschrift für romanische Philologie*. Through pressure of space, as it would seem, that review has only just appeared (April, 1911). My estimate of the book, however, had been amply sustained by other reviewers; if mine is unfair, what has he to say of that in *Romania* (number for April-July, p. 420)? Lest I should be again accused of unfairness, I will quote the review *in extenso*: 'Cet ouvrage n'a aucune prétention à l'originalité. L'auteur nous fait savoir dans sa préface qu'il n'a pas eu d'autre but que de faire un abrégé de la grammaire de Schwan remaniée par M. Behrens, celle-ci étant, paraît-il, trop difficile pour les commençants! L'ordre et la numérotation des paragraphes de la grammaire de Schwan-Behrens sont conservés: là où cette grammaire donne plusieurs exemples, M. Luquiens en donne un seul. Je ne sais si l'abrégé sera plus clair pour les étudiants que l'original; mais ce qui est bien certain, c'est que M. Luquiens n'a qu'une connaissance très superficielle de l'ancien français; ce qui le prouve surabondamment, c'est l'appendice, dont il est l'unique auteur, où sont cités divers morceaux d'ancien français avec transcription phonétique. Cette transcription contient des énormités. Ainsi M. Luquiens affirme que dans la *Chanson de Roland*, l's finale de *Charles* était muet, que dans *conquist* on ne prononçait pas les deux dernières consonnes, qu'*Apollin* se prononçait *Apolind*,' etc.

It is of little importance to the writer of the foregoing review or to Professor Behrens that a book published in America should be faulty or misleading, but, unfortunately, it is of moment in this country, since the work has an English as well as an American publisher, and the presumption is that it is intended for sale in this country also. It was my duty therefore, as a reviewer, to speak strongly. Professor Luquiens complains that I fail 'to recognize the essential nature of the book.' I may have expressed myself clumsily or offensively—in which latter case I apologize—but what I wished to say in no uncertain tones was that pedagogically the book is unsound,

faulty in design and faulty in execution, and that the author was not properly equipped for his task. I may conclude by a quotation from Professor Behrens' own review:

'Inwieweit allgemein ein Bedürfnis nach einer gekürzten Darstellung der altfranzösischen Grammatik für amerikanische Studenten vorlag, vermag ich nicht zu beurteilen. Auf keinen Fall kann ich mich mit der Art und Weise, wie Verf. die Kürzung vorgenommen hat, durchweg einverstanden erklären. So, wenn er die Zahl der Belege für jede Regel auf eins beschränkt oder gelegentlich einen Beleg für eine Regel überhaupt nicht gibt. Als ich an die Bearbeitung des Schwan'schen Buches heranging, glaubte ich gerade im Interesse der Anfänger zu handeln, wenn ich nicht nur auf eine möglichst korrekte und verständliche Fassung des Regelwerkes Bedacht nahm, sondern besonderes Gewicht auch darauf legte, jede Regel durch eine grössere Zahl gut gewählter Beispiele zu erläutern, eine Forderung, wie sie F. Neumann in seiner Besprechung der 1. Auflage, Zeitschr. XIV., S. 546, mit Recht nachdrücklich erhoben hatte. Neumann bemerkt a. a. O. 'Richtig und geschickt gewählte und übersichtlich geordnete Beispiele sind für ein Anfängerbuch erstes pädagogisches Erfordernis. Der Studierende mufs Veranlassung und Gelegenheit haben, sich aus den Beispielen selbst die Regel zu abstrahieren; nur so wird er begreifen und behalten.' Weitere Kürzungen L.'s betreffen die dem deutschen Text in kleinem Druck beigefügten Bemerkungen über Entwicklungen, die von der regelmässigen aus irgend einem Grunde abweichen. Angaben seiner Vorlage, die sich auf Analogiebildungen, Dialektformen, Lehnwörter und dgl. beziehen, hat L. sämtlich oder nahezu sämtlich weggelassen. Auch dieses Verfahren halte ich aus pädagogischen Erwägungen für nicht richtig und erkläre, dass ich es nicht verstehe, wie man Anfänger in das Verständnis sprachgeschichtlicher Vorgänge mit Erfolg überhaupt einzuführen vermag, ohne auf so wichtige Faktoren des Sprachlebens fortwährend Rücksicht zu nehmen.

A. T. BAKER.

The University, Sheffield,
May 6, 1911.

REVIEWS.

Wessely and Giroués' English-Spanish and Spanish-English Dictionary. Revised by L. TOLHAUSEN and G. PAYN. T. Fisher Unwin. Weight 13 ounces. Price 2s. net.

Neat red covers and a sheet of red paper separating the two sections of the dictionary are the only improvements we could discover in this old work issued many years ago with a slightly different title-page.

The text has not been recently revised, though it badly needs revision. Either a misspelling, a serious omission, or an unsatisfactory rendering, was found on almost every page we examined.

Deutsche Aufsätze. By G. MOSENGEL. Pp. viii + 169. Teubner, 1910. M. 2.

A very useful collection of subjects for essays, with detailed plans, and in many cases model essays. Teachers of advanced classes in German and University students will find this book very helpful.

Eine Auswahl deutscher Sprichwörter mit den englischen Aequivalenten. Zusammengestellt von CLARA BLUMENTHAL. Pp. 39. Nutt. 1s. net.

A collection of the best known German proverbs, with their English renderings, and then of the English proverbs, with the German equivalents. Miss Blumenthal has compiled the little book with care. It is, of course, hardly suitable for school use.

The advanced state of *The Oxford English Dictionary* has made the publication possible of *The Concise Oxford Dictionary of Current English*, adapted by H. W. Fowler and F. G. Fowler from

the greater work. Messrs. Fowler are the authors of *The King's English*, which is so widely known. In this Concise Dictionary they have given a large amount of space to common words, making copious use of illustrative sentences; all uncommon words have been treated as briefly as possible, and the severest economy of expression has been practised. Colloquial, facetious, slang, and vulgar expressions have been admitted with freedom. The spelling adopted is for the most part, but not invariably, that of *The Oxford English Dictionary*, and the pronunciation and the etymology of words are indicated. *The Concise Oxford Dictionary*, which will consist of 1,056 pages, will be sold at 3s. 6d. net.

Stories from Dante. By SUSAN CUNNINGTON. Published by Geo. Harrap and Co. 1911. Pp. 256. Price 1s. 6d. ('Told Through the Ages' Series.)

This is an excellent introduction to the work of Dante, and should form a good 'continuous reader' for older children. It begins by giving a brief account of 'The City and the Poet,' followed by a chapter entitled 'Dante and Beatrice,' which explains his relationship to her. The main part of the book contains stories from the *Inferno*, *Purgatorio*, and *Paradiso*, preceded in each case by a description of Dante's cosmography. There are 16 full-page illustrations, which add to the value of a volume which can be warmly recommended.

Stories from Shakespeare. By THOMAS CARTER, with 16 full-page illustrations by GERTRUDE HAMMOND. Published by Geo. Harrap and Co. 1911. Pp. 286. Price 1s. 6d. ('Told Through the Ages' Series).

This book, which belongs to the same series, is less satisfactory. The style is heavy and unattractive, the illustrations for the most part unpleasing. The child who could understand these stories would already be capable of deriving pleasure from Shakespeare himself, and it would be better to put the plays into his hands.

English, as Spoken and Written To-day, with Idiomatic Notes and Grammatical Exercises. By M. M. MASON. Published by D. Nutt. Pp. 267. Price 2s. net.

This is intended as an 'easy and graduated introduction to the study of English,' and is written by a teacher who has experience of the needs of foreigners. The conversations are more sensible than those often found in books of this type, and the letters are sufficiently natural. Some of the examination papers are useful, but there are also questions about out-of-the-way forms which are superfluous. A foreigner does not need the words 'witan-agamote' (*sic*), 'poll-man,' 'tanner-cab' (?), 'maffick'; and generally there is a tendency to suppose that idiomatic English and slang are synonymous. There are also mistakes: 'ha'e' (in Burns's 'Scots wha hae') is not infinitive (p. 42); prophesy (p. 95) is not the noun-form; an 'idea' cannot be 'doubtful of success' (30th letter); 'idiosyncratic' (p. 118) is not English, and so forth. But doubtless the book will, if wisely used, fulfil its not very ambitious purpose.

Shakespeare. The Merchant of Venice. Edited by F. MOORMAN, B.A., Ph.D., with the assistance of G. H. SANDER, Ph.D. Text 60 Pf., Notes 50 Pf. Pp. 90 and 56. Teubner's School Texts.

We have already noticed other plays in this series, which is well suited to the requirements of German schoolboys. *The Merchant of Venice* is edited with as much care and unobtrusive scholarship as its predecessors.

Carnegie. Empire of Business (*Selections*). Edited by HENRY CAVE CARPENTER, B.A., Ph.D., with the assistance of HERMANN LINDEMANN, Ph.D. Text 60 Pf., Notes 60 Pf. Pp. 96 and 60. Teubner's School Texts.

Teubner's School Texts profess to select their material from the works of 'standard English authors': among these Mr. Andrew Carnegie does not rank. His style is anything but literary. Nor does the preface to the volume before us convince the reviewer that 'the future politician and

professional man, [and] also the industrialist and commercial man, should make the acquaintance of Carnegie's writings during his school-days.' Just the contrary. The boy who is being trained for business will inevitably have material success pressed upon him as the end at which he is to aim. In school other ideals should be exalted, and other aspirations put before him. He will make all the better man of business if he be taught to value other things than the 'cash-nexus.' We hope this text will not find its way into many schoolrooms.

The Elizabethan Shakespeare. A Midsommer Nights Dreame, with Introduction and Notes. By WILLIAM HENRY HUDSON. Pp. liii + 186 + Glossary and Variorum Readings. Published by Geo. Harrap and Co. Price 1s. 6d.

This series of cheap reprints of the First Folio can be warmly recommended. It is scholarly and accurate, and will prove invaluable to those who have not access to a reproduction of the complete Folio. Moreover, the Introduction contains a summary of the results of recent investigation and critical discovery, while the notes give all that is needful by way of explanation and bibliography. Serious literary students cannot do better than acquire these volumes, of which this forms an excellent example.

Jeffrey's Literary Criticism. Edited with Introduction by D. NICHOL SMITH. Oxford, at the Clarendon Press. 1910. Pp. xxiv + 216. Price 2s. 6d. net.

This is a valuable reprint of some of Jeffrey's principal literary essays. But, as Mr. Nichol Smith rightly remarks, no adequate opinion of his work can be formed by a study which is confined to selections, however well chosen. We regret the omission of the criticism of Alison's 'Essay on Taste,' which, we consider, does much to explain Jeffrey's position. 'The wisest course,' he says, 'if it were only practicable, would be to have two tastes—one to enjoy and one to work by; one founded upon universal associations according to which they finished those performances for which they challenged universal praise, and another guided by all casual and individual associations, through which they might still look fondly upon nature and upon the objects of their secret admiration.' Jeffrey may have believed (Introduction, p. xx) 'that the writers who adorned the beginning of the eighteenth century had been eclipsed by his contemporaries'; but he retained to the end his faith in the eighteenth-century Rules. He felt it incumbent upon him to criticize according to certain preconceived standards; in the 'Essay on Thalaba' he states in so many words that these 'were fixed long ago by certain inspired writers whose authority it is no longer lawful to call in question.' Again, he 'constantly endeavoured to combine Ethical Precepts with Literary Criticism' (Preface to the *Collected Essays*). Unless these two essentials in his literary creed be taken into consideration, no account of Jeffrey's work as a critic can be entirely adequate. Mr. Nichol Smith does not lay sufficient stress upon them: this is the great defect in an introduction which is otherwise eminently satisfactory.

The Literature of the Victorian Era. By HUGH WALKER, LL.D. Cambridge University Press. 1910. Pp. xxxvi + 1067. Price 10s. net.

The first impulse of the reviewer is to thank the author who has compressed such a mass of information into such readable form, and the publisher who has presented it in a volume so manageable in shape and format. The second, perhaps, is to regret that such concentrated essence of criticism is considered desirable. Obviously a book which can devote only some 30 pp. to Tennyson or Browning, some 40 pp. to Dickens and Thackeray together, and 250 pp. to an 'Et Cetera' which includes chapters on History and Biography, Literary and Æsthetic Criticism, and on Miscellaneous Prose, must suffer seriously from sins of omission. There are also sins of commission, equally inevitable as a result of the compressed style. On the other hand, many of the summaries are

admirable generalizations, made as the result of detailed study; we would instance the last paragraph on Carlyle (p. 79); the comparison between the poets 'who have melody . . . classical finish' and those who are 'careful of the thought, but careless of the expression' (p. 443). There is much that is penetrating in the volume, much that is thought-provoking. Perhaps the work could not be much better done in a book so ambitious in scope. But just because of its extent it loses in depth and intensity; it fails to attain that distinction and individuality of criticism which alone could raise it, as a whole, above the level of professorial hack-work. This is the more to be lamented since, to give only one example, the man who wrote the admirable criticism of Oscar Wilde, with which the book concludes, is capable of producing criticism at once illuminating and masterly. Meanwhile, we must rest content with a satisfactory book of reference distinctly above the level of the ordinary textbook.

The Romantic Movement in French Literature (by H. F. STEWART, B.D., and ARTHUR TILLEY, pp. xi+242, Cambridge University Press, 1910, price 4s. 6d.) would form an attractive introduction to a study of this interesting period, or a useful summary for a student who had already specialized in it. But even for the mere reader, Messrs. Stewart and Tilley's vivid and skilful presentation of French Romanticism would amply repay perusal.

The Romantics chiefly speak for themselves, in chronological order, from Mme de Staël's eager intensity to Musset's light mockery; and we hear from their own lips an excellent exposition of their aims, achievements, whims, and shortcomings.

The most attractive feature of the book, however, is the author's preface in English to every fresh section. In a few concise, elegant phrases we have the pith of each new development, its chief principles, characteristics, and results, set forth in a scholarly fashion, which reveals an intimate and comprehensive acquaintance with the subject. We are indeed stimulated to ask such sure and inspiring guides to indicate by means of fuller bibliography, tables of reference, complete lists of works, the best lines on which to pursue a further and deeper study of the period. We should also greatly enjoy some specimens of Romantic prose and verse.

But we trust these may be reserved for a second volume, which should, more especially at the present time, when there are signs of a Romantic revival in France, prove no less welcome than the first.

FROM HERE AND THERE.

IN the Report of the Board of Education for the year 1909-10 reference is made to a new departure, to which we attach great importance: OBSERVATION VISITS BY SECONDARY-SCHOOL TEACHERS.—During the year under review five teachers—three men and two women—were selected by the Board for the benefits of the scheme. The subjects taught by them in their own schools were respectively Modern Languages, classics, geography, science, and history; and each paid an observation visit of a fortnight's duration to a school specially selected on account of the merit of its teaching in that particular subject. The reports submitted to the Board by these teachers suggest that they have profited by the opportunities afforded them, and it is clear that their visits have at any rate caused them to adopt a more critical attitude towards their own teaching, and have introduced them, not only to new methods of teaching, but also to sources of fresh and stimulating information.

* * *

Vol. XXIV. of the Special Reports on Educational Subjects, issued by the Board of Education, deals with SECONDARY and UNIVERSITY EDUCATION IN FRANCE. It is a substantial volume of 554 pages, and costs 3s. The contents are as follows:

1. Translation of the Curricula of French Secondary Schools for Boys. By Mr. P. J. Hartog, Academic Registrar, University of London.

2. The Aim of the New Curricula of French Secondary Schools for Boys. By Mr. P. J. Hartog.

3. A Comparison between French and English Secondary Schools. By Mr. Cloudesley Brereton, L. ès L., Officier de l'Instruction Publique.

4. Report on an Inquiry into the Method of Teaching the Mother-Tongue in France. By Mr. Arthur H. Hope, Assistant Master at the Manchester Grammar School.

5. The Secondary Education of Girls in France. By Mr. James Oliphant.

6. Notes on the Teaching of Mathematics in the French Lycées for Girls. By Miss A. E. Metcalfe, Inspector of Secondary Schools, Board of Education.

7. L'Enseignement Supérieur en France. By M. Louis Cazamian, Maître de Conférences, Université de Paris.

8. L'École Normale Supérieure. By Dr. E. R. Edwards, Inspector of Secondary Schools, Board of Education.

⁂

DURHAM UNIVERSITY, ARMSTRONG COLLEGE, NEWCASTLE-UPON-TYNE.—A Lectureship on Modern Languages is vacant. Salary, £150 (rising to £200). Applications to be sent in before June 23 to the Secretary, Mr. F. H. Pruen, M.A.

⁂

LONDON UNIVERSITY, UNIVERSITY COLLEGE.—The following have been elected to Entrance Scholarships: Andrews Scholarship (Modern Languages), £30, Hertha Kohn, Dalston County Secondary School; Campbell Clarke Scholarship in English, £120, B. Croom, Stationers' Company's School; West Scholarship in English and History, Kathleen Brunt, Tottenham County School; Second West Scholarship, Ethel N. Bartlett, St. Saviour's Grammar School.

⁂

OXFORD, ST. HILDA'S HALL.—A scholarship of £40 has been awarded to Miss K. C. F. M. Gurner, City of London School, for English Language and Literature. The following were commended: Miss D. H. Rowe, Cheltenham Ladies' College (English Language and Literature); Miss E. E. H. Welsford, University College, London (French).

⁂

Referring to the resolution passed last month by Congregation at OXFORD, whereby students proceeding to Honours degrees in Science or Mathematics are allowed a substitute for GREEK in responsions, our esteemed contemporary, the *Journal of Education*, remarks:

'We welcome it rather as *spes* than *res*. Like most compromises, it is partial and it is illogical. Why, for instance, should a student of Modern Languages be required to study Greek as well? A more serious objection has been raised by Mr. Lyttelton and others. It provides for Honours men who need no physician, and leaves in the lurch the sick Pass man. The schoolmaster will still have to determine, at sixteen or seventeen at latest, whether a boy is likely to take Honours in Science or Mathematics, and if not to cram him in a play of Euripides and Greek accidence if he desires to go to Oxford. Of the rudiments of knowledge—history, geography, science, his native tongue, and literature—he may still, as far as Oxford is concerned, be as ignorant as he chooses. But, now that a breach has been made in the ancient tradition, the forts of folly must soon fall.'

⁂

Mr. ARTHUR R. FLORIAN, M.A. Oxon, Assistant Master, Manchester Grammar School, has been appointed Head Master of the County School, Shrewsbury.

Mr. F. R. Robert, B.-ès-Sc., of the Whitechapel Foundation School, has accepted an important post in Montreal. The work he has done as a teacher of French and Spanish has been of unusual excellence, and what is our loss will be Canada's gain. He takes with him our sincere good wishes for many years of congenial work in his new sphere of activity.

The English Goethe Society proposes to celebrate the twenty-fifth anniversary of its foundation early in July, 1911. A cordial invitation has been sent to the Goethe Society at Weimar, and it is hoped that many of those who helped to make the two recent visits of the English Society to Weimar so successful will be able to be present. There will be a public dinner at the Trocadero on Wednesday, July 5, 8 p.m., at which His Excellency Count Paul Wolff Metternich has kindly consented to preside. Many distinguished guests have already accepted invitations, and it is hoped that the foundation of a Commemorative Goethe Scholarship, to be held by English and German students, can be announced. Early application for dinner tickets (5s. 6d., exclusive of wine), accompanied where possible with the name of the guest, should be made to the Assistant Secretary, 129, Adelaide Road, N.W., who will be glad to receive communications from members able to take part in the celebration.

Professor Rippmann proposes to deliver in the autumn a short course of lectures for Modern Language teachers. There will be five lectures from 10.15 to 11.45 a.m. on October 7 and 21, November 4 and 18, and December 2, on Phonetics, in which the sounds of English will be made the basis, French and German sounds being compared and contrasted ; and five lectures from 12.15 to 1.15 p.m. on the same days, dealing with methods of Modern Language teaching. It is intended that the lectures shall be of direct use to teachers in their daily work, and there will be opportunities for the discussion of difficulties. The lectures will be given at Queen's College, 43, Harley Street, W. The fee for the Phonetic Lectures alone is 7s. 6d. ; for the Method Lectures alone, 5s. ; for both courses, 10s. All communications about these lectures should be addressed to Professor Rippmann (at 45, Ladbroke Grove, London, W.).

GOOD ARTICLES.

The Journal of Education, June, 1911 : Modern Language Learning and Teaching (F. W. Grafton) ; Education in India.

The School World, June, 1911 : Eye- and Ear-training in Modern Language Teaching (W. E. Llewellyn) ; A Plea for English Grammar (F. A. Cavenagh) ; Mark-reduction and a New Scheme (G. C. Woods) ; Continuation Schools (Graham Balfour).

Les Langues Modernes, May, 1911: Pédagogie et Paradoxe (A. Dutertre) ; La Correspondance Interscolaire et l'Association des Professeurs de Langues Vivantes (P. Mieille).

The Educational Times, June, 1911 : School Discipline and Character (H. Wesley Dennis).

Die Neueren Sprachen, May, 1911 : Zur Grammatik des heutigen Französisch (K. Engelke) ; A Laboratory Method in Beginning German (E. F. Engel).

The Japan Magazine, March, 1911 : Waseda University.

EDITORIAL NOTE.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 15th of February, March May, June, July, October, November, and December. The price of single numbers is 6d.; the annual subscription is 4s. The Journal is sent free to all Members of the Modern Language Association who have paid their subscription for the current year.

Applications for membership should be addressed to the Hon. Secretary, Mr. G. F. Bridge, 45, South Hill Park, London, N.W.

All subscriptions to be sent to the Hon. Treasurer, Mr. F. W. M. Draper, City of London School, Victoria Embankment, London, E.C.

Members wishing to receive or to discontinue receiving the MODERN LANGUAGE REVIEW are particularly requested to communicate with the Hon. Secretary. The subscription (7s. 6d. per annum) should be sent to the Hon. Treasurer at the same time as the annual membership subscription.

Contributions and review copies should be sent to the Editor of MODERN LANGUAGE TEACHING, 45, Ladbroke Grove, London, W. The Editor is assisted by an Advisory Committee, consisting of Messrs. R. H. Allpress, F. B. Kirkman, Miss Purdie, and Mr. A. A. Somerville.

The Hon. Secretary will be glad to receive from members the addresses of well-educated families on the Continent willing to receive English guests, which can be recommended to students and teachers wishing to study abroad. The addresses of houses where an English guest is not likely to meet any other English people are specially desired. Names of families should not be sent unless the member can recommend them from personal knowledge. Full particulars should be given.

Communications on the undermentioned subjects should be addressed to the persons named:—

Exchange of Children: Miss BATCHELOR, Grassendale, Southbourne-on-Sea, Hants.

Loan Library: A. E. TWENTYMAN, Board of Education, Whitehall, S.W.

Magic Lantern Slides: H. W. ATKINSON, West View, Eastbury Avenue, Northwood, Middlesex.

Residence Abroad (Women): Miss SANDYS, 30, East St. Helen's, Abingdon; **(Men)**: The HON. SECRETARY.

Correspondence on all other subjects should be addressed to the Hon. Secretary.

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMANN

WITH THE ASSISTANCE OF

R. H. ALLPRESS, F. B. KIRKMAN, MISS PURDIE, AND A. A. SOMERVILLE

VOLUME VII. No. 5 July, 1911

LA COUPE DANS LE VERS FRANÇAIS DE DOUZE SYLLABES.

II.

Un principe domine toute cette question, c'est qu'un vers syllabique doit être construit de telle façon que l'oreille saisisse immédiatement et d'instinct, si je puis dire, le nombre de syllabes dont le vers est composé. Cette loi fondamentale, expression du bon sens, est si simple qu'il y a lieu de s'étonner qu'elle ait pu être méconnue. Plus un vers est long, plus il est nécessaire de faciliter le compte des syllabes. Or, le moyen le plus naturel, le plus rapide, le seul qui soit instantané, de faire sentir un total d'unités, c'est de le séparer en deux parties égales : la somme la plus simple est celle qui résulte de l'addition de deux moitiés.

La séparation de l'Alexandrin en deux membres égaux n'a pas seulement pour avantage de faire sentir immédiatement le nombre total des syllabes ; elle est la seule qui permette d'introduire dans ce vers l'élément musical, le rythme, c'est à dire le retour de l'accent à des intervalles égaux ou réguliers ; et le rythme, outre le plaisir esthétique qu'il procure, facilite encore la perception du nombre.

En effet, les syllabes, en français, s'assemblent quant à l'accent* par groupes de 2 ou de 3. Un disyllabe et un trisyllabe n'ont qu'un accent (*ex. :* enf*ant*, enfant*in*, enfant*ine*) ; de même un groupe disyllabique ou trisyllabique (je *sais*, j'ign*ore*, un enf*ant*, je ne *sais*, un

* *L'accent tonique* est celui qui affecte toute syllabe finale, en dehors de l'*e* muet (ex. : mais*on*, autorit*é*, impératr*ice*) ; *l'accent de phrase* frappe la dernière syllabe (non muette) d'un groupe de mots indivisible (ex. : je le *sais*, je le sais *bien*, croyez-*vous*, voudra-t-*elle*, etc.). Comme on voit, l'accent tonique et l'accent de phrase ne se confondent pas toujours ; en cas de conflit, l'accent de phrase l'emporte sur l'accent tonique.

horrible* carnage). Quand un mot a plus de 3 syllabes, un accent secondaire, moins fort que l'accent final, mais très perceptible, vient frapper les syllabes de 2 en 2 à partir de la tonique (ex.: enfantillage, infinité, infinitésimal).† Il en va de même pour les groupes polysyllabiques, exception faite, cela va sans dire, pour les proclitiques et pour les cas où plusieurs syllabes muettes se succèdent (ex.: De grâce, écoutez-moi; je ne sais pas; je ne pense pas, je ne le croirai point; vous le lui direz).

Ainsi, de par les lois du rythme, chaque hémistiche de 6 syllabes, grâce à la présence d'un ou quelquefois de deux accents intérieurs, se partagera tout naturellement soit en 2 mesures égales de 3 syllabes (3—3), soit en 3 mesures égales de 2 syllabes (2—2—2), soit en 2 mesures dont l'une sera double de l'autre (2—4 ou 4—2); il arrive rarement qu'un groupe de 6 syllabes n'ait pas d'accent intérieur; dans ce cas, les éléments qui le composent sont tellement liés que le compte total des syllabes est en somme très aisé. Exemples:

'Je ne vois que des tours que la cendre a couvertes,
Un fleuve teint de sang, des campagnes désertes.'
(RACINE: *Andromaque.*)

'Pourquoi d'un *an* entier l'avons-nous différée?' (RACINE: *Andromaque.*)

'De mes inimitiés le cours est achevé;
L'Empire sauvera ce que Troie a sauvé.'
(*Ibid.*)

'Reste de tant de rois sous Troie ensevelis.'
(*Ibid.*)

'L'âge la fit déchoir: adieu tous les amants.' (LA FONTAINE.)

Le maintien de la 6e syllabe forte est la condition même de l'enjambement et du repos intérieur, lequel dès lors ne rompt pas davantage le rythme qu'un léger point d'orgue ne brise la mesure en musique; plus le vers est 'disloqué,' plus grande est la nécessité de le diviser au point de vue du rythme et du ton, ou ce qui revient au même, des syllabes, en deux hémistiches égaux.

C'est ce qu'ont bien senti les poètes vraiment dignes de ce nom, qui aux deux coupes principales du trimètre, après la 4e et après la 8e syllabe, en ont adjoint une autre, secondaire, après la 6e.

Certes la division du trimètre en trois parties égales, considérée en elle-même, est très rythmique, l'accent tonique revenant à chaque 4e syllabe,* et facilite la perception du nombre total ($4 \times 3 = 12$); mais ce nouveau rythme interrompt le rythme essentiel du dodécasyllabe, lequel est binaire ou ternaire $3 \times 2 = 2 \times 3 = 6$. Autrement dit,

* La syllabe muette qui suit l'accent tonique se reporte naturellement, quand l'*e* n'est pas élidé, sur le mot suivant.

† C'est l'accent *binaire* qui explique le changement de timbre de l'*e* devant une syllabe muette dans jetterai, achèterai, rappellerai, amoncellerai, etc., à côté de jeter, acheter, rappeler, amonceler, etc.

* C'est ainsi que le vers de neuf syllabes est très harmonieusement coupé en 3 tronçons de 3 unités:

'Quand l'hiver | a glacé | nos guérêts.'
(MOLIÈRE.)

et le vers de huit syllabes en 2 membres de 4.

on arrive, avec cette division, au total 12 très régulièrement, il est vrai, mais par une voie *différente* de la voie ordinaire, et non seulement différente, mais encore plus compliquée. Pour que le rythme quaternaire ne tranche pas d'une manière trop violente sur le rythme normal, il faut qu'il rappelle celui-ci par quelque point de ressemblance : un Alexandrin coupé en 3 membres de 4 syllabes n'est point disparate au milieu d'Alexandrins coupés en deux hémistiches égaux, à la condition que, outre sa coupe propre, il puisse aussi être partagé en deux membres égaux, c'est à dire, que la 6e syllabe soit une finale accentuée.

On a vu que tous les trimètres de Victor Hugo admettent cette coupe accessoire, les trimètres symétriques plus encore que les autres, par la répétition du disyllabe qui commence chaque groupe quaternaire.

D'excellente facture sont les trimètres suivants de Richepin dans la *Chanson des Gueux :*

'Et te voilà | flott*ant* sur l'eau, | voyant les rêves.
Pour consoler | leur j*eû*ne amer, | le pain d'amour.'

Excellent encore celui-ci :

'Tu végétais | au même endroit | sans mouvement,'

parceque l'appui de la voix sur ce mot *même* soutient le rythme et fortifie la mesure.

Très acceptable cet autre :

'Qui rend la joie | à *ceux* qui pleu- | rent, la santé
Aux malades,'

à condition de s'arrêter tant soit peu après *ceux*, ce qui rend d'ailleurs le vers plus expressif.

Mais d'un effet détestable, au milieu d'Alexandrins coupés après la 6e syllabe, sont ces autres trimètres du même poète pris dans le même ouvrage, dans lesquels la 6e syllabe est et ne peut être qu'atone :

'Elle me tint | dans *ses* deux bras : | je fus captif.
O vie heureu- | se *des* bourgeois ! | qu'avril bourgeonne.'

A plus forte raison convient-il de condamner dans un trimètre mêlé à des alexandrins ordinaires, si harmonieux fût-il en soi, l'emploi d'un mot occupant la 6e et la 7e syllabe ; à moins qu'on ne recherche un effet burlesque, ce qui n'est pas le cas dans les vers que nous avons cités.

Quant aux alexandrins qui n'ont ni coupe médiane ni coupe fixe, ce ne sont pas, à vrai dire, des *vers*, mais des *lignes*. Ils ont bien douze syllabes ; mais ils en auraient moins ou davantage qu'ils ne seraient ni plus ni moins inharmonieux, rien en eux ne faisant *sentir* ce nombre, ni la coupe, ni le rythme, absents tous deux. Gardons-nous toutefois de de ranger dans cette classe de vers boiteux tous ceux où la 6e syllabe se lie par le sens au second hémistiche.

Tout d'abord il convient d'excepter les vers où la 6e syllabe est la finale d'un disyllabe quelconque. Car si, en prose, certains mots, atones en théorie, ne font qu'un avec le mot suivant ; si, par exemple, ces groupes 'pendant la nuit,' 'il allait venir,' n'ont qu'un seul

accent, il n'en est pas de même en poésie, où les syllabes, étant mesurées, ont une valeur plus marquée, à tel point qu'aucune, même une muette, ne peut être supprimée dans la lecture. Une proclitique disyllabique est traitée, ou peu s'en faut, comme un mot ordinaire et reçoit un accent secondaire sur la finale. On lit donc : 'pend*ant* la nu*it*,' 'il all*ait* ven*ir*'; et les mots 'pendant' 'allait' peuvent parfaitement terminer l'hémistiche ; ils constituent une coupe faible, mais suffisante.

On peut en dire autant d'un groupe disyllabique ou trisyllabique quelconque, qui en prose serait tout à fait atone, mais que le sens ou la construction peuvent détacher de l'ensemble. Tel est ce vers de Richepin :

'Vous sentez *je ne sais* | quelle mélancolie'
(*Chanson des Gueux : Tristesse des Bêtes*),

où l'arrêt à la coupe fait ressortir l'incertitude.

Tel encore ce vers de Stéphane Mallarmé :

'Et dans le soir, *tu m'es* en riant apparue.'
(*Prose et Vers : L'Apparition.*)

En prose, ces mots, 'Tu m'es apparue,' n'ont qu'un accent sur la finale du groupe. Mais ici, les deux premiers termes 'tu m'es' détachés par l'inversion, laquelle nécessite toujours un petit arrêt, acquièrent un accent propre, produisant d'ailleurs un effet descriptif très gracieux.

Les exemples de ce genre sont très fréquents chez Victor Hugo. Ceux, tirés de la pièce *Aymerillot*, qui ont été cités plus haut, rentrent dans cette catégorie.

Même un monosyllabe qui s'appuie sur le second hémistiche peut, à l'occasion, occuper la 6e place devant la coupe, si le sens ou la construction le mettent en relief. C'est le cas pour quelques prépositions : *dans*, *sous*, *vers*,* susceptibles de suggérer un tableau—pour l'adverbe de quantité *plus* et les noms de nombre ;—pour les indéfinis *tout*, *nul*, *autre ;*—pour les pronoms personnels susceptibles de recevoir l'accent : *elle*, *eux ;*—pour les adjectifs qualificatifs destinés à faire image ou à exprimer avec force un sentiment ;—à la condition toutefois que la 7e syllabe ne soit pas un monosyllabe tonique :

'Les clairs feuillages *sous* les rayons semblaient rire.'
(Théodore de Banville).

'Oh ! comme c'est joli, la première gelée !
La vitre, par le froid du dehors flagellée,
Étincelle, au dedans, de cristaux délicats,
Et papillotte *sous* la nacre des micas.'
(Richepin.)

'Et vous bêlâtes *vers* votre mère, o douleur !' (P. Verlaine.)

'Ces gueux ont commis *plus*† de crimes qu'un évêque
N'en bénirait.' (Victor Hugo.)

'Il est grand et blond ; *l'autre* est petit, pâle et brun.' (*Id.*)

'Il veut que tu sois *tout* à elle, et tout le jour.' (Richepin.)

* *En*, *par*, *pour*, et d'autres, n'étant pas descriptifs, ne s'emploient guère de la sorte.

† Combien serait moins expressif, quoique plus régulier, le vers ainsi changé :

'Ces maudits ont commis plus de crimes qu'un prêtre
N'en bénirait.'

'Où le sol n'ait pas *trop* de durillons, où l'herbe
Ne prenne pas un air absolument imberbe.'
(RICHEPIN.)

'Plus haut, entre les *deux* brancards d'une charrette.' (*Id.*)

'O légendes des *bons* aïeux, je crois en vous.' (*Id.*)

'Métal terni que *nul* rayon d'or n'a fondu.' (*Id.*)

Le sens et le besoin d'une expression forte ou pittoresque expliquent ces vers, et le rythme n'y est point brisé. Mais lorsque la 7e syllabe porte un accent, c'est après elle qu'a lieu la coupe, au détriment du rythme.

'Prenant on ne sait *quels* plis informes pour guides.'
(VICTOR HUGO.)

Ce vers, le seul de ce genre dans toute l'œuvre du grand poète, appartient à un ouvrage posthume : *La Fin de Satan*. C'est son excuse. Il suffirait, pour rétablir le rythme, de lire :

'Prenant on ne sait qu*e*ls informes plis pour guides.'

Pareillement, le second des deux vers suivants de Richepin (*Vendanges*) ne satisfait point le rythme :

'Et le sang du raisin qui coule à flot vermeil
N'est pas plus beau ni plus rouge que leur sang rouge.'

Enfin, voici un exemple du même auteur (*Oiseaux de Passage*) qui montre bien à quoi peut tenir la suffisance de la coupe.

'Elle blâmait les choses
Inutiles, car *elle* était d'esprit zêlé.'

Si 'elle' s'opposait en idée à une autre personne, et signifiait 'elle du moins' ce mot porterait un accent de phrase, et le vers serait correct. Dans ce passage, il n'en est pas ainsi ; 'elle' est atone et faible ; c'est pourquoi le rythme est défectueux.

Le rythme et la mesure sont encore sensibles quand le premier hémistiche déborde d'une syllabe muette sur le second. Ainsi le vers harmonieux de Musset :

'Une immense espér*a*nce a traversé la terre,'

pourrait être changé comme suit :

'Une immense espér*a*nce traversa la terre,'

sans dommage pour le rythme et sans que la perception du nombre total des syllabes fût moins aisée. Cette coupe, tout à fait ignorée jusqu'alors, se rencontre, quoique très rarement, chez les poètes contemporains :

'Oh ! que j'aime ce v*oi*le frais !—C'est du linon.'
(ROSTAND : *Les Romanesques.*)

Pour résumer cette étude un peu longue peut-être, disons que la coupe médiane est nécessaire dans l'Alexandrin, en ce sens que la 6e syllabe doit toujours être une finale accentuée, d'autant plus nécessaire qu'il y aura dans le vers d'autres coupes. Supprimez la coupe médiane : plus de rythme, plus de mesure. Mais, pour être nécessaire, elle ne doit pas forcément et dans tous les cas être suivie d'une pause, ni être unique, ni même être la coupe principale : si faible soit-elle, il suffit qu'elle soit appréciable, c'est à dire accusée par la fin d'un mot susceptible de terminer une phrase ou de faire image.

Un dernier argument prouve la nécessité de la coupe après la 6e syllabe ; c'est qu'à toutes les époques elle a représenté le type ordinaire de l'Alexandrin, et qu'aujourd'hui même, après toutes les attaques dont elle a été l'objet, personne encore ne s'est avisé d'écrire, je ne dis pas un poème, ni même une page, mais trois vers de suite où elle ne parût point.* Les trimètres les plus réguliers, les plus harmonieux, n'ont pas encore, que je sache, été employés d'une manière continue : c'est qu'une suite de membres égaux de 4 syllabes serait autrement fastidieuse à entendre et moins susceptible de variété qu'une suite de membres coupés seulement toutes les 6 syllabes, que d'aucuns trouvent déjà monotone ! Quant aux vers où la coupe médiane est marquée tout juste ce qu'il faut, ils sont infiniment rares, comparés à l'immense majorité du type classique. Les exceptions confirment la règle. La coupe médiane est aussi indispensable que la rime ; que dis-je ? elle l'est plus ; car on peut faire d'excellents vers sans rime, bien rythmés, très harmonieux et très expressifs ; on ne peut pas faire de vrais Alexandrins sans y mettre la coupe qui seule donne la sensation du rythme et de la mesure.

* Le quatrain de Victor Hugo intitulé *Au Bas d'un Crucifix*, et cité plus bas ne contredit point cette assertion ; car il ne comprend pas quatre vers *différents*, mais 4 fois le même vers avec une légère variante. Comme genre il rappelle le fameux '*Sic vos non vobis* . . .' attribué à Virgile, qui comprend trois fois le même pentamètre à peine modifié.

III.

Comment et jusqu'à quel point faut-il faire sentir la coupe ?

C'est le sens qui détermine à l'hémistiche soit une pause, soit une demi-halte sur la 6e syllabe, soit le passage direct à l'hémistiche suivant. Il va sans dire qu'en cas de repos après l'hémistiche il ne saurait y avoir de liaison ; celle-ci existe tout comme en prose, quand les deux hémistiches ne sont pas séparés par un arrêt sensible.

A. Le repos après l'hémistiche s'impose :

1e devant une ponctuation ;

2e quand les hémistiches sont symétriques ou antithétiques :

'Souvent la peur d'un *mal* || nous conduit
dans un *pire*.' (Boileau.)

'*Comme* dormait Jacob, || *comme* dormait Judith,
Booz, les yeux fermés, || gisait sous la feuillée.' (Victor Hugo.)

3e quand le premier hémistiche se termine par un mot auquel s'oppose un autre mot dans le second :

'Le monde est sombre, ô Dieu ! L'immuable harmonie
Se compose des *pleurs* || aussi bien que des *chants* ;
L'homme n'est qu'un *atome* || en cette ombre *infinie*,
Nuit où montent les *bons*, || où tombent les *méchants*.' (Victor Hugo.)

4e pour mettre en relief les mots de valeur et les termes pittoresques :

'Au sommet de la tour que hantent les corneilles,
Tu la verras *debout*, || *blanche*, aux longs cheveux *noirs*

Deux anneaux d'*argent fin* || lui pendent aux oreilles,
Et ses yeux sont plus *clairs* || que l'astre des beaux soirs.'
(LECONTE DE LISLE.)

5e devant ou après une inversion :

'Ma mère Jézabel || *devant moi* s'est montrée.' (*Athalie.*)
Des prophètes menteurs || la troupe confondue.' (*Ibid.*)
'J'exécutais *du Ciel* || la volonté secrète.' (*Ibid.*)

B. Il ne saurait y avoir de pause entre des termes étroitement unis, ni, à plus forte raison, quand un arrêt fausserait le sens ; le ton seul, dans ce cas, marque la coupe :

'Or je suis triste, et c'est le cas d'être joyeux.' (*Aymerillot.*)

'Hugues, dit-il je *suis* aise de vous apprendre.' (*Ibid.*)

'Ses malheurs n'avaient *point* abattu sa fierté.' (*Athalie.*)

'C'est lui-même. Il marchait à coté du grand-prêtre.' (*Ibid.*)

'Ma fille. En achevant ces mots épouvantables.' (*Ibid.*)

'Un enfant est peu propre à trahir sa pensée.' (*Ibid.*)

'Un jeune enfant couvert d'une robe éclatante.' (*Ibid.*)

'Je viens ici chargé d'un ordre de la reine.' (*Ibid.*)

'Jéhu n'a point un cœur farouche, inexorable.' (*Ibid.*)

Ces exemples ont été pris à dessein dans la tragédie classique par excellence. Un arrêt à la coupe dans ces quatre derniers vers prêterait à équivoque ; tout comme celui-ci de Victor Hugo :

'Le bon roi Charle est plein de douleur et d'ennui.' (*Aymerillot.*)

C. Dans nombre de cas enfin, où le premier hémistiche enjambe sur le second, la coupe bien marquée, tout au moins par un temps d'arrêt sur la 6e syllabe, quelquefois par un repos au milieu du vers, donne à celui-ci une énergie, un naturel, une expression qui lui manqueraient sans elle.

Les deux vers des *Femmes Savantes*, où Philaminte exprime son admiration pour la première partie du sonnet de Trissotin et son impatience d'entendre la suite, gagnent cent pour cent à être coupés par un arrêt sur la 6e syllabe :

'Enfin, les quatrains *son* | t *admirables* tous deux.
Venons-en promptement || *aux tiercets*, je vous prie.'

'Admirables,' prononcé ainsi avec un ravissement béat, et 'aux tiercets,' détaché du reste comme quelque chose d'exquis, accusent le ridicule de Philaminte, et constituent des traits de caractère.

Dans la même comédie (acte iv., scène 3) on ne saurait se moquer plus galamment de quelqu'un que ne fait Clitandre de Trissotin lorsqu'il lui dit, en séparant par une pause ironique le second hémistiche du premier :

'Permettez-moi, Monsieur—*Trissotin* de vous dire,
Avec tout le respect que votre nom m'inspire,
Que vous feriez fort bien,' etc.

Dans les *Plaideurs* de Racine (acte iii., scène 3) la répétition du mot 'lequel' à l'hémistiche dans plusieurs vers consécutifs est une plaisante critique du style judiciaire ; une demi-pause après ce mot

insignifiant en soi est de l'effet le plus ironique :

'Voici le fait. (*Vite*) Un chien vient dans une cuisine ;
Il y trouve un chapon, *lequel* a bonne mine.
Or celui *pour lequel* | je parle est affamé,
Celui *contre lequel* | je parle autem plumé ;
Et celui *pour lequel* | je suis prend en cachette
Celui *contre lequel* | je parle . . .'

Un peu plus loin le même avocat continue, 'd'un ton pesant' cette fois, dit le texte—c'est-à-dire, en s'arrêtant presque à chaque mot—ainsi que l'indique la ponctuation dans l'original :

'Puis donc, qu'on nous, permet, de prendre,
Haleine, et que l'on *nous*, défend, de nous, étendre,
Je vais, sans rien omettre,' etc.

'*Nous*,' essentiellement atone, n'est admissible à l'hémistiche que devant une pause.

Dans le quatrain suivant de Victor Hugo, qui a pour titre *Au Bas d'un Crucifix*, la répétition à l'hémistiche du mot 'venez,' avec un arrêt sur sa finale, constitue un appel ému, une invitation pressante à recourir à ce Dieu aimable et consolateur :

'Vous qui pleurez, vene- | z à ce Dieu, car il pleure ;
'Vous qui souffrez, vene- | z à lui, car il guérit ;
'Vous qui tremblez, vene- | z à lui, car il sourit ;
Vous qui passez, vene- | z à lui, car il demeure.' (*Contemplations.*)

Comme une pause médiane exprime avec énergie le mépris et la haine d'Hermione pour Oreste, et rend plus cinglante la suprême injure dont elle l'accable en le quittant :

'Je renonce à la Grèce, à Sparte, à son empire,
A toute ma famille ; et c'est assez pour moi,
Traître, qu'elle ait produit . . . *un monstre* tel que toi.'
(RACINE : *Andromaque.*)

On n'en finirait pas de citer les nombreux exemples d'effets produits à l'hémistiche par une halte ou une demi-pause. Ils fourmillent chez Victor Hugo et chez les meilleurs poètes contemporains pour la raison même que souvent chez ces poètes la coupe médiane est faiblement marquée quant à la valeur de la 6e syllabe :

'J'ai disloqué ce grand — niais d' Alexandrin.' (HUGO : *Réponse à un Acte d'Accusation.*)

'Considérez que c'est — une chose bien triste.' (*A Villequier.*)

'Les dieux dressés voyaient — grandir l'être effrayant.' (*Le Satyre.*)

'Il vit un œil tout grand | ouvert dans les ténèbres.' (*La Conscience.*)

'Le Christ immense, ouvrant | ses bras au genre humain.'
(*L'Aigle du Casque.*)

'Et la voix qui chantait
S'éteint, comme un oiseau—se pose ; tout se tait.' (*Eviradnus.*)

'Les vieillards regardaient . . .
Immobiles, de lourds | colliers de cuivre aux cous.'
(LECONTE DE LISLE : *Kaïn.*)

'Ils lui tiraient la barbe—en riant. Lui, s'éveille.' (RICHEPIN : *Le Bouc aux Enfants.*)

'Et leurs pattes qui sont | rouges parmi cette ombre.' (*Oiseaux de Passage.*)

'Et pourtant ils ne sont | que trois, ces trouble-fête.' (*Premier Retour.*)

La coupe médiane, plus ou moins accusée, n'empêche pas d'autres arrêts quelquefois plus importants à d'autres places. Le plus souvent principale, parfois secondaire, mais toujours sentie, la coupe à l'hémistiche ne cause dans des vers bien faits aucune monotonie. Les bons vers classiques, moins variés dans leur structure générale que les vers romantiques, ne sont jamais monotones quand on les comprend bien et qu'on sait les lire. Il y a des nuances dans la façon de faire sentir la coupe ; c'est affaire de bon sens, d'intelligence, et de goût.

PROF. HILAIRE VANDAELE.

THE NEW ENGLAND MODERN LANGUAGE ASSOCIATION.

WE have recently received a set of the publications of this sister Association, which probably few of our readers have seen. It is to be regretted that so little is known here of the efforts that are being made by our fellow Modern Language teachers in the United States ; and an account of the activities of the New England Modern Language Association will be welcome.

This Association was organized on December 12, 1903, the prime movers being Mr. Maro S. Brooks, of the Brookline High School, and Mr. William B. Snow, of the English High School, Boston. At the first gathering there were no less than 175 persons interested in the teaching of modern foreign languages. Although it was evident that French and German were the subjects particularly contemplated, the assembly was thoroughly representative of the Modern Languages in general ; teachers of English, Italian, Spanish and Portuguese were present. There were teachers, not only from various and distant parts of Massachusetts, but from the adjoining States as well.

Dr. Bierwirth, of the German Department at Harvard, was the first speaker. He strongly advocated closer relations between college and secondary-school teachers. He thought that the results obtained by many students now in his classes were hardly as good, on the whole, as those obtained by many students a few years ago. He attributed the falling-off partly to a lack of sufficient knowledge of English grammar. Mr. Snow made a number of valuable suggestions as to the proposed work of the Association ; he advocated monthly meetings, at which there should be a free interchange of opinions on questions of practical interest to the teacher.

As the result of further deliberations on the part of the Officers and Board of Directors (the equivalent of our Executive Committee) it was decided that the objects of the Association should be : 'To promote friendly relations among teachers of Modern Languages ; to conduct investigations and answer questions in the field of Modern Language Teaching' ; and it was decided that the Business of the Association should be '(*a*) to ask questions, (*b*) to study and answer them ; (*c*) to tabulate, record and file results.' With regard to (*c*) it was laid down that : 'The results of all investigations are to be recorded on cards of convenient and uniform size, arranged and kept in suitable cases by the librarian. These files will, it is hoped, furnish members with : (1) A bibliography of books and articles treating of any question of interest to teachers of Modern Languages, each card bearing a brief signed résumé of the book or article in question. (2) A treasury of information concerning residence and study abroad. (3) A synopsis of the proceedings of

the Association and the result of its discussions and investigations.' This seems to us an excellent idea, worthy of imitation.

It was decided to subscribe to various publications of interest to Modern Language teachers, and these were to be sent to the various Groups (equivalent to our Branches) in rotation.

The Romance Department of Boston University offered to share the spacious room assigned to it as a library with the Association. Publishers have appreciated the advantage of making their books accessible to teachers ; and the collection of Modern Language texts which the Association now possesses is described as 'undoubtedly one of the finest of its kind in the country.' Several students from those pursuing Romance languages are selected annually to perform the duties of assistant librarians. The books are carefully labelled and classified, and furnished with the Association book-plate. The University students are allowed to make use of the library on paying the 'department membership' of fifty cents a year.

The first Annual Meeting took place on May 14, 1904. Three Groups were represented at this meeting : Boston, Connecticut, and Western Massachusetts. Short addresses were read on the following subjects :

What is the maximum attainment that the best secondary schools should attempt in modern foreign languages ? What time is necessary therefor ?

What is the minimum attainment necessary to make the study of a modern foreign language advisable ? What time is necessary therefor ?

Should the Congress add an oral requirement to the entrance examinations in Modern Languages and give proper credit therefor ?

Should the reading requirement for entrance to college be divided into two parts : (*a*) Intensive study of one or two texts ; (*b*) more rapid and less intensive reading of a number of texts selected from an open list ?

[What is equivalent, in the United States, to the Matriculation syllabus at our Universities usually requires that candidates shall adduce evidence of having read a certain number of pages of text in the foreign language offered.]

Discussion followed the addresses on these subjects. Unfortunately the proceedings at this meeting do not appear to have been printed.

The second Annual Meeting took place on May 13, 1905 ; the report of it forms Vol. I., No. 1 of the Publications of the New England Modern Language Association. The principal topic for the morning session was a discussion of 'Opportunities for Special Preparation on the part of Modern Language Teachers.' The first part of the discussion dealt with leave of absence for study abroad. Mr. Kagan, of the Roxbury High School, read an interesting paper on the subject, summing up as follows :

'Modern Languages now occupy a much more important position on the school curriculum than ever before ; hence the teachers of these languages must have a more thorough preparation. They must not only speak the foreign tongue fluently, but also be in constant and sympathetic touch with the people of the foreign country. For this purpose travel during the summer vacation is not sufficient ; the teacher must have longer residence in the foreign country. Hence the Modern Language teachers should be given once in seven or ten years leave of absence on half-pay for the purpose of study abroad. Such an arrangement would be beneficial both to the school and to the teachers. Some schools and colleges in this country have tried the experiment for teachers of all subjects, and have found it satisfactory ; while in Europe, almost all the leading countries not only grant their Modern Language teachers leave of absence for study abroad, but also give them their full salaries, allow them special travelling stipends, and in some cities even pay the substitutes. What has proved successful abroad cannot fail to be so with us.'

A resolution embodying these suggestions was passed without dissent; and the meeting then proceeded to discuss 'Summer Schools in Europe.' Various members reported on their experiences at the Holiday Courses held at Paris, Grenoble, Geneva, Marburg, and Greifswald.

A paper was then read by Dr. Julius Sachs on the German Reform Method and its Adaptability to American Conditions. He gave an enthusiastic account of the Reform Method; oddly enough, however, he expressed the opinion, not shared in this country, that 'we should make no attempt to introduce to our pupils a phonetic system of transcription, from which later on there must be a reversal to the ordinary orthography.' He added that 'whether the teacher will secure excellent results in pronunciation, depends in every instance on his own organs of speech.' As a matter of experience, we know that pupils taught with the help of phonetics sometimes actually pronounce better than their teachers. Later in his paper, Dr. Sachs expressed the hope that 'ultimately all foreign language teaching will be in the hands of native American teachers.' Referring to the late age at which the first foreign language is usually begun in the United States, he said: 'There is no doubt in my mind that if we could secure in our communities a true appreciation of the practical and the purely intellectual advantages from thorough Modern Language study, we should begin one Modern Language, and preferably French, in the upper grades of our grammar schools, with children about eleven years of age. At that stage certainly the only method appropriate is the Object or Picture Method, given a reasonable measure of time, and able, systematic teachers who have acquainted themselves with its possibilities, and no other method holds so completely the attention of the pupils, advances them so naturally to a possession of vocabulary, to unhesitating fluent speech, and insures so definitely accuracy in the ordinary grammatical form.'

The discussion was ably continued by Professor Geddes, of Boston University, who joined issue with the previous speaker on the question of phonetic texts, the use of which he warmly supported, as did Dr. Mary V. Young, of Mount Holyoke College, speaking from experience with her own classes.

Miss Maria S. Merrill, of Abbot Academy, Andover, Massachusetts, spoke upon Translation into English in its relation to the Reform Method. Further speakers were Mr. William C. Cohar, Head-Master of the Roxburg Latin School, and Dr. Bierwirth, of Harvard University, from whose speech we take the words: 'Translation into a foreign language before the student has absorbed to a considerable extent the spirit of that language becomes mere mechanical patchwork.'

The third Annual Meeting was held on May 12, 1906. Two fresh Groups had been formed during the year: Worcester and Rhode Island. The subjects for discussion were entirely connected with examinations in Modern Languages. Professor Vogel, of the Massachusetts Institute of Technology, read a paper on 'College Entrance Examinations and their Results.' From his paper we take the following interesting extract, which shows how the work of examining and marking papers is done by the College Entrance Examination Board:

'In each subject three examiners are appointed, two representatives of colleges [= Universities] and one of preparatory schools [= secondary schools]. In German the present method is that each examiner makes three complete papers, one each for elementary, intermediate, and (now) intermediate and advanced combined, respectively; then the papers are passed about and carefully scrutinized and severely criticized by each examiner. After this review, from the three copies of each examination paper, one paper is composed which meets the approval of all three examiners. These final drafts are then sent to the Secretary of the Board, after which a Committee, consisting of the chief

examiners and at least five representatives of preparatory schools, reviews the papers; after this Committee of Revision has carefully scrutinized the questions, the papers are revised and declared in their final form. Thus the danger of too severe papers is reduced to a minimum, as by this method a check is applied against any proneness on the part of a specialist to underestimate the difficulties of preparatory-school pupils, which he is certainly more likely to do if he has never taught in such a school.

'These question papers now go out to the many various places when the examinations are held in June, and the answer-books are all sent immediately to the headquarters at Columbia University, New York. Like cheques that have received their endorsements, these answer-books come to the clearing-house back to be validated, discounted, as it were, at their proper value. For this work in June, 1905, ten readers were chosen from among college and preparatory-school teachers. They met in the German department library of Columbia University, around a long table. First, each reader studied the examination papers and determined on his or her value for each question, then notes were compared and a definite and final value determined upon. Next, each reader took an answer-book and estimated its value by keeping on a tabulated sheet the value given to each question. No marks are ever made in or on the book. The first book read is passed around to each reader in succession, and when all have recorded their marks for it, the marks are compared and discussed, and thereby a uniformity of marking established. All books which have a total mark of 60 or less are read a second time by a different reader, and if any great discrepancy in the two marks results, the chief reader reads the book and adjusts the final mark.'

The system outlined seems to us admirable; we know of no English Matriculation Examination in which the secondary-school teachers take such an important part, and in which such scrupulous care is taken in the marking. The only question that suggests itself is: From what source is the money supplied for this obviously expensive method of examination? The answer probably is that the American Universities do not have to regard the examinations as sources of income.

For the purposes of the discussion, a considerable number of specimen examination papers had been reprinted; they were subsequently issued as an appendix to the report of the meeting. Various features of these papers were subjected to criticism in the course of the animated discussion. Some papers were considered too long; in others the grammar questions were of an undesirable type, or the passages for translation contained words outside the range of the candidate's probable vocabulary. The absence of an oral test was generally deplored. Free composition was by some suggested as preferable to the translation of a set passage. The following resolutions were moved by Mr. W. B. Snow:

1. 'That the College Entrance Examinations in French and German should encourage proper attention to the oral side of the instruction.'

2. 'That with proper oral training, the time necessary for satisfactory preparation in Elementary French or Elementary German entitles each of these subjects to receive approximately one-eighth of the credits required for admission to College.'

3. 'That the Colleges are requested to provide for testing the oral training of candidates examined, and to give suitable credit therefor; and that Harvard College is requested to allow one additional point to candidates who pass such a test in addition to the usual elementary examination.'

4. 'That we favour basing the composition of the elementary examination upon a short text previously announced and worthy of careful study; and that Daudet's *La Dernière Classe* and a similar text in German be suggested for this purpose.'

Mr. Snow introduced these resolutions

at some length. They were eventually adopted, after certain amendments moved by Mr. William C. Collar had been accepted. In their final form (1) and (3) (above) were run together; (2) was reworded as follows: 'That the time necessary for satisfactory preparation in French or German, including suitable oral and ear training, entitles these subjects to be placed on a par in counting merit for admission to college, with Latin and Greek. In (4) an addition was made, directing that the prescribed short text should be changed at intervals of a few years.

The Specimen Entrance Examination papers, printed as an appendix, are of varied value; some are distinctly interesting. A type of question that strikes us as novel is this:

'Select one of the following subjects and prepare it for an oral recitation in German (Preparation, ten minutes; Recitation, five minutes).'

The questions on grammar are sometimes of the old bad type—*e.g.*, 'Write the six conjunctions that do not affect the word-order.' 'State the theory of the formation of tenses [in French].'

As a rule, however, they show a praiseworthy effort to test the power of applying knowledge.

At the fourth Annual Meeting, held on May 11, 1907, the chief subject for discussion was: Shall the preparatory schools [= our secondary schools] be held to a definite and uniform course in Modern Languages as they are in Latin, Greek, and English? The leading speaker was Mr. J. Tuckerman, of the Central High School, Springfield, Massachusetts. He pointed out that the Universities assigned less weight to a knowledge of Modern Languages than of Classics; in one of them 'Latin weighs 18, German 6, and French 6.' 'Since the reading of a certain number of pages is most frequently specified, the student is rushed through a minimum of grammar in order to get at this reading. Thus, a language, which is a thing spoken, is approached almost altogether through the deathly silent letter of the printed page. French and German are no longer living, but dead, languages.' From the catalogue (=regulations) of one of the Universities he quotes: 'At least one year of study with five recitations [= periods] per week should be given to the preparation of this requirement'—viz., the minimum requirement in French, which is defined as follows: 'Three hundred pages of reading, besides Grammar and Composition. It is urged also that the candidate be trained from the beginning to understand spoken French, to answer simple questions in the language, and to write French from dictation. Great care should be taken with the pronunciation.' Mr. Tuckerman rightly dwells on the absurdity of requiring all this to be done in one year, the last year, too, before entering the University, which is most crowded with other subjects.

Incidentally, he refers to the fact that 'there is scarcely a book published in this country that deals with pronunciation and that can be used in the classroom.' We have long wondered at the very unprogressive character of the American publisher of books for Modern Language teaching, and, in particular, at the absence of good school-books that pay regard to the modern advance in phonetics.

Mr. Tuckerman threw out the suggestion that the Association should issue a periodical, helpful in a practical way to teachers of Modern Languages.

The discussion that followed touched upon the following points raised by the reader of the paper:

1. Let more time, and a prescribed amount of time, be given to the preparation of Modern Languages—(*i.e.*, to the study of the subject in secondary schools).

2. Let a few specified books be read and studied carefully, and let some books be specified for rapid reading.

3. Let more attention be paid to pronunciation and to training in understanding the spoken languages.

4. Let an elementary knowledge of both

French and German be required of all who enter the colleges.

5. Let French and German have as many credits in the entrance requirements as Latin and Greek.

From a speech contributed by Professor George T. Files, of Bowdoin College, we take the following interesting passage:

'But there is another side to the problem; one for which none of us are responsible, and that is the unfortunate fact that, by a natural process of evolution in the college world, Modern Languages have been placed in an anomalous situation. We have been called upon to fill in the gap left by the almost total disappearance of Greek as a favoured—yes, we may say an almost invariable—subject for admission to college. And with this borrowed burden have come the inevitable obligations and traditions which cling to all subjects on the list required for admission to college. I am one of a great majority here who have been trained under the old Greek régime and I realize with you all the value of the mental discipline which that study carried with it. We may possibly regret this change; but what good will it do us? We are face to face with a new problem which necessitates new methods, if we are to give an equal—I will not say the same—training which Greek formerly gave.

'Under these conditions, the secondary school teacher of Modern Languages finds himself face to face with a new situation. His mission now is no longer to teach French and German ideally, and according to his own best feelings, but rather to meet a requirement. He is to prepare a large percentage of his pupils for admission to college, and his task is definitely set for him—namely, to give the same, or an equivalent, mental training as was formerly acquired from the study of Greek. This is the exact situation to-day.'

The rest of the meeting was devoted to an address by Dr. G. Stanley Hall, President of Clark University, on the question: 'Should Modern be substituted for Ancient Languages for Culture and Training?' This paper and the subsequent discussion reached a high level of excellence; it is not easy, however, to give extracts, owing to the limited space at our disposal.

In an appendix to the report are given Four Years' Courses in French and German suggested by Mr. Tuckerman. It is assumed that five hours a week are given to each language throughout the four years. (The average age of the pupils in the schools to which these courses are intended to apply is from about fourteen in the first year to about eighteen in the fourth year; the proportion of pupils reaching the fourth year is, however, not as high as might be desired, and many drop out even after attending for the first year only.)

The fifth Annual Meeting was held on May 9, 1908. Several ten-minute papers dealt with Methods of Using the Modern Languages Orally in the Classroom. They were all creditable to the good sense and practical experience of their readers, but contain nothing that has not been suggested by teachers at our meetings, or in the pages of MODERN LANGUAGE TEACHING. This was followed by a paper in which Mr. W. B. Snow put forward 'A plea for more language and fewer languages in the secondary school.' After showing the great difficulty of acquiring an adequate command of any language, he said:

'Now, if no language is easy, what do we gain by attacking three, or even four, in the secondary school? Precisely what we should toward inspiring a boy with a love of mountain-climbing, by dragging him repeatedly through the swamps and thickets at the foot of peaks, whose upper slopes and glorious summits he is never allowed to tread or even to see. . . .

'There remains but one remedy. Let the schools give to one language, or to one major and one minor language, the time now allotted to three, or possibly four. I care not whether that one be Greek, Latin, French or German, the concentration of time and energy would give a

better comprehension of the fundamentals of language, thus helping English tremendously; the educational value of really studying something thoroughly would be inestimable; and the students, most of whom now know nothing worth mentioning in any language, would find themselves enriched by an effective possession of one. If reasons of utility made it desirable to add a second language toward the end of the high-school course, a year or two of study following the thorough treatment of the major language would give as good results as those now obtained by most of the present courses.'

In summing up, Mr. Snow expressed the belief that if the time now given to three foreign languages were spent wholly or chiefly on one, many advantages would accrue. 'Pupils would learn the best lesson a school can teach, perhaps the one that schools now teach least frequently, the importance of thorough work persisted in until something worth while has been accomplished.' 'We teachers in secondary schools, instead of feeling, as most of us do to-day, that we are asking what cannot be obtained from more than a very few of of our pupils, could work with a reasonable faith that we were doing something profitable for almost all of them. As done to-day, the bulk of the work in foreign languages is educationally a fraud. Three out of five pupils had better be doing something else.'

A paper on *La Méthode Directe en France* was read by M. René Talamon, of Williams College. His concluding words were:

'Telle est dans ses grandes lignes cette méthode directe imposée aux Professeurs de France. Je ne prétends pas qu'elle soit parfaite. Je ne crois pas qu'il existe de méthode parfaite. Je ne prétends pas non plus qu'elle soit neuve; je dis seulement qu'elle était neuve en France il y a six ans et qu'elle y a opéré une révolution profonde. Il m'a été donné de voir le résultat de cette révolution: j'ai vu des classes avant l'application de cette méthode —j'ai pu constater le contraste entre le morne ennui dans lequel semblait plongé l'élève dans les classes de la première catégorie, et l'intérêt vivant que semblait au contraire prendre l'élève dans les classes de la seconde catégorie. Peut-être mon jugement était-il légèrement influencé par ce fait que dans la première j'étais un des élèves tandis que dans la seconde j'étais le professeur.'

Mr. Raymond Dodge, Ph.D., Professor of Psychology, Wesleyan University, followed with a valuable paper on School Artifice and Psychological Principle in Modern Language Instruction. 'To teach a Modern Language means to use all the school technique and all our pedagogical tact to re-create in each individual student the definite mental habits of a race.'

The sixth Annual Meeting was held on May 8, 1909. The *pièce de résistance* was the Report of the Standing Committee on College Requirements, which has also been printed separately, and published at ten cents. A number of questions bearing on the subject had been sent out to all of the secondary-school teachers of French and German in the territory of the Association, and another question list to the Modern Language Departments of the New England colleges, 'with a view to ascertaining to what extent the subfreshmen are at present fulfilling the entrance requirements, and with a broader inquiry as to specific weaknesses and faults, and their correction.' The report gives a brief account of the requirements (=Matriculation syllabus) at various colleges, with an interesting tabular statement. We note, for instance, that Dartmouth College requires that not less than 800 pages of French shall have been read in the first two years of study. The Views of the Colleges are then analyzed, based on the replies of 50 University teachers; and also the Views of the Schools, based on the replies of 304 teachers, representing 203 schools, and 56,294 pupils. From the statistics given we take the following facts:

Sixty-two teachers taught French only; thirty-two, German only; fifty, French

and other subjects; fifty-two, German and other subjects; sixty-five, French and German only; forty-six, French, German and other subjects.

The number of pupils taking French was 21,222; German, 10,775; Latin, 18,707; Greek, 1,586.

The number of pupils in Modern Language classes is much too great in the large high schools.

As a rule, fewer years of instruction are offered in German than in French. Common figures are, three in French and two in German, though the larger high schools frequently offer four each, or four to three.

Only three of the schools reported that Modern Languages were taught below the high school. (It is pointed out how valuable it would be if there could be at least a two years' course in the first foreign language in the top classes of the grammar school, for pupils of, say, twelve to fourteen years.)

Two hundred and eight teachers reported that they made no use of the phonetic script; twenty-six used it 'very little'; six 'only to explain special difficulties'; only two used it consistently, and then only during the first year.

One hundred and sixty-two out of the three hundred and four teachers had studied abroad. Only forty-two had no University degree.

Asked whether they would welcome an oral test on pronunciation and comprehension as a part of the college entrance requirements, two hundred and three voted in favour, thirty-seven against, two were doubtful, and the rest did not reply.

The Committee concluded their report by a general discussion of the points involved, and drew up certain recommendations to the colleges and the schools. An informal discussion followed, and it was decided to lay the recommendations on the table for one year. We cannot withhold our admiration for the care shown by the Committee in drawing up the report, and for the good sense and enlightened thought of which every page affords evidence.

The rest of the meeting was devoted to a French paper by M. Louis Allard, of Harvard University, on Hugo's *La Légende des Siècles*, one in German by Herr Eugen Kühnemann, Ph.D., Visiting Professor at Harvard, on Lessing's *Nathan der Weise*, and an address by Mr. W. Orr, Principal of the Central High School, Springfield, on Modern Language Instruction in Secondary Schools. Only the last of these is printed in the report.

The seventh Annual Meeting was held on May 14, 1910. The Worcester Group appears to have become so weak that its dissolution is recommended. On the other hand, the Maine Modern Language Association (organized in 1900) had decided to become the Maine Group of the New England Modern Language Association.

The Standing Committee on College Entrance Requirements presented its report, taking into account the criticisms that had been made on it during the year. After some discussion and slight changes in the phrasing, the eighteen recommendations were adopted. We reprint some of these:

That proper oral and aural training be regarded as an essential and necessary part of all courses in French and German.

That the entrance examination be made to include a practical test on oral and aural training.

That college entrance examinations be made to conform as closely as possible to a *reasonable* interpretation of the catalogue requirements (= syllabus as printed in the University regulations), and that in pursuance of this, obscure and unusually difficult passages be avoided in the examinations.

That no class, division or section in French or German contain more than twenty pupils.

That no pupil be permitted to *begin* the study of more than two foreign languages during a secondary-school course.

That the progressive use of the foreign language in the classroom, beginning in the earlier stages of instruction, with

careful aural training by means of dictation and other devices, and insistence on the ever-increasing use of the language by the student, be regarded an essential and important part of all courses in French and German.

That no teacher be appointed to take charge of classes in French or German in any high school, or preparatory school, whose command of the spoken language is insufficient to conduct properly oral and aural exercises as essential and important parts of work.

That every effort be made to induce local school authorities to introduce into the schools below the high school the study of French and German under competent instructors.

The total membership of the Association in the year 1909-10 was 390. We note with satisfaction that it had been decided to add MODERN LANGUAGE TEACHING to the list of periodicals taken by the Association.

When we receive the report of this year's Annual Meeting, we propose to give some account of it, convinced that our readers will follow with interest the further progress of the New England sister-association. We have dealt at such length with its work since 1903 because we believe that it will be regarded not only as a pleasure but as a duty to be cognizant of the earnest endeavours of this fine body of Modern Language teachers. The problems they have to face are, indeed, in many cases, not the same as ours ; but there are many problems, especially of method, which confront them and us alike.

To one who has read the reports of the Annual Meetings from cover to cover, there remains a feeling of genuine admiration—and of regret that there has been in the past so little exchange of experience between English and American teachers of Modern Languages. If this article does something to stimulate more frequent and more cordial intercourse between them, it will not have been written in vain.

W. R.

FRENCH ACCENT AND ATMOSPHERE IN UPPER CLASSES.

MOST Modern Language teachers must have felt the need for a closer contact with French life than it is possible to give to our pupils even in the foreign atmosphere of a modern classroom. During the last six years I have made many experiments in order to make my lessons real, but I must confess that I have only partially succeeded. I have arranged correspondence between my own and two French schools ; and I have now and then a French boy or girl to join in a reading or conversation lesson, with the result that the class has been puzzled by the difference between their own and the foreigner's intonation. Something more than the teacher alone could achieve was needed to make the French lessons of real value. With the object of supplying this defect, I have been using a gramophone in the classroom, and I find the children derive much benefit from hearing songs and recitations, provided always that they are acquainted with the words of the records beforehand.

Yet even the gramophone fails to supply all that I feel to be lacking. It is the Modern Language Association which has provided me with what I really need. Through the medium of the Exchange Department I am this year sending a dozen pupils into French homes for varying periods. On their return, these children will, it is hoped, be instrumental in arousing not only in their own forms, but throughout the school, a lively interest in French life and customs.

The greatest difficulty in arranging the exchanges was to persuade parents, es-

pecially those who had daughters to send abroad, that their children would be perfectly safe and well-cared-for in the foreign homes. Many of them came, however, to see me at school, and I made several converts, so that three children have already spent three or four weeks abroad at Easter, while one old scholar is passing three months near Tours. Arrangements are being made for eight others to enjoy six or eight weeks abroad in the summer holidays, and I am hoping for a scholarship for two older girls. With one exception, the pupils exchanged are from the fifth and sixth forms only.

The gain to the fifth form, which has already sent three members abroad, has been really very marked. The whole class is longing to spend a holiday in the same way, and has grown much keener over French lessons, while those who are going abroad themselves, and are feeling a little uncertain of making themselves understood, are making special efforts.

A girl who spent six weeks in Brittany gave on her return a lesson of forty-five minutes, without any sign of hesitation. I quote from a letter she sent to me: 'Nearly every day I had to read aloud in French, and write from the dictation of Madame de R—— or her daughter. I am sure that I improved while I was there, for when I first arrived I felt that the people spoke so quickly that I could hardly understand them, while after a week or so, I could follow nearly everything they said, and join in a conversation.'

Another younger girl, who was before Easter very backward, is now able, after a month abroad, to follow all her French lessons quite easily.

I am looking forward to a most interesting course with the sixth form, which will come up next year.

My thanks for their progress are due to the Modern Language Association, and more particularly to Miss Batchelor, who undertakes so thoroughly all the correspondence in connection with the exchanges.

DOROTHY E. GILLETT.

Finchley County School.

WRITTEN EXAMINATIONS IN PHONETICS.

IT is now generally recognized that teachers of languages should possess a knowledge of phonetics, at least in the case of those who teach a modern foreign language. The teacher of Latin is also beginning to realize that if his pronunciation is to be satisfactory, it must be based on some phonetic knowledge. Before long all teachers of English will see that such knowledge is indispensable for them, whether they be teaching the elements of language in a low Form, correct and expressive reading or reciting in a middle Form, or historical grammar at the top of the school.

We may expect that various tests of a knowledge of phonetics will be instituted, and it is important that these tests should be on the right lines. In MODERN LANGUAGE TEACHING for 1909 (pp. 211 and foll.) we printed a number of typical questions in grammar, word-formation and vocabulary; and in the recently issued Report of the Association on External Examinations there are valuable suggestions on the form which the test of grammatical knowledge should take.

We have recently had occasion to see a a number of questions set at examinations in phonetics for teachers of English in Holland. While many, of course, are quite suitable, there are others which exemplify the mistaken idea, that the rule (with the inevitable lists of exceptions), rather than the application of the rule, is important. We have struggled against this in grammar, and it is quite probable that we may have to struggle against it in phonetics. It therefore seems profitable to give some of these bad questions as a deterrent. We select the following:

Which are the six words where *ss* is voiced?

To what rule is the pronunciation of *su*

in *sure* an exception? In what other cases has *su* the same sound as in *sure*?

To what rule for pronunciation is *sworn* an exception?

When is the combination *ear* not pronounced as in *fear*?

In what word is *int* not pronounced as in *hint*?

When is *oo* not pronounced as in *soon*?

How are *sacrifice* and *suffice* often pronounced?

In what words besides *carriage* is *ia* pronounced as one vowel?

When is *eo* pronounced as in *people* and when otherwise?

In how many ways are *s* and *z* pronounced?

To be able to answer such questions presupposes the memorizing of rules and lists of exceptions. It is surely quite futile to expect a teacher to keep in his mind the 'six words where *ss* is voiced'; it is on a par with the old *bijou, hibou, chou* business, or the Latin Primer gender jingles. What Englishman could answer off-hand in what word *int* is not pronounced as in *hint*? If it is intended to test whether the foreign teacher knows the pronunciation of *pint*, there are other ways of finding this out—*e.g.*:

How does *pint* differ in pronunciation from *hint*? *or*, Why do *hint* and *pint* not make a good rhyme? *or*, Distinguish the diphthongs in *paint, pint, point.*

Again, taking the question about the pronunciation of *ear*, would it not be better simply to ask for the phonetic transcription of *hear, hearken, heard*?

Similar comments might be made on other questions given above.

A protest is necessary against troubling the foreign teacher with such freak pronunciations as those apparently required in answer to the question about *sacrifice* and *suffice*. It should be sufficient to demand a knowledge of the sounds of standard English.

As the study of phonetics becomes more general there is a growing danger lest the learned who examine may introduce into the papers they set subtleties and refinements which may bear evidence of their own great knowledge, but will certainly tend to worry the earnest teacher in his preparation for the examinations, and may react unfavourably on his methods of work and on the books issued to help him in his studies. It is earnestly to be hoped that common sense will prevail.

THE MODERN LANGUAGE ASSOCIATION.

A MEETING of the Executive Committee was held at the College of Preceptors on Saturday, July 1.

Present: Messrs. Pollard (chair), Allpress, Breul, Brigstocke, Hutton, Miss Johnson, Messrs. Jones, Kittson, O'Grady, Payen-Payne, Miss Purdie, Professor Rippmann, and the Hon. Secretary.

Apologies for absence were received from Messrs. Braunholtz, Draper, and Milner-Barry.

The minutes of the last meeting were read and confirmed.

A letter from M. Vandaele, containing a syllabus of lectures which he proposed to deliver in London during the first week of October, under the auspices of the Association, was read. It was resolved to accept M. Vandaele's proposal, and to announce the course in MODERN LANGUAGE TEACHING and elsewhere.

Professor Breul brought forward the question of the study of German in secondary schools, and proposed that, as the Board of Education had made no reply to the last memorandum on the subject sent them, the Association should join with the Society of University Teachers of German in asking them to receive a deputation. This was agreed to.

Professor Rippmann announced that, owing to the increasing pressure of other work, he felt obliged to resign the editorship of MODERN LANGUAGE TEACHING,

After the Chairman and Professor Breul had spoken in appreciation of Professor Rippmann's work, a Sub-Committee, consisting of the Advisory Committee of the magazine, together with Messrs. Hutton and Payen-Payne, was appointed to consider the future conduct and scope of the magazine.

The Hon. Secretary reported the meeting of Representatives of Associations which had been called by the Teachers' Guild to consider the question of organizing the January meetings of educational bodies, and stated that a Sub-Committee had been appointed to draw up a scheme.

The Hon. Secretary read correspondence with the Birmingham Branch on the subject of the next Annual Meeting, and it was resolved that the meeting should be held in Birmingham on Wednesday, January 3, and the two following days.

The Library Sub-Committee was requested to bring up a report on the Loan Library.

The Hon. Secretary moved, and it was resolved, that a Sub-Committee be appointed to consider how the routine business of the Association can be most efficiently carried on.

The following nine new members were elected :

Miss L. T. J. Bauerkeller, B.A., 8, Victoria Terrace, Kendal.

Esmond C. Corelli, M.A., Stratford-on-Avon Grammar School.

Miss Elizabeth S. Graham, B.A., Wallasey High School, Liscard.

Sparling Hadwyn, 4, Dorset Street, E.C.

Miss Meta Mackey, B.A., County School, Carnarvon.

Miss K. M. Rutty, Girls' High School, Burton-on-Trent.

Arthur Spencer, B.A., Denstone College, Staffs.

P. Studer, M.A., Pencliffe, 6, Robert's Road, Southampton.

F. M. Vipan, Christ's College, Finchley, N.

* * *

LECTURES.

Professor Hilaire Vandaele, of the University of Besançon, will give five lectures in London, under the auspices of the Modern Language Association, at 5 p.m., on October 5, 6, 7, 9, 10. The place of meeting will be announced later. The fee for the five lectures will be 8s.

Application for tickets must be made to the Hon. Secretary, Modern Language Association, 45, South Hill Park, Hampstead, before September 25, and the fee must be paid in advance.

Syllabus.

1. *La Composition française dans l'Enseignement secondaire.*

Importance et utilité de la composition française ; son but et la méthode.—Choix et graduation des sujets.—Comment on apprend à écrire en français correctement et avec élégance. La langue et le style de la composition française.—Comment il convient de faire les corrections.—Exemple pratique du développement d'un sujet avec les remarques que la correction comporte.

2. *L'Esprit français.*

Ce qu'on appelle esprit d'un peuple. Nécessité de connaître cet esprit et de se l'assimiler jusqu' à un certain point pour pouvoir non seulement comprendre ses manifestations dans le domaine de la langue, de la littérature, de l'art, du goût, mais encore pour être capable de juger sa vie morale et sociale, de goûter toute la saveur, toute la délicatesse et la finesse d'un discours, d'une conversation, d'une expression, d'un trait.

Caractères de l'esprit français : Simplicité, clarté, élégance—malice, ironie—politesse — esprit de conversation — la gaieté française—sincérité et humanité.

3. *Formation d'une Bibliothèque française.*

Quel moyen plus efficace de s'imprégner des idées françaises que la lecture, cette conversation, comme l'appelle Descartes, avec les plus illustres esprits anciens et modernes? M. V. donnera dans cette

conférence des conseils pour la formation d'une bibliothèque française, tant pour les Maîtres que pour les élèves. Il indiquera, parmi la multitude des ouvrages de tout genre, lesquels lui paraissent les plus nécessaires à posséder, les plus utiles à connaître ou à consulter, comme représentants de l'esprit français; ceux qui se recommandent par leur valeur scientifique, par les idées belles et saines comme par la perfection du style: grammaires, travaux sur la langue—poésie, théâtre, roman, etc.—revues, magazines, journaux même, —avec une courte appréciation sur chaque auteur et sur chaque ouvrage cité.

La bibliothèque de l'élève forcément, plus restreinte, pour mille raisons, que celle du Professeur, et même différente, doit être tout particulièrement choisie et triée.

4. *Les Fables de La Fontaine, livre français par excellence.*

M. V. montrera la valeur linguistique et littéraire des Fables, leur rôle dans l'éducation française, leur popularité et les raisons de cette popularité.

5. *L'Entente Cordiale.*

S'il est un sujet cher à tous les hommes qui pensent au-delà et en deçà de la Manche, c'est bien celui-là. En dehors des considérations d'ordre politique, M. V. développera les raisons ethnologiques, économiques, utilitaires et humanitaires de l'Entente Cordiale. Parlant à une élite intellectuelle, aux maîtres mieux en place que personne pour former les cœurs et diriger les esprits, pour préparer, en un mot, les temps futurs, il leur montrera les moyens de rendre de jour en jour plus étroites, plus nécessaires, les relations entre Anglais et Français; il leur expliquera qu'il dépend surtout d'eux de consolider et de rendre durables les liens qui unissent les deux pays, dans l'intérêt et pour le bien de chacun d'eux, comme de l'humanité tout entière.

* * *

The above syllabus suggests the probability of a very interesting series of *conférences*. M. Vandaele has lectured for some years at the Holiday Courses at Besançon, and has won golden opinions there. He is filled with the desire to promote the knowledge of France and the French amongst English people, and he will deliver his lectures in the spirit of an apostle of international good-feeling and sympathy. We hope that M. Vandaele will have an audience which will repay him for the trouble he is taking.

* * *

The Annual General Meeting will be held at Birmingham on Wedmesday, January 3, and two following days.

CORRESPONDENCE.

THE SIMPLIFICATION OF ENGLISH SPELLING AND PUNCTUATION.

ALL teachers of English, whether in British schools or elsewhere, are, or ought to be, interested in this question. There is no need for me to labour the reasons for this. I wish, rather, to call attention to two important points.

1. At present, no one, except, I think, Mr. Bernard Shaw, seems to have the full courage of his convictions in this matter. Even Professor Rippmann, who knows all the advantages of phonetic spelling in teaching Modern Languages, thinks it 'quite unsuitable for universal adoption'; though the reasons he advances are not, I think, much more valid than those adopted by still more gradual reformers. Personally, I believe all change to be so hateful to the average adult Englishman that a wholly phonetic spelling would have as much (or little) chance with him as any other. Hence we ought to carry the position by assault, once for all. Once standardize your phonetic spelling and you will go far to standardize spoken English throughout the Empire.

2. Hitherto the attempts made at simplifying—especially in America—are full of inconsistency, as has just been pointed out by Professor Alois Brandl in an address to the Berlin Society for the Study of Modern Languages. I quote the following points from the report of this address printed in the *Archiv f. d. Studium d. neueren Sprachen u. Litt.*, vol. xxvi. of new series, 1 u. 2 Heft (April, 1911). Having referred to 'Wortliste A mit 300 Wörtern,' in which three principles could be observed (*i.e.*, omission of superfluous letters—*e.g.*, *tho;* changes due to derivation, *offense;* changes due to pronunciation, *surprize*)—'*doch machte ihre Durchführung auf Konsequenz keinen Anspruch,*' B. passed to list B., of 30 Jan., 1908. '*Hier war die Konservität der Liste A aufgegeben, aber nicht ihre Inkonsequenz*' —*e.g.*, we were to spell *gost*, but keep *guilt*. I translate the rest of the report literally, omitting the American rules quoted in the full address.

'The lecturer showed, by numerous examples, what extraordinary and confused word-pictures arise through these reforms. He showed how the result of this movement, which was to be continued, must be a universal uncertainty in writing and reading. Speaking generally, the way now being taken would prove impracticable; whereas [fully] phonetic transcriptions might prove to be the beginning of a break-up of the English *Kulturreich*. The aim of a reform in English spelling [which B. recognized as very desirable, M. M.] would be capable of realization, if the existing symbols for indicating the quantity and quality of vowels were systematically extended, as was done by the sixteenth-century printers. In this matter, however, it was precisely the results of philological investigation that could, and should, lead the way, and the philologists themselves would prove the best helpers.'

Professor Rippmann is not the man to disregard the help of philology, nor to despise a warning of Professor Brandl's. If his scheme can stand B.'s criticisms, it will probably meet with general acceptance, though I cling to the belief that the more phonetic it is (from the modern point of view) the less it will require change in the near future. In any case, we shall await it eagerly.

By way of helping on the good cause, might not contributors to MODERN LANGUAGE TEACHING and other educational journals begin to adopt such simplified spellings as are admittedly justifiable—*e.g.*, the word, *fonetiks*? Or are we not yet sufficiently advanced for this? Let the Editor decide!

Punctuation.—This question is intimately allied to the general subject of orthography. As Professor Postgate says, we need an authoritative reform, and I venture no suggestions as to punctuation in books meant for silent reading. I would merely say on this point that Dr. Postgate's two proposals seem eminently practical and desirable. But I think teachers of English, who make their pupils read aloud, would welcome a special usage in their class-books. Phoneticians distinguish between *enunciation-groups* and *breath-groups*. In his elementary German *Lesebücher* Professor Viëtor makes use of single and double bars to point this distinction—*e.g.*, 'ro:tkɛp̬çən / ʃlu:k di '?augən ?auf, || ?unt als ɛs 'za:, / vi di 'zənənʃtra:lən / durç di 'bəymə / 'hin / (') unt 'he:r tantstən, / (?)unt '?aləs / fəl ʃø:nər 'blu:mən ʃtant, || 'daxtə ɛs: ||, etc. This is very clear, but undoubtedly complicates, for the beginner, a text already strange enough owing to the inevitable phonetic peculiarities. I would therefore suggest that, instead of using these bars, we turn to account the comma (= /) and the semicolon (= ||). This could be done alike in phonetic and in orthographic texts. The sentences quoted above would then read thus in the ordinary writing: *Rotkäppchen, schlug die Augen auf; und als es sah, wie die Sonnenstrahlen, durch die Bäume, hin, und her tanzten, und alles, voll schöner Blumen stand; dachte es: etc.* A very little time would accustom the reader to

pause one beat at the comma, two at the semicolon; and reading aloud at the proper tempo would be much easier.

Yours truly,

MARSHALL MONTGOMERY.

Giessen,
June 24, 1911.

P.S.—May I add a query not precisely connected with the above? Can you or any reader of MODERN LANGUAGE TEACHING tell me where to look for full and reliable information as to all the French words, such as *Oyez*, *Dieu le veult*, etc., which still survive in the official language of the English Parliament? The information would be welcomed by a German scholar who has sought it in vain in the dictionaries, etc. M. M.

[In answer to Mr. Montgomery's remarks, I can only express my regret that he does not share my views as to what is expedient. I have the courage but, I hope, not the recklessness of my convictions. As for Professor Brandl's remarks, they are in part an obvious criticism of the early lists issued by the Simplified Spelling Board (which did not claim consistency for them, but above all things strove to stimulate interest), and in part are unintelligible. I, at least, fail to see what he means by saying that phonetic transcriptions might prove to be the beginning of a break-up of the English *Kulturreich*. As for the help of the philologist, I welcome it eagerly. No one has done more for the cause than Professor Skeat. A knowledge of philology, however, is of little avail without some insight into the psychology of the nation and a great deal of study of the child-mind. Our fundamental aim must always be to simplify the work of the children; if in doing so we meet with the approval and support of the philologist, so much the better.—W. R.]

'EN TOUTE COURTOISIE.'

What is the point, may I ask, of M. E. Courtoit's 'En Toute Courtoisie' remarks? He admits that Professor Brunot did not quote the obnoxious phrases as examples of correct French, but merely as commonly used expressions. There is no need, therefore, to deny the correctness of the phrases since it was not asserted, nor is Professor Brunot's statement, when rightly understood, in any way liable to correction.

Whatever M. E. Courtoit and his friends may say to the contrary, there *is* a tendency among French people in France, even among those who have received a fair education, to make use of expressions such as, 'Sitôt que je *l'ai eu* vu,' 'dès que je *l'ai eu* acheté,' etc. Indeed, French schoolmasters have to fight against the use of constructions of that kind, just as English schoolmasters have to fight against, 'You *was* there,' 'if I *was* you,' etc.

When Professor Brunot quoted those examples of incorrect French, he was speaking of the difficulty of giving to the tenses names which indicate their use—he was showing that French, being a living language, is subject to transformation in the course of its development; and he added: 'Demain, les grammairiens devront admettre certains temps que l'usage populaire a déjà consacrés, tels que, par exemple: "Sitôt que je l'*ai eu* vu," "dès que je l'*aieu* acheté."' I am quoting from memory, six months after the speech, and I cannot be certain that I have the exact words. Professor Brunot's meaning, however, was perfectly clear, and could not be mistaken by those who heard him.

I do not happen to have seen in any grammar the 'preterite anterior indefinite,' but it is certain that if a grammarian is discussing the tendencies of modern spoken French, if he is dealing with forms at present in process of evolution—nay, with forms already established and awaiting recognition on the part of grammarians or the Académie, he ought not to overlook expressions so commonly used and so well established as those cited by Professor Brunot.

After all, grammarians do not make

rules arbitrarily—they may not even make them according to what (from the standpoint of the cultured) seems desirable. They may, it is true, exercise a certain control through their works and through the schools—they may encourage or discourage the use of certain words and expressions—but in the end they are compelled to admit the forms of speech established by popular usage. The time will come when 'quand je l'ai eu vu' will take the place of 'après l'avoir vu,' and be preferred to it, because it indicates the person. How can one explain such anomalies as 'Elle fut *toute* surprise de me voir' and 'Elle fut *tout* étonnée de me voir'? The grammarians have endorsed a popular mistake, as they will endorse 'sitôt que je l'ai eu vu.' The whole history of French Romanticism shows that useful words and expressions cannot be kept out, even when grammarians, critics, and the schools are as zealous and as conservative as the Inquisition.

May I add, in closing, that one regrets that M. Courtoit should have allowed himself to write down the sentence 'even in Professor Brunot's own grammar.' Words like that throw no light upon the discussion; they only serve to irritate those who are, *et à juste titre*, admirers of Professor Brunot and his work.

OSMOND T. ROBERT.

The Foundation School,
Whitechapel Road, E.,
July 5, 1911.

P.S.—Almost immediately after I had written the above remarks, a French lady with whom I was conversing made use of the following words: 'Le mois dernier, quand *il a eu fait* si chaud.' The mistake was too interesting just at that moment for me to let it pass in silence. My friend's answer, 'Tiens! c'est vrai, ce n'est pas français! *mais je crois que ça se dit*,' appeared to me even more interesting than the mistake itself. O. T. R.

Je me rends à l'invitation de M. Courtoit avec le plus grand plaisir.

La *Grammaire des Grammaires*, ouvrage approuvé pat l'Académie Française et l'Université de Paris, parle du 'preterit anterior indefinite.'

Il existe une édition refondue et plus récente que celle que j'ai entre les mains, celle de 1905, voir p. 406, par. 558, dans laquelle il est question de ce même temps. Je pense cette explication concluante.

A. BÉRAUD.

86, Twickenham Road,
Leytonstone, N.E.,
Le 12 juillet, 1911.

The following may throw some light upon the discussion. Octave Feuillet (*Le Roman d'un Jeune Homme Pauvre*) has these words:

'Si Monsieur *n'avait pas eu dîné par hasard, monsieur m'aurait bien obligée. . . .*'

Again in Larousse (*Grammaire Supérieure*, p. 84, footnote), we see:

'Il y a un quatrième temps désigné par le nom de passé, dont on se sert également; le voici: *J'ai eu aimé, tu as eu aimé*,' etc.

MARC CEPPI.

79, Wellesley Road,
Croydon,
June 20, 1911.

[The *temps surcomposés* are also mentioned in Clarke and Murray's *School Grammar*, §§ 237, 325; in Baker's *Outlines of French Historical Grammar*, § 290, where a number of examples are quoted from Chassang's *Grammaire Française* (*Cours Supérieur*), p. 110; in Eve's *French Grammar*, § 183 *a*; in Brunot's *Grammaire Historique*, § 392; in Stier's *Französische Syntax*, p. 95, who quotes from the dictionary of the *Académie: Après que vous avez eu parlé, il s'est retiré* and *Sans lui, j'aurais eu dîné de meilleure heure.* In all courtesy we suggest that there is no further need to discuss the subject.—EDITOR.]

FAMILIES FOR RESIDENCE ABROAD.

I should be obliged if you would allow me again to ask members of the Association who are going abroad during the

summer vacation to bear in mind that the list of French and German families who are willing to take English boarders still needs augmenting. We have certainly, thanks to the kindness of many members, a useful list, on which many demands are just now being made, but there are some big gaps. We want more addresses in the Rhineland and in German provincial towns, which are pleasant places of residence—such, for instance, as Weimar and Carlsruhe. More also in pleasant country districts and very small towns. There is also a demand, which is difficult to satisfy, for families in small French seaside places on the Channel or in Brittany which are not overrun with English people. Addresses in any of these places will be gladly received. Members are requested to give very full particulars, with, if possible, terms.

I should also like to point out that members who reside with any of the families on our list will do a very useful thing if they will send me a line about their experience.

I have in the last few days received a request for information which demands special care. An assistant mistress in a large girls' school has asked me for addresses of families (not schools or pensions) in Berlin, Munich, or other art and music centres in Germany (other than Dresden and Leipzig), to whom girls of seventeen to nineteen years of age, of good social position, who wish to pursue their studies both in art or music and in German, could safely be entrusted. The households on our list are in most cases suitable for independent men and women rather than for girls, who need something a little different. The possibilities of companionship and society are, for instance, obviously very important. If anyone can help me to supply the needed information I should be very grateful.

Finally on Holiday Courses. The reports sent in by members last year contained much useful information and criticism, and this is available for members. We shall be very glad to have more reports of the same character this year.

G. F. Bridge.

45, South Hill Park,
Hampstead, N.W.

REVIEWS.

Stevenson's Treasure Island. Edited, with Introduction and Notes, by F. W. C. Hersey, M.A. Pp. lxxiv+249 (text pp. 212, notes pp. 25, vocabulary pp. 10). Price 3s. Ginn and Company, 1911.

Exceptionally suited to accompany the teaching of narrative composition. Among its unusual features are a history of the buccaneers, extracts from Captain Charles Johnson's *History of the Pyrates* (which Stevenson used extensively), a glossary of sea terms, and an explanation of sailing a schooner. With a brief life of the author, it includes also a comparison of *Treasure Island* and dime novels, a section on Stevenson's theory of romance, and topics for themes and discussions. The editor says: 'Before beginning my happy labours, I asked several hundred students what they should like in a school edition of *Treasure Island*. The suggestions arising from their needs and desires have determined my plan, and here at last is what aims to be their edition.'

Percy W. Long.

Französische Intonationsübungen. By H. Klinghardt and M. de Fourmestraux. Pp. vii + 114 + 35. M. 3.80. Otto Schulze : Cöthen.

These exercises meet a real need; and it is much to be hoped that the authors may receive sufficient encouragement to be induced to publish them (apart from the Introductory Text) in a form suitable for classroom use. The result of most minute observation and analysis, they are eminently practical; and though the teachers'

voice and power of demonstration are still considered *einfach alles*, there is no doubt that the system of notation used is the most practical for teaching purposes that has as yet appeared. In the earlier exercises dots, representing each syllable, indicate by their distance above or below a horizontal line the rising or falling of the voice. At the twelfth lesson these dots are replaced by dotted diagonal lines, and ultimately, when continuous texts are begun, by lines only, except for rings or dots to mark the *point culminant* of the phrase or sentence. The exercises are carefully graded and, from the beginning, the short groups or phrases are so chosen that definite principles of intonation are at once applied, and the system of dividing phrases and sentences into musical bars, and restricting each exercise to the consideration of bars of the same character only, should do much to impress these principles.

Though written entirely from the German point of view, and for the use of German students and schools, the book will form a most welcome addition to the Modern Language Teachers' library everywhere. What is said about *das Perlende* as characteristic of the French intonation and of the methods of acquiring it cannot be said to be new to us. Most teachers know that there is only one way of getting rid of native faulty intonation, and that is by first detaching every syllable one from the other, and by applying a sort of rhythmic levelling to all. *Keeping* this equality of syllables, once the study of intonation proper has begun, is a very different question, and certainly not to be recommended or adopted in England, however advisable in Germany. In view of the difficulty that German scholars might find in distinguishing any sound shorter than the short vowels of their mother-tongue, Mr. Klinghardt strongly advocates that all French vowels should be treated as equal to German short ones. But the question of length and half-length is too important a feature in French pronunciation to be dismissed in this manner.

Steps to the Writing of French Free Composition. By M. L. HART and HARDRESS O'GRADY. Pp. x + 54. Price 9d. Published by Blackie, 1911.

The appearance of this little book seems to mark a further stage in the progress of the reform method. It presupposes the use of readers with questionnaires, but goes beyond them in its insistence on self-expression (as distinct from reproduction) and on training in form. Intended for use after two years of oral teaching, its aim is '(1) To give beginners as much confidence and fluency in writing French as they already possess in oral work; (2) To teach them how to analyse critically the *composition* of any passage so that they can *re-compose* by themselves, avoiding the bad and imitating the good.' The first ten pages are on familiar lines; then begins the plan of telling a short story or fable, and basing on it a new composition on a parallel theme, which is suggested to the pupil, and is to be written in French by him. This is where the originality of the book comes in, and the thoroughness and skill with which the scheme is worked out betray the practised teacher. Grammatical exercises and the building up of vocabulary are not neglected, but the chief aim of the book is a training in style, and this is very happily achieved. In fourth forms in schools where a sound foundation on oral lines has been laid in the junior school, this book should prove invaluable, not in lieu of, but as a supplement to, reproductive exercises based on a continuous reader. The book is of the lightest, and paper and print are charming.

French Songs. By JOHN F. C. BOYES. Pp. 32. Price 6d. net. Hirschfeld: London and Glasgow, 1909.

German Songs. By JOHN F. C. BOYES. Pp. 51. Price 6d. net. Hirschfeld, 1911.

In the French song-book there appear to be very few which have not already appeared in other collections, and of these some at least are not French songs at all, but translations from the German.

The German collection is more fortunate, possibly because fewer schools, alas! teach

German, and publishers of German school-books are correspondingly fewer. It should prove useful in the classroom.

In neither book is a phonetic version given. Both books contain the melodies of the songs, and in some cases a simple accompaniment is given.

Guillaume le Tisserand, par A. WOLFF.
La Souris Blanche, par H. MOREAU. } Lectures Scolaires Élémentaires.

Un Aiglon, par A. ACHARD.

Le Parchemin du Docteur Maure et L'oncle d'Amérique, par E. SOUVESTRE. } Lectures Scolaires Intermédiaires.

Le Mouron Rouge (adapted from *The Scarlet Pimpernel*) par MME LA BARONNE ORCZY : Lectures Scolaires Supérieures.

The distinguishing features of this series, published by John Murray, edited by Messrs. Poole and Lassimonne, are (1) a refreshing newness of material ; (2) intercalation of a page of text with a page of 'questions de sens et questions de grammaire.'

The practice of marking with an asterisk words in the text on which a note is given at the end of the book seems of dubious wisdom, as not only worrying the reader, but suggesting to him as difficulties expressions of which he would normally guess the meaning from the context. The 'questions de sens et de grammaire' might perhaps include a few more of some subtlety provocative of greater mental effort. The workmanship of the books is otherwise good, and the general get-up, it is hardly necessary to add, is all that can be desired. The books are, unfortunately, distinctly expensive : 1s. the elementary series (about 64 pages), 1s. 6d. the others (about 80 pages).

El Comerciante : Spanisches Lehrbuch für Kaufleute. By KARL DERNEHL, D. EZEQUIEL SOLANA and D. CLAUDIO HERREROS. Pp. 250, vocab. xxvi. Price M. 3.60. Leipzig and Berlin : Druck und Verlag von B. G. Teubner.

It is with the Spanish part of this book that we are mainly concerned. We have no hesitation in saying that, in the choice of subject-matter, its arrangement and treatment, it is the most satisfactory book of its type. The authors have succeeded in making commercial Spanish an attractive and educational subject. Incidentally, much interesting information is given on Spain and Mexico, while facsimiles, illustrations, and a map of Spain brighten and help to focus the text. Notes and explanations are frequently given in Spanish, so that a student who does not read German may still use the book with profit.

Les quatorze Saints, par VON RIEHL. Edited by W. O. BRIGSTOCKE, B.A.
La Mule du Pape et autres Contes, par ALPHONSE DAUDET. Edited by T. H. BURBIDGE, M.A.
Le Trésor du vieux Seigneur, par ERCKMANN - CHATRIAN. Edited by VIOLET STORK.
Le Bienvenu, par V. HUGO, and *L'Affaire des Contrebandiers*, par R. TÖPFFER. Edited by H. M. O'GRADY.
Mémoires du Général Marbot. Edited by P. L. RAWES, B.A.

The appearance of another half-dozen of these short French readers, which Mr. Brigstocke is editing for Messrs. Dent, should be good news to the many new methodists who find them almost indispensable in the earlier and middle stages. All the editors are actual teachers, and have done their work with extreme thoroughness and care. We notice that, whereas the questionnaires and explanatory French notes still appear in the body of the text, the questions on vocabulary, word-building, grammar, reproduction, and composition have been relegated to the end of each volume. This makes for clearness, and seems an improvement. We regret, however, the substitution of a dull drabby brown for the lively mustard colour of the cover. Each book contains about 48 pages, but Marbot has 88. This and *Le Bienvenu* are intended as fourth-year readers ("French History in Extracts"), and cost 6d. each. The others are for second or third year, and the price is 4d.

Collection Teubner, publiée à l'Usage de l'Enseignement secondaire par F. DÖRR, H. P. JUNKER, M. WALTER:

1. H. Cointot, *L'Année terrible.* Morceaux choisis et annotés, en collaboration avec A. STURMFELS, par H. COINTOT. Texte, avec quatre gravures et une carte. Pp. iv+118; notes, pp. iv+52.
2. Molière, *Les Femmes savantes.* Publié et annoté, en collaboration avec H. P. JUNKER, par H. BORNECQUE. Texte, pp. iv+78; notes, pp. ii+72.
3. Flaubert, *Un Cœur simple.* Publié et annoté, en collaboration avec Mme. MEYER-HARDER, par J. ANGLADE. Texte, avec trois gravures et une carte, pp. iv+41; notes, pp. ii+28.
4. *Le Midi de la France. I. Le Midi et le Sud-Ouest.* Morceaux choisis et annotés, en collaboration avec L. PETRY, par G. CIROT. Texte, avec huit gravures et une carte, pp. vi+72; notes, pp. ii+36.
5. *Le Midi de la France. II. La Provence et la Corse.* Morceaux choisis et annotés, en collaboration avec L. PETRY, par G. CIROT. Texte, avec huit gravures et une carte, pp. vi+75; notes, pp. ii+36.

It is with pleasure that we draw the attention of the teachers of French to this excellent series, issued by the well-known publishers, Messrs. B. and G. Teubner, of Leipzig. As far as their outward form is concerned, these little books are admirable. Good clear type, nice paper, a serviceable binding, good and well-chosen illustrations—in every respect they are admirable. The selection of texts is judicious; and the notes (entirely in French) are the result of conscientious care, and in each case of the collaboration of a Frenchman and a German.

The first, fourth, and fifth volumes contain extracts from various sources. *L'Année terrible*, for instance, includes Paul Déroulède's poem *Le Clairon*, Zola's *L'Attaque du Moulin*, Daudet's *La Partie de Billard* and *La Siège de Berlin*, Nay's *Noël aux Avant-postes*, Coppée's *La Veillée* and *Le Morceau de Pain*, Paul Arène's *Le Midi bouge*, Maupassant's *Les Prisonniers* and *La Mère sauvage*, Mirbeau's *Scènes de Guerre*, and a poem, *Après la Guerre*, from the journal *L'Aurore*. In *Le Midi de la France* we have extracts from many authors: Desmoulins, Michelet, Taine, Pouvillon, Aicard, Daudet, and others.

The notes are entirely on reform lines, and vary somewhat in the different volumes. Thus, in *L'Année terrible*, the editors supply: Dates principales de la Guerre franco-allemande de 1870-71; Histoire de la Guerre de 1870-71; Biographies of the authors represented in the selection; Notes explicatives; Grammaire (1. La Prononciation; 2. Tableau d'Exemples grammaticaux); Quartiers et Édifices de Paris; Vocabulaire systématique (1. L'Armée, le Service militaire; 2. La Maison; 3. Le Pré, la Prairie, la Forêt, le Bois); Index alphabétique des Notes explicatives. In the notes to *Les Femmes savantes* we find: Analyse des Femmes savantes; Action des Femmes savantes; Les Caractères des Femmes savantes; Portée et Succès des Femmes savantes; Vie de Molière; Observations générales (1. Métrique; 2. Grammaire; 3. Langue); Notes explicatives; Extraits du *Monde où l'on s'ennuie;* Index alphabétique des Notes explicatives. The contents of the notes to Flaubert's *Un Cœur simple* are: Introduction (1. Analyse de Cœur simple; 2. Biographie de Flaubert; 3. L'Écrivain); Tableau d'Exemples grammaticaux; Vocabulaire systématique (1. Religion, Culte; 2. Qualités et Défauts; 3. Apparence personnelle; 4. Sentiments, États d'Âme; 5. Rapports entre Personnes; 6. Mouvements; 7. Bruits et Sons; 8. Habillement; 9. Maison; 10. Meubles); Notes explicatives.

FROM HERE AND THERE.

CAMBRIDGE UNIVERSITY.—The results of the recent Medieval and Modern Language Tripos are as follows:

	Men.	*Women.*	*Total.*
First Class -	8	12	20
Second Class -	19	23	42
Third Class -	16	8	24
	43	43	86

In addition to these, three men were excused the General Examination for the Ordinary Degree.

Section A (Modern English) was taken by 13 men and 24 women; B (Old English) by 1 man and 2 women; C (Modern French) by 38 men and 26 women; E (Modern German) by 16 men and 20 women; F (Old German) by 1 woman; H (Spanish) by 1 man. There were no candidates in Sections D (Old French and Romance), G (Italian), I (Russian).

The 'Mays' were taken by 36 men and 58 women.

There have been about 200 men and women reading for the Tripos this year, a splendid record, of which Cambridge, and particularly the Modern Language staff, have every reason to be proud.

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CAMBRIDGE UNIVERSITY.—The Tiarks German Scholarship (value £150) has been awarded to Harold Cooper, B.A., scholar of St. John's College.

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CAMBRIDGE UNIVERSITY, CHRIST'S COLLEGE.—A Bachelor Scholarship for Medieval and Modern Languages has been awarded to F. Rounfeldt.

❧ ❧ ❧

CAMBRIDGE UNIVERSITY, GONVILLE AND CAIUS COLLEGE.—M. George Roth has been elected to the Lectorship in French.

❧ ❧ ❧

LIVERPOOL UNIVERSITY.—The Professorship of German, vacant through the resignation of Professor Kuno Meyer, has been filled by the appointment of Professor Robert Petsch, Ph.D., of the University of Heidelberg. His published works deal mainly with modern German literature (Goethe, Schiller, Kleist, Hebbel, Ludwig, Wagner). While offering him our best wishes, we cannot refrain from regretting that no English scholar among the candidates was of sufficient eminence to be worthy of appointment.

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LONDON UNIVERSITY.—The Churton Collins Prize and the Gilchrist Medal in Literature have been awarded to Miss Kathleen E. Royds.

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LONDON UNIVERSITY.—A University Scholarship in German has been awarded to Mr. H. N. Fryer, University College, and the Gilchrist Scholarship for Women, in English, to Miss Elsie Chick, University College.

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LUND UNIVERSITY.—Mr. T. Oakes Hirst, M.A., Ph.D., of Liverpool, has been appointed Lektor in English.

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OXFORD UNIVERSITY.—The results of the last examination in the Honour School of Modern Languages may be analysed as follows (F = French, G = German):

	Men.	*Women.*	*Total.*
First Class.	3F. 1G.	2F. 1G.	5F. 2G.
Second Class	2F.	1F. 1G.	3F. 1G.
Third Class	3F.	2F. 1G.	5F. 1G.
Fourth Class	—	1G.	1G.
	9	9	18

The following are the results in the Honour School of English Language and Literature:

	Men.	*Women.*	*Total.*
First Class	1	3	4
Second Class	8	10	18
Third Class	3	8	11
Fourth Class	—	1	1
Ægrotat	1	—	1
	13	22	35

OXFORD UNIVERSITY. — The Statute making Greek an optional subject for candidates who subsequently take honours in Mathematics or Natural Science was passed by Congregation on May 16. The voting was as follows: Placets, 156; non-placets, 79—majority 77.

OXFORD UNIVERSITY, EXETER COLLEGE. —A scholarship in German of £60 has been awarded to H. B. K. Allpass, of Chigwell School; an Exhibition in German to A. H. Smith, of Mill Hill School; and Exhibitions in English Language and Literature to S. A. Cohen, of University College, London; and to R. S. Knox, of Exeter College, and formerly of Aberdeen University.

The programme of the OXFORD UNIVERSITY GERMAN LITERARY SOCIETY for May and June was particularly attractive. On May 12, Professor C. H. Herford delivered an address on the Intellectual and Literary History of Germany in the Nineteenth Century, which (to judge from the syllabus kindly sent us by Professor Fiedler) must have been of absorbing interest; and on June 5, Geheimer Regierungsrat Dr. Max Friedländer (*Professor der Musikwissenchaft an der Universität Berlin, Austausch Professor, Harvard University*) lectured on German Folk Songs, with Reference to English and American Folk Songs (with musical illustrations).

Mr. M. P. ANDREWS has been appointed Head-Master of Hipperworth Grammar School, Yorkshire.

The new Regulations of the Irish Intermediate Board contain an important change. Rule 42 (which divided the modern literary course into two sections—(1) Irish, and French or German, (2) French and German, the same number of exhibitions being awarded in each section, whatever the number of entries) has been abolished. From 1912 onwards candidates may present themselves in (1) English; (2) four honour subjects, of which two at least shall be selected from (*a*) French, (*b*) German, (*c*) Irish, and (*d*) Latin, the same maximum of marks being assigned to each subject.

We learn from the Report of the German Examination Committee on the German Examinations held this June in connection with the GERMAN LANGUAGE ASSOCIATION that twenty-two schools availed themselves of the opportunity.

Eighty-two candidates competed in the Senior and Junior Divisions. The examination consisted of a written (four-fifths) and of an oral (one-fifth) part.

Besides many First-Class and Pass Certificates in the Senior Division and Honours and Pass Certificates in the Junior Section, the following prizes were awarded:

Senior.

First Prize: Faris, Moira, Blackheath High School.

Second Prize: Wyly, Mary, North Middlesex High School, Enfield.

Third Prize: Laws, E., City of London School.

Fourth Prize: Finlayson, Alice, Portsmouth High School.

Junior.

First Prize: Jervis-White-Jervis, Audrey, West Heath, Ham Common, Richmond.

Second Prize: Whittle, A. J., City of London School.

Third Prize: Calderon, Joan, Allenswood, Wimbledon Park.

Fourth Prize: Scully, Edna, Dresden College, Eastbourne.

The Report continues that it is very gratifying to note how German as a school subject is beginning to play a more prominent rôle in English schools. The standard of the work attained was very satisfactory in both divisions, and a few papers were excellent.

As a result of wishes expressed by many

school authorities, the Committee have decided to add a new stage to their scheme. It will be called the Higher Grade Examination. Only candidates who are in possession of a Senior First-Class certificate will be eligible.

Dr. T. J. Leonhardt, the Chief Examiner and Chairman of the Examination Committee, will be pleased to give more detailed information on application to 119, Graham Road, Wimbledon, S.W.

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Monsieur A. MAFFRE, professeur au lycée de Toulouse, wishes his name to be added to the list of those who are anxious to arrange for an exchange of letters between his pupils and English boys.

⁂

Monsieur DOZAT, 25 ans, licencié-ès-lettres (Français, Latin, Grec), possédant aussi le certificat de sciences (Physique, Chimie, Histoire Naturelle), désirerait un poste de vacances pour deux mois, de fin juillet à fin septembre, comme professeur dans une famille ou secrétaire. S'adresser à Mlle Jeanne Dozat, Allenswood, Wimbledon Park, London, S.W.

⁂

Professor Rippmann proposes to deliver in the autumn a short course of lectures for Modern Language teachers. There will be five lectures from 10.15 to 11.45 a.m. on October 7 and 21, November 4 and 18, and December 2, on Phonetics, in which the sounds of English will be made the basis, French and German sounds being compared and contrasted ; and five lectures from 12.15 to 1.15 p.m. on the same days, dealing with methods of Modern Language teaching. It is intended that the lectures shall be of direct use to teachers in their daily work, and there will be opportunities for the discussion of difficulties. The lectures will be given at Queen's College, 43, Harley Street, W. The fee for the Phonetic Lectures alone is 7s. 6d. ; for the Method Lectures alone, 5s. ; for both courses, 10s. All communications about these lectures should be addressed to Professor Rippmann (at 45, Ladbroke Grove, London, W.).

GOOD ARTICLES.

THE JOURNAL OF EDUCATION, July 1911 : The Basis of Education in a Democracy (H. Johnson).

THE SCHOOL WORLD, July, 1911 : Modern Language Teaching (T. Dyson) ; Boys' Visits to Foreign Schools (G. T. Hankin).

THE A.M.A., June, 1911 : School Teaching in Latin (E. V. Arnold).

LES LANGUES MODERNES, June, 1911 : Une Interprétation de Faust à l'Usage des Classes (A. Morel).

REVUE DE L'ENSEIGNEMENT DES LANGUES VIVANTES, June, 1911 : La Poésie du Subconscient : de Mörike à Rodenbach (L. Benoist-Hanappier).

DIE NEUEREN SPRACHEN, June, 1911 : Das Übungsbuch im Neusprachlichen Reformunterricht (B. Eggert).

EDITORIAL NOTE.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 15th of February, March, May, June, July, October, November, and December. The price of single numbers is 6d.; the annual subscription is 4s. The Journal is sent free to all Members of the Modern Language Association who have paid their subscription for the current year.

Applications for membership should be addressed to the Hon. Secretary, Mr. G. F. Bridge, 45, South Hill Park, London, N.W.

All subscriptions to be sent to the Hon. Treasurer, Mr. F. W. M. Draper, City of London School, Victoria Embankment, London, E.C.

Members wishing to receive or to discontinue receiving the MODERN LANGUAGE REVIEW are particularly requested to communicate with the Hon. Secretary. The subscription (7s. 6d. per annum) should be sent to the Hon. Treasurer at the same time as the annual membership subscription.

Contributions and review copies should be sent to the Editor of MODERN LANGUAGE TEACHING, 45, Ladbroke Grove, London, W. The Editor is assisted by an Advisory Committee, consisting of Messrs. R. H. Allpress, F. B. Kirkman, Miss Purdie, and Mr. A. A. Somerville.

The Hon. Secretary will be glad to receive from members the addresses of well-educated families on the Continent willing to receive English guests, which can be recommended to students and teachers wishing to study abroad. The addresses of houses where an English guest is not likely to meet any other English people are specially desired. Names of families should not be sent unless the member can recommend them from personal knowledge. Full particulars should be given.

Communications on the undermentioned subjects should be addressed to the persons named:—

Exchange of Children: Miss BATCHELOR, Grassendale, Southbourne-on-Sea, Hants.

Loan Library: A. E. TWENTYMAN, Board of Education, Whitehall, S.W.

Magic Lantern Slides: H. W. ATKINSON, West View, Eastbury Avenue, Northwood, Middlesex.

Residence Abroad (Women): Miss SANDYS, 30, East St. Helen's, Abingdon; **(Men)**: The HON. SECRETARY.

Correspondence on all other subjects should be addressed to the Hon. Secretary.

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMANN

WITH THE ASSISTANCE OF

R. H. ALLPRESS, F. B. KIRKMAN, MISS PURDIE, AND A. A. SOMERVILLE

VOLUME VII. No. 6 **October, 1911**

THE TEACHING OF ENGLISH IN EGYPTIAN SECONDARY SCHOOLS.

THE teaching of Modern Languages is generally understood to mean the teaching of one or more European languages to European students. The difficulties connected with this kind of work are well known. They consist chiefly in peculiarities of idiom and of grammar. They are due to difference in thought, and they vary in proportion to the degree of that difference. In the teaching of English to Oriental pupils these difficulties are increased, because there is a much greater difference between the mind of the Oriental and the mind of the European than exists between the minds of two European races.

The relation between England and Egypt has made the English language an important part of the curriculum of Egyptian schools, and it is a part of the curriculum which presents great difficulties to the teacher and the pupil. A consideration of these difficulties may prove of value to those interested in the teaching of Modern Languages.

Systematic education is quite a new thing in Egypt; learning is approached with far more zeal than discretion; and the difficulties of teaching English are to a certain extent found in teaching other subjects. The Egyptian pupil has had in his early years to learn passages of the Koran by heart; he has been compelled to commit to memory a large number of grammatical rules; and learning by heart is to him the one method of education. He speaks an impure dialect, which he does not consider worthy to be called a language. He writes a pure language, which preserves the style of the great writers of more than a thousand years ago, and which is carefully defended against the insidious changes which would naturally arise from new

circumstances and new ideas. His literary language contains a highly developed grammar and a pure vocabulary. He heartily despises English, because its grammar is full of irregularities and its vocabulary has been derived from so many sources; and he studies it merely in order to pass an examination and obtain a good post. This highly critical dislike of English is strengthened by the peculiar reverence which the Mohammedan feels for the language of the Koran. Arabic is the language of God, and the study of other languages is an evil which will be abolished when the power of inferior races and impure religions shall have yielded to the destined supremacy of Islam, and the language of Allah shall have become the universal language of His creatures.

This feeling may appear an unimportant sentiment; but some years' experience of teaching in Egypt has convinced me that it is a real hindrance to the progress of the pupils.

In reading a composition written by an Egyptian pupil the teacher cannot help being struck by the difference in thought between Egyptian and English pupils. The Egyptian pupil loves what he calls 'high language'—that is, long words and elaborate figures of speech. He uses words more often in the metaphorical than in the literal sense. He will, under compulsion, 'call a spade a spade,' but he much prefers describing it in more imposing terms—*e.g.*, 'an agricultural implement for cultivating the land.' In the same spirit his more humble fellow-countryman, the working fellah, will in a moment of disgust describe a spade—or rather its Egyptian substitute—as 'son of a dog,' or 'possession of a woman of ill fame.' The Egyptian pupil does not 'wish to study'; he 'thirsts for the waters of knowledge.' He is not 'patriotic'; he 'loves his dear, dear country far better than his life and is longing for the opportunity of dying in her defence.' He does not 'like and respect' his teacher; he and his fellow-pupils are to their teacher 'even as living children to a parent,' or, 'as the stars to the sun and the moon.' When writing to an English firm for a catalogue, he fills two pages—consisting partly of family history and partly of wholly unnecessary descriptions in very 'high' language; and he appears to have the greatest difficulty in concealing his contempt of the literary capacity of a teacher who, when asked to correct such an epistle, crosses it all out and substitutes, 'Kindly forward me your catalogue.' What is correct in Arabic is quite absurd in English; and it seems almost impossible to get the young Egyptian to understand the difference.

The difference in idiom between Arabic and English is very great; but in this case the problem is not much more difficult than that which arises in teaching English to French or Spanish pupils. The greatest evil with which the teacher has to contend is that in the Primary Schools English is taught by Egyptian teachers, whose knowledge of

the language is imperfect and who pass without correction faults in idiom—such as, 'This is a book which I do not like it,' 'This problem is very hard that I cannot do it,' 'That essay is too (= very) long,' 'Why you did not come to see me?' 'I walked down the canal in a boat and we soon cut the distance to my town (= village),' 'I have been to school since three years.' These faults are very difficult to eradicate, and they are frequently found in the compositions of even the best pupils.

There is one part of the study of the English language with which Egyptian pupils seem to find little difficulty — that is, grammar. When learning definitions and rules they seem in their element, and their knowledge is at least equal to that of English pupils of the same age. Unfortunately, however, they are in many cases unable to apply these rules, and the exceptions cause them great distress. In this respect the method is undoubtedly at fault. Although Egyptian pupils are taught history, geography, and science in English, and 'conversation-lessons' are included in the time-table, it is scarcely an exaggeration to say that in Egyptian schools, English is taught as a dead, rather than as a living, language. This is due to two causes. In the first place it is the method they are compelled to adopt in learning their own literary language; and it is also partly due to the fact that Egyptian education has been, and is, to a large extent, under the direction of men who have devoted far more time to the study of Greek and Latin than to the study of Modern Languages; and they have naturally tended to follow the methods of teachers of the classics. English is not a language of strict grammar and rigid style; it is a flexible and progressive language, and it is only as such that it can be properly taught.

The correction of errors, the copying out of model essays and the learning by heart of important idioms are carried out thoroughly in most Egyptian schools; but satisfactory results will not be obtained until the teaching of English in the primary schools is in the hands of competent English teachers and grammar is given a much less important place in the curriculum than it holds at present. In addition to this the classes must be reduced in size. Conversation with forty pupils is impossible. Many very capable teachers have told me that they are occasionally able to turn their 'conversation classes' into moderately successful debates, but they are unable to make them successful practices in conversation.

On one occasion, a disgusted teacher, with a tendency to vivid description, described a conversation-class as follows: 'There is one adjectival idiot spouting; five, equally adjectival, listening to him; six indescribables trying to interrupt, and the remaining twenty-five or six are trying to go to sleep.' It was merely his method of expressing an almost universal opinion that

conversation-lessons are impossible with large classes.

Perhaps the greatest defect in the teaching of English in Egypt appears in the selection of the books to be read. Shakespeare and Addison, for example, are great English writers, but they are not suitable for Egyptian pupils.

AN ENGLISH TEACHER
IN EGYPT.

BÖTTINGER-STUDIENHAUS IN BERLIN.

OFFICE: BERLIN N.W. 7, UNIVERSITÄTSSTR. 8.

(*New Building of the Royal Library.*)

Aim.—The 'Böttinger-Studienhaus,' has been founded to give foreigners, especially Americans and English people, an opportunity of studying the German language, of improving their knowledge of German, and of becoming familiar with the principal aspects of German culture.

For this purpose there will be language courses with written and oral exercises; lectures on German literature, culture, and institutions; evenings devoted to discussions; excursions to the principal points of interest in Germany; guidance through the museums; social meetings.

Admission.—The courses of the 'Böttinger-Studienhaus' will be open to any foreigner without regard to sex or age, provided his or her school preparation is such as to make successful studies possible. Prospective students should be provided with their school diploma and with a pass or some other official paper which will serve for identification.

Registration. — Prospective students should register before October 1, because the number of members is limited. Students will be admitted in the order of their application.

I. RECITATIONS AND LECTURES.

1. *Recitations.*

The classes will be small, and will be made up with respect to the degree of advancement in the German language.

All classes will include:

(*a*) Exercises in phonetics, grammar, and conversation, and will be based upon the reading of prose selections from modern authors —6 hours.

(*b*) Exercises in style, and discussion of voluntary written homework —2 hours.

2. *Lectures:*

(*a*) The principal authors in classical and modern German literature—1 hour.

(*b*) German culture and institutions—2 hours.

(*c*) Modern Germany in its economic and social aspects—2 hours.

(*d*) Historical survey of the rise of the German Empire—1 hour.

II. Discussions.

Evenings, devoted to discussions, will serve to promote contact between students and instructors and other educated Germans. Questions raised by the students and topics suggested for discussion will be considered.

III. Excursions and Visits to Places of Interest.

Under the personal guidance of the teachers, students will become familiar with the art collections, points of interest, and social institutions of Berlin. Excursions will be made in the environs of Berlin and to important places of interest in Germany. The students will be prepared by lectures for these excursions.

IV. Social Aspect of the 'Böttinger-Studienhaus.'

The students will be introduced to educated German families, and will enjoy social meetings and parties to the theatre.

The Board consists of representatives of the Ministry for School and Ecclesiastical Affairs, the Rector of Berlin University, Professor Dr. Max Rubner, and Professors Erich Schmidt, Hermann Diels, and Alois Brandl, also of Berlin University.

The teaching staff consists of the Director of the 'Böttinger-Studienhaus,' Professor Dr. Wilhelm Paszkowski, and of University and college professors.

Examinations and Diplomas.

Those who shall have regularly attended recitations and lectures will have the privilege of taking a written and oral examination. The subject-matter of the examination will be the same as that of the recitations and lectures. Those students who satisfactorily pass the examination will receive a diploma.

Fees.

The cost of the eight weeks' course will amount to 110 M.; the examination fee will be 10 M.

The students will be allowed the free use of the library of the 'Böttinger-Studienhaus,' and the Reading-room of the Royal Library.

The first course will be from October 16 to December 9, 1911; the second course from January 8 to March 2, 1912; the first vacation course from April 11 to May 8, 1912.

The Secretary of the 'Böttinger-Studienhaus,' Berlin N.W. 7, Universitätsstr. 8, will give further information on application.

THE N.E.A. ALPHABET.

THE designation 'N.E.A.' Alphabet is probably unfamiliar to most readers of MODERN LANGUAGE TEACHING—so little are we accustomed to follow educational developments in the United States. N.E.A. is the National Education Association of the United States, a great and influential body of teachers. In 1904 a Joint Committee of this Association, the American Philological Association, and the Modern Language Association of America issued a report on the subject of a Phonetic English Alphabet. The committee consisted of Professor Calvin Thomas (Chairman), Professor G. Hempl, Dr. C. P. G. Scott, Professor O. F. Emerson, and Mr. E. O. Vaile, to whose efforts in the National Educational Association the calling of the conference that appointed the Committee in July, 1903, had been largely due.

The Committee decided to take as the basis of its proposal the phonetic alphabet recommended in 1877 by the American Philological Association. The general introduction to the report contains a statement of the problem and of the difficulties in the way of its solution. The alphabet should be 'easy to learn, easy to read, and unmistakable'; it should therefore 'make the largest possible use of the familiar Roman letters and the least possible use of diacritic marks, which are always more or less confusing.' 'A good alphabet for English should conform in its essentials to international usage, wherever such usage has become fairly well settled.' 'The proposal of the Philological Association was conceived as a practical reform alphabet, which might gradually come into use in literature and popular print as a substitute for the ordinary spelling. . . . The result was a compromise between the more ideal demands of phonetic science and the practical needs of spelling reform.' 'The purely scientific aspect of the old problem has become increasingly important. Apart from any question of spelling reform, and even if we were all opposed to such a reform, we need, the world needs, *now*, without further waiting, an adequate, simple, precise, unambiguous, and generally accepted notation for the sounds of the English language—a notation that we can teach to the young in school, thereby training their vocal organs and leading them to pronounce the language more accurately and more intelligently; a notation that will at the same time facilitate our learning of foreign languages; a notation, finally, that will enable the educated adult to consult whatever good dictionary comes to hand and find how a word is pronounced without referring to a special and peculiar "key to pronunciation." How far such a notation may, in the long run, make for practical spelling reform, is a question which the committee are willing to leave to the future. Their present problem is to recommend an alphabet that, so far as it goes, shall fully deserve the name of scientific.'

The Committee then proceeds to recommend 'a phonetic alphabet of medium precision for popular scientific purposes; a possible expansion of this alphabet into one of very great precision; and an abridgment of it suitable for all the ordinary purposes of easy phonetic writing and practical spelling reform.'

In 1905 the Committee of the Modern Language Association of America issued a report on the Proposed Phonetic Alphabet, reviewing the report of the Joint Committee, accepting it with some changes that involved the rejection of certain compromises. Professor Hempl and Dr. Scott, who especially represented the American Philological Association, presented a third report, in which they expressed their agreement with the views of the Committee of the Modern Language Association.

Eventually, in August, 1910, the Committee of the National Education Association distributed among its active members a brief report containing the key alphabet

upon which it had agreed, so as to give them an opportunity 'to study it and be able to discuss it effectively when this important matter comes up for consideration in regular order.' It is described in the brief accompanying report as 'the most happy combination of the scholarly and the practical which it is possible for patience and compromise to evolve from the mass of mere personal opinion or prejudice that embarrasses this subject.' The report contains this paragraph, which also merits quotation:

'The experts agree that the discrimination of sounds in this alphabet is sufficiently delicate and precise for all practical purposes. It should be noted that the last three letters * are required only, and will be used only, by the lexicographers in order that they may carry out their too realistic theory that it is the dictionary's function to record the facts, not merely of our precise, formal, more or less ideal speech, as approved by educated and cultured people regardless of their speech habits, but the literal facts of our ordinary rapid, or careless or incidental colloquial utterance in which precision and distinctness are not thought of. It is important for the practical educator to realize that the sounds which these three last letters are intended to stand for are so confessedly lacking in distinctive character and quality that they cannot be clearly identified or be named. No experts attempt it. They merely describe these sounds as "obscure" or "weak" or "neutral," "tending toward *i* in *pin*" or "toward *e* in *set*," "intermediate between *a* in *art* and *a* in *am*," etc. Of course, such indefinite, indeterminate sounds, no matter how often they occur in our colloquial and hasty speech, cannot be taught to beginners in reading or be used in oral or syllabic spelling; nor is it necessary, and certainly it is not desirable, that they should be, even if it were possible. This alphabet, without these last three letters, is complete and fully adequate for common everyday use and for the ordinary needs of the learner and the teacher. In such use these three letters are needless and should be wholly ignored.'

Apart from its qualities of style, this passage is interesting in showing a certain phonetic weakness on the part of its writer and that reverence for the present spelling which is, in some respects, even more marked in the United States than in England.

In the first place the writer speaks of the sounds represented by the 'last three letters' as though they belonged to the same category. The loosely articulated [ə]* and [ɪ] may well be treated together; but the case of the *a* in *ask*, etc.—viz., [a:]—is entirely different, and to regard it as occurring only in colloquial utterance is to be strangely ignorant of the real facts. It may be advisable to teach that the *a* of *father* should also be heard in *ask* and kindred words; but to say that the distinction, where it is found, is to be wholly ignored is a queer example of a 'most happy combination of the scholarly and the practical.'

As for the suggestion that the teacher should ignore the existence of the neutral [ə] and the loose [ɪ]—it makes one rub one's eyes. With infinite pains we are trying to teach children not to make the articles *a* and *the* always rhyme with *say* and *see*; to notice the distinction between strong and weak forms in verb and pronoun. In teaching foreigners we strive to give them what we believe to be the correct pronunciation of the endings *-e -er*, etc., in German, of the *e* in *cheval*, *petit*, etc. This, we are now told, 'cannot be taught to beginners . . . nor is it necessary, and certainly it is not desirable.'

I have never yet heard a speaker, how-

* These are (1) a sign for the *a* of *ask* (not the Southern English sound, but the front vowel approaching *a* in *hat*); (2) a sign like ə representing the first sound of *about*; (3) the sign ɪ representing the loose *i* sound in the second syllable of *added*.

* As is usual, the symbols of the International Phonetic Association are given in square brackets.

ever 'precise, formal, more or less ideal' his speech was, wholly ignoring these sounds; and one who, the other day, was loudest in his denunciation of the *er* habit, as I think he called it, oddly enough had a quite exceptional number of *er's* in his own speech.

Enough of the 'three last letters'; let us turn to the forty-four symbols and digraphs that are not to be 'wholly ignored.'

The following letters are retained with their present values: *b, d, f, g,* (as in *go*), *h, j, k, l, m, n, p, r, s, t, v, w, y* (as in *yes*), *z*. The International symbols [ŋ, ʒ] have been adopted for the sounds of *ng* and *s* (in *vision*) respectively. The digraphs *ch, sh, th* are retained with their usual present values; but *ch* and *sh* have a faint line joining the top of the *c* and *s* respectively with the top of the *h*, and the voiced and voiceless *th* sounds are differentiated by a similar linking: the voiceless sound has the tops of the *t* and *h* joined by a faint line, and in the voiced *th* the line crossing the *t* is allowed to touch the *h*; in both cases the *t* and *h* are joined at the bottom. Why not adopt the International symbols? If [ʒ] was worth adopting why not [ʃ]? Then there would have been no need for *ch*. If [ŋ] was acceptable, why not [θ] and [ð]?

By a graceful concession to Southern English usage the *wh* sound is 'wholly ignored'—it has not even the distinction of being added to the disgraced 'last three'; yet it is common enough in American English.

It is, however, when he reaches the vowels that the real difficulties begin for the creator of a phonetic alphabet. The remarks quoted above about [ə] and [ɪ] may well make us a little distrustful as we approach the notation of the vowels. The symbols suggested for the short vowels are a (for [æ] in *at*), e (for [e] in *men*), i (for [i] in *tin*), o (for [o] in *poetic*), o with a faint line across the inside near the top (for [ɔ] in *not*), u (for [u] in *push*), ʊ (for [ʌ] in *hut*. The sign *a* is suggested for the sound in the first syllable of *artistic*.

The only diphthongs recognized in this scheme are ai, au, and oi. The first and second of these are printed with *a* (not a); it is interesting to find that this is regarded as the correct pronunciation in 'precise, formal, more or less ideal speech.'

The remaining vowel symbols have the macron, presumably to indicate that they are the long equivalents of the same symbols without the macron. We thus have:

a in *artistic*	ā in *art*
a in *at*	ā in *air*
e in *men*	ē in *prey*
i in *tin*	ī in *marine*
o in *poetic*	ō as in *note*
ɸ* in *not*	ɸ̄ in *nor*
u in *push*	ū in *mood*
ʊ in *hut*	ʊ̄ in *urge*

The only other item on the list is iu, for which the key-word *mute* is given. Apparently in this case no distinction is made between long (as in *mute*) and short (as in *regular*); or perhaps the short pronunciation is a sign of 'ordinary rapid, or careless, or incidental colloquial utterance,' and therefore to be 'wholly ignored.'

As far as the seven pairs of symbols given above are concerned, we cannot help wondering at them. Except for *a* and *ā*, we fail to see how they can be regarded as identical in quality and differing only in quantity. In a 'broad' notation the pairs i and ī, u and ū, perhaps even ʊ and ʊ̄, ɸ and ɸ̄ might pass muster; but to teach that if you lengthen the vowels of *at, men, po*(etic), you will get the vowels of *air, prey, note* is to inculcate quite false ideas as to the nature of these sounds.

Considering the N.E.A. scheme as a whole, we candidly confess that we cannot recommend it for further consideration—much less for adoption—in this country. The alphabet of the International Phonetic Association has its defects, but they are few in comparison with those of the

* The special symbol suggested not being available, we use this symbol instead.

N.E.A. alphabet. The International alphabet is in general use for the teaching of foreign languages; the N.E.A. alphabet is ill suited for this purpose. We do not want two phonetic alphabets in concurrent use in our schools.

In the United States the application of phonetics to Modern Language teaching is in a strangely backward state; it is all the more curious, as the problem of teaching the foreign pronunciation is particularly difficult there. If the reform movement in Modern Language teaching had progressed in the United States as it has done in England, the N.E.A. alphabet would never have reached its present form. To the credit of the Modern Language Association of America, and the American Philological Association, it must be said that the criticisms contained in their reports are sound; but the N.E.A. thought fit to disregard them in some essential points in which agreement with the International notation was suggested.

Whether this alphabet will have success in the United States it is difficult to foresee, for the question may not be decided on the intrinsic merits or demerits of the scheme. Commercial interests of a quite peculiar kind, fortunately unknown in this country, are often involved in educational questions in the United States, where big publishing concerns have been known to bribe a Director of Education in order to secure the introduction of their books, and to bring about the resignation of a Director of Education when he rejected their overtures. If, however, the N.E.A. alphabet is to be judged on its merits, it will have as little success in the United States as it would have in England if anyone had the hardihood to recommend its adoption.

W. R.

HOLIDAY COURSE IMPRESSIONS.

I. BOULOGNE-SUR-MER.

This Course, organized by the University of Lille, was held at the Collège Municipal de Jeunes Filles, conveniently situated and well suited for the purpose. It lasted from August 1 to 28, and was attended by English, Dutch, German, Austrian, Russian, and Turkish students. There were three sections — Higher, Intermediate, and Preparatory. The Intermediate Course, which I followed, is a new and welcome departure this year. The fee for each section for the four weeks was 50 francs, but some students only attended three weeks (40 francs), or even two weeks (30 francs). Note was taken by the professors both of the attendances and work done in class.

On the first day, by dictation and oral tests, the students were divided into groups according to their knowledge of French. I was in a group of about fourteen.

Dictées.—At half-past eight every morning from August 3 to 26 (except Sundays, and August 15, which was a general holiday) one of the professors gave to the Higher and Intermediate Courses combined a piece of dictation from a newspaper. On the following morning the difficult and unusual words and phrases were explained—both professors and students asking and answering questions. This was a most valuable exercise, both as a test in understanding spoken French of an advanced character and in orthography. Each student corrected his own dictation from the newspaper, and at the end of the week the books were collected and looked over by the Director of the Course.

Conversation et Lecture Expliquée. — Fourteen exceedingly interesting lessons on Libraries, Money, Capital, Competition, Supply and Demand, the History of Industry, etc., were based on corresponding chapters of Bruno's *Francinet*. The chapters were first read aloud by the students, and glaring defects of pronunciation commented upon and corrected. The chapters were then discussed from

every imaginable point of view. Every opportunity was seized to widen and deepen the students' knowledge of French. Their vocabulary was enlarged both by word-building and the citation of names of things associated together—*e.g.*, articles in a shop-window; the origin of words and their variation of meaning were discussed; unusual words and idioms were written on the blackboard; students were called upon to summarize in their own words the contents of a paragraph, or even of a whole chapter, or to describe how institutions (Libraries, Savings-banks, etc.) similar to those under consideration were managed in their respective countries. In short, the way in which these lessons were given is worthy of the highest praise.

Grammar and Style.—The construction of the sentence and the principal rules of grammar were explained in ten lessons. Students were encouraged to take an active part, both by reading aloud from a French school-grammar and by making sentences to illustrate the rules, conjugating verbs, etc.

Translation was taken from Dulac's *Third Year of English*, and consisted both of sight translation and written work done privately and corrected in class. Extracts from Addison, Goldsmith, Dickens, Thackeray, G. Eliot, Macaulay, W. Irving, Emerson, and Seeley were translated. This proved an excellent exercise in rendering very idiomatic English into equally idiomatic French.

Phonetics.—Three very good theoretical lectures were given by the Director, who showed some ingenious pieces of apparatus for investigating the production of vocal sounds. There were also seven good practical lessons, in which the professor explained more in detail how French sounds are produced, and required the students to read passages aloud with special attention to pronunciation and intonation.

Four interesting lectures were devoted to life in (1) Normandy; (2) Burgundy; (3) Gascony; (4) Savoy and the Alps, respectively, in which the subject was also treated from a geographical and historical point of view.

Special evening lectures treated of (1) Verhaeren, the Belgian poet; (2) La Société Française d'après le Théâtre Contemporain; (3) Les Résultats du Règne de Louis XIV.

Essays which were corrected by the professors had to be handed in on the first three Saturday mornings. For the Intermediate Course some of the subjects were:

(*a*) L'auberge d'autrefois et l'hôtel d'aujourd'hui.

(*b*) Quel est le sport que vous préférez —et pourquoi?

(*c*) Expliquez et commentez cette parole de M. de Ségur: 'Rien de si utile que la discussion, rien de si dangereux que la dispute: l'une éclaire, l'autre aveugle.'

A *Library*, installed in one of the classrooms and containing French classics and school-books, was a valuable adjunct, especially for students who had an hour free between two classes.

Excursions.—Each week a picnic was arranged to some interesting place in the neighbourhood. The students who took part were divided into equal groups, and to each group a French schoolmaster was assigned. He acted as guide, and besides explaining everything of interest by the way, he discussed all manner of subjects with the members of his group.

The *Examination* consisted of three parts:

1. An essay on one of the subjects discussed in the conversation lessons—'Capital.'

2. Thirty lines of dictation taken from Chateaubriand's 'Itinéraire,' with grammar questions on it. This test was exactly the same for both Higher and Intermediate Courses, except that the former had more grammar questions.

3. Oral tests of about ten minutes each in—

(*a*) Conversation, on one of the subjects studied in *Francinet*.

(*b*) Lecture expliquée — from an unstudied passage of the same book.

(*c*) Sight translation of an unseen passage of Dickens.

The examination fee was 10 francs.

Pension costs from 35 to 50 francs. I was excellently placed at the latter figure in the family of the Professor of Mathematics at the Collège Mariette.

The professors were all most sociable and obliging, and everything possible was done to meet the wishes of the students and to benefit them during their stay.

The Course is a very practical one, and a great deal of sound, useful work can be done under wise guidance by any student willing to make an earnest effort.

J. RICHARDSON.

II. LÜBECK.

The Holiday Course was held in Lübeck this year from August 3 to August 24, and these three weeks proved to be a most delightful and interesting time for some sixty members who attended.

The popularity of this Course and the advantages derived from it are perhaps most clearly shown in the increase of the number of its members during the three years of its existence. It was begun in 1909, under the auspices of the Teachers' Guild, and consisted then of nineteen English students who seem to have displayed great enthusiasm for work and to have thoroughly enjoyed the life in Lübeck. Last year the number of students had increased to thirty-five, and this year we numbered sixty. In Dr. Schwarz, headmaster of the Realschule at Lübeck, and well known as an educationist in Germany, we had a director who gave himself so wholeheartedly and zealously to the work of the Course, who seemed to understand so exactly what we needed, and who gave us of his best, that the success of the Course is easily understood. His daily lectures on Modern Germany gave an insight into the real life and character of the nation, and he treated the subject with such skill that he carried his audience and left them full of admiration. On several excursions, at discussions, and at social gatherings, he showed the greatest interest and zeal for the welfare of the Course. And we also owe as great a debt of gratitude to Mr. T. R. Dawes, M.A., head-master of the Secondary School, Castleford, Yorks, who has been the English representative of the Course since it began. We all know with what pleasure he has seen the Course grow and develop under his watchful care, and perhaps nothing can speak more for his untiring work and enthusiasm than the fact that each one of us knew that any matter, however small, would be treated by him most carefully and thoroughly, and that he would take a real pleasure in helping us. Nothing was too small to claim his attention and advice at any moment of his busy day. Mrs. Dawes, too, was unceasingly helpful and thoughtful for the comfort and well-being of everybody. Is it to be wondered at, therefore, that we spent a thoroughly enjoyable time, and that a friendly and happy relationship existed between the members of the Course?

On the evening before the work of the Course began we had the Eröffnungsabend in the Stadthalle of Lübeck, and the newcomers were welcomed by Mr. and Mrs. Dawes, Dr. Schwarz, and the other professors. There were also many German friends of members of the Course and others interested in the work, who showed themselves extremely friendly. The students who were attending the Course for a second or third time were able to renew their acquaintance and to talk of former pleasant times. Then the object and work of the Course were explained, and the evening concluded with the hearty singing in chorus of several favourite German folk-songs.

The next day work began, and all members were provided with time-tables of work and of excursions and other arrangements of a social character. It was evident that the period of three weeks was to be a full one.

The ordinary time-table for the morning's work was as follows:

8.45-9.45: Lectures by Dr. Schwarz on Modern Germany.

The subjects treated were those of a general interest socially and politically. Nobody cared to miss one of these lectures; the description was so vivid, the intellectual insight so keen, that one was brought into touch with the German nation in a truly captivating manner.

9.45-10.45: Phonetics.

There were two classes — elementary and advanced. In the elementary class Oberlehrer Dr. Tienhaus dealt with the organs of speech, and treated the English and German sounds in detail, and in the advanced class with Oberlehrer Dr. Grundt the sounds existing in German and not in English were studied, and dictation and practice in reading in the phonetic script were given. Stress and rhythm were studied in the final lectures.

10.45-11.45: Conversation and the study of modern German poetry.

There were six conversation classes, and, as a rule, no class consisted of more than five or six students, so that each had plenty of opportunity of taking part in the conversation. Usually a previously stated subject was discussed, or a few pages of reading matter formed the subject of conversation.

In addition to this work there were classes formed for the study of German for scientific purposes and also for commercial purposes, and any students who wished to do so were at liberty to attend either of these courses.

I believe everybody in the Course felt that every effort was made to provide for his or her individual needs, for the director and professors of the Course showed every help and consideration possible. Those who wished for extra tuition in conversation or an exchange of lessons in English and German were provided with addresses of Germans with whom they could make their own arrangements. The Lübeck Summer Theatre in the Stadthalle offered several plays specially arranged for the English students, and a large number of us saw Lessing's *Emilia Galotti*, *Der Strom* of Max Halbe, and *Doktor Klaus*, by Adolf L'Arronge. Five of our number also studied a small play, *Kleptomanie*, by Max Hartung, and delighted a large assembly of English and Germans by their performance of it at one of our 'Gesellige Abende' in the Kolosseum.

Arrangements were made for visiting the law courts and also the schools and colleges of Lübeck. We were, indeed, fortunate in being in a part of Germany where the schools had already resumed work. We were invited to see any classes which might interest us in the elementary and secondary schools, the training college for teachers, and the special schools, such as cookery and housewifery schools. The directors of the schools and the teachers showed us every kindness and attention possible, and we found much to admire and much to interest us in the German methods of teaching.

Perhaps our longest-lived memories will be those of the evenings when we had our 'Diskussionsabende' in the Schabbelhaus. We shall go back in imagination to a dimly lighted, darkly panelled room with a wide staircase leading up from one side, and with small tables where Germans and English sit and talk in a most friendly way. The ancient style, with the old oak beams and carving, give it the most comfortable and homely appearance. It is one of the rooms of a splendidly preserved merchant's house, and it seems to carry memories of the time when merchants flourished in that prosperous Hanseatic town. After a time the conversation ceases, and we sing one of our songs, perhaps

'In einem kühlen Grunde,
Da geht ein Mühlenrad.'

The discussion begins, and those members whose names are called give their views upon some subject, such as 'What were your first impressions upon your arrival in Germany?'—at first somewhat hesitatingly, then warming to their subject, to finish amid the applause of their audience.

From time to time another song is sung, and our favourite ones come very often—

'Sah ein Knab ein Röslein stehn,
Röslein auf der Haiden,'

or,

'Freut euch des Lebens,'

and we find that the evening has passed only too quickly, and that we must look forward to the next day's work.

Of course, when the morning's lectures were finished our thoughts turned towards recreation and sport. Several of us were most enthusiastic about our swimming, and we went immediately after the last lecture to the well-arranged bathing-station at the Krähen Teich. Others enjoyed tennis, boating, cycling, and fishing. Boats could be easily and inexpensively hired, and we found that the excellent tram service in all the principal streets enabled us to go to any part of Lübeck for 10 pf.

An excursion by steamer or by train was usually arranged for the afternoon, and there were many Germans who always joined our party and were extremely helpful and kind. Some of the most enjoyable excursions were to Schwartau, with its stately beech-woods; to Holstein-Schweiz, with its miniature Swiss hills and lakes; to Eutin and Mölln, two old-world, peaceful towns, full of interesting nooks; and to Travemünde, an hour's train journey from Lübeck, where one enjoys a swim in the Baltic.

But Lübeck itself claimed a great part of our attention. It is wonderfully unspoilt, and it is quite easy to carry one's imagination back to the time when it held its position as the head of the Hanseatic League; to see the worthy merchants living and prospering in their well-built gabled houses; to see the seamen of Sweden, Norway, and Finland making their way to the handsome 'Schiffsgesellschaft,' where they discussed their affairs. One of the chief features of Lübeck is its churches. They are magnificent examples of the ancient Gothic brick architecture. The Marien Kirche, the Dom, and the Pietrikirche in particular, are most noticeable for their high, pointed spires, covered with copper, and showing a bright green against the sky, and for their beautiful interiors—full of treasures. The Rathaus, too, is a splendid and noble building, and one finds that there are endless places of interest and old-world courts and picturesque corners everywhere. Lübeck seems to be an ideal town for a Holiday Course, for not only is it well kept, comfortable to live in, and full of interest, but also its climate is healthy and its air bracing. It provides such a thorough change that, in spite of the rather strenuous work, it affords a holiday full of interest and recreation.

MURIEL A. PEARCE.

UNIVERSITÉ DES LETTRES FRANÇAISES.

THE *Université des Lettres Françaises* was established a year ago, under the auspices of the French Embassy, to make French culture better known in England.

Up to this time there had been numerous lectures given in England by gifted Frenchmen, but there had been no regular and systematic organization. The purpose of the *Université* is to unite all these isolated efforts and to become a true centre, less for the teaching of the language than for the dissemination of French ideas and intellectuality.

The work of the *Université* is divided into two distinct parts; it appeals to the general public and to the educational world.

For the general public the *Université* organizes daily lectures, which are specially attended by ladies, as they take place in the afternoon.

The other lectures are given monthly, and men attend in great numbers to hear some of the most famous speakers of our time.

Academicians, artists, and scientific men are invited in turn, and come from Paris

to lecture at Marble Arch House. His Excellency Monsieur Paul Cambon attends the evening lectures, which are followed by receptions, so as to encourage the exchange of ideas and good-fellowship.

The second section of the work is by no means the least important, and was born of the wish to help the teachers in their work, but in no sense to replace them. It is also the outcome of the wish to introduce into the teaching of French a living element to compensate the inevitable dryness of technical studies. Special classes are held for pupils of schools in the neighbourhood of the Marble Arch; they are *explications de textes* as given in all French *lycées*. A short outline is given by the teacher, and the rest of the analysis or exposition is done by the pupil. Five years of experience as teacher in England lead me to think that from school to University both English girls and boys have a great horror of general ideas, and a greater horror still of expressing them. Directly he tries to make them express an idea or a personal appreciation, the master finds himself faced with almost insurmountable difficulties. In France our young men often speak too much and without fully understanding their subject; our girls are apt to become pedantic and talkative. But the English pupil is essentially laconic, and when asked to explain himself in a foreign language he becomes dumb. Our classes for *explication de textes*, that essentially French lesson, gave during the last quarter the best results, and it has been a great satisfaction to us to feel our usefulness in that line.

There is always a moment in Modern Language teaching when the pupil knows quite well how to say that 'Peter's hat is brown,' or that 'He was reading when a friend arrived'; but what is to be the continuation of this? Must it be a mere narrative followed by questions, or can it mean . . . translation? We think the *explication de textes* the best of higher instruction. A passage is taken of which first the general and then the secondary ideas are extracted, the thoughts analyzed, the whole passage having a coherent explanation with a beginning, a continuation, and a close.

Unfortunately, this can hardly be done at ordinary classes, and therefore we appeal in all confidence to teachers of French; for these classes belong to our particular field of action, and comprise an essential branch of French culture.

As for those schools that are too far away from town, we are arranging to send them French lecturers who are not teachers, and therefore introduce another element of thought. They are chosen amongst the *agrégés* who are waiting for a post in the French University, and meanwhile doing private research work.

When the *explication de textes* has done its work, we start the lectures, at first on the history of literature, to give a foundation, and then on literary criticism. It is hoped all teachers of French will respond to our invitation, and those who care to attend the daily lectures can apply for free tickets and they will also find French papers and books in the library. All French professors in this country will be welcome, as it is surely beneficial for them to come into touch with the spirit and the mode of thought of their country, that 'poet among nations,' as Mr. Browning called it, to take, as it were, new strength and inspiration from that source.

But we appeal above all to the English teacher of French; for him and with him we can do a great deal. We know what splendid work has been done in late years, and we rest assured that, to continue it, the English teachers of French can never be too much imbued with French culture. We hope that they will be our best and our most sincere collaborators.

MLLE M. ORLIAC.

THE SUMMER SCHOOL OF LATIN AT BANGOR.

THERE is a possibility of dealing with this subject if we take the liberty of slightly changing the stresses in the title of this journal: let it for once be read as MODERN LANGUAGE - TEACHING. But even if this be regarded as taking a liberty, the spirit by which the Summer School at Bangor was animated affords sufficient excuse for drawing attention to the work that has been achieved by Professor E. V. Arnold, of Bangor, as organizer, and Dr. W. H. D. Rouse, of the Perse School, Cambridge, as director of this—probably the first—Holiday Course in Latin.

From newspaper accounts, and from conversations with some who took part, we gather that the Course was eminently successful. No less than 110 teachers responded to the call, and learnt how Latin can be made a living language. Lecturers, demonstration classes, conversation classes, all pointed in the same direction.

Those who have joined in helping on the Reform movement in Modern Language teaching cannot fail to rejoice in the spread of better methods among the teachers of the ancient languages. It is of the greatest importance that the same spirit should pervade all the language teaching in our schools. The treatment of language (pronunciation, grammar, vocabulary) and of literature can, from a broad point of view, be the same, whether the language be native or foreign, modern or ancient.

In the teaching of pronunciation we must, in the first place, convince our English colleagues of the great help to be derived from phonetics. The teachers of elocution have, on the whole, achieved deplorably little, and what they have done has often been marred by their ignorance of phonetics. The teacher of Latin, like the teacher of French or German, must realize that unless he knows (in a scientific way) something of his pupils' speech-habits in the mother-tongue, he will find it difficult to teach them the 'new' pronunciation (*c'est vieux comme le Pont Neuf*) of Latin in a really satisfactory way. As a rule, French is now taught before Latin, and a pupil who has been taught the proper vowel sound in *rose* finds his Latin teacher pronouncing *rosa* with a diphthong. This kind of thing is misleading. The importance of phonetics was perhaps hardly brought out with sufficient force at Bangor.

In the teaching of grammar, we need not only a uniform terminology—to secure which Professor Sonnenschein has laboured so earnestly—but uniformity of spirit. The teacher of French or German is giving up the cramming of rules about words and lists of exceptions; language is taught as something alive—not *disjecta membra*, but a living organism. Accidence and

syntax are taught by means of sentences. Our Latin colleagues may well complain of the form which grammar questions still usually take in the papers set at public examinations. A comparison of the papers in French and Latin set at the London Matriculation Examination shows the difference at a glance.

The importance of systematic progress in teaching the vocabulary is more generally recognized now than even a few years ago. In the case of Latin, Professor Arnold's *Basis Latina* marked a great step forward.

Practice in the use of Latin is still far too much by means of translation from English. As in Modern Languages, free composition must come to be regarded as the preparation for translation. It is notorious that the set composition in Latin and Greek, submitted by candidates in all but the most advanced public examinations, is very poor, the results achieved being quite out of proportion to the energy expended in the teaching. No better results will be obtainable until free composition has received its proper place in the scheme of work.

In the teaching of literature a great deal remains to be done. Both in modern and in ancient foreign languages our pupils, as a rule, read far too little. The linguistic overshadows the literary. Silent reading in class, cursory reading out of class, require to be cultivated much more than is at present the case.

Dr. Rouse and his fellow-workers are fighting an uphill fight that we shall watch with the greatest interest and hope. The success of the Summer School may well encourage them; a second Course is to be held next year. If we may offer a suggestion, it is that phonetics should then receive further attention, and that the teaching of free composition should be fully considered. W. R.

THE MODERN LANGUAGE ASSOCIATION.

A MEETING of the Executive Committee was held at the College of Preceptors on Saturday, September 30.

Present: Messrs. Pollard (chair), Allpress, Brereton, Draper, von Glehn, Hutton, Jones, Kittson, Miss Purdie, Professor Rippmann, and the Hon. Secretary.

Letters of apology from Messrs. Braunholtz, Brigstocke, Payen-Payne, and Miss Johnson, were read.

The minutes of the last meeting were read and confirmed.

On the report of the Exhibition Sub-Committee, it was agreed that reading texts should not be included in the printed catalogue of the Exhibition, as it was in contemplation to compile a complete list of such texts; and that the catalogue should be supplied gratis to members, to others at the price of sixpence.

The Hon. Secretary reported that, an insufficient number of names for M. Vandaele's lectures having been received, the course would not be given.

The following recommendations of the Editorial Sub-Committee were considered:

That the Editor of MODERN LANGUAGE TEACHING should be assured of help from Sub-Editors, each to be responsible for a certain part, which might well include amongst other things (*a*) English; (*b*) Pedagogy; (*c*) French Reviews; (*d*) German Reviews.

That the Editor and Sub-Editors should meet at least three times a year.

That the readers be kept in touch with pedagogical movements on the Continent.

That not less than four pages (exclusive of reviews) be given in each issue to matter concerning the teaching of English, and that reviews of English school books be made a strong feature.

That a space equivalent to one page in each issue be allotted to the bibliography of school books dealing with English, French, German, Spanish, Italian, whether published in this country or abroad.

The first was adopted, with the exception of the relative clause, the consideration of which was postponed; the second and third were adopted; instead of the fourth, an amendment that equal treatment should be, as far as possible, accorded to English, French, and German, was passed; the fifth was postponed.

The Library Sub-Committee presented a report to the effect that they were inclined to doubt the feasibility of any scheme for continuing the Loan Library, as the money available for the purchase of books was very small. The Hon. Secretary, having made a suggestion for its development, was, on the motion of the Chairman, added to the Sub-Committee, which was desired to report on this suggestion.

Some recommendations of the General Meeting Sub-Committee were considered and adopted.

It was agreed that the Association should guarantee half the deficit on the *Modern Language Review* up to £25 for two years.

A report of the meeting of the Association's representatives with the London University Extension Board was made by Professor Rippmann.

The question of the Hon. Secretary's position and duties in relation to Sub-Committees was considered. Mr. Brereton proposed that the Chairman and Hon. Secretary should be *ex officio* members of all Sub-Committees, and that conveners should be appointed in all cases. This was referred to the General Committee.

The letter from the Board of Education on the subject of Phonetics in Training Colleges, which is printed in another column, was read.

A letter from the Yorkshire Branch, asking the Committee to consider the desirability of raising the capitation fee paid to Branches from 1s. to 2s. 6d., was referred to the Finance Sub-Committee.

The following twenty-six new members were elected:

Miss Amy Bono, Mary Datchelor School, S.E.

Miss C. M. Brown, B.A., St. Saviour's and St. Olave's School for Girls, S.E.

Miss E. W. Chittick, Holwell Bury, near Hitchin, Herts.

Miss F. Cole, Whalley Range High School, Manchester.

James Cooke, St. Dunstan's College, Catford, S.E.

Miss M. Dodds, Highbury Hill High School, N.

Miss A. E. East, County School, Twickenham.

Miss M. M. Edwards, M.A., Secondary School, Guiseley, Yorks.

Miss M. Fairburn, B.A., King's House, The Close, Salisbury.

Miss E. M. Fox-Davies, Coalbrookdale, Salop.

J. L. Fryers, B.A., Merchant Taylors' School, E.C.

Mlle Lisa Gay, Secondary School, Stockton-on-Tees.

Miss I. Gregory, Woodburn, Ben-Rhydding, Leeds.

Miss Doris Gunnell, Litt.D., M.A., University of Leeds.

Miss O. M. Hancock, p. A. Gräfin Vitzthum, Elisabethstr. 15, Weimar.

Miss A. E. Hannam, Secondary School, Gateshead.

G. A. Harding, Bracondale School, Norwich.

Miss M. N. Howlett, B.A., Medburn School, St. Pancras, N.W.

Miss W. E. Jameson, 121, Cheyne Walk, Chelsea, S.W.

A. H. Legh, Berkhamsted School.

Miss E. M. List, Haberdashers' Aske's Girls' School, Acton, W.

Miss A. A. Macgregor, Thorsby High School, Leeds.

Miss M. D. Peel, M.A., High School, Bridlington.

C. E. Popplestone, George Green's School, Poplar, E.

Miss J. K. Wallis, High School, Wellington, Salop.

W. Douglas Wells, B.A., Clifton College, Bristol.

GENERAL COMMITTEE.

The following ten members retire by rotation at the end of the year, and are not eligible for re-election till the beginning of 1913: Messrs. Andrews, von Glehn, Hutton, Latham, Lipscomb, Miss Lowe, Mr. Norman, Miss Pope, Messrs. Saville and Ware.

Mr. Houghton has resigned his membership of the Association.

Nominations for these eleven vacancies must be sent to the Hon. Secretary by December 1.

ENGLISH PHONETICS IN TRAINING COLLEGES.

It was decided by the General Committee (MODERN LANGUAGE TEACHING for June, p. 119) to send this resolution to the Board of Education:

'That the Modern Language Association notices with regret the omission from the latest Regulations for Training Colleges (1910) of the Syllabus for English Phonetics, which had appeared in the Regulations for former years, as calculated to check the progress of phonetic instruction, and begs the Board of Education to reconsider its decision.'

The following answer has been received:

Board of Education,
Whitehall, London, S.W.,
July 5, 1911.

SIR,—In reply to your letter of the 26th May last, I am directed to state that, in view of the great pressure on the time of Training College students, the Board have found it necessary to omit from the course of study prescribed in English Language, Literature, and Composition, that portion of the syllabus dealing with 'The sounds of spoken English and the method of their production simply treated,' which appeared in Appendix C (1) of the Regulations for the Training of Teachers for Elementary Schools, for 1909 and previous years. I am to draw your attention, however, to the following paragraph, which was inserted on page 73 of the Regulations for 1910, under the heading of Reading and Repetition:

'The teaching of the subject should include such a knowledge of Elementary Practical Phonetics as will enable the students to analyze and classify the sounds of spoken English, and to explain the mechanism of their production in terms suitable for teaching children how to speak and read distinctly.'

I am, sir,
Your obedient servant,
(Signed) R. G. MAYOR.

G. F. Bridge, Esq.,
45, South Hill Park,
Hampstead, N.W.

From this it would appear that the 'knowledge of Elementary Practical Phonetics' now required of Training College students is to be appreciably less than what was demanded by the syllabus; otherwise there would be no appreciable reduction of the 'great pressure on the time of Training College students.' We fully sympathize with the desire to relieve this great pressure, but we regret that relief should be sought by reducing what

every expert would regard as the minimum of knowledge that a teacher of English should possess. We shall watch with anxiety the future teaching of phonetics in the Training Colleges, and we are convinced that before long the manifest importance of the subject will lead to more generous recognition by the Board of Education.

LOAN LANTERN SLIDE COLLECTION.

Addendum, F.P.C., 10, Corner of Pont Alexandre III.

Members who have joined the Association since November, 1910, can have the Catalogue on application to the Hon. Custodian (see last page of MODERN LANGUAGE TEACHING).

In booking orders, members are requested to observe the rules, especially Nos. 2 and 4 (p. 184 of MODERN LANGUAGE TEACHING of October, 1910).

It has been suggested that the Modern Language Association collection should acquire slides illustrative of literary subjects, architectural periods, etc. The Association cannot at present afford this, but members who would like lectures on such subjects should apply to one of our members, Miss R. Elfreda Fowler (Doct. ès-Lett., Paris), 20, Bardwell Road, Oxford, for information respecting her set of Lectures, which is as follows:

Without Slides: Erasmus, Margaret of Navarre, The Pleiade, Poetry of the Pleiade.

With about fifty Slides to each Lecture: Educationalists of the Sixteenth Century, Francis I. and his Time, Catherine de Médicis and her Children, Renaissance Paris, Renaissance Châteaux near Paris, Renaissance Châteaux on the Loire.

Miss Fowler only asks for travelling expenses and provision of a lantern in the case of lantern lectures.

H. W. A.

CORRESPONDENCE.

I HAVE read with regret and astonishment an article on Modern Language Teaching in the September number of a well-known educational journal. My reason for writing to you about it is this: The article in question appears to be signed by the present Secretary of the Modern Language Association, and your paper is, I believe, the official organ of that society. This article discourages oral work in Modern Languages—*e.g.*, 'Fluency in French conversation should never be made the aim of school teaching'—it trots out the old arguments about translation, and is on the whole a reactionary article, likely to discourage many Modern Language teachers, and to put obstacles in the way of those of us who are trying hard to put oral work in its right place in teaching and in testing living languages, and to put the teaching of English, by translation or otherwise, also in its right place.

It is some years since I attended any discussions at committees or general meetings of the Modern Language Association, and it is just possible that these opinions, which appear reactionary to me, are now well liked by the Modern Language Association as a whole. If this is the case, it is clearly time for me to resign, and if somebody will start a Progressive Modern Language Association, I promise my adherence at once. If, on the other hand, these reactionary views are not welcomed by the Modern Language Association, is it not time that a reactionary secretary was duly muzzled before he does any more harm to the cause of Modern Languages in this country? There are reasons why I cannot sign my name, but the choice of persons is strictly limited when I sign myself,

ONCE HON. SEC. OF THE MODERN LANGUAGE ASSOCIATION.

London,
September, 1911.

I am much obliged to you for giving me the opportunity of making a few remarks on the above letter. I am really somewhat puzzled by it. The writer trounces me, not because I, being the Secretary of the Association, expressed views on controversial topics—had he done that, I could have understood it—but because I have enunciated opinions which differ from his own. Clearly here he has no ground of action; he has no right to object to my expressing my opinions, because they are in his view 'reactionary,' unless such opinions are opposed to the trend of the policy of the Association or to the predominant sentiment of the membership. Now, being a former Secretary, he must be aware that the Association is, and always has been, based on the principle of neutrality in questions of method. Our Society, as such, has no policy in such questions, a principle affirmed by the General Committee as lately as November 27, 1910, when, in a house of nineteen members, a resolution was passed, declaring that 'the Association is unable to pledge itself to any particular method of teaching' (see MODERN LANGUAGE TEACHING for December, 1910). Whether the views I expressed are 'well liked by the Modern Language Association as a whole,' I have not the least idea, nor, I imagine, has anybody else. Every possible variety of opinion is held by members of our society, and doubtless every possible variety of method is exemplified in their classrooms. It would be hard to find any principle of teaching of which it could be said that it was 'well liked by the Modern Language Association as a whole.' I would, however, venture so far as to say that I should be much surprised if it were statistically proved that the majority of our members had abandoned translation.

In spite of all this, however, I recognize that it is not desirable that officials of the Association should definitely ally themselves with any particular school of thought in the Association, or adopt an attitude of hostility to views which are held by any large section of the membership. The Secretary should rather sit at his desk, like Tennyson's Epicurean,

> 'Holding no form of creed,
> But contemplating all,'

and this is really the attitude which I endeavour to cultivate. I beg those who wish to judge whether I have seriously erred against this principle to read the article itself, which appeared in the September number of the *Journal of Education*. I can hardly acquit your correspondent of unfairness in the way he has quoted it. He omitted to state that I said: 'The new or oral methods are gaining ground rapidly, and their advance will be welcomed by all lovers of French and German, if the limits of their utility are recognized, and if teachers will bear in mind that such methods are a means, and not an end.' The omission of this was peculiarly misleading, because it defined quite clearly my position. Conversation as a method I thoroughly believe in; for fluency in conversation as the aim of linguistic teaching I confess I have but scanty respect. Surely there is nothing in this view 'likely to discourage many Modern Language teachers, and to put obstacles in the way of those who are trying hard to put oral work in its right place in teaching.' As regards the topic of translation, his elegant phrase, 'it trots out the old arguments,' is again misleading, giving the impression as it does that I indulged in a general discussion on the subject. As a matter of fact, I only drew attention to one consideration which is likely to escape notice in these days of specialization. Is it not, too, quite unjustifiable to speak of the practice of translation as if it were a *chose jugée?* As Mr. Siepmann pointed out in a recent number, the pendulum is swinging the other way in France. And if your correspondent had attended recent general meetings of the Association, he would have known that there is a strong body of opinion in favour of this kind of work.

It seems necessary, further, to say that the article was not an article on method

at all, but that three-fourths of it referred to other topics. No one would have guessed this from your correspondent's letter, which gives the impression that it was throughout, or nearly throughout, an attack on the Direct Method. Nothing could be more remote from the truth, as anyone may see who will do me the honour to read it.

G. F. Bridge.

45, South Hill Park,
Hampstead, N.W.

REVIEWS.

The Concise Oxford Dictionary of Current English. Adapted by H. W. Fowler and F. G. Fowler from the *Oxford Dictionary.* Pp. xii+1044. Cloth, price 3s. 6d. net; thin paper, quarter pigskin, price 5s. net; half morocco, 6s. 6d. net. Oxford: Clarendon Press. 1911.

By the publication of this dictionary—quite the best small dictionary that has ever appeared—the authors of *The King's English* greatly increase the already large debt owed to them by the British public.

The Preface explains most deviations from the usage of other cheap dictionaries: the section on 'Spelling' is sufficiently representative of the good sense and wise judgment of the compilers. It is delightful to find, at last, a dictionary which recognizes and respects current use of words and phrases. It is not a slang dictionary, but the unsophisticated foreigner may here discover that 'terrier' is used colloquially for a member of the territorial army; the meaning of 'to gulf,' in University slang; or of 'to fire' in the sense of 'dismiss' or 'expel.' We hope these examples will not mislead the reader. *The Concise Oxford Dictionary* is, in its own way, as scholarly as its greater and more distinguished namesake. It is none the less so, because it recognizes that English is a living, growing language; that in ordinary everyday speech the new developments are often first to be found; and finally, that, in a dictionary that is limited in size and in price, it is wiser to include, within reason, such colloquialisms as may cause difficulty to the ordinary newspaper reader than archaic or obsolescent words which are never likely to come into his path. We think Messrs. Fowler have entirely justified the claims they make on the first page of their preface.

It is a new thing to give adequate space to common words—prepositions, conjunctions, pronouns; it is unusual, perhaps unknown, in so small a dictionary, to use so many illustrative sentences. The dictionary proves the wisdom of the procedure, even though it necessitates the 'curtest possible treatment of all (words) that are either uncommon or fitter for the encyclopædia than the dictionary.'

The dictionary is one with which no house can afford to dispense.

The Cambridge History of English Literature. Vol. VII.: Cavalier and Puritan. Edited by A. W. Ward, Litt.D., and A. R. Waller, M.A. Pp. x+553. Cambridge University Press. Price 9s. net. 1911.

The latest volume of the Cambridge Literature is worthy of its predecessor, and of the great period which it treats. Perhaps the least satisfactory chapter is that which deals with the greatest poet of the age. Professor Saintsbury is curiously unsympathetic in his criticism of Milton, to whom he is temperamentally opposed. For this, apparently, intellectual appreciation fails to compensate, and, as a result, the account is often hopelessly misleading—*e.g.*, in the passage on the Divorce Tracts, p. 102: 'Indissolubility of marriage, except for positive unfaithfulness, was inconvenient to John Milton; John Milton was not a person to console himself illicitly; therefore indissolubility of marriage must go. The series of divorce pamphlets accordingly followed.' The underlying misconception of Milton's character is almost grotesque.

The criticism of the poems is brief and in no way distinguished; that of the prose curiously inappreciative. It is unfortunate that a more sympathetic and

discerning account of Milton has not been secured for what must long remain the standard book of reference for students of literary history. Professor Saintsbury is far happier in his chapter on Lesser Caroline Poets.

Professor Moorman unites scholarship and critical appreciation in his pages on Cavalier lyrists, and the other poets of the period are satisfactorily discussed by Mr. Hutchinson (The Sacred Poets) and Mr. Hamilton Thompson (Writers of the Couplet).

Dr. Sorley contrives to keep the right proportion between philosophy and literature in his account of Hobbes and his contemporaries. Dr. Ward's chapters on Historical and Political Writings are full of learning and of interest. Professor Spingarn's name is in itself a guarantee that Jacobean and Caroline criticism is treated with wise scholarship. Professor Saintsbury is responsible for the chapter on Antiquaries; Mr. Hulton for that on Divines. The chapter on Bunyan and Marvell, by Dr. Brown, somehow lacks the attraction the subjects should ensure, partly, perhaps, because they cannot satisfactorily be coupled together. The remaining chapters deal with subjects extra-literary, but cognate: Scholars and Scholarships, by Professor Watson; English Grammar Schools, by Mr. Bass Mullinger; the Beginnings of English Journalism, by Mr. Williams, who is the chief authority on the subject; and finally, Professor Routh's alluring description of The Witch Controversy Pamphleteers, in the chapter entitled, The Advent of Modern Thought in Popular Literature.

The volume contains the usual excellent bibliographies, and a table of principal dates.

A Practical Training in English. By H. A. Kellow, M.A. Pp. 272. Price 2s. 6d. Messrs. Harrap and Co. 1911.

This is a difficult book to review. It leaves the impression on the mind that Mr. Kellow is a good teacher, who knows how to arouse interest, and even to inspire enthusiasm. But it is not a book we should care to put into the hands of our pupils, and most emphatically it should not be used as a guide by inexperienced masters. The obvious criticism would be that the lessons follow each other in somewhat disorderly fashion; that some of the questions are stereotyped, others most objectionable; that much in the course is too easy for pupils who are capable of understanding the rest; that poems are not pegs upon which to hang dissertations on composition, etymology, history of language, or even formal prosody. Yet we believe that this obvious criticism is also to a large extent unjust; that Mr. Kellow himself, in his own teaching, falls into none of the errors that it implies, and that the faults of the book arise from the fact stated in the preface, that 'the lessons follow actual class-room practice as far as possible, and therefore may be regarded as a kind of casual teaching, but on a formal basis.' To the experienced teacher the book will provide subject for thought; it is suggestive, interesting, often new and stimulating. But we trust it will remain caviare to the general.

A word of special praise must be given to the Time Charts, which should be very useful.

H. Sudermann, Heimat. Edited, with an Introduction and Notes, by F. G. G. Schmidt, Ph.D. Pp. 129. Heath. Price 1s. 6d.

Sarah Bernhardt and Duse, not to mention less famous actresses, have made us familiar with Sudermann's play. Those who wish to read it will find this a convenient edition. For school use the drama is, of course, quite unsuitable.

Die Schildbürger. Selected and edited by Frederick Beiz, A.M. Pp. viii + 126. Heath. Price 1s. 3d.

This amusing collection of stories about the inhabitants of the German Gotham has been suitably edited by Mr. Beiz, who supplies a brief introduction, ten pages of notes, and a dozen pages of exercises, containing questions on the text and sentences for retranslation. There is also a full vocabulary. The illustrations by Georg Barlösius are capital.

Jules Verne, Martin Paz. Edited by W. H. Poole and E. L. Lassimonne. Pp. iv+92. Murray. Price 1s. 6d.

This is a volume in the series *Lectures Scolaires Supérieures.* The story is full of incident, and likely to interest boys. The text is printed on left-hand pages; opposite are questions on the text and grammar questions based on it. At the end are explanations in French of difficult words. The editors have done their work skilfully, and produced a useful book on strict reform lines. Rarely do the grammar questions give the impression of puzzles; as a rule they are quite straightforward, and well adapted to giving practice in applied grammar. The book is well printed.

German Conversational Sentences. By Emily I. Slater. Pp. 72. Blackie. Price 8d.

The book seems to be intended for use in evening classes. Incidental support is found in the suggestion in the 'Forewords' [*sic*] that the phrase *Guten Abend, mein Fräulein, wie geht es Ihnen?* should be repeated in every lesson. The German words and phrases are given in parallel columns, and the renderings are generally satisfactory. The book is divided into thirty-five lessons, dealing with—*e.g.*, *Das Wetter, Mahlzeiten, Die Ferien.* On the whole, a useful little book.

Hill's Dano-Norwegian-English and English-Dano-Norwegian Vest-Pocket Dictionary. Compiled by M. Raahauge. Pp. 282. Siegle, Hill and Co. Price 1s. net.

A convenient little dictionary, with an abstract of the grammar and a selection of idioms and common expressions.

Primeros Pinitos (Classes de Première Année). Par E. Dibie et A. Fouret. Pp. 243. Didier, 1911. Price 3 francs.

This is a grammar on the Direct Method, intended for French children beginning Spanish. It is the first of a series, and will be followed by books of a more advanced nature. It consists of ninety *lecciónes*, and a brief section entitled *Miscelánea*, comprising short poems, anecdotes, and songs for use in class. Each lesson introduces fresh vocabulary, represented by illustrations, together with some grammatical point occurring in the context, and emphasized in *advertencias;* it closes with questions on the information acquired. For every nine new lessons there are two on revision, the first dealing with vocabulary, and the second with grammar. The vocabulary is intended to meet the requirements of the sixth class in the *lycées;* it is chiefly of a concrete nature, perhaps rather too diffuse; it occasionally errs on the side of realism (pp. 65, 170)—at least, from the English point of view. The grammar is elementary. The compound tenses are omitted in order that the pupils may not confuse *haber* with *tener;* nor are they required to master the irregular verbs or the construction of subordinate sentences. The printing and illustrations are excellent; in each lesson the grammatical points are distinguished by heavy type—*e.g.*, in the first lesson, that on the article (p. 16):

Esto es **el** tintero
,, **un** tintero
,, el tintero **del** profesor.

Even many of the poems and anecdotes contained in the *Miscelánea* are illustrated. Selgas' sonnet on the Willow and the Cypress is accompanied by a little picture of these two trees (p. 220). Still more graphic is the illustration on p. 217, which depicts the havoc wrought in a peaceful landscape by a devastating flood. In short, we warmly recommend this book to all students and teachers of conversational Spanish; so far as we are aware, in variety and comprehensiveness, it is unequalled by any English production.

A. R. Hutchinson.

The Chief Elizabethan Dramatists. Selected Plays. Edited from the Original Quartos and Folios, with Notes, Biographies, and Bibliographies, by William Allan Neilson, Ph.D. Pp. vi+880. Price 10s. 6d. net. Cassell and Co., 1911.

This very useful compendium of representative Elizabethan dramatists, excluding Shakespeare, is marred by the form in which it appears. The double columns of small print and the weight of the volume

combine to counteract the attraction of the contents. A book of reference is often less heavy: a dictionary is frequently published in larger type. Yet plays, and especially Elizabethan plays, are to be read for the pure joy of reading, and at moments of leisure; reading-desk and magnifying-glass destroy half their charm of spontaneity and life.

Professor Neilson's editorial work is admirably done, and it is no small boon to possess in a single volume thirty representative plays, many of them otherwise not easily accessible to the general reader of limited means. We can imagine how Lamb would have rejoiced at the opening of such a treasure-house.

The aim in the selection of the plays has been, we are told, twofold: 'first, to present typical examples of the most important of Shakespeare's contemporaries, so that . . . they might afford a view of the development of the English drama through its most brilliant period; secondly, to present . . . the most distinguished plays of that period, regarded merely from the point of view of their intrinsic value.' The selection excellently fulfils its purpose: notes, etc., are judiciously few; the bibliographies exactly what are required by the ordinary student; and the biographical sketches wisely relegated to the end of the volume, and given in the smallest compass consistent with usefulness and accuracy. There are indices of characters, songs, and plays, which give completeness to a workman-like and scholarly production. We trust the publishers may speedily see their way to bring out a new edition more pleasing to the book-lover, and less likely to give pause to those responsible for the choice of books for school and college libraries.

The Story of English Literature. By ANNA BUCKLAND, with additional chapters, bringing the work down to the deaths of Swinburne and Meredith. Pp. vi + 608. Price 3s. 6d. Cassell and Co., 1911.

This well-known textbook appears in pleasant format, and is brought up to date by the additional chapters dealing with modern writers. The information given is usually correct, and tolerably well proportioned. It is too late in the day to point out, however, that to impart facts about books and their authors is not to introduce children to literature. We hope there is no longer much demand for books of this type, though, of its kind, this particular volume is by no means the most objectionable.

Kinglake's Eothen, with an Introduction by D. G. HOGARTH, and Notes by V. H. COLLINS. Pp. xxi + 304. Oxford: Clarendon Press. Price 2s. 6d. 1910.

This is a convenient reprint of a book not sufficiently known to the younger generation. The Introduction and Notes are satisfactory. It is a pity that the frontispiece is inserted: it is an eyesore.

FROM HERE AND THERE.

BANGOR, UNIVERSITY COLLEGE.—Modern Language exhibitions of £10 each to enable the holders to attend vacation courses abroad have been awarded to Miss Ellen A. C. Lloyd-Williams and David R. Swaine.

BELFAST, QUEEN'S UNIVERSITY.—Mrs. Septimus Harwood, M.A., of Sidney, N.S.W., has given £1,200 to found a Scholarship in French and German.

BIRMINGHAM UNIVERSITY.—Mr. A. S. Hedgcock, D. ès L., has been appointed Lecturer in French Language and Literature, and Mdlle Lilia de Montille, Assistant Teacher of Conversational French.

CAMBRIDGE, GIRTON COLLEGE.—A fourth year Higgens Scholarship (value £40) has been awarded to Miss F. E. Harmer (Medieval and Modern Languages Tripos, Class I., 1911). One-half of the

Therese Montefiore Memorial Prize (value £66) has been awarded to Miss A. M. Kinross (Medieval and Modern Languages Tripos, Class I., 1911; Moral Sciences Tripos, Part II., Class I., 1911). The Fanny Metcalfe Memorial Prize has been divided between Miss M. K. Brandebourg and Miss Soman (Medieval and Modern Languages Tripos, Class I., 1911).

DUNDEE, UNIVERSITY COLLEGE.—We understand that a Lectureship in German is to be instituted.

LEEDS UNIVERSITY.—John Wilfred Carter has been recommended to the Trustees for the Gilchrist Studentship in Modern Languages.

LIVERPOOL UNIVERSITY.—A University Fellowship in English Language and Philology has been gained by Henry Alexander.

LONDON UNIVERSITY, BEDFORD COLLEGE.—Miss M. W. Cooke, M.A. Lond., has been appointed Assistant in English.

LONDON UNIVERSITY, EAST LONDON COLLEGE.—Mr. Hilaire Belloc, B.A. Oxon., has been appointed Head of the English Department; Miss Gwendolen Ingram, M.A. Lond., Lecturer on English Language; and Mr. F. Y. Eccles, M.A., Lecturer on English Literature.

LONDON UNIVERSITY, UNIVERSITY COLLEGE.—The Campbell Clarke Scholarship in English Language and History (value £120) has been awarded to B. Croom, Stationers' Company's School. The John Oliver Hobbes Scholarship in English Literature has been divided between Miss Eileen O'Rourke and G. Porteous. The Morley Medal and Prize for English Literature has been awarded to Miss Eunice M. Turner, and the Early English Text Society's Prize for English Language to Miss Elsie Chick. The Heimann Silver Medal for German has been gained by A. J. Lington.

NEWCASTLE, ARMSTRONG COLLEGE.—Miss Lilias McGregor, D.Litt. Edin., has been appointed Lecturer in Modern Languages.

NOTTINGHAM, UNIVERSITY COLLEGE.—£5,000 has been promised for the Byron Chair of English Literature. Another £5,000 is required.

READING, UNIVERSITY COLLEGE.—Mr. J. E. V. Crofts, B.A., of Queen's College, Oxford, has been appointed Lecturer in English Language and Literature.

SHEFFIELD UNIVERSITY.—Mr. J. D. Jones, B.A. Lond., Ph.D. Berl., has been appointed Lecturer in English.

At RUGBY SCHOOL Mr. F. W. Odgers, M.A., Sedberg and Trinity College, Cambridge, until July at the Royal Naval College, Osborne, and Mr. H. S. Wilson, B.A., Clifton and King's College, Cambridge, have been appointed Modern Language masters.

GRENOBLE UNIVERSITY.—Miss Janet M. Black, M.A., St. Andrews, Classical Mistress, Fraserburgh Academy, has been appointed Lecturer in English.

Miss GRACE A. POLLARD, recently a Lecturer in the Salisbury Training College, has obtained a degree of Licencié ès Lettres at the Sorbonne, taking as her subjects English, French, German, and Latin.

M. H. GAUME, Rue Desaix, Montluçon (Allier), France, would be glad to hear from an Englishman who would like to exchange letters with him. M. Gaume is a teacher, nearly forty years of age, who has studied English as a literary recreation for some years, and has already had a long correspondence with a native of these islands, who is now dead.

A correspondent writes:

'In the German paper set at the CAMBRIDGE JUNIOR LOCAL EXAMINATION last July the subjects for free composition were: "Write in German a short description of the hedgehog or the mole, or a short essay on clouds." Is it fair to expect boys or girls of the average age of fifteen to write even so small an amount as "not more than 100 or fewer than 80 words" on such a subject? It really seems as though some examiners had either very little idea of the practical teaching of free composition or a fixed determination to discourage it.'

In the SENIOR CAMBRIDGE LOCAL paper we notice the spelling *Geiszel* instead of *Geisel*, the meaning of *Sensenklinge* (singular) given as 'scythe-blades,' and the line in Heine's sonnet, 'So manche Tat, die dir das Herz betrübet' spoilt by the misprint *mir* for *dir*.

From another source we have received the following criticism of the French papers set for the last HOME AND INDIA CIVIL SERVICE EXAMINATION:

'The paper on French Language and Literature is to be done in three hours. The two sections carry equal marks. Any four questions are to be answered in the Language section, for which the time available is ninety minutes. All the questions carry equal marks—that is, twenty-three minutes to each question.

'Is it fair to expect such questions as the following to be adequately answered in the time?

'"Sketch the history, from the earliest time to the present day, of assonance and rime, with special reference to the theories and practice of Ronsard, Malherbe, and R. de Banville.

Differentiate and explain the characteristics of French prose at the time of Calvin, Bossuet, Montesquieu, Jean-Jacques Rousseau, and Chateaubriand respectively."

'The questions about modern French grammar do not seem to be very happily chosen—*e.g.*, Explain and illustrate, with reference to *modern* French grammar—

'Any distinctions between *lorsque*, *quand*, and *si* used as conjunctions of time. [When can *si* be called a conjunction of time?]

'The use of the different parts of the verb as substantives.

'Cases in which the English present participle cannot be rendered by a present participle in French.

'The questions on historical grammar are better. The questions on French literature are distinctly superior to those often asked in previous years. Considering, however, the vast range of good French texts, it is not right to expect candidates to have read sixteenth-century tragedies; and the question asking for a contrast of Voltaire, Rivarol, Chamfort, Paul-Louis Courier, and Victor Hugo as political satirists and pamphleteers surely demands too much.

'The passages for translation from and into French have been selected with care. The French passages are not mere vocabulary puzzles, as has often been the case. However, the amount of translation required to be done in three hours is still excessive. To produce really good renderings of the English passages would alone take that time.

'A welcome innovation is the separate paper in free composition, for which one hour is allowed.

'The new regulation which makes it possible to take Translation, Free Composition, and Conversation without the Literature and Philology, both in French and German, can hardly be regarded as an improvement.'

LA SOCIÉTÉ ACADÉMIQUE.

Themembers of the Society have again been fortunate this summer for their garden-party. For the second time the Council of Westfield College, Hampstead,

was good enough to lend its grounds, and the opportunity of spending a beautiful evening in those lovely grounds was not allowed to be wasted.

Almost all the fifteen affiliated schools responded, and about 515 members were present, some being prevented owing to school examinations. Miss Frodsham, as President for this year, received and spoke to the members, after having been presented with a pretty bouquet by one of the girls, on behalf of the Society.

After tea everyone assembled in front of the College to enjoy the programme prepared by Miss Hart and the girls of Sydenham ; the Society is very grateful for all the trouble they took to give such a splendid entertainment. It is difficult to say what was the most enjoyed—the scenes from *Le Barbier de Seville*, *L'Oiseau Bleu*, or the charming little Fables, all were so perfectly arranged and given in such beautiful French.

Before singing the *Marseillaise* and 'God save the King,' Miss Macirone of the Dalston School spoke, saying how sorry she was to leave, but that some day she hoped to start a branch of the Society in France, to arrange correspondence, and perhaps exchanges, between the branches. The Society will soon have to count its members by thousands instead of hundreds.

Miss Stent, as Vice-President and Founder, then said a few words, especially urging all members to keep up the traditions of the Society, and reminding them that when the first eight members met in 1903, it was to hear French, to speak French, and to be French as far as possible during the réunions. She does not suggest that girls should stay away because they feel they do not know enough French, but advises them to come to all the meetings, to do their very best, and the Society will do its very best to help them.

The members would like to thank Miss Frodsham for the great kindness and sympathy she has shown the Society this year. They are sorry to lose her as President, and hope she will always be interested in it, and will come as often as possible to the meetings.

Miss Purdie has kindly consented to be President next year.

GOOD ARTICLES.

THE JOURNAL OF EDUCATION, September, 1911 : The Present Position of Modern Language Teaching (G. F. Bridge ; see Correspondence in this number of MODERN LANGUAGE TEACHING) ; Bernard Shaw on Education (J. C. Millington). October, 1911 : French Culture for Englishwomen (M. S. Robinson) ; The English Teacher in Egypt (Khoga).

THE EDUCATIONAL TIMES, August, 1911 : Girl Students—their Gifts and their Handicap (Mrs. Bryant). September, 1911 : Interim Report on Overlapping between Secondary and Higher Education.

THE SCHOOL WORLD, August, 1911 : Eye and Ear Training in Modern Language Teaching—German Reading and Spelling (W. E. Llewellyn). September, 1911 : *In Loco Parentis* (C. E. Shelly). October, 1911 : Examinations (P. J. Hartog) ; The Influence of Examinations upon Teaching (T. P. Nunn) ; The Place of Examinations in Education (Sara A. Burstall) ; The Place of Examinations in the Primary School (W. D. Bentliff ; Schoolbook and Eyesight (G. F. Daniell).

THE A.M.A., September, 1911 : The Secondary Schoolmaster in Germany and in England.

LES LANGUES MODERNES, July, 1911 : Les Deux Cultures (M. Esch) ; La Faiblesse des Études Classiques (A. Dutertre) ; La Crise du Français et l'Enseignement des Langues Vivantes (M. Kuhn, G. Varenne).

DIE NEUEREN SPRACHEN, August, 1911 : Aus und über Amerika (A. Rambeau) ; Phonetics and Ear-Training (D. Jones).

EDITORIAL NOTE.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 15th of February, March, May, June, July, October, November, and December. The price of single numbers is 6d.; the annual subscription is 4s. The Journal is sent free to all Members of the Modern Language Association who have paid their subscription for the current year.

Applications for membership should be addressed to the Hon. Secretary, Mr. G. F. Bridge, 45, South Hill Park, London, N.W.

All subscriptions to be sent to the Hon. Treasurer, Mr. F. W. M. Draper, City of London School, Victoria Embankment, London, E.C.

Members wishing to receive or to discontinue receiving the MODERN LANGUAGE REVIEW are particularly requested to communicate with the Hon. Secretary. The subscription (7s. 6d. per annum) should be sent to the Hon. Treasurer at the same time as the annual membership subscription.

Contributions and review copies should be sent to the Editor of MODERN LANGUAGE TEACHING, 45, Ladbroke Grove, London, W. The Editor is assisted by an Advisory Committee, consisting of Messrs. R. H. Allpress, F. B. Kirkman, Miss Purdie, and Mr. A. A. Somerville.

The Hon. Secretary will be glad to receive from members the addresses of well-educated families on the Continent willing to receive English guests, which can be recommended to students and teachers wishing to study abroad. The addresses of houses where an English guest is not likely to meet any other English people are specially desired. Names of families should not be sent unless the member can recommend them from personal knowledge. Full particulars should be given.

Communications on the undermentioned subjects should be addressed to the persons named:—

Exchange of Children: Miss BATCHELOR, Grassendale, Southbourne-on-Sea, Hants.

Loan Library: A. E. TWENTYMAN, Board of Education, Whitehall, S.W.

Magic Lantern Slides: H. W. ATKINSON, West View, Eastbury Avenue, Northwood, Middlesex.

Residence Abroad (Women): Miss SANDYS, 30, East St. Helen's, Abingdon; **(Men)**: The HON. SECRETARY.

Correspondence on all other subjects should be addressed to the Hon. Secretary.

1913

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMANN

WITH THE ASSISTANCE OF

R. H. ALLPRESS, F. B. KIRKMAN, MISS PURDIE, AND A. A. SOMERVILLE

VOLUME VII. No. 7 **November, 1911**

MODERN FOREIGN LANGUAGE HOME STUDY.

By the courtesy of the Editor of Modern Language Teaching the present writer, a leisure-time student of French and German, submits some points which he has noticed in the course of a long, and sometimes painful, effort to improve his acquaintance with these two languages.

Adult modern foreign language students may be divided into two broad classes — viz., those who 'took' them at school and those who did not. As it is the latter class which is the easiest target for the charlatan humbug of some of the largely advertised methods of teaching languages, and as also they will, of necessity, encounter more difficulties than their more favoured fellows, I purpose making a few remarks for their benefit.

A great many people take up French or German after having entirely 'slacked' study of any kind since leaving school. These persons, enticed by specious advertisements of the 'all difficulties removed' kind, rush to some of these courses without making the slightest inquiry as to the qualifications or tutorial experience of the teachers, who, in many cases, are foreigners whose accent in their native tongue is perhaps irreproachable, but their knowledge of teaching methods is slight, and even if their acquaintance with English grammar is above suspicion (a matter of doubt), their want of experience of the difficulties of the English student is a certain factor for failure.

I must, however, get back to the main theme. A teacher is really, as a distinguished American writer on the psychology of education recently said, a person who enables one to teach oneself. Therefore, before starting the language course, make

sure that you thoroughly revive in your memory the cardinal points of English grammar and elementary syntax, so that the talk of the foreign textbook of parts of speech, genders, numbers, persons, and cases, moods and tenses, will not utterly bewilder you. Perhaps the names of the verb tenses will puzzle you for a little while, and more if you discard one grammar and buy another, but in time the fiendish ingenuity of the grammarians will cease to worry, and you will see that all verb tenses are variants of past, present, and future.

You stand at the threshold of a choice of three methods of instruction. Either you must take private tuition, attend an evening class, or take a correspondence course. If you take private tuition, remember that if it is very cheap, it is likely to be nasty in similar ratio. Beware of the enterprising foreigner in the suburbs who advertises in local newspapers. You will find him (or her) a person with nice manners, but probably one who has taken to teaching since his (or her) arrival on these shores. The ideal of a private teacher is an Arts or Letters Graduate (Honours in Modern Foreign Languages) of an accredited University who has qualified by residence abroad, where he has specialized on the Phonetics of the languages he teaches, and since his return has been regularly engaged in teaching.

But perhaps you will attend an evening class. Here you will get the advantage of measuring your linguistic intelligence against your fellows. Care is also needed here in your choice. You have to choose between the select evening class of a 'school of languages,' and the evening courses of Polytechnics, Technical Institutes, etc., and Evening Continuation Schools.

If you have taken my advice *re* brushing up your English grammar, perhaps you might with advantage join the elementary course of, say, French or German, at some Polytechnic or Technical Institute. The disadvantage of these classes is sometimes the large number of students at your stage, so that the amount of individual attention you get is slight. Further, when there is a large number, your special weakness may escape the notice of the teacher, and the old schoolboy tricks of trying to evade the 'line of fire' revive within you. This, coupled with the idea of doing home-work, may serve effectually to chill any spark of real enthusiasm you had at the start, and you lose interest. However, if you are determined to succeed, you will loyally do the home-work set. Keep a sharp look out in class for the reason you and the others go wrong, and politely ask the teacher in class for an explanation of what you do not understand. And here, I would say that this latter point is very important. Sensitive persons will often abstain from asking a question in class, because of 'appearing to look dense,' as the answer comes so readily from the teacher. It is more than likely that half the class are nurturing

this same query in their secret bosoms, and you have done a public service by raising the point. If a small point is worrying you which you do not understand, most teachers will gladly clear it up before the class commences. Do not get disgusted because your home-work paper is slashed about with red ink. By the aid of the grammar book the next evening at home, carefully examine these comments, and clear up the matters before starting next week's work. It would be more worth your while to clear up these old points than cheerfully to perpetrate a fresh series of blunders on the 'new stuff.'

Attendance at evening classes naturally raises the examination bogey. Probably, although not compelled to sit for one, you will find the question brought to your notice by the fact that other students intend to take one. Unless your evening leisure is pretty long and certain, and unless you have developed a taste for grammar intricacies, I would strongly advise you not to take an examination the first year. Even if you succeed, your employer will very likely recognize the examining body as readily as he would the 'Society for the investigation of sticklebacks in Hampstead Ponds' of 'Pickwick' fame, so your success may be dead sea fruit, while if you fail, you may be permanently discouraged in language study.

'Es bildet ein Talent sich in der Stille,
Sich ein Charakter in dem Strom der Welt.'

A little knowledge which comes in handy in the battle of life will give you ever so much more real satisfaction than a whole sheaf of certificates.

As the curricula and 'pace' of many of these public evening classes are determined by the examination needs of the majority of the students, it would be unfair to make any adverse criticisms on them. I will, therefore, pass on to the question of correspondence courses, by which you receive the admonitions and instruction of an unknown personality through the medium of the post.

Here it is obvious that the atmosphere of the class-room and the individuality of the teacher (both of which should count for much) are missing. But in this hurry-scurry age there may be many good reasons why language study cannot be pursued in personal contact with these two factors. The present writer thinks that there are great limitations to the cleverest system of imitated pronunciation on paper. Yet 'litera scripta manet,' and it must be true that there are thousands of persons whose visual memory is stronger than their aural memory.

A distinct limitation to examining the *bona fides* of a correspondence course is that naturally one cannot obtain *details* of its methods from a financially disinterested person, for the obvious reason that such persons—*i.e.*, the students—have given their word of honour that they will not divulge them.

Of course I do not quarrel with this perfectly reasonable safeguard against pilfering the brains of, in some cases, highly qualified and clever teachers, but I should advise an intending student to ask for a reference to a student living in his own locality. The proprietors will not object to this if their business is 'straight,' and you can ask for an appointment with the student, when one can tactfully elicit how far he has applied the knowledge gained. Advertisements are no guide in these matters.

My 'specification' for a correspondence course would run as follows:—

The home student needs a system of teaching that shall be really literary, without being pedantic, and which shall enable him to read the foreign language (simple texts) at the earliest possible moment. It must put him in possession of an adequate vocabulary by a systematized etymological method, and must avail itself of everything in mnemonics and applied adult psychology available for the acquirement of the same.

The basis of the method must be applicable to all the leading European languages, although there will, of course, be differences in detail for the Teutonic and the Romance Languages.

If the student has taken French and wishes to take, say, Spanish, it must avail itself quickly and interestingly of the points of similarity in grammar and word structure.

Probably this all sounds like a counsel of perfection, but the present writer feels that his interest in the study of French and German was permanently stimulated by taking a postal course (not a highly advertised one).

My task is nearly done. The blue pencil of the editor will not let me relate the humours of the grammar books. One German grammar (not at all a bad textbook) frightened me considerably at first by its talk of paradigms and heteroclite plurals of the three genders of nouns.

If you have worked hard at a good class or course, say in German, you will have seen the reason why the grammars conjugate the subjunctive mood in full, and will have discarded the idea that it was a playful superfluity on the part of the writer. You will have learnt a host of other things about a great language, and if it leads you, as it should, to take a dip into a similarly great literature, you have not worked in vain. Although, perhaps, without the early opportunities given to those who have attended the older Universities, you may even make acquaintance with some of the classics of German literature, both prose and poetry. Although you would not mention it in the train to town next morning, your inner emotions will probably be stirred a little by lines such as the following:

'Du bist wie eine Blume
So hold und schön und rein;
Ich shau' dich an, und Wehmut
Schleicht mir ins Herz hinein.'

At this stage I must leave you, reminding you that guidance is still to be had in the shape of such an excellent institution as the National Home Reading Union.

J. C. E.

WHEN THEY HAVE LEFT SCHOOL.

If school is a preparation for life, we may well ask of the specialist teacher: 'How far does the teaching in your subject conduce to the better living of your pupils when they have left school?'

The answer will necessarily vary, according to the subject. In some cases the teacher will reply: 'The work they did with me has no direct bearing on the life-work of my old pupils; they can make no bread-and-butter use of it. Yet I believe it has been of value, because it has trained them to think more clearly, to reason more cogently, to observe more carefully; it has broadened their outlook, given them wider sympathies. Inasmuch as it has done this, my work has not been in vain.'

If we put this question to the teacher of Modern Languages, what will he reply? What can he hope to achieve that will be of lasting benefit to his pupils?

He, too, can point to the training in good habits that sound teaching is bound to give. But it is also his special duty and privilege to supply his pupils with the instrument to the life and letters of a foreign nation. To some of his pupils that may be an instrument that will find its place in the tool-box required for their daily task.

But for the great majority there will be little direct use for their knowledge of Modern Languages. Is the teacher in their case to rest content with the training in pronunciation, translation, etc., that he has given?

It may safely be said that the best test of our teaching lies in the results that accrue to our pupils when they have left school. If they will go on reading French or German, if they will feel the desire to study the literatures of which they have read some well-chosen works in the class-room, then we have given them something worth having.

The problem of securing this is comparatively easy when pupils stay at school until they are eighteen or nineteen. Then they can be brought without difficulty to a stage where the foreign language is read fluently, and a sufficient number of masterpieces have been read to render all but the intellectually indolent and the linguistically apathetic keen to read more.

There are, however, many schools in which boys and girls leave earlier, and the course in Modern Languages is materially shorter. These are the pupils who would derive particular advantage from the cultivation of a taste for private reading. How can we foster this taste?

Much depends on the texts we choose for reading in school. There is a vast number to choose from, but it is no matter of indifference which we choose. A book that is too difficult in language or thought will often mean unhappiness for a whole term. Especially the young teacher is apt to think that what appeals to him must also interest his pupils. A difficult book means slow progress; and while it is important to be thorough, the laborious reading of twenty lines a lesson is no incentive to reading for pleasure.

Speaking generally, there is far too little reading in our schools. Beside the book that is rightly made the centre of instruction—utilized for practice in pronunciation, grammar, oral and written composition, etc.—it is well to have a book for rapid reading. This has often been said, but it is not found in practice as commonly as might be expected.

Perhaps the reason is that books are now often supplied by the school, and that (roughly) the same amount of money is allocated to books in each subject. It should, however, be recognized that the subject of Modern Languages has special claims in this respect; that books, pictures, lantern-slides, are to the Modern Language teacher what apparatus, flowers, chemicals, are to his colleague in the science department.

It is not only for class use that we require more books, but for the form libraries too. These are, happily, becoming increasingly common, but too often they contain English books only. It should be the endeavour of the Modern Language teacher to add a French and German section. This has to be done with much judgment, for unsuitable books are worse than useless. Fortunately, the number of French and German illustrated books for boys and girls is considerable, and there are also some illustrated magazines that are welcome additions. It would be of real value if teachers would send to this journal the titles (with name of publisher and price) of books, etc., that they have found suitable for form libraries.

An excellent means of encouraging interest in a Modern Language outside the class-room is the *cercle français* which has been established in some schools by enthusiastic teachers. Here we have a means of stimulating not only the boys and girls still at school, but those who have left. The activities of such a *cercle* need not be confined to the reading of books; there can be opportunities for conversation in the foreign language, for singing, perhaps for acting plays.

In this connection reference may be made to the admirable work of the Société Académique, the proceedings of which have repeatedly been recorded in the columns of MODERN LANGUAGE TEACHING. Founded some years ago by Miss Stent, of the Central Foundation School, it has made rapid progress. We have not heard of any other

town in which this successful experiment has been imitated.

For those who have left school there is another highly successful organization which might be utilized for our purpose more than has hitherto been the case. The work of the National Home Reading Union is too well known to need description here. Its courses cover many subjects, but modern foreign literatures are not adequately represented, which suggests that as yet the demand has been slight.

In the Supplementary Courses we notice the following:

No. 19, French Literature: I. (1636-1715).
No. 20, French Literature: II. (Modern).
No. 22, German Lyrical Poetry.
Nos. 53, 54, Dante.
No. 67, Goethe and Schiller.

There is also a course (No. 21) in French History from 1275 to 1789, in French.

The courses we have seen are extremely well written as a whole. Among the writers on French Literature we note Miss Margaret J. Tuke, Mr. Albert G. Latham, and Mr. Edward Hailstone; Professor J. G. Robertson and Professor Ernest Weekley deal with German Literature; and Mr. Edmund G. Gardner and Mr. Philip H. Wicksteed with Dante.

The course consists of some nine sections, each representing the work for a month. The articles and book-lists give all the help that is required, and suitable subjects for discussion are suggested. Tutorial help, by correspondence, is also available.

There is a full and clear prospectus of the National Home Reading Union, which can be obtained on application to the General Secretary, 12, York Buildings, Adelphi, London, W.C.

Probably some Modern Language teachers have realized how well this organization can be made to serve their purpose, and have helped to form reading circles. It would be a service to other teachers if they would contribute to MODERN LANGUAGE TEACHING an account of their experiences.

It is important to keep in touch with our pupils when they have left school; and while it is true that the teacher's time is pretty fully occupied, he may yet be urged at least to draw the attention of his pupils to what may prove an incentive to very profitable occupation in their leisure-time. Once the impetus has been given, they may be trusted to do the work for themselves. W. R.

PRACTICAL TRAINING IN RUSSIAN.

ENGLISHMEN wishing to learn Russian address themselves from time to time to the School of Russian Studies, University of Liverpool, for information of the most rational and practical methods of learning Russian, and of the most suitable text-books, grammars, dictionaries, and other helps. I propose here to consider briefly the main peculiarities and special difficulties of Russian pronunciation and the grammatical structure of the Russian language, as it may help an English learner to get some idea of the methods of learning Russian in the easiest possible way. Moreover, a review of some works on the Russian language is given in subsequent sections of the present article.

'THE TWO RUSSIAN LANGUAGES.'

It is always useful to begin learning a foreign language by taking a general view of its history and of the present state of its pronunciation and forms.

Within the earliest period of the history of the Russian language it was already divided into several dialects. However, the characteristic features of the old dialectal groups were not very distinctive, and did not infringe the unity of Old Russian, which throughout the whole scope of the language underwent common changes. In the course of time Old Russian dialects diverged much further, being separated historically, and some of them starting an independent individual life. It is convenient to distinguish two dialectal branches of the Russian language — viz., *Eastern* and *Western*. To the first belong dialects of Great and White Russia, to the second those of Little Russia. This classification of the dialectal varieties corresponds to the ethnographical division of the Russian people into three nationalities—viz., Great Russians, White Russians and Little Russians. The existence of certain divergencies and individual peculiarities in the phonology, forms, and vocabulary of the Russian dialects, caused some foreign scholars to consider the two dialects that most diverged from each other—namely, Great Russian and Little Russian—as two distinct and independent Russian languages. But it should be noticed that the present great diversity of these dialectal types is not original. In the earliest stage of the development of dialects the difference between them was very slight and insignificant, and at the present time they possess many common original features, and exhibit cognate tendencies in phonetic and grammatical changes, which establish a close and intimate relationship between them, and make one consider them as mere varieties of the one original language.

The term 'Russian language' has a double designation. On the one hand it covers all the different Russian dialects spoken throughout

the country, on the other hand it is applied to the Modern Literary Language, which fulfils also the functions of the State language of Russia. The literary dialect has sprung from the Moscow dialect, which was considered the model spoken Russian. Having gained currency as the language of literature and the State, the Moscow dialect assumed many fresh elements from the sources of local dialects and literatures. Thus, on the basis of the dialect of Moscow sprang that form of spoken Russian which is now gaining ground among educated Russians and those who have entered public life. *Modern Spoken Russian* is no longer based on the Moscow dialect, which lost its value as the standard form of Spoken Russian, and became one of the mere dialectal varieties. *Modern Spoken Russian* is a 'language in the making,' and it is being cultivated and refined by all Russian-speaking nationalities in their social and literary intercourse. This type of Russian has already reached a very high point of vigour and expressiveness in the works of great Russian writers as Pushkin, Turgenev, Tolstoy, and others, who were the true artists and real masters of Russian literary style. At the present day it is actively cultivated by the school of 'young Russian poets.' [W. R. Morfill, M.A., *Slavonic Literature.* Carl Abel, Ph.D., *Ilchester Lectures on Comparative Lexicography.* Maurice Baring, *The Russian People*, Methuen and Co., Ltd., London; *Landmarks in Russian Literature.* A. Bruckner, *A Literary History of Russia.*]

Sounds of Spoken Russian.

I need not emphasize here that some knowledge of practical phonetics is highly profitable in acquiring Russian pronunciation. Even to a thoroughly trained philologist the Russian sound-system seems 'exceptionally difficult' (Dr. H. Sweet). Untrained English learners easily fail to recognize different shades of Russian sounds, and readily substitute those of their mother-tongue. As the present article is intended to serve as a help to the practical learners of Russian, I confine myself, in treating on Russian phonetics, to a statement of the most important and necessary facts of polite Russian pronunciation, which is to a certain extent uniform in educated Russian speech.

In mastering the Russian vowel-system an English learner should observe before everything that only accented vowels have in Russian a clear and distinct pronunciation. Stressless vowels are slurred over, and often change their quality, some of them having even entirely disappeared in some unaccented syllables. On the weakening of unaccented vowels is based a characteristic peculiarity of Standard Spoken Russian, which is known as *akanje* — *i.e.*, pronunciation of stressless *o* as *a*. Accented vowels are uttered in Russian clearly and distinctly, although they are somewhat modified, too, by the preceding

and following consonants. Generally speaking, accented vowels before, after, or between palatals and palatalizeds change more or less their character, gaining more front articulation of the tongue. These general remarks being made, I will now proceed to a more detailed inquiry into Russian speech-sounds.

1. The accented Russian *a* is the usual English vowel *a* in 'ask, past' —*e.g.*, *brat*, 'brother.' Followed by palatals (and palatalizeds), the stressed *a* is slightly advanced, becoming a somewhat more *close sound* in acoustic effect—*e.g.*, *brâť*,* 'to take.' Preceded and followed by palatals, this vowel is still more modified, verging towards the English *æ* in 'cat'—*e.g.*, *op'at' : ap'æt'*, 'again.' Preceded by 'soft' consonants, *a* is represented in Russian spelling by a special symbol, which is also employed initially, after vowels, and 'hard' and 'soft' modifiers for the sound *ja*.

2. The effect of broadly called 'soft' consonants on the preceding vowels is particularly marked in the pronunciation of the stressed *ɛ*† (as in 'bet'), which is narrowed to *e* (as in French *été*) before palatals or palatalizeds—*e.g.*, *t'eń*, 'shadow' (*cf. st'ɛna*, 'wall'). Initially, and after vowels and 'hard' and 'soft' modifiers, the written accented *e*, followed by 'hard' consonants, usually becomes *jo*—*e.g.*, *elka : jolka*, 'fir-tree'; *vodoem : vadajom*, 'basin.' Preceded by consonants (which become palatalized)* the stressed *ɛ* is pronounced like *o*—*e.g.*, *t'ɛmnyj : t'omnyj*, 'dark.' Letters *e* and *ê* (*jat'*) have the same value in pronunciation, both being initially, after vowels, and 'hard' and 'soft' modifiers preceded by the *j*. The letter called in spelling *ɛ abarotnajɛ* (*i.e.*, 'ɛ reverse') is employed usually in the beginning of a word, or medially after a vowel to denote sound *ɛ*. It occurs mostly in words of foreign origin.

3. The accented Russian *i* is a *narrow* (close) vowel as compared with English *i* in 'bit,' and has the value of French *i* in '*fini*'†—*e.g.*, *iva*, 'willow-tree.' The stressed *i* is modified very slightly by a following 'soft' consonant, the air-passage being narrowed a little more by arching the tongue, and the lips being brought together closer than usually. The *i* is represented in Russian spelling by letter *i* when it precedes a vowel, and by letter *u* before consonants and at the end of words. The symbol *u* with a hook over it (*ŭ*) is used only to represent the second (non-syllabic) element of diphthongs. After consonants *ʃ* and *ʒ*, *i* sounds almost like *y*, so that in writings by illiterate people syllables *ji*, *ʒi* are spelt with *y*.‡ Initially and

* The accent after a consonant shows its palatalization.

† *I.e.*, 'middle' e.

* Consonants *ʃ*, *ʒ*, *ts*, are *not* palatalized in modern Russian pronunciation.

† Open (wide) *i* (as in 'bit') does not occur in Russian, all *i*'s having more or less narrow (close) sound.

‡ Consonants *ʃ*, *ʒ*, being formed with the slight retraction of the whole body of the tongue, modify the following front *i* by drawing it into the *mixed* position of the *y*.

medially after vowels *i* is sometimes *ji*—*e.g.*, *jim*, 'to them'; *dajit'*, 'to milk.' Preceded by a word ending in a 'hard' consonant, and consequently marked with the 'hard' modifier, initial *i* of a following word is pronounced *y*—*e.g.*, *v'izbu : vyzbu*, 'into the hut' (sometimes it is spelt with *y*, if one word is made —*e.g.*, *syznova*, 'again').

4. The accented Russian *o* between two 'hard' consonants sounds almost like English *o* in 'boy.'* Followed by 'soft' consonants, stressed *o* tends to the *mixed* position of the *ö*, and seems to be a still more close sound in acoustic effect—*e.g.*, *sǒl'*, 'salt.' After palatals this sound is still more advanced, often passing into the full *ö*—*e.g.*, *m̈öd*, 'honey, and if preceded *and* followed by palatals it changes in the direction of the front *œ*, approaching thus in formation and acoustic effect to German *œ* in *Gespött*—*e.g.*, *ñes'œt'ɛ*, 'you carry.'

5. The accented vowel *u* is a *narrow* (close) sound as compared with the English *u* in 'full.' † A following (and especially a preceding) palatal or palatalized consonant often draws the accented *u* forward to the *mixed* position, which it assumes *between* two palatals — *e.g.*, *l'üd'i*, 'people.' This sound is represented in Russian spelling by a special symbol, which is also used initially, medially after vowels, and modifiers (*i.e.*—'hard' and 'soft' marks) for the sound *ju*.

6. The vowel *y* is a characteristic Russian sound, and often presents to English speakers of Russian some difficulties in the pronunciation. By its nature it is a *mixed* (gutturo-palatal) *narrow* (close) vowel produced with the *high* position of the *tongue* and with the passive lips. It is, however, often retracted almost to the *back* position ('back-flat'), which is observed if *y* is preceded by a lip-consonant and followed by a 'hard' consonant—*e.g.*, *byk*, 'bull.' A following 'soft' consonant has the same effect on the stressed *y* as on the *i*. After *ts* in foreign words it is spelt *i* instead of *y*, which sound is heard in the actual pronunciation.

Rounded Russian vowels modify, as was pointed out by Dr. H. Sweet, some preceding consonants by communicating to them 'the back-round quality of a weak English *w*.' With lip-consonants before *o*, *u*, it is observed that the lip-aperture forms a small circle and the lips are 'pouted.' Rounding of lip-consonants may be marked sometimes in the pronunciation of foreigners before vowel *y*. In actual Russian pronunciation the lips before *y* are slightly parted in the given case, this vowel being pronounced with the narrow opening of the mouth, and the transition to this passive labialization may produce sometimes a *glide* (transitional) sound of the back quality, which may be heard before *y*.

* Russian *o* is raised (⊥) slightly, and seems to be not so open in its acoustic effect as English *o* in 'boy.'

† Sometimes (in stressless syllables) the tenseness of the tongue is slightly relaxed, and *u* has a more open sound in its acoustic effect.

We have already said that the unaccented vowels in Russian often change their quality, which is most marked in the vowels, *a*, *e* (*ɛ*), *o*, others being but slightly modified in stressless syllables. It is only by careful observation of the actual speech that a learner may be able to discriminate all the shades of unaccented vowels. I will note here only the most distinct varieties of pronunciation of the stressless vowels.

1. Stressless *a* preceded by palatals (and palatalizeds) or by 'sibilants' changes into *ɛ*—*e.g.*, *k'ip'atok : k'ip'ɛtok*, 'boiling water'; *ʃary : ʃɛry*, 'balls'—and if preceded *and* followed by palatals it becomes the front *e*—*e.g.*, *d'ev'at' : d'ev'et'*, 'nine'—or changes in rapid speech into a vowel, the character of which is described below in the § 4. In *open final* syllables after 'soft' consonants is also heard sometimes distinct short *ɛ*—*e.g.*, *v'r'eña : v'r'eñɛ*, 'time'—but generally *a* sounds here pretty clear —*e.g.*, *vol'a*, 'will.'

2. Stressless *a* and *o* preceded by 'hard' consonants in the syllables following after the accent* as well as in the second and third syllables before the accent have an obscure fluctuating sound, resembling in its acoustic effect open short *y*. The pronunciation of this vowel may be obtained only by practice, as it is difficult to fix its exact position, which is being changed between the *mixed* position of *y*, and the *back* position of *a*. It is often reduced in rapid speech to a voice-glide (or a mere whisper), and may sometimes entirely disappear.

3. Stressless final *o* is pronounced like a weak short *a*—*e.g.*, *malo : mală*, 'little.' Before a stressed syllable unaccented *o* becomes clear and distinct *a*—*e.g.*, *vodá : vadá*, 'water.'

4. Stressless *e* verges usually in Russian pronunciation on the *i*. It preserves its original sounds (*e* and *ɛ*) when final, and also before a stressed syllable*—*e.g.*, *pol'ɛ*, 'field,' *ñɛsu*, 'I carry.' In the second and third syllables before the stress, and in the syllables directly after the accent, stressless *e* changes into a *weak front* vowel, resembling in its acoustic effect short *i*. The position of this vowel is probably between *high* and *mid*. Like the vowel into which pass unaccented *a* and *o* (see § 2) this sound often degenerates in rapid speech into a voice-glide (or a mere whisper), and may entirely disappear. The pronunciation of this vowel should be mastered by practice.

Turning now to consonants, I will note the most essential features of the Russian consonantal system.

1. All Russian consonants but *ʃ*, *ʒ*, and *ts* become palatalized before the front vowels *i*, *e* (*ɛ*). Palatalization consists in a tendency of a consonant to anticipate the front (palatal) articulation, with which front vowels are produced, and to acquire by that a thinner ('soft')

* *Open final* syllables are excepted.

* In the Moscow dialect there is heard in the latter case either clear unaccented *i*, or an intermediate sound between *i* and *e*.

tone. This tendency is carried out variously with different consonants. Thus, with lip and lip-teeth consonants the tongue is raised into the front position of the following *i* or *e* (ϵ) simultaneously with lip movements, which remain unaltered, and the audible palatalization is produced by the glide-sound from a lip-consonant to a front vowel. This transitional sound is often developed in the pronunciation of foreign speakers of Russian into clear a and distinct front element *ĭ*, which does not occur in the Russian speech. The point-consonants *t*, *d* are produced in Russian by pressing the point and blade of the tongue against the roots and gums of the upper teeth. Palatalization of these consonants changes this articulation, the more front part of the tongue being brought into activity and pressed against the gums and the forward portion of the hard palate, while the point of the tongue is slightly lowered. One may often observe that some English students, mastering palatal pronunciation of Russian consonants, utter palatalized *t'* and *d'* as compound groups, *t's* and *d'z* respectively. It is true that in the pronunciation of some Russians palatalizeds *t'* and *d'* are heard sometimes, followed by additional blade-consonants *s'* and *z'*, but this pronunciation is rather a mincing peculiarity of a few speakers.

2. The palatal articulation of a consonant is generally communicated to a preceding one, the aptitude for and degree of palatalization being dependent on the nature of both consonants. The influence of palatalization is generally observed with consonants of similar formation, back-consonants yielding least of all to palatalization.

3. Final voiced consonants become corresponding breathed ones—*e.g.*, *lob : lop*, 'forehead.'

4. Initially and medially there takes place assimilation of a voiced consonant to a breathed consonant, and *vice versa* *—*e.g.*, *vtoroj : ftaroj*, 'the second.' The blade-consonants *s*, *z* become assimilated to the following blade-point consonants *ʃ* and *ʒ*, and the groups *sʃ*, *zʃ* and *sʒ*, *zʒ* sound like the long consonants *ʃ* and *ʒ* respectively.

5. The consonant-groups *t'ʃ* and *ts* (represented in Russian spelling by single letters) are uttered in Russian jointly, being stop-consonants, which could not be prolonged in pronunciation.

[Dr. H. Sweet, *On Russian Pronunciation ; Transactions of the Philological Society*, 1877-79. Lundell, J. A., *Études sur la Prononciation Russe*. 1e partie. Stockholm (1890). Monmitonnet, J., *Le Parler Russe*. (*Mém. Soc. Ling. de Paris*, x. 2, 1897.)]

The Russian National Alphabet.

It happens frequently that one hears from foreign students starting to learn Russian that it seems to them very difficult to master the Russian alphabet, which looks so 'bulky, clumsy, and funny.' An

* Before liquids, nasals, and lip-teeth *v*, a breathed consonant does not change.

easy and successful mastering of a new alphabet depends very much on the methods with which learners approach it. In most cases, according to the instructions given in popular grammars, students begin writing at once before they learn to recognize foreign sounds, and to distinguish their printed alphabetical symbols. With the help of more rational methods, the mastering of Russian characters seems to be not so hard as some students think. Owing to its logical simplicity and phonetic exactness (to a certain extent), the Russian alphabet presents no special difficulties in establishing and imprinting in the memory the connection between a sound and its symbol. 'I doubt if it is more difficult to keep in memory the *form* of Russian letters representing sounds *t'ʃ* or *ʃt'ʃ* than in mastering, say, the Polish language, in which Latin characters are employed, to remember the value of compound letters *cz* or *szcz*, corresponding to Russian single ones' (Grot). More than one-third out of thirty-five letters, which the Russian alphabet consists of, are similar to some English characters, although they do not coincide always in phonetic value. The others might be easily derived from the Greek alphabet, or they present varieties of a few simple (fundamental) letters.

Grammatical Study in Russian.

From a morphological point of view, Russian is a highly inflexional language, and presents some difficulties in the accidence both of nouns and verbs.

The distinctions of gender, shown in Russian by inflexions, may be taken as a principal basis of classification of the substantives for purposes of declension. In all the three genders further distinctions should be established according to the character of the last sound of the noun-stems. From this point of view a learner must first of all distinguish between broadly called 'soft' and 'hard' case inflexions, and then note some peculiarities, in the declensions of the stems ending in some particular consonants, as *j; k, g, x; ʒ, ʃ, ts*. In many cases the explanation of some declension phenomena requires the help of historical grammar, the principles of which are ignored entirely in the greater number of popular school grammars. In mastering Russian accidence, the laws of *accent* become a very essential point. Generally in the Russian language accent is very important. 'Without the accent a practical knowledge of Russian is absolutely impossible, and theoretical study is very inadequate, inasmuch as different phenomena of phonetics and morphology cannot be explained but with the help of the accent. He who knows a Russian word without knowing where the accent is to be put, knows only a half' (Šercl). It is very advisable therefore to pay particular attention to the accent at the very beginning.

Most of the Russian *adjectives*

have two forms, the *full* and the *apocopated*, which have been differentiated according to the syntactical function of adjectives. The apocopated form is used predicatively, and the full attributively. The declension of adjectives presents no special difficulties, being marked with regularity of inflexions and the *permanent* accent.*

The cardinal *numbers*, beginning from five, take the form of a substantive, and have case inflexions according to the latter. Ordinal numbers, being by their form adjectives, are treated in the same way as these.

The theory of the *verb* is one of the most complicated and puzzling parts of the Russian grammar. How can we determine the conjugation? What are the rules of the formation of the tenses expressing the shades of the Definite and Indefinite aspects? These are the chief and most important points that need to be dealt with in studying the Russian verb. They are considered by the Rev. W. H. Lowe in his work, *Systematization of the Russian Verb*, and I will touch upon them in connection with the examination of this work.

In Russian there are two regular conjugations. For the correct conjugation of a Russian verb it is necessary to know at least two principal forms which would clearly exhibit the characteristic distinctions of one conjugation from the other. The late Russian scholar, Grot, taking together with others the Infinitive as one of these forms, pointed out the second form in the third person plural of the Present tense, and remarked that it makes it easier for foreigners to master the accidence of the Russian verbs. These forms could not be derived from each other, and one of the aims of a Russian dictionary, especially that intended for foreigners, should be the indication of the two principal forms.*

However, there exists between the two main forms a certain *organic intimate* connection, which may be revealed by the *analysis of the verbal stems*, and one of the tasks of the systemization of the Russian verbs is to define the relation between the Infinitive and the Present. The classification of the verbs according to the forms of the Present is given in the first chapter of Mr. Lowe's book, and this chapter may be profitable to the students of Russian. The defect of this classification consists, in my opinion, in the lack of the careful analysis of the verbal stems by which could be fixed more characteristic principal categories of the verbs, and the learners could be acquainted with the effect of some phonetic factors on the formation of verbal forms. Thus verbs *sosat'* and *p'isat'*, being both primitive and the root ending in the same consonant, belong to two *different* categories. While the former has the Infinitive and the Present stems alike, the latter forms

* In the accidence accent is often shifted from one syllable to another.

* We recommend students of Russian to commit to memory both forms at once.

the Present tense with the help of *j* before which the *s* of the stem changes into *ʃ*. It is the so-called 'soft' conjugation. In the eighth chapter Mr. Lowe makes an attempt to establish rules to determine the conjugation of a Russian verb according to the *external distinctions* exhibited by the *verbal terminations* of the Infinitive. These terminations often appear under the form of a very whimsical connection of the real verbal terminations with the letters torn off from the verbal stems or roots as *t'ɛrzat' : t'ɛ-rzat', i.e.*, 'to tear to pieces,' and the verb looks indeed 'torn to pieces' by this operation. Results gained by this method are mostly vague, often being narrowed by exceptions as wide and generalizing as the rules themselves. Thus, p. xxv, 'of conjugation II *β* (one of several subdivisions established by the author), are about thirty verbs in *êt' ;* about nine in *t'ʃat'*; about half a dozen in *ʒat'*.' Or 'to the first conjugation belong, among the rest, some verbs in *pat'* (but *kapat', tr'ɛpat', ʃt'ʃɛpat', ʃt'ʃipat'*, are exceptions).' One may add to these exceptions *sypat', kl'ɛpat'*, etc. It is one of the most clumsy and puzzling chapters in the book. But still it may be useful, helping to form and sharpen 'the linguistic sense,' which is the true and reliable guide through the paths of Russian verbal formation.

The so-called 'softening' of consonants is examined in a separate chapter, and is defined as follows: 'As in the language generally, so in the verb, the general rule is to soften a hard consonant before *u, e*, and *a*.' Palatalization and mutation of consonants take place in modern Russian only before the *front vowels e* (ɛ), *i*. Mutation of consonants before other vowels should be explained by the influence of the old front elements *j* or *ĭ*. Thus, the cause of the change of the *s* into the *ʃ* before *u* in *p'iʃu* is not the back-vowel *u*, but the front (palatal) *j*, in which the Present stem of this verb ends. In *lgu, sosu*, etc., there is no mutation, because the Present is formed without *j*. After the lip-consonants this *j* changes into *l*, which remains then in the *first* '*soft*' conjugation throughout the Present tense and in the forms made from the Present-stem as *tr'ɛpl'u., tr'ɛpl'ut, tr'ɛpl'i*, etc. In the *second* conjugation *j* (and from it *l*) comes into the formation of the first person singular Present and the Past Participle Passive.* The chapters on *the aspects*, together with another (French) work, mentioned below, may serve as a good help in mastering verbal forms.

[W. H. Lowe, *Systemization of the Russian Verb ; Russian Roots and Compounds.* A. Mazon, *Morphologie des Aspects du Verbe Russe.* A.

* I shall take the liberty of noticing some mistakes in the book: (1) The verb *orat'*, in both meanings ('to plough' and 'to bawl') belongs to the first conjugation, bearing the accent at the end ; (2) *stonat'* has first person singular present *stonú* (or sometimes obsolete *stonáju*) ; (3) characteristic *r* takes *ju* in the first conjugation as well as in the second ; *poŕju, boŕju, goŕju*, etc.

Alexandrow, *Complete Russian-English Dictionary* (1904) ; *Complete English-Russian Dictionary* (1905). P. Motti, *Russian Conversation-Grammar* (Otto-Sauer's method). S. Rappopot, *Russian Grammar* (Hossfeld's method). P. Boyer and N. Speranski, *Russian Reader* (accented texts, grammatical and explanatory notes, vocabulary). Adapted for English - speaking students by S. N. Harper.]

M. V. TROPHIMOFF.

THE IRISH INTERMEDIATE BOARD AND MODERN LANGUAGES.

UNDER the title of *Quousque Tandem?* Professor Max Freund, of the Queen's University of Belfast, has contributed to the chief Irish papers of October 19, 1911, an article, in which he deals with the new programme of Intermediate Board examinations in 1912, and which we have his kind permission to reprint:

The latest report of the Intermediate Board and the new programme of the examinations for 1912 are well worth the close scrutiny of whoever has the welfare and progress of Irish education at heart. They contain some unpleasant surprises for those who hold that modern languages should occupy an important position in the school curriculum of the twentieth century.

To pass the examinations a knowledge of any two foreign languages (Greek, Latin, French, German, Irish) used to be required. In 1912 one ancient language, Greek alone or Latin alone, will be deemed sufficient. But whoever makes his choice among the living languages must still present two. How extraordinary and inconsistent a change! Extraordinary in view of the fact that in accordance with the progress of the times the rôle of classics is allowed to become gradually less important, not more important, in the school curricula of other countries. In a recent pamphlet Professor Viëtor advocates resolutely dropping Greek altogether as a school subject in Germany, and reducing the instruction in Latin to a minimum, in order to gain sufficient time for such subjects of modern culture as English, biology, and civic science. The change is inconsistent, because in all the examinations of the Intermediate Board and for all purposes of awards the same standard of difficulty is, of course, required in each subject. How does the new rule agree with this? It cannot be said in apology that the candidate who takes Latin alone must know twice as much of Latin as the candidate who takes, say, French and German knows of either of these two modern languages. No; the candidate who takes Latin needs actually to do only half the amount of work as compared with the unfortunate candidate who has a leaning for

modern languages. This is not all. Not the pass candidates only are affected, but the honours candidates, too. Compare the former and the new system of language groups for excellence in which exhibitions are given:

Hitherto.

A. The Classical Course:
Greek and Latin.
B. The Modern Literary Course—Division I.:
French or German, and Irish.
C. The Modern Literary Course—Division II.:
French and German.

In 1912.

A. The Classical Course:
Greek and Latin.
B. The Modern Literary Course — Any two of the following:
French, German, Irish, Latin.

Latin is thus being smuggled into the modern literary course, and the exhibitions which used to be appropriated to excellence in at least two modern languages may now be awarded to candidates with a knowledge of only one modern language, to such, for instance, as present Greek, Latin, French, and history. Furthermore, the report reveals the significant fact that the Board had proposed some more alterations which would have gone still further in the direction of giving preferential treatment to classics—*e.g.*, in the method of calculating marks towards exhibitions. Fortunately, the Irish Government did not agree to this. The intention of all the accepted and also of the rejected alterations is, of course, quite plain; Greek and Latin are to be encouraged by these drastic measures. According to the report, there has been a gradual decline in the study of classics. The Commissioners of Intermediate Education, who are nearly all classical scholars, have got alarmed, and try to put a stop to the decrease, instead of recognizing in it a natural development corresponding to the progress and spirit of the times. The extraordinary method adopted for the purpose is to bleed science and modern languages. While, therefore, in other countries these subjects are gradually allowed more elbow-room, the contrary is being tried in Ireland.

All modern language scholars, I think, should join sides with the scientists in the vigorous protest recently raised by one of these in the *Freeman's Journal* against the newest policy of the Intermediate Board. The criticisms of the science expert referred to are evidently based on a very intimate knowledge of the history of the Intermediate Board. He effectively refutes the calm assertion made by the writer of the intermediate report that 'Latin and Greek are admittedly the most valuable instruments of intellectual culture.' It is, perhaps, not superfluous to tell the Commissioners and the general public that even university teachers (including those of the arts faculty), who are often supposed to be extremely conservative, are far from unanimous in considering a classical education as the best means for the attainment of general culture, and as the one and only proper preparation for entering a university. An amusing

and extraordinary discovery is made by the same science expert on inquiring to what extent the number of classical students has actually decreased. Going back to the year 1904, and tabulating the number of boy candidates in Greek and in Latin, and for purpose of comparison, the total number of boys examined, the result is the following: While the total number of candidates examined has increased by little more than 25 per cent., the increase, not the decrease, in the number of boys examined in Greek is nearly 50 per cent., and about the same in Latin.

As the result of the changes introduced into the programme for 1912 all three modern languages—French, German, and Irish—are bound to suffer losses in the number of candidates taking up these subjects. As French is protected by the force of tradition and Irish by patriotism, German will be the chief loser. Latin will be the chief gainer, as Greek is more difficult and hardly taken into consideration by the ordinary candidate. It is thus a matter of Latin versus German. Has Latin really a stronger claim as a school subject than German? Surely not. Is there any work in Latin literature superior or even equal to Goethe's *Faust?* What Latin author affords as elevating and suitable reading for young people in their teens as Schiller? The superior practical utility of German for those taking up a commercial or technological career, as well as its importance for serious students in all branches of knowledge, is generally admitted. But how long yet will there be people who will not recognize German and the other principal modern languages as instruments of literary culture in no way inferior to the classics? How long will there be people who ignore the existence of the modern humanities?

As a representative in an Irish university of German, a language which has shown a real and considerable decline as a school subject in many parts of the United Kingdom during the past few years, I feel it to be my duty to enter this public protest against the new regulations and policy of the Intermediate Board in so far as they endanger the very existence of German as a school subject in Ireland.

LONDON UNIVERSITY HOLIDAY COURSES: ANGLO-FRENCH COURSE AT RAMSGATE.

THE Holiday Course for Foreigners arranged by the University of London was held for the first time in 1904. There have been eight Courses now, attended by 1,825 students, drawn from twenty-four countries. After the third year it became necessary to limit the number of students, and for several years past a considerable number of

applications have been rejected in consequence.

The London Course lasts for four weeks, from the middle of July to the middle of August. This time is more convenient for some countries than for others. It has been found to be inconvenient for students in France and Belgium, and as a result the Course has not been attended by as many students from these countries as might have been desired.

The proposal to establish a French Holiday Course at Ramsgate, conveyed in a letter from Mr. H. C. Norman, Director of Further Education in the Isle of Thanet, and head-master of the Ramsgate County School, was therefore well received by the University of London, which had on previous occasions shown its friendly feelings towards France, and especially towards French Universities. It has now been decided to make the experiment of holding a Holiday Course at Ramsgate under the management of the University of London, and the scheme has been extended so as to render it useful also for English teachers of French.

Experience has shown that English teachers often fail to derive full benefit from a visit to one of the Holiday Courses in France, either because they are insufficiently prepared or because the Holiday Course is not well managed. It is particularly the phonetic training which they often lack, and it is believed that many teachers will be glad to have an opportunity such as will be afforded by the proposed Anglo-French Course at Ramsgate. They can there combine rest at a seaside place with many of the advantages which a visit to France would present; and it is possible that in some respects they will find opportunities here which they would have some difficulty in securing abroad.

The Course will last from August 8 to 28, and the lectures and classes will be held in the recently erected Ramsgate County School, which is most convenient for the purpose. There will be a daily lecture on English and French phonetics by Mr. Daniel Jones, Lecturer in Phonetics at University College, London, and joint Editor of *Le Maître Phonétique*. Each of these lectures will be followed by phonetic dictation in English and French, and there will also be small classes in which phonetic texts will be read, and the pronunciation of individual students will be criticized.

In addition to this, daily lectures will be delivered in French by a French scholar of eminence. Opportunities will also be provided for conversation classes, in which (as far as possible) there will be an equal number of English and French students, and in which English and French will be the language used on alternate days. There will naturally be every facility for English students to exchange conversation with French students.

There will also be a short course

of lectures on Methods of Modern Language Teaching by Professor Rippmann, the Director of the London University Holiday Courses.

Mr. Norman will act as Assistant Director of the Ramsgate Course, and applications should be addressed to him, at the County School, Ramsgate. The preliminary prospectus is now ready ; the detailed prospectus, together with forms of application for admission and for accommodation will be obtainable on or after March 1, 1912.

A local committee is making arrangements for suitable accommodation. It is intended to provide one or more hostels at which equal numbers of English and French students will stay, with a member of the Staff to act as head of the hostel.

Teachers will not be slow to recognize the attractive features of this Holiday Course, and there can be no doubt that the experiment to be made in 1912 will lead to the establishment of an annual Holiday Course for English and French teachers at Ramsgate.

THE MODERN LANGUAGE ASSOCIATION.

A MEETING of the General Committee was held at the College of Preceptors on Saturday, October 28.

Present : Professor Rippmann (chair), Mr. Allpress, Miss Althaus, Miss Ash, Messrs. Brigstocke, Cruttwell, von Glehn, Miss Hart, Messrs. Hutton, Jones, Kittson, Miss Lowe, Mr. Payen-Payne, Miss Purdie, Messrs. Saville, Spencer, Miss Stent, and the Hon. Secretary.

Apologies for absence were received from the Chairman of Committees, the Hon. Treasurer, Professor Breul, Mr. Chouville, Miss Hentsch, Miss Johnson, Messrs. Lipscomb, Odgers, and Steel.

The minutes of the last meeting were read and confirmed.

It was decided that the capitation grant paid to the Yorkshire Branch for this year should be 2s. instead of 1s.

Miss Hart having offered to take charge of the secretarial work connected with the Travelling Exhibition and Catalogue, and Mr. H. M. Cruttwell that connected with residence for study abroad (men), their offers were accepted with thanks.

It was decided that the Committee, acting under Rule 22, should refuse to receive the future subscriptions of two members who had returned no answer to the repeated applications made to them for payment of arrears due for the *Modern Language Review*.

The programme of the Annual Meeting was further considered. The following ten new members were elected :

Miss C. M. V. Bock, King Edward High School for Girls, Birmingham.

Miss A. M. S. Foster, Grammar Schoo Bingley, Yorks.

F. A. Hedgcock, D. ès L., University, Birmingham.

Miss D. G. Leake, St. Margaret's, Bushey.

Miss A. L. Mairet, Hornsey County School, N.

Miss Margaret S. Smith, Datchelor School, S.E.

Miss N. O'Carroll, 92, Blowers Green Road, Dudley.

Miss M. L. Orr, Grammar School, Tadcaster.

O. T. Robert, B. ès L., Whitechapel Foundation School, E.

M. Verdon, Grammar School, Rotherham.

* * *

The Annual General Meeting will take place, as already announced, at Birmingham on January 4 and 5. There will

be a conversazione on the evening of January 3, and a dinner on the next evening. The two principal discussions will be on Holiday Courses, and on the question, What command of English should a child possess before he begins the study of a foreign language? The meeting may also hope to hear some addresses from the professors of the University.

Mr. H. M. Cruttwell, of Harrow School, has kindly consented to correspond with members (men only) who wish to hear of families in France and Germany with whom they can reside when they go abroad for study. The information collected by the Association has been placed in Mr. Cruttwell's hands, and all communications on the subject should be addressed to him at Byron Hall, Harrow.

Miss M. L. Hart, of the Sydenham County Secondary School, London, S.E., has kindly undertaken the work connected with the Travelling Exhibition and the Catalogue of Books contained in it. Correspondence should be addressed to her at the School, Sydenham Hill Road, S.E.

GENERAL COMMITTEE.

The following ten members retire by rotation at the end of the year, and are not eligible for re-election till the beginning of 1913: Messrs. Andrews, von Glehn, Hutton, Latham, Lipscomb, Miss Lowe, Mr. Norman, Miss Pope, Messrs. Saville and Ware.

Mr. Houghton has resigned his membership of the Association.

Nominations for these eleven vacancies must be sent to the Hon. Secretary by December 1.

Any member desiring to propose a resolution at the General Meeting must, in accordance with Rule 25, send it to the Hon. Secretary for submission to the Executive Committee before November 25.

NORTH LONDON BRANCH.

By kind permission of the governors of the school, the last meeting was held, on Friday, October 20, at the Central Foundation Girls' School. The subject for discussion was 'Holiday Courses; their Advantages and Disadvantages,' and some of the Association's lantern slides were also shown. It was a pity that so many members were unable, for various reasons, to attend this meeting, because, although there were no set papers, the discussion was interesting and the subject of importance. Several letters were read from members and friends who were unable to attend, and who wished to express their opinions in some way. The following extracts may help to show the trend of opinion on Holiday Courses:

'My own view (which I should have been glad to hear discussed) is that the grants given by the London County Council to teachers attending a course would be more profitably employed if awarded merely to defray the expenses of a stay abroad. My experiences of the Holiday Courses—and I have attended those at Marburg, Jena, and St. Valéry—is that, apart from the opportunity of hearing good lectures, one loses more than one gains. One's ear is tortured by American, Scotch, Irish, Polish, or Russian pronunciations of the language of the country, and the whole atmosphere is unnatural. Personally I now prefer to renounce an L.C.C. grant, rather than spend a holiday in one of these international colonies, and find it far more profitable and pleasant to live the ordinary life of the country in some place where I am the only foreigner.'

'In a small country town (speaking of Lisieux in 1899) there is always the difficulty of suitable private accommodation, and the value of the course is not as great as it might be if large numbers have to be together in hotels. The lectures and lessons were quite useful, but, as in most non-University courses, the pronunciation was not taught by means of phonetics.'

'I was fortunate here (Bayeux, 1904) in staying with the head-master of the college, and the opportunities for conversation were excellent; and in this direction I came off better than in any other visit I have made, both the host and hostess being well educated, intelligent, and really good conversationalists.'

'The advantages of this course (Edinburgh University) were confined to the actual work of the course, and in this respect there was no comparison between this and the other courses I have attended. The lecturers were University Professors of standing, including Professor Passy for phonetics; the classes for conversation and composition were small and well graded, and serious careful work and preparation were insisted upon. Altogether, the work done was more serious and effective than in the other cases.'

'I have been to five—Bayeux, Paris, Tours, Neuchâtel (twice)—and have usually gained something good from all, but largely because I have always, except once at Neuchâtel, been the only English person in the house I was boarding in. At Bayeux I gained an insight into a French middle-class family, among Roman Catholics very much under the influence of priests. I found this almost more interesting than the lessons and lectures at the college, though I did gain a good deal from the lectures; here, too, I became acquainted with a French girl who studied botany, and, as I was, too, very interested in that science, we worked together, and I gained quite a valuable new French vocabulary. I also became friends with an English woman with High Church tendencies, and, as she was a good linguist, we discussed Ritualistic problems together in French. I went in for the examination here, which was under the supervision of the University of Caen, and received a first class with several other students.

'In Paris I lived in the famous "Quartier Latin," near St. Germain des Prés, and went every day to the "Alliance Française" College; here there were far too many students for any individual work to be done. The lectures were splendid, but the conversation classes were generally a failure. They were held by young Frenchmen who suggested a subject, and usually ended by giving a small discourse on the same themselves. I spent most of my time with a young Swedish lady, a German girl, and an Englishman, so that we at least spoke French pretty nearly all the time. I grew to know Paris and Parisian life fairly well, and certainly enjoyed the lectures and phonetic work. I visited, too, the Guilde, and attended one or two classes there, by kind invitation of the secretary, Miss Williams. I should say that this latter course would be very much the better for young students and those wanting personal help.

'At Tours I was lodged in a convent, and, being again the only English-speaking person in the building, I spoke French and heard French all the time I was not at the college. Owing to this I benefited more from my stay in Tours than from any holiday abroad I had ever had. The excursions were well planned by the English representative, and the social intercourse afforded by these very agreeable; there was little, however, except on excursions. I might mention that I did not want to stay in the convent, but my rooms at the hostel were not vacated as I expected, and the rooms in the convent were found me instead. I was well and comfortably housed, and, as far as French went, much better off in many ways.

'The classes here were some of the best I have ever attended; but, except for the literature, there was too much poor French heard, the classes too large, and correction of mistakes therefore impossible.

'In Neuchâtel I was always happy, having lived there sixteen months previously, and thus knowing the folk and understanding them too. The classes here are good, and would be excellent if smaller and not so filled with German students; this causes the French to be "heavy" and the mistakes to be all "Germanic." This is a good and well-managed course, though social life is almost altogether lacking.

'The first one I ever attended was here, and I learned an enormous amount from it, taking an examination at the end; this was well conducted, and much more thorough than at any other course I have been to since.'

It seemed to be the general feeling of the meeting that what was really desirable was a grant that would enable the holder to spend his or her summer holiday in a French or German family of good education, where the time could be more profitably spent than in a *milieu* of all English or of a mixed nationality. It was thought that certain foreign Professors and schoolmasters might be quite willing to accept holders of these grants on the terms arranged by municipal bodies, who could be urged to allow of their use in this way, rather than enforce attendance at any specified course. It was also suggested that the Modern Language Association might be induced to start a course of its own, run on similar lines to that now held at Kensington each summer, under the control of the University of London.

Mrs. Bryant has kindly invited members of the North London Branch to meet at the North London Collegiate School on Friday, November 17. Miss Fergie has consented to open a discussion on 'The Teaching of Free Composition.'

WEST LONDON BRANCH.

This Branch held the first meeting of its second season on Friday, October 20, at St. Mary's College, Lancaster Gate. There was a good attendance, though the committee regretted that the change from the usual day of the meeting had resulted in their choosing the same day as the North London Branch.

The subject of discussion for the evening was, 'Methods of teaching Modern Languages in Germany,' and a most interesting and suggestive paper was given by Miss Burger, of St. Mary's College. After a short outline of the history of language teaching in Germany, Miss Burger gave a full account of present conditions there. As a result of the arguments of the reformers, led by Viëtor, the Direct Method was introduced into the schools and followed for ten years, and at the end of that time many teachers were convinced that this method was unsatisfactory in many respects: the knowledge acquired by the pupil was superficial and confused; the subjects treated, confined as they were to 'Realien,' proved inadequate to maintain interest and activity of mind among the older pupils; the grammar was neglected entirely or insufficiently taught; finally, the method did not offer that opportunity of mental development which must be the result of all true education. The method at present general in the schools is a compromise between the views of the ardent reformers and older methods.

The paper was followed with keen interest by the audience; many members took part in the very animated discussion afterwards, and their arguments seemed to show that the experience of teachers of languages in England would lead them to disagree in many respects with their German colleagues.

The meeting closed with a vote of thanks to Miss Burger for so kindly reading a paper, and to Miss Powell for permission to use the school hall.

L. C. B.

THE POLYGLOT CLUB, LONDON.

THE Polyglot Club was founded in December, 1905. Its objects, according to its statutes, are—

To bring together for social and literary purposes ladies and gentlemen of all nationalities interested in languages, travel, and foreign countries.

To promote interest in languages and their literature.

To organize meetings, lectures, and debates.

To bring into contact those mutually interested in pursuits of an international and universal character.

To keep a Register of members desirous of exchanging conversation (or correspondence) in foreign languages.

London has become a cosmopolitan capital; the spirit of brotherhood is abroad; and the want of a centre for intercourse is severely felt by strangers in the vast metropolis.

Not less important is the study of foreign languages. The command of at least one is absolutely essential to all who adopt a commercial career, and not less so to all who seek self-improvement.

To supply these wants was the idea that animated the founders of the Club. It has secured the patronage of many foreign Ambassadors and persons of note interested in furthering good understanding and friendship between the nations of the world. We may mention here H.R.H. the Duke of the Abruzzi; H.E. Paul Cambon, the French Ambassador; H.E. Count de Benckendorff, the Russian Ambassador; the Marquis of San Giuliano; H.R.H. the Princess Alexis Dolgorouki; Colonel Don Pedro Suarez; H.E. Señor Don Santiago Perez Triana; Arthur Diosy; Dr. Fridtjof Nansen; Lord Avebury; Lord Reay; George Brandes; Sir William Ramsay; Professor Skeat; Professor Viëtor; Sir Donald Mackenzie Wallace; Dr. L. Zamenoff; Major-General Sir Alfred Turner, K.C.B., President of the Club; Sir Thomas Barclay, Chairman of the Council of the Club; Consul J. T. Grein, Vice-Chairman, etc.

The Club, which numbers over 250 members, has the use of excellent rooms on two nights every week at 4, Southampton Row, but hopes to secure premises of its own as soon as the increase of members should warrant such a departure. Lectures, debates, and readings are taking place at the Club rooms in the English, French, German, Italian, Spanish, and Russian languages. Very popular are the Club's 'At Homes,' with music and recitations in different languages. The 'Liederabende,' first started by the German section and then taken up as 'Musical Evenings' by the French and Italian sections, have been very successful. Several house dinners and the grand annual banquet attract many of the members and their friends to the Waldorf Hotel, and prove most delightful functions. A spirit of brotherhood and friendly feeling permeates all the gatherings of the Club, which is non-sectarian and non-political.

The lectures of the different sections of the Club touch on the most varied subjects. Very interesting proved Herr H. Meyer's lecture on the modern German poet, Detlev von Liliencron, and Mr. C. N. Faminsky's on 'Solovieff as Poet and Thinker.' Other lectures for the current term are on 'Robert Schumann,' 'Jeunesse de Napoléon,' 'The East *v.* the West,' 'L'Etruria che fu, la Toscana che è,' 'Die Moderne Frau und die Mode,' 'La Femme au XVIII^e Siècle,' 'Impressions of Poland,' 'El Porvenir de la Lengua Española,' etc.

Membership of the Club admits to all the arrangements of the different sections. The annual subscription is £1; the entrance-fee, of the same amount, is not levied on members of foreign nationalities.

Further particulars may be obtained from the Hon. General Secretary, 5 and 6, Clement's Inn, Strand, W.C., or the Hon. German Secretary, 25, Gleneldon Road, Streatham, S.W.

INTERNATIONAL CORRESPONDENCE.

THE German report has just appeared, and the figures given are most disconcerting. For the year 1910-11 Professor Hartmann has received from German teachers requests for 1,916 English correspondents for their pupils, whilst for that large number there were only fifty-two responses from Great Britain, and even of these thirty-four were from one single Scottish school, leaving in the whole of Great Britain outside this one school only eighteen scholars who presumably desired an exchange of knowledge or friendship with German boys and girls.

To the Germans it must seem as if our boys and girls do not want to make friends. Teachers know that this is not the case—that, in fact, for one pupil who actually studies German there are a hundred who at least make a pretence of learning French, and that if there is a lesson to be 'dodged' it is usually the German lesson. But though this may be true, it is not all the truth. The teachers of German have never advocated the exchange of letters as the teachers of French have, and this is a pity, for if they seriously want to encourage the study of German they should utilize a method which supplies interest.

Dr. Martin Hartmann, Fechnerstrasse 6, Gohlis-Leipzig, requires with all applications for correspondents the full name, age, school address, school standing, and social position of parents. Threepence should be sent with each name to defray the expenses. The German organization is most thorough, but Professor Hartmann has no Government fund to draw from.

As regards the French section, it will simplify the work of Miss E. A. Lawrence (Bank Buildings, Kingsway) greatly if English teachers of French will forward her their names and notify any change of address, as the new list for France should be in print in November at latest.

CORRESPONDENCE.

WITH reference to the two letters which appeared in MODERN LANGUAGE TEACHING for October, if Mr. Bridge will allow me to say so, I think he makes out an excellent case for himself—as Mr. Bridge. But I am not sure that he succeeds completely in clearing himself as Secretary of the Modern Language Association. I still have doubts whether he fully realizes the responsibility of seeming to speak with the weight of a thousand Modern Language teachers and students added to his private opinions. If the Association is satisfied, well and good ; if otherwise, the Annual General Meeting is not far off, and questions may be asked. There was a kind of understanding in my time that the Secretary should endeavour to sink his little personality, for the time being, in the larger body of the Association. Mr. Bridge notices in his letter that my views differ on certain points from his own. I held equally strong views on such matters in the days when I was Secretary, but I hope I did not express them loudly so long as I was Secretary of an Association which does not pledge itself to any particular doctrine.

The appeal, towards the end of Mr. Bridge's letter, to retrograde steps taken in another country is significant, and, to me, saddening. I have myself seen Modern Language teaching in France, Germany, and other countries abroad. I am very glad to be able to say that the Modern Language work which I have seen in some schools in England during the past few years appeared to me infinitely better than anything I saw in France or Germany. For once we in England are well ahead of the average German and French secondary school in something. I trust there are

some vigorous members of the Modern Language Association who will see to it that the best English work is not brought down to the level of less effective work elsewhere—particularly at the suggestion of a person who can use their name and influence for this or any other purpose.

YOUR PREVIOUS CORRESPONDENT.

November, 1911.

REVIEWS.

The French Renaissance in England: An Account of the Literary Relations of England and France in the Sixteenth Century. By SIDNEY LEE, D.Litt., LL.D. Pp. xxiv + 494. Oxford: Clarendon Press. Price 10s. 1910.

This is not the place in which to attempt a detailed criticism of Sir Sidney Lee's bold excursion into an unexplored realm of comparative literature, and, indeed, only a specialist uniting an unusual knowledge of both French and English could attempt such a task with success. The author himself possesses that knowledge, combined with an easy and attractive style that carries the interested student over the hard places of scholarship, and makes the book pleasant reading even for those who have no claim to similar profundity, or to so wide a range.

It has so commonly been stated that England's debt to French literature in the sixteenth century is comparatively unimportant that Sir Sidney's proofs and conclusions are at times almost startling. He does not invariably seem to substantiate his case; we think, for example, that he ascribes too much to France, and not enough to direct Italian influence in the cases of Wyatt and Surrey; he does not convince us, perhaps is not convinced himself, that Elizabethan native drama owes anything of value to the French. But the work is much more important than these details. It marks a new epoch in the study of comparative literature—the only kind of literary history that is ultimately sound and well balanced.

Sir Sidney Lee has completely proved the truth of his concluding words: 'None who compare the two literatures are likely to question the justice of the conclusion that a knowledge of the literary activity of contemporary France is essential to a sound conception or estimate of the literary forces at work in England throughout the period of the Tudor Sovereigns' rule.' That forcible statement is in itself a discovery. No student of English literature can afford to neglect the steps by means of which it is reached.

The Elements of Language. By F. H. CHAMBERS, M.A. Pp. xv + 218. Printed for the Author by J. W. Rudduck and Sons, Lincoln. Price 1s. 6d. net. N.D.

This is a schoolmaster's practical attempt to teach the elements of English and Latin grammar in an unconventional but sensible way, to boys whose career at a secondary school is limited to three or four years. The root idea of the method advocated is 'to eliminate from the elements of language rules and formulæ of any sort, and to teach from first principles only.' Put more simply, Mr. Chambers tries to answer the small boy's question, 'Please, sir, what is it for?' with regard to case, voice, mood, and all other forms, which remain mere names to most children who are conversant with old-fashioned definitions that explain nothing to the uninitiated.

The book is well worth examination by those who are not afraid to welcome originality in method if it seems likely to promise good results. They will possibly be even more inclined to think well of the writer if they begin with his humorous examples of what he is pleased to call Equi-connection and Sub-connection, in the last paragraph in the book.

Browning's Men and Women, 1855. Edited by G. E. Hadow. Pp. xxii + 350. Oxford: Clarendon Press. Price 3s. 6d. 1911.

This edition is an exact reprint of the original edition of 1855, with the addition

of indices of titles and first lines, and of an introduction and notes.

Miss Hadow's Introduction, while it contains nothing very new or individual, gives a sane and well-balanced appreciation of the poet's work, which says all that is necessary by way of preface. The notes would be more satisfactory were they content to explain difficulties without any attempt to point out beauties and literary qualities. See *e.g.* that on 'Up at a Villa.'

On the whole, however, this is a useful and scholarly little volume.

The Poetry and Life Series: Keats and his Poetry. Edited by W. H. HUDSON. Pp. 95. Price 8d. *Coleridge and his Poetry.* Edited by K. E. ROYDS. Pp. 122. Price 10d. *Gray and his Poetry.* Edited by W. H. HUDSON. Pp. 111. Price 10d. Messrs. Harrap and Co. 1911.

These little books are compiled on a somewhat novel plan, the biography of the writer being used as 'a setting, as large as space will permit, of his representative poems.' 'Biography and production' are 'considered together, and in intimate association.' These specimen volumes appear to be well edited and satisfactory. Doubtless they will supply a want. It is certainly the right method with young readers to help them to love and sympathize with the man and his poetry, before attempting to show these in relation to the main stream of literary development.

Sound Charts. By F. RAUSCH AND DANIEL JONES. Price 12s. 6d. net the set of nine, 1s. 6d. each. Dent, 1911.

These wall charts of the vowel sounds seem to meet a distinct classroom need. Hitherto the pictorial representation of the true position of lips and tongue has been found only in books; something was needed which would focus the attention of the class, as a wall map does in geography. These charts are 17 inches long and 22 inches broad; they contain each a picture of the lower half of a face, illustrating the position assumed by the lips and tongue for the vowel that is being dealt with—(*a*) front view, (*b*) side view, (*c*) in section. Diagrams show the lip position and the angle of the jaws, and brief notes ind cate the part played by lips, tongue, soft palate, vocal chords, and breath. The chart for each vowel is remarkably clear and excellently got up. Experiment in the classroom shows that they are a valuable reinforcement to the teacher who bases the work of the class on phonetic drill. It might be an advantage if, in a second edition, a thin sheet of cardboard were attached to the lower half of each chart, to hide the symbol when it was necessary for the class to see only the pictured representation of the organs of speech in position, and not the symbol itself.

Two symbols, œ and **a**, are omitted. In the **O** chart the shape of the mouth seems hardly round enough.

Daudet's Le Petit Chose. Part I. Edited, with Notes and Vocabulary, by WILLIAM ROBERTSON, M.A. Price 1s. 6d. Harrap, 1911.

A light and handy little edition, presenting the usual features of Harrap's Modern Language Series. Of 189 pages, the text occupies 129, notes in English on the text 12, and a French-English vocabulary 47.

Voyage en Espagne. Par THÉOPHILE GAUTIER. Siepmanns's French Series for Rapid Reading. Pp. x + 125 (text pp. 88, English notes pp. 12, vocabulary pp. 25). Price 1s. Macmillan, 1911.

We cannot have too many of these light and well-printed editions of nineteenth-century prose. With a Sixth Form library well stocked with this and similar series, there is no excuse for lack of knowledge of the French masterpieces.

Alexandre Dumas (père): Pages Choisies. Par B. L. TEMPLETON, M.A. Cours de français et d'allemand (méthode directe) publié sous la direction de D. L. Savory, M.A. Pp. 184. Price 2s. Oxford University Press, 1910.

This is indeed a welcome book. Printed with all the attention to charm of detail in paper and type which characterizes the Oxford Press, it possesses many features which are new, we think, in the Press's publications. To begin with, the book is in French from cover to cover. The six extracts it contains—Les Deux Prisonniers,

L'Evasion de Dantès, L'Île de Monte Cristo, L'Occupation du Bastion Saint-Gervais, La Captivité du Duc de Beaufort, and L'Evasion du Duc de Beaufort—are followed by 68 pages of unilingual vocabulary. This French-French vocabulary is further enriched by the phonetic transcription of each word. At the end of each extract is a questionnaire on the subject-matter, and grammatical exercises. 'Dans tout le volume pas un mot anglais, pas un exercice de traduction. Il est rigoureusement composé sur les données de la méthode directe.' We congratulate Mr. Savory on so auspicious a beginning of his new series.

Les Mésaventures de Jean-Paul Choppart. Par LOUIS DESMOYERS. Edited, with Notes, Vocabulary, and Exercises, by C. Fontaine, LL.D. Pp. iv+185 (text pp. 102, English notes pp. 18, French-English vocabulary pp. 45, brief questionnaire pp. 7, paraphrases for translation into French pp. 10). Price 1s. 6d. Heath.

La Jeune Sibérienne. Par XAVIER DE MAISTRE. Edited, with Exercises, Notes, and Vocabulary, by C. Fontaine, LL.D. Pp. iv+121 (text pp. 66, questionnaire pp. 5, paraphrases for retranslation pp. 8, English notes pp. 10, French-English vocabulary pp. 28). A useful feature is a page on the pronunciation of Russian words occurring in the text. Price 1s. Heath, 1911.

Madame Thérèse. Par ERCKMANN-CHATRIAN. Edited, with Introduction, Notes, and Vocabulary, by Edward Manley. Pp. xiv+167 (text pp. 118, English notes pp. 14, French-English vocabulary pp. 35). Price 1s. 6d. Heath, 1910.

Useful editions of popular reading matter suitable for classes working on the translational method.

Le Bon Petit Henri. MME DE SÉGUR. Edited, with Vocabulary, Notes, and Questionnaire, by F. W. M. DRAPER, B.A. Pp. 52. Paper covers. Nutt, 1911. Price 4d.

Le Roi de France et de Navarre. DUMAS. Edited, with Vocabulary, Notes, Questionnaire, Exercises on the Direct Method, and Materials for Free Composition, by F. W. M. DRAPER. Pp. 74. Paper covers. Nutt, 1911. Price 6d. net.

Embrace, as the title-pages show, all the virtues of the Old Method and most of the virtues of the New. The Dumas is intended for a term's reading for a Middle Form, at the rate of four pages a week. The subject-matter, which is well printed on good paper, needs no commendation.

Gasc's Little Gem French Dictionary. Edited by MARC CEPPI. Bell, 1911.

A dainty little pocket dictionary 5½ by 2¾ inches, weighing less than 4 ounces, printed in clear type on good paper, a miracle of lightness and compression. Should prove a great boon to travellers.

English-French Unseens. Selections for French Prose Composition. By J. E. MICHELL. Blackie, 1911.

A book compiled for examinations, and candidly owning its aim. 'Provided that the pupil has a clear notion of the meaning of words in his own tongue, a *passable* piece of French can be easily written.' (The italics are ours.) Against the innovation of an alternative which the 'reformers' have dubbed 'Free Composition,' 'the average candidate cannot be too strongly warned—at any rate for the present.' Is it too much to hope that a more intelligent race of examiners will presently arise who will insist on evidence of a real power of self-expression in French for a pass, and render such books as these an unprofitable speculation to the publisher?

L'Aventure de Jacques Girard. Par M. STÉPHANE. Edited, with Notes, Exercises, and Vocabularies, by T. H. BERTENSHAW, B.A. Longman's French Texts: Elementary Series. Pupil's edition, 6d. Pp. 78. (Twenty-nine pages text, the rest vocabulary, etc.)

For whom is this series intended? Three types are in use: 'Letters in thick type are pronounced; letters in italic are silent.' So *donc* and *Luxembourg* are spelt with finals in italics, while the *ll* in *mille* are in thick type. Yet *de temps en temps* is in the normal type, and the beginner is left to struggle with it unaided. There is on every page the added distraction of asterisks, for fear the pupil should miss the priceless blessing of a single note. At any rate the book is meant to be read aloud; there is that much gain. But pro-

nunciation is not to be taught by such devices as the above, and it is tragic to watch attempts at these short-cuts to accuracy by typographical devices. Similar 'tips' mar the exercises. 'Words in parentheses ( ) are to be translated or are explanatory; words in square brackets [ ] are to be omitted.' It is conceivable that a boy trained in this way might pass one of our present-day easy examinations. He will neither have been taught to think nor to speak French.

Intuitive French. A Year's Course for Beginners. By M. VERDON. Pp. xvii+185. Methuen, 1911. Price 2s.

The introduction contains several note worthy misstatements on the subject of the 'revolution' in Modern Language teaching such as challenge attention, even if they reveal considerable limitations in experience on the part of the author. It is amusing to read that reformers have 'entirely discarded' grammar and 'relegated the written language to the background,' and have 'neglected to avail themselves of whatever knowledge their pupils already possessed of one language—viz., their mother-tongue.' It is engaging to hear that 'a judicious and limited use of the English language during the French lesson will not only prove to be no hindrance to fluency, but will be of great assistance in rectifying the judgment and insuring accuracy.' After this it is a little startling to find that the author is a 'warm advocate' of the New Method, and that in his book he adopts its 'fundamental principles.' One is tempted to ask whether he has either studied the books bearing upon the methodology of the New Method (*e.g.*, Jespersen), or seen any lessons given in it by competent teachers. His description (p. vi) of a lesson based on current First Year Courses is a travesty of the ideal lesson, and one is forced to conclude that M. Verdon's experience has been unfortunate. His views on the way in which the difficulties of pronunciation are mastered are touching in their simplicity: 'When every word will have been . . . mastered with regard to pronunciation, this being achieved by repeatedly bringing it out in the conversation.'

Yet 'the sounds of the language should be systematically taught at the very beginning,' and Viëtor's Sound Chart is recommended.

The introduction reveals an earnestness combined with confusion of thought and ignorance of the first principles of the New Method which is really pathetic. The subject-matter of the book is most conscientiously done, and would lend itself in the hands of a good teacher to better results, certainly, than those produced by the Old Method. Had the book appeared in 1900, we should have welcomed it as an honest attempt after a science in which all were feeling their way. In 1911 it seems somewhat antiquated.

FROM HERE AND THERE.

WE have much pleasure in announcing that the Master of University College, Oxford, Dr. REGINALD W. MACAN, has accepted the PRESIDENTSHIP OF THE MODERN LANGUAGE ASSOCIATION for next year.

Dr. MACAN studied at Jena and Zürich as well as at Oxford. He was spokesman for the '*ausländische Universitäten*' at the Inaugural Meeting of the Historical Congress in Berlin some three years ago, and has since represented the University of Oxford at the Jubilee Celebrations of the Universities of Leipzig and Berlin. Though his teaching and literary work have lain chiefly in the department of Ancient History, he is keenly interested in German life and letters. In 1879 he delivered a course of lectures at the Royal Institution on Lessing, and at the last Oxford Summer Meeting he gave three lectures on Goethe's Life and Works. On November 23 he will lecture at the Taylor Institution on the '*Zueignung*' of Goethe. He is a Vice-President of the Oxford

German Literary Society, and has on several occasions addressed the Society in German. He is a D.Litt. of Oxford and Hon. Litt.D. of Dublin.

Those who were present at the Oxford Meeting in 1909 will remember his presence at our dinner in Magdalen College, the interest he showed in the Association, and his happy after-dinner speech. We feel sure that all our members will heartily welcome his occupancy of the Presidential Chair.

We record with pleasure the appointment of Professor Michael Sadler to the Vice-Chancellorship of the University of Leeds. He was President of the Modern Language Association in 1904, and has been a member since 1897.

BANGOR UNIVERSITY COLLEGE.—Miss Ethel Steel, M.A., English Mistress, Priorsfield School, Godalming, has been appointed Warden of the University Hall for women students.

CAMBRIDGE UNIVERSITY.—The Charles Oldham Shakespeare Scholarship has been awarded to W. E. Womersley, of St. Catharine's College.

DUNDEE.—Mr. W. Stede, Ph.D., Assistant Lecturer in German in Liverpool University, has been appointed Lecturer in German.

Mr. S. G. DEED, M.A., of the Grammar School, Cirencester, has been appointed Headmaster of the Grammar School, Maldon.

Miss EVELYN B. LOWRY, B.A., Wales, has been appointed French Mistress in Stowmarket Secondary School.

We offer our congratulations to Professor A. LUDWIG, *Officier d'Académie* of the Huddersfield Technical College, on receiving the title of *Officier de l'Instruction publique*.

Mr. G. E. PITT, Senior Modern Language Master of King Edward's School, Camp Hill, Birmingham, has been appointed Headmaster of the Modern School, Bedford.

We are sorry to learn that, owing to continued ill-health, Professor PAUL PASSY will be unable to lecture this session at the École de Hautes Études, Paris. His place is to be taken by Monsieur G. Camerlynck, whose name will be familiar to our readers as joint-editor of the *Revue de l'Enseignement des Langues Vivantes*. He will give a *cours de phonétique comparée appliquée à l'enseignement des langues vivantes* (one hour a week throughout the session).

Dr. and Mme PASSY have taken a large chalet at Château d'Oex, above Montereux, in the Canton de Vaud, Switzerland, for the winter, and would be glad to receive there children or students who wish to learn French and enjoy winter sports. The chalet is at an altitude of 3,000 feet, and should be very healthy for delicate children.

Madame LOUIS GUILMARD, Le Grand Montrejean, près la Maître-Ecol, Angers, would be glad to receive into her home one or two boarders, preferably brothers. She is warmly recommended by Mrs. N. E. Ife, 15, Victoria Road, Clapham Common, London, S.W.

One or our members has just published *Zwölf Deutsche Volkslieder*, to which he has composed the music most attractively. The German text has been supplied with an English rendering by Mr. J. W. Williamson. The composer, 'Hugo Neumann,' is Mr. E. H. Raven, of the County School, Acton, London, W. The price is 1s. 6d., and copies may be obtained from Mr. Raven, Little Tring, Eagle Road, Wembley, Middlesex.

EDITORIAL NOTE.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 15th of February, March, May, June, July, October, November, and December. The price of single numbers is 6d.; the annual subscription is 4s. The Journal is sent free to all Members of the Modern Language Association who have paid their subscription for the current year.

Applications for membership should be addressed to the Hon. Secretary, Mr. G. F. Bridge, 45, South Hill Park, London, N.W.

All subscriptions to be sent to the Hon. Treasurer, Mr. F. W. M. Draper, City of London School, Victoria Embankment, London, E.C.

Members wishing to receive or to discontinue receiving the MODERN LANGUAGE REVIEW are particularly requested to communicate with the Hon. Secretary. The subscription (7s. 6d. per annum) should be sent to the Hon. Treasurer at the same time as the annual membership subscription.

Contributions and review copies should be sent to the Editor of MODERN LANGUAGE TEACHING, 45, Ladbroke Grove, London, W. The Editor is assisted by an Advisory Committee, consisting of Messrs. R. H. Allpress, F. B. Kirkman, Miss Purdie, and Mr. A. A. Somerville.

The Hon. Secretary will be glad to receive from members the addresses of well-educated families on the Continent willing to receive English guests, which can be recommended to students and teachers wishing to study abroad. The addresses of houses where an English guest is not likely to meet any other English people are specially desired. Names of families should not be sent unless the member can recommend them from personal knowledge. Full particulars should be given.

Communications on the undermentioned subjects should be addressed to the persons named:—

Exchange of Children: Miss BATCHELOR, Grassendale, Southbourne-on-Sea, Hants.

Loan Library: A. E. TWENTYMAN, Board of Education, Whitehall, S.W.

Magic Lantern Slides: H. W. ATKINSON, West View, Eastbury Avenue, Northwood, Middlesex.

Residence Abroad (Women): Miss SANDYS, 30, East St. Helen's, Abingdon; **(Men)**: H. M. Cruttwell, Byron Hill, Harrow.

Correspondence on all other subjects should be addressed to the Hon. Secretary.

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMANN

WITH THE ASSISTANCE OF

R. H. ALLPRESS, F. B. KIRKMAN, MISS PURDIE, AND A. A. SOMERVILLE

VOLUME VII. No. 8 **December, 1911**

THE ENGLISH SYLLABUS IN SECONDARY SCHOOLS.

THERE is a growing recognition of the importance of English in the secondary school curriculum. Educational authorities are recommending that more and yet more time be given to it. There are three main causes of this increasing prominence.

In the first place, secondary schools deal largely, and will deal yet more largely, with pupils whose homes equip them with faulty English. The French and Latin teachers at least cultivate virgin soil; their English colleague must add to his task the eradication of weeds.

Secondly, even those homes where the mother tongue is spoken correctly—more or less—throw more and more work on the English teachers. This is a part of the present social tendency to make school the child's universal provider, a tendency well illustrated by that frequent refrain to 'Letters to the Editor': 'Why are not these things taught in our schools?'

Letter-writing is now a settled school subject. Parental supervision of recreative reading is the rarest thing; children are allowed free access to newspapers, magazines, and the fiction department of public libraries. Consequently, their taste and their diction are injured, and the English syllabus must now include extensive reading of standard fiction.

Thirdly, all pupils' progress in one important department of English—namely, composition—is retarded by the prevalence, in all social classes, of slipshod colloquial English. There is no space here to discuss the cause of this tendency; its result is to make yet further demands of the English curriculum in our schools. As a people we give less time and thought to the cultivation of our own language than did our grandfathers; conse-

quently, as pedagogues, we are obliged to give much more.

And yet, with all its importance, the English syllabus is the least efficiently organized of all in secondary schools. There exists no recognized scheme for correlating its four main branches, composition, grammar, literature, and elocution (*i.e.*, recitation and reading aloud).

Take, for example, the literature syllabus. It is not too much to say that it is chosen almost at random. Teachers are guided by a general belief that, with the goodly stock of English classics to pick from, one cannot go far wrong, and that all that need be considered are the capabilities of the class and the books already studied. 'Let us set *Hiawatha* for IIIB,' we say. 'They love it at that age.' Or, 'This new *Selections from Dickens* is nice; that will do for the Fourth Form.'

Surely, when we consider the many aims we want to fulfil in our English lessons—the formation of taste, the training and disciplining of the emotions; the cultivation of the imagination, and of the faculty for interpreting the thoughts of others; the enlargement of the pupils' vocabulary and phraseology; the faculty of criticism and discrimination; the power of self-expression—when we consider this list, which is not exhaustive, we shall agree that the literature syllabus must be chosen with strict regard to certain governing principles, which we must carefully formulate. Nothing, not an eight-line poem, must be selected for a lesson, until we have satisfactorily answered the question: 'Why do I teach that?'

It is this very importance of English, its large share of space in the time-table, that has caused it to be less carefully organized than other subjects. English is obliged to be the work of many hands. For example, in the First and Second Forms, where English occupies at least two-thirds of the syllabus, it is naturally in the charge of the junior Form teachers, who take nearly all subjects with their own Forms. The head English teacher has little or no supervision of the syllabus; perhaps he or she may recommend a poetry book or a reader, but control stops there, as, indeed, it ought. It is not the supervision of one individual that is needed or possible in this many-branched subject, but a permanent system of correlation throughout the school. The literature, recitation, grammar, composition, and dictation lessons must all further each other's aims as far as possible. These aims are too many, and the time is too short, to allow any wastage of effort. For example, if there are elocution classes held, many, if not all, of the pieces studied must be an integral part of the English scheme. There must be correlation between the grammar and the composition lessons. And, above all, the faculty for learning by heart, so strong between the ages of eight and twelve, should be utilized according to a definite scheme that has regard to the

study of literature at a later stage, so that a variety of types and forms are acquired—a ballad, an ode, a nature poem, a romance, a dramatic scene, blank verse, allegory, personification, and so forth. So abundant is the store of English literature that in making such a scheme it is easy to give the children the literature that is best for their present ethical, æsthetic, and intellectual training. Such training should, of course, be the first consideration in drawing up the English scheme, since childhood is part of life as well as preparation for life.

What form shall the required scheme take? It seems best to base it on the literature syllabus, and to correlate to it the composition, grammar, and recitation. It is obvious that the question 'what book shall be used?' is of more importance in the literature lesson than in a lesson on abstract making, paraphrase, analysis, or recitation.

We must, then, first make a scheme for the teaching of literature, a scheme that is to be 'for all time'; that is to provide an ideal syllabus for all the years of school life. We might proceed to do this as follows:

1. We collect all the pieces of literature that occur to our minds as suitable for school study, and arrange these pieces on a list in order of suitability to the various Forms of the school.

2. We examine this list and consider the reasons why we have chosen each piece, and we label every piece with its aim or aims. Many pieces, of course, will answer several aims.

3. From this labelled list we make a summary of our aims and arrange them in tabular form.

4. From the graduated list of pieces we now make a 'short list' that is to be our permanent syllabus.

5. Lastly, the syllabus may be arranged on a large chart, the pieces to be studied by each Form being entered and classified according to the aims they fulfil; a column may be reserved to record the type and forms of literature of which the pupils are gaining knowledge throughout the school. The grammar and composition syllabuses can be entered on the chart side by side with the literature, and the elocution can be incorporated with it.

The tabulation of aims would give something like this:

A.—Immediate Influence.

I. Ethical and Æsthetic; to exercise the imagination and discipline the emotions.

1. To bring into the imagination the glamour of Romance (example: *The Lady of Shalott*).

2. To rouse enthusiasm for the glory of Heroic Action (example: *Ivry*.)

3. To rouse Patriotism (example: *The Charge of the Light Brigade*).

4. To kindle interest in Historic Events and Persons (example: *The Bard*).

5. To discipline the emotions by the Tragic and Pathetic (examples:

Shakespeare's Tragedies ; De Quincey's *Joan of Arc*).

6. To teach the reality of the influence of Nature and to train the power of observing Nature (examples; Wordsworth's *Daffodils ;* Kingsley's *The Water Babies*).

7. To train a sense of Reverence and taste for the Sublime (example: *The Destruction of Sennacherib*).

8. Ethical teaching ; lessons on

(*a*) Retribution (example: *The Inchcape Rock*) ;

(*b*) Justice (example: *The Pied Piper*) ; etc.

9. To train the power of enjoying beauty for its own sake (example: *Kubla Khan*).

II. Intellectual.

1. To train the faculties of discrimination, judgment, and criticism by instruction in

(*a*) The principal forms of literary expression.

Poetry: Epic, dramatic (tragedy and comedy), lyric (sonnet, ballad, ode, lament, panegyric, etc.), narrative, descriptive, etc.

Prose: The essay (critical, personal, philosophic, descriptive); the novel (historical, of character, of adventure).

Poetry and Prose: The satire; the pastoral ; the romance.

(*b*) The principal elements of style.

Diction: Vocabulary (the old English, French, and Latin elements) ; figures of speech ; sentence types, etc.

Metre.

(*c*) The main epochs in the history of literature (examples: Chaucer, the Renaissance, Milton, the Age of Reason, the Romantic Revival).

2. To train taste and create a preference for the best literature,

(*a*) By limiting all study, intensive and extensive, to good literature ;

(*b*) By the supervision of recreative reading (school fiction library, and holiday reading).

III. To train the language faculty by increasing the mental stock of words and phrases.

IV. To train the faculty of mental visualization and the faculty of interpreting the thoughts of others.

B.—Future Influence.

I. The acquisition of examples of literature forms and elements of style, through intensive study throughout the school course, with a view to later study of forms and types.

II. The acquisition of some of the chief masterpieces, as permanent mental possessions (example: *L'Allegro*).

III. The formation of taste (see also A II. 2).

The final chart may be arranged as follows: Down the left-hand margin we place the names of the classes, beginning with the lowest class—IB, IA, IB, IIA, and so on, ending with Class VI at the foot of the chart.

Across the top of the chart are the headings of the other columns. For the junior Forms there are nine columns of the aims, briefly headed 1, Romance ; 2. Heroic Action, and

so on. The selected pieces of literature are entered in their respective columns. If a piece could be put in more than one column equally appropriately, the number of the column is put after the name (example: *The Revenge*[2]). The tenth column records the type or example thus acquired, and can be constantly referred to at later stages.

For the middle and upper school, where the study of forms and types of style is pursued, there must be a fresh arrangement of columns. The headings may run: Book and Author; Method; Form or period of Literature; Extensive and Recreative Reading.

The next step is to formulate the grammar scheme and the composition scheme, always considering the aim and use of each stage of the teaching. These two schemes can then be correlated to each other, wherever it is possible, and also to the literature. For instance, exercises in direct and indirect speech can be the most profitably taken when there is a drama being studied; the comprehension of Gray's *Elegy* is made easier by the paraphrasing of some of the verses—and so on.

Such a chart as is here described would be of immense use to the teachers of all branches of English throughout the school, for by reference to it the pupil's stage of knowledge could be quickly ascertained with regard to literature, composition, and grammar. The teaching of English is waiting to be organized; it offers great facilities for organization, since its branches have so much in common. The English teacher may regard himself as a trustee who has undertaken to put the young generation in possession of the great inheritance of the English language and English literature.

D. T. STEPHENSON.

THE TEACHING OF ENGLISH IN INDIA.

INDIA is a splendid field for educational experiment. During the early days of the East India Company this fact was not recognized, but in 1813 a clause was inserted in the Charter Act by which it was at last admitted to be the duty of the British rulers to exert themselves actively in the spread of knowledge among the inhabitants of the British possessions in India. Since that enactment, of which the centenary is at hand, many battles have been fought, or are still being fought, on matters affecting public instruction in our great dependency. The Anglicists have, so far, conquered the Orientalists all along the line, and at the present time India must be looked upon as a vast continent in which Modern Language teaching has acquired an importance without parallel in any other part of the world. There is no aspect of this subject that is not of vital interest to India. The educational policy of the Administration, the regulations for the various

departments of the public service, the economic and political measures of the supreme Government, the relations of the rulers and the ruled, the general progress of the country—all are conditioned by the means and methods adopted in the giving of Western knowledge to an Eastern people through a foreign and living tongue. All the considerations that weigh with the English teacher of French or German to English pupils ought to have vastly greater weight with those engaged in teaching English to the millions for whom that language is not only a new medium of communication, but also a key to untold treasures of fact and thought.

For the first seventy years of last century it may be said that the methods of English teaching in India did not receive adequate attention. It was inevitable that at first effort should be devoted mainly to questions of transliteration and translation, and these were not always decided with due regard to phonetic principles. The teaching of English often fell to inexpert instructors, many of whom had no qualifications beyond enthusiasm and some degree of colloquial facility in the vernaculars, while not a few had only an imperfect command of pure English. But this is merely to say that in educational practice India was not in advance of England. It has even been argued that the characteristic English of the country-born inhabitants of India—formerly called Eurasians, but now officially designated Anglo-Indians—is largely the outcome of the defective teaching given in the first half of the nineteenth century in Anglo-vernacular schools managed by ill-qualified staffs. Everyone has heard of the 'chee-chee' or mincing accent of the Indian half-caste; it corresponds to the 'lip-lap' of the Dutch in Java, and may be paralleled wherever subject-races have picked up a language through contact with a mixed and alien body of speakers.

It is hardly necessary to dwell upon the attitude of the average Englishman in India towards the native spelling and pronunciation; it is the attitude everywhere adopted by the Britisher towards languages other than his own. Though he may be strongly opposed to either simplified or phonetic spelling in his own country, he unhesitatingly acts on the assumption that the spelling of the foreigner ought to give way to his own, and that the pronunciation must also adapt itself to his capacity or inclination. He does not trouble himself over the fact that *Delhi* is written and pronounced by the people as *Dehli;* he coolly mispronounces both syllables of the word *Bombay;* he mutilates the initial consonant and both the vowel-sounds of *Khanpur*, and writes and says *Caunpore;* and he makes no attempt to reproduce the peculiar *t* of *Calcutta.* Ease and simplification are his prime considerations when he has to deal with any language but his own. A vernacular may

have three sounds of *s* or *t*, two or three of *d* or *r* or *k* or *h*; in each case he makes one sound serve his turn, and speaks and (when he dares) writes accordingly. It is not surprising, therefore, that the pronunciation of the Indian vernaculars by Englishmen often leads to ludicrous blunders; it is some evidence of the good manners of the Oriental that he refrains from laughing outright at many of the astonishing utterances that fall from the lips of the sahib-lōg.* Yet the result is, on the whole, not unsatisfactory. In many cases the Indian has himself welcomed the simplification where it involved no ground of offence, and the corrupt English spellings of many native words are now accepted without demur. It may even be predicted that, as the use of English becomes more and more general, the people will avenge the maltreatment of their own tongue by the adoption of a simplified spelling of much of the language of their rulers. In this respect India offers striking opportunities for the introduction and widespread use of a simplified form of English spelling adapted to their own phonic systems. Every educated Indian has what may be called a kind of phonetic instinct, and he is keenly alive to the unnecessary difficulties and apparently inexplicable anomalies that prevail in spoken and written English.

At the same time, it must be admitted that an endeavour has been made within the last thirty or forty years to devote greater attention to the phonetics of the Indian vernaculars. For this the Indian Government, the missionary societies, and various indigenous associations, deserve credit. At the present moment the subject is being intelligently studied in some of the best training colleges. It is no longer customary to find it stated in textbooks that certain native letters cannot be pronounced by Europeans, or that certain English sounds are almost unattainable by Indians. It has been discovered that the average Indian schoolboy can master all the sounds of English, and can speak that language with fair fluency in his second year at school, provided he is taught by the Direct Method and by teachers who have had some training in the principles of comparative phonology. The Direct Method is now regularly employed in certain schools in Bombay and elsewhere, and a new type of textbook is coming into favour. It may be mentioned that the Gouin Method has been tried with much success in several provinces, but it is interesting to note that in the hands of Indian teachers it has often tended to aggravate the mincing and sing-song character of native English. The constant use of short sentences or a mechanical alternation of short question and answer is not the method by which

* It was in India that a drawling English preacher amazed his native congregation by addressing them as 'the monkeys of God' instead of 'the servants of God': *bandar* = monkey; *banda* = servant.

correct accent and intonation are best secured, and in India the teacher of English is now being taught to concern himself less with the pupils' acquirement of a vocabulary than with the whole acoustic effect of combinations of words and phrases and sentences as uttered by Englishmen. This change has become possible only through the improved training of the Anglo-vernacular schoolmasters and the efforts of trained teachers recruited from England. Of the latter the number is still deplorably small for a country containing 314 millions of people, and there is as yet no regular provision for sending native masters to receive a teacher's training in England. In the meantime it is most desirable, from an imperial, if not from a national, point of view, that the subject of phonetics should maintain its place in the training colleges of England. We might even go further and say that in such colleges the students should have some instruction in the correct phonic analysis of characteristic words that have found their way into English from various portions of the Empire and from foreign countries. Such words, when their disguise is penetrated, often serve to throw a flood of light upon what Sweet calls 'the organic basis or basis of articulation' of different languages. They are, moreover, reminders that our English pronunciation and spelling are at bottom mere matters of custom and convenience, and that the importance we attach to our current English spelling has often neither historical nor etymological justification.

It is a fact beyond dispute that the natives of India learn English with considerable facility, and there are probably some millions of the people with a working knowledge of the language who do not appear as 'English-knowing' in the official returns. Their knowledge has been acquired by the Direct Method in street and bazaar and workshop, and in many cases they have a command of idiom and accuracy of intonation wanting in more formally educated speakers. Some of the best English spoken in India is that of subordinates who have come much in contact with European officials of standing, and have been long accustomed to concise, idiomatic, and informal conversation. In their case we find neither the pretentious vocabulary nor the affected precision of the college-bred youth, with his Johnsonian epithets and tumid phraseology. It is also a fact beyond dispute that the facility with which the natives learn to spell and write English is due largely to the school use of English as a medium of instruction in such elementary subjects as geography and arithmetic. This is an admirable feature of the work of Anglo-vernacular schools. Moreover, the Indian pupil, through his complete ignorance of Latin or Greek or French or German, does not trouble himself with questions of derivation; he makes no difficulty over such pairs of words as *proceed* and

precede, *receipt* and *deceit*. Every word stands by itself; show him the word and he will reproduce it. All who have taught English to Orientals know how little help their pupils receive from a smattering of Latin and Greek; the usual result of such assistance is a fresh crop of blunders in spelling.

In regard to pronunciation, all that the Indian learner needs is good models. All over India one hears such mispronunciations as *necéssary* and *necessity*; *lawyer* is pronounced perilously like *liar*; *singing* is 'sing-ging'; *division* resembles 'diwiyion,' and so forth. To the teacher trained in phonetics such mistakes at once suggest appropriate lessons in phonic analysis and classification, and it is surprising how quickly, for example, the pupils in some schools master the difficulties of the strange final 'lip-teeth continuant' in *believe* or 'the point-teeth continuants' in *breath* and *breathe*. The imitativeness of the Indian is invaluable to the language teacher; it is startling to trace a Scottish accent in the schools of certain mission centres, while 'Amurrican' influence is equally evident in other places in the pronunciation of such words as *class* and *past*, as it is seen in the not infrequent spellings of *honor*, *labor*, and *center*. It is this capacity for imitation which makes the teaching of English to Indians so often a real pleasure; the teacher's labour is never thrown away.

But if the work is a source of pleasure, it is also in a sense a perpetual source of irritation. To have to tell your pupils that the sound of an English word is never any sure evidence of its spelling, to have to persuade them to abandon the sweet simplicity of their own phonic systems in order to load their memories with heterogeneous masses of 'misspelled' vocables—these are not altogether agreeable duties. But the enthusiasm of the learners surmounts all obstacles, and to assist young India in the learning of English is, on the whole, an attractive experience to a conscientious teacher. It is, in fact, so attractive that undue attention to it is sometimes regarded as a real danger in the Indian educational system. On this important aspect of the subject we have no space to dwell; it is sufficient for our purpose to have shown that in India the methods and problems of Modern Language teaching are now receiving the consideration they deserve.

In particular, it may be claimed that there we have ample proof of the remarkable results, psychological as well as linguistic, produced when a community sets itself to acquire a foreign tongue through assiduous oral practice rather than through the mere reading of printed books.

SAHIB.

THE TEACHING OF FREE COMPOSITION.

THE power to express one's thoughts clearly and correctly in the foreign language is generally recognized as one of the chief advantages of Modern Language study. It enables the student to enter into living intercourse with the foreign nation, to obtain a first-hand knowledge of that nation's civilization, and to enjoy to a far greater degree than in the case of his tongue-tied comrade the benefits of foreign residence. Practical utility alone is, of course, no reason why oral composition or free composition in the foreign language should be taught in school. If taught at all, it should be done in such a way as to make it truly educative, and we ought to be able to point to definite educational ends which it serves. From the method which this paper advocates I hope to be able to prove that the right teaching of free composition undoubtedly contributes to an appreciation of literature, and especially of the finer and more delicate shades of expression. Moreover, besides developing literary taste, it provides an excellent training in elementary logic.

FIRST STAGE.

Nine to Twelve or Thirteen Years.

Free composition in the form of oral work should be present at all the different stages of language teaching. The child of ten who describes the picture before him is already composing freely. It is true that subject and vocabulary are familiar to him, but he has to combine for himself the words known and, independent of all help, frame for himself complete sentences. The teacher will see to it that this is no mere memory-work, but really a fresh effort every time the pupil is called up to answer. The sentence is therefore the starting-point in teaching composition, and whether the first lessons in the beginner's book consist of a series of actions (dramatic) or are connected with a picture (descriptive), the child, as soon as he is independent of teacher and book, is already composing and realizing for himself how much more important is the sentence, the statement, than the mere word. The verb will be seen to be the chief factor in the sentence.

By a number of skilfully put questions the teacher can elicit from the pupils the substance of the day's lesson, which should be a unity in itself, and deal with some definite incident or some series of actions round a central idea. No monosyllabic answers should be accepted, and pronouns should be used wherever possible instead of nouns. So much of the future work in composition depends on the accuracy of the answers at this stage that careful listening and strict attention to the way in which the question is asked must be insisted upon. Later on the questions will be so arranged that the answers give a continuous narrative. They are written on the blackboard, and the class is invited to give suggestions for linking together the sentences by the aid of conjunctions. Gradually the questions may be made more general, requiring several sentences as their answer, this giving some notion of the paragraph in composition. At the end of this stage the questions may be replaced by mere headings.

Up to this point there has necessarily been a certain uniformity in the versions sent up. For the teacher this spells ease and quickness of correction. But with the introduction of mere headings, each requiring perhaps a whole paragraph for answer, more latitude is allowed to the pupil, his work becomes more independent, his originality is more and more appealed to, and with that very freedom the pitfalls and difficulties on his way are materially increased. Correction is a more difficult matter. It is worth while to consider a little the subject of correction, itself an essential part of the method.

In the earliest stage the faults will be mainly grammatical or faults of spelling, and, while they may be marked by the teacher, should be corrected by the pupil

himself. It should be his duty to find out what the fault is, and to rewrite the sentence in its correct form. At this stage one ought to labour hard to create and encourage in one's pupils a more tender conscience with regard to mistakes. The Reform Method, by the gradual introduction of difficulties, and by numerous exercises that give practice in speaking and using the language, thus allowing of its gradual and easy assimilation, does indeed work for the elimination of errors. At all stages the pupils should be impressed with the fact that inaccuracy is something to be ashamed of. Certainly linguistic scholarship is impossible without it. If, at this junior stage, the best pupils read their corrected versions to the class, the weaker members may be stimulated, and the versions read will serve as models, perhaps even as goals of ambition to some. Children can often teach one another a great deal, and one can legitimately make use of this in class-work. At the end of this stage, where the headings of paragraphs alone are given by the teacher, there may be faults of idiom and clumsy constructions, to correct which the teacher's aid is required. Such faults point to the defective assimilation of the forms of the foreign language, and it will be sufficient to refer the class to similar forms they have already met with, and to give much practice in sentences illustrating the point in question.

So far there has been no difficulty with regard to the material for composition. It has been supplied entirely by the text-book. This works satisfactorily if the book is well selected, which means that it must be fairly interesting, have plenty of incident, a little description, and well-defined characters as the bearers of the action. After the first stage of simple reproduction of the story variety can be introduced by letting one of the characters tell it from his point of view or by putting the whole into dialogue form. At the beginning the children should be encouraged to use direct speech even within the narrative itself, the difficulties of indirect speech coming later. I am thinking chiefly of German in this connection. While the material is provided by the text, the form of arrangement has been suggested by the teacher, or, it may be, elicited from the class by an appeal to their sense of logic and proportion. In any case both material and form have been discussed in class before the subject has been worked out by each member of the class individually. The best versions may be compared and criticized by the class—a very valuable exercise, where judgment and discrimination are brought into play. The children will soon realize that mere correctness is not everything, but that adequacy and even grace of expression both count.

It is scarcely advisable at this stage to encourage excursions far from the text. The imagination is already sufficiently exercised by changing the point of view and by dramatizing. Young children have always a tendency to let their imagination run away with them if too free a rein is given to their fancy ; and a lesson must, above all, have point and balance.

To sum up. For this first stage the material has been supplied, the form, the scaffolding of the edifice, has been given. Bricks and model are provided ; the child has only to do the building. But—and let us take account of the fact—he does build.

Second or Middle Stage.

Age Twelve or Thirteen to Fifteen Years.

In the Middle Stage the material as supplied by the reader will be more difficult, and consist perhaps of a historical narrative instead of the more familiar story. The method remains the same as before—definite limitation of the subject, indication of the order of arrangement, oral preparation in class, and lastly, correction. To provide variety, an anecdote or story may be read to the class, the difficult words written down and learned, and the whole be reproduced orally and in writing. The use of the historic tense

will come in at this stage if not before, and will require special practice.

As far as time permits, it is useful to extend the range of possible subjects, and in the course of a term to give at least a few lessons on subjects suggested by the reader, and on subjects of general or, at a special time, of particular interest to the class. For instance, the description of a town or village in the story might afford material for a conversation lesson on a town or village in general. This is really a vocabulary lesson in the first instance, and after all in the class have contributed their quota, there will be a certain number of new words to be given by the teacher. These are repeated, copied down, and used at once in sentences. Such an object-lesson extends the vocabulary, and, if the subject be concrete and familiar, is also interesting. After the lesson the class might be set to describe a town or village they know, each one being obliged to tell where it is, what its chief buildings are, etc. Many subjects lend themselves to such treatment—*e.g.*, gardens, animals —and each in turn should provide material for a composition where the subject is no longer general, but particular—*e.g.*, description of a garden you know, of a pet animal, etc. All the familiar surroundings and the varied activities of the child may be treated in this way. Pictures and picture postcards may be utilized for purposes of illustration or description. Many of these compositions, too, may be written in the form of a letter. This is, I think, an easy and natural way of leading up to the more difficult forms of free composition where little is given save the title, and where everything has to be evolved from the pupil's unaided inner consciousness. One questions, indeed, whether even at the Matriculation stage it is altogether fair to set a difficult subject for composition without giving some hints as to treatment. The effort of composing in the foreign language is already quite severe enough, and nothing is gained by imposing the further burden of finding ideas as well.

This is perhaps a convenient place for mentioning certain practical difficulties that have to be faced. The preparation, writing, and correction of each composition demand a good deal of time; and on the other hand, the Modern Language lessons may be few, so that such compositions cannot be given too often. One has to observe a certain proportion in the arrangement and distribution of the work. If opportunities for written composition exercises are few, there is some consolation in the fact that composition gains by all the other exercises used in teaching. Dictation, learning by heart, especially prose passages, conversation, applied grammar exercises, exercises in sentences to be expanded—*e.g.*, adding a subordinate clause to a principal one, the making of sentences showing the use of words or of special constructions—all these contribute to give power and readiness of expression.

The number of pupils in the class is a point to be considered. In the higher stages, where correction becomes more difficult, and where a certain amount of individual attention is necessary, the class should certainly not be too large. As far as possible, the pupils in each class or division should be homogeneous. This is more important in language-teaching than in any other subject. One would never think of teaching a musical instrument to a class where all were at different stages of progress, and a new language is really a new instrument, only the learning of it is a much more difficult and complicated matter.

Third Stage (Leading to Matriculation).

Fifteen to Seventeen Years.

There remains the third stage, which might lead up to Matriculation. In the texts chosen for study the classical authors will probably be represented. But along with this there must go extensive reading of good modern prose to provide a model for imitation, and to obviate the possible danger of an imitation of the style of

Molière or Schiller. The reading presupposes a maturer outlook, and in compositions a more independent style of treatment might be encouraged.

A discussion of the plot, of the development of the characters, a comparison of the characters, a study of the national elements of the drama or story, all these might reasonably be demanded, provided that, as in the case of all new exercises, a model essay is worked out beforehand by class and teacher together. The subjects are more abstract than in the previous stages, but they should be treated as simply and concretely as possible. For instance, no statement of opinion should be allowed without reference to the facts on which it is based. While one must insist on the pupil having a case, stating it clearly, and, lastly, proving it satisfactorily, a too stereotyped form into which the lesson has to be forced and moulded is to be deprecated. It will be sufficient to lay down certain general principles to be followed. The object-lesson at this stage assumes a new character. It is really too good a means of extending vocabulary and creating interest to be altogether given up, though a lecture on some interesting subject may occasionally take its place. It is clear that such a lesson cannot be given too frequently, owing to the limitation of time and the pressure of the regular work which has to be done. Though only occasional, it might be made the means of inspiring interest in the literature, country, or life of the nation whose language is studied, and it ought to be definitely linked to, or suggested by, the reading of the class. I have given lessons of this kind on the Rhine, German schools, a German house, the German writer Storm (*e.g.*, his life, with historical background, landscape and character of his stories), afterwards asking for a composition on some point suggested by the lesson, though sometimes a mere reproduction is useful.

Even at this stage it is well to insist on the corrected copy being written out in the exercise-book. If it is impossible, even with the united help of teacher and pupil, to correct the pupil's version—*i.e.*, if the faults are too many or the constructions too hopeless—it is better that a model essay should be copied than that time be wasted in tinkering at so worthless a production. It is in the giving back of the essays to the class and in the discussion and criticism that follow that most value lies. Specially useful points will be clearly explained and special difficulties elucidated, many examples being given as illustration. Much can be corrected by the pupils themselves, and it is well to allow a few days to elapse before demanding the corrected copy, thus giving everyone who is unable to do the correction without help an opportunity of consulting the teacher in the interval.

During the first term of the school year, especially when the class is quite new to the teacher, it may not be possible to do many written exercises in composition. In that case the working out of a few model essays may be considered a sufficient beginning. Experience proves that this first term is better employed as a practice and assimilation stage, when a great deal of oral work may be done. Wise concentration for some time on certain particular points is useful and necessary. In the second term of the school year free composition might reasonably benefit by this concentration.

In conclusion, the teaching of free composition demands thought and preparation, and, if effort is not to be wasted, each lesson should have its place in a definite scheme. The ideal is that the power of expression in the foreign language should keep pace with the general intellectual development of the child, instead of lagging too far behind the latter—an ideal never realized, but towards which we may strive.

GRACE FERGIE.

TALKING-MACHINE RECORDS FOR THE TEACHER OF FRENCH.*

AT the request of the Editor I have drawn up the following list of disc records, which can be used with any disc-playing instrument, as, for instance, the gramophone or Pathéphone. If a gramophone be employed a Pathéphone sound-box can easily be attached for use with the records supplied by this Company. My list makes no claim whatever to completeness, but I can at any rate guarantee that all the records mentioned in it are thoroughly good, and have proved themselves useful for class purposes by long experience. It is my custom to typewrite the words of the songs and distribute a copy to every member of the class. I then write the music on the board, which the students copy down in their note-books. The gramophone is allowed to play the songs two or three times alone, and then the students join in, led by one of their number who may happen to be more musical than the rest. I have found that the vast majority of the songs can be sung in this way with the utmost ease. Of course there are some that are too difficult, but even these can be listened to with the greatest profit from the point of view of pronunciation. By singing one song daily at the end of each lecture I find that it is possible to cover an immense amount of ground during the year.

All the records by Plançon are specially to be recommended on account of their exceeding clearness and distinctness. The same applies to the recitations by Duparc, which appear to me marvels of reproduction. I should be very glad if the readers of MODERN LANGUAGE TEACHING would supplement this list from their own knowledge, and in this way members of the Association would be saved the bitter experience, which I have often had, of ordering from France numbers of expensive records most of which have turned out to be utterly useless for class purposes.

D. L. SAVORY.

* On the use of the talking-machine in the teaching of Modern Languages, see article by Professor Rippmann, *School World*, March, 1906.—D. L. S.

I.

GRAMOPHONE MONARCH RECORDS.

FRENCH.

Bass, with Orchestra: 'Robert le Diable' (Meyerbeer) — 'Nonnes qui reposez;' sung by Plançon. No. 032077.

Bass, with Orchestra: 'Les Deux Grenadiers' (Schumann); sung by Plançon. No. 032050.

Bass: 'Air du Laboureur' — 'Les Saisons' (Haydn); sung by Plançon. No. 032029.

Bass: 'Le Vallon' (Gounod); sung by Plançon. No. V. M. 032022.

Bass: 'Le Lac' (Niedermeyer); sung by Plançon. No. 032018.

Bass, with Orchestra: 'Étoile du Nord' (Meyerbeer)—'Aux jours heureux'; sung by Plançon. No. 032078.

Bass: 'Le Cor' (Flégier); sung by Plançon. No. V. M. 032023.

Bass: 'Jésus de Nazareth' (Gounod); sung by Plançon. No. 032027.

Bass, with Orchestra: 'Noël' (Adam); sung by Plançon. No. 032032.

Bass, with Orchestra: 'La Marseillaise (De L'Isle); sung by Marcel Journet. No. 032038.

Tenor, with Orchestra: 'Faust' (Gounod) —'Salut demeure'; sung by Enrico Caruso. No. 032030.

Tenor, with Orchestra: 'Carmen' (Bizet) —'Air de la Fleur'; sung by Enrico Caruso. No. 2, No. 032000.

II.

GRAMOPHONE CONCERT RECORDS.

FRENCH.

Bass: 'Air du Chalet' (Adam); sung by Plançon. No. G. C.—3—32663.

Bass, with Orchestra: 'Faust' (Gounod) 'Le veau d'or'; sung by Plançon. No. G. C.—3—32679

Bass: 'Couplets de Capulet'—'Romeo et Juliette' (Gounod); sung by Plançon. No. G. C. —3—32664.

III.

DISQUES POUR GRAMOPHONE.

Baritone, with Orchestra: 'Le Soir' (Gounod); sung by Renaud. Paris, G. C. 31318.

'Le Rhin Allemand' (Alfred de Musset), recited by Leitner. Paris, G.C.—31318.

IV.

'French Life and Ways,' thirty-one dialogues written by S. Barlet, translated and edited by Professor Rippmann. There are thirty-one 10-inch gramophone records, reproducing these dialogues, price five shillings each. A copy of the words is supplied free of charge.

The above records can be procured from The Gramophone Co., Ltd., 21 and 23, City Road, London, or any of their agents.

V.

DISQUES PATHÉ.

'Les Plaideurs,' Scene 1ère, Monologue de Petit Jean; recited by Duparc. No. 3343.

'Le Malade Imaginaire,' recited by Duparc. No. 2809.

'L'Aiglon. Les petits Soldats'; recited by Duparc. No. 2982

'Les Précieuses ridicules.'—'Oh' . . . 'Oh'; recited by Duparc. No. 3346.

'Le Médecin malgré lui,' recited by Duparc. No. 3340

'Le Songe d'Athalie'; recited by Duparc. No. 2833.

'Tartufe,' tirade du 1er Acte—'Rôle d' Orgon; recited by Duparc. No. 3342.

'Le Misanthrope'; recited by Duparc. No. 3347.

'L'Avare, Rôle d' Harpagon'; recited by Duparc. No. 3344.

'L'huître et le Plaideur; recited by Duparc. No. 3410.

'Le Petit Poisson et le Pêcheur'; recited by Duparc. No. 3412.

'Le Pot de Terre et le Pot de Fer'; recited by Duparc. No. 3398.

'Le Loup et la Cigogne'; recited by de Féraudy. No. 2893 (1).

'La Femme Noyée'; recited by de Féraudy. No. 2893 (2).

'Le Barbier de Séville'; recited by de Féraudy. No. 2843.

'Phèdre,' tirade du 4ème Acte; recited by Madame Desprès. No. 3310.

The above records can be obtained from the Pathéphone Co., 24 and 26, Boulevard des Italiens, Paris, or from their London agents, Pathé Frères, 14, 16, and 18, Lambs Conduit Street, London, W.C.

THE MODERN LANGUAGE ASSOCIATION.

A MEETING of the Executive Committee was held at the College of Preceptors on Saturday, November 25.

Present: Messrs. Pollard (chair), Allpress, Brereton, Breul, Brigstocke, Draper, Hutton, Miss Johnson, Messrs. Jones, Kittson, O'Grady, Payen-Payne, Miss Purdie, Professor Rippmann, and the Hon. Secretary.

Apologies for absence were received from Dr. Braunholtz and Mr. von Glehn.

The minutes of the last meeting were read and confirmed.

Further progress was made with the arrangement of the programme of the Annual General Meeting.

A letter from the Master of University College, Oxford, to Professor Fiedler was read, in which he accepted the Presidentship for 1912. The Hon. Secretary was instructed to make a suitable reply.

Messrs. Allpress and Payen-Payne were appointed Scrutineers for the election to the General Committee.

It was resolved that a capitation fee of 2s. instead of 1s. be paid to the Birmingham Branch for the year ending November 30, 1912.

Professor Milner-Barry and Mr. E. C. Kittson were appointed, in reply to an invitation from the Civil Service Commissioners, to represent the Association at a Conference to be held between the Commissioners and examining bodies on the subject of examinations in French and German.

A letter from the Board of Education was read, in which the Association was invited to send six members to confer with the officers of the Board on a Circular on Modern Language Teaching. The following were selected: Miss Atthans, Professor Breul, Mr. von Glehn, Mr. Lipscomb, Miss Purdie, and Mr. Somerville.

The following twelve new members were elected:

Miss E. H. Behrend, High School for Girls, Sheffield.

C. R. Bloy, Newton College, Newton Abbot.

W. H. Fawcett, B.A., Municipal College, Grimsby.

Miss Frances M. Gibson, B.A., University, Birmingham.

J. Katz, B.A., Borough School, Croydon.

L. S. Kirk, B.A., Grammar School, Leeds.

W. J. McCallister, B.A., L.C.P., Brae Street Science School, Liverpool.

Miss W. S. Patterson, County Secondary School, Chelsea, S.W.

Arthur Thompson, M.A., King Edward VII. School, King's Lynn.

Miss E. P. Webber, St. Paul's Girls' School, W.

Miss M. V. Williams, St. Paul's Girls' School, W.

E. A. Woolf, B.A., County Secondary School, Ramsgate.

The ANNUAL GENERAL MEETING of the Modern Language Association will be held on January 4 and 5, 1912, at Birmingham. The meetings will be held in the old University Buildings, Edmund Street.

PROGRAMME.

Wednesday, January 3.

8.30 p.m.—Conversazione at the University (Edmund Street), with the co-operation of the Cercle Français and the Deutscher Verein.

Thursday, January 4.

9.45 a.m.—Meeting of General Committee.

10.15 a.m.—General Meeting, Report of General Committee, Hon. Treasurer's Report, Reports of Editors of Publications, Report of Hon. Custodian of Lantern Slides, Alterations in Rules.

12 noon.—Address of Welcome by Mr. Neville Chamberlain. Presidential Address: Mr. J. L. Paton, High Master of Manchester Grammar School.

2.30 p.m.—Discussion: 'What Command of English should a Child possess

before beginning the Study of a Foreign Language?' The following have promised to read papers or take part in the discussion: Miss Hart (County Secondary School, Sydenham, S.E.); Mr. Ll. J. Jones (Whitgift School, Croydon).

5 p.m.—Address by Professor Wichmann (University of Birmingham): 'The Importance of German to an Industrial and Commercial Community.'

7.30 p.m.—Annual Dinner at the Imperial Hotel, Temple Street.

Friday, January 5.

10.15 a.m.—Discussion on 'The Means at the Disposal of Modern Language Teachers for Keeping in Touch with the Living Language.' *Openers*: Mr. O. T. Robert (Whitechapel Foundation School); Miss Brew (Latymer and Godolphin Girls' School, W.); Mr. R. H. Pardoe (Handsworth Grammar School).

12 noon.—Address by Professor Chatelain (University of Birmingham): 'Le sens classique renouvelé chez quelques poètes français contemporains: Charles Guérin, O. Calemard de la Fayette, Léo Larguier.'

2.30—Causerie, by Professor Sonnenschein, on 'The Study of Latin in the Elizabethan Age.'

3.45 p.m.—Visit to New University Buildings.

5.15 p.m.—Tea at Knutsford Lodge, Somerset Road, Edgbaston (by kind invitation of Professor and Mrs. Fiedler, Oxford.)

In the discussions, invited speakers will be allowed ten minutes; other speakers, five minutes.

Some parts of the Association's Travelling Exhibition will be on view, and there will be also a Publishers' Exhibition.

The Hon. Secretary will be glad to give information about hotels and boarding-houses.

The dates of the meetings of other Associations are as follows: Classical Association, January 8 and 9; English Association, January 12 and 13; Historical Association, January 11, 12, and 13, at Manchester; Geographical Association, January 13.

SOUTH-EAST LONDON BRANCH.

A meeting of the South-Eastern Branch will be held at the Goldsmiths' College on Friday, January 19, at eight o'clock. The subject for discussion will be 'Inaccuracy in the Written Work of Pupils in all Stages: its Causes and Remedies.'

NORTH LONDON BRANCH.

By kind invitation of Mrs. Bryant, the last meeting of this Branch was held at the North London Collegiate School on Friday, November 17. The subject of discussion was 'The Teaching of Free Composition,' and Miss Fergie read an interesting, practical, and helpful paper, which led to one of the most animated discussions this Branch has ever had. Both the paper and the discussion helped to emphasize the importance of free composition as a factor in Modern Language Teaching. The meeting was well attended and a good number of members spoke, giving very interesting and suggestive experiences of their work in this department of their teaching.

At the close of the evening a very hearty vote of thanks was given to Mrs. Bryant for her kind invitation, and to Miss Fergie for so ably opening the discussion.

WEST LONDON BRANCH.

A meeting of the Branch was held on Friday, November 10, at the Greycoat Hospital, Westminster.

The discussion for the evening was 'The Reader as the Centre of Instruction.' It was opened by Dr. W. S. Macgowan, former secretary of the Association. In opening, Dr. Macgowan said he felt bound to remark on the enormous advance which had been made in the teaching of languages since he had last spoken on the subject twenty-one years ago; he had then advocated, as he still did, the subordination of grammar, which occupied too large a place in the study of languages. With this object in view the

pupil should start at once with a Reader, containing texts, altered or adapted so as to emphasize the special points intended to be studied in each lesson. In this way a pupil would acquire facility to the language, and in a year's course cover such elementary grammar as he required. A vocabulary should be added to each Reader, in which words are given with the meanings required for their context.

A keen discussion followed, and objections were raised to several points in the opening paper. Many speakers condemned the suggestion that texts should be adapted, and the vocabulary found little support. Dr. Macgowan answered the objections raised, and the meeting closed with a vote of thanks to Miss Steele for allowing the Branch to meet at her school.

L. C. B.

BIRMINGHAM AND DISTRICT BRANCH.

A general meeting of the Birmingham and District Branch was held at the University on November 8; Professor Wichmann presided. After the reading of the minutes of the last general meeting, the chairman called upon Dr. Hedgcock to deliver in French what proved to be a most interesting lecture on 'Garrick et ses amis français.'

The lecturer first dealt with Garrick's origin, and showed that he was descended from a French Huguenot family of Bordeaux. His grandfather settled at London in 1685, and his father was, at the date of David's birth, an officer in an English dragoon regiment. Born at Hereford in 1719, Garrick was brought up at Lichfield, where he soon gave evidence of his natural bent by acting and reciting scenes from plays. From the Lichfield Grammar School he passed to Samuel Johnson's Academy at Edial, and when in 1736 Johnson took the road to London and fame, his pupil accompanied him with the intention of becoming a barrister. His father's death and the subsequent penury of his family put an end to this scheme, and with his brother Peter, David founded a wine business in London and Lichfield. But he was never a good man of business; the theatre attracted him, his friends were actors like Macklin and Giffard, he fell in love with Peg Woffington; he wrote a farce for Drury Lane; finally he came out as Richard III., and the force and freshness of his style revolutionized the actor's art.

After analysing Garrick's powers of expression and reading some contemporary descriptions of his playing, the lecturer passed on to the story of his relations with French friends. The first of these was Jean Monnet, who brought a troop of French actors to the Haymarket in 1749. The London populace received the visitors in hostile fashion, and riotous scenes occurred at the playhouse. Monnet would have been ruined had not generous friends come to his assistance, amongst them Garrick, who gave him a benefit at Drury Lane. Next, Claude Pierre Patu, first of the Anglomaniacs, an enthusiastic admirer of Shakespeare, who after seeing the English Roscius act in his plays at London, returned to France and sang our great poet's praises even into Voltaire's ears. Death put an early end to this friendship. Then came the story of J. G. Noverre and his famous ballet, *Les Fêtes Chinoises*, given at Drury Lane in 1754; as previously for Monnet, our London jingoes refused to see the 'French dogs,' tore down the chandeliers and the benches, and even attempted to set fire to Garrick's house.

Garrick's first trip to France was in 1751, when he paid a visit to his friend Monnet, made the acquaintance of Favart and Mlle Clairon, and acted scenes from Shakespeare; of one of these séances the poet Collé has left in his *Journal* an interesting account, which the lecturer read.

But the great visit was in 1764-65, when Garrick, worn out by years of management and acting, sought repose on the Continent. The story of his doings in Italy and at Paris was recounted, his friendship with Préville, Diderot, Marmontel, and

other actors or writers briefly described; his letters to Voltaire and contemporary accounts of his recitals in Parisian *salons* were read. Then, selecting a few from amongst Garrick's many French friends, Dr. Hedgcock dealt shortly with their correspondence. Here one saw Diderot introduce Fenouïllot de Falbaire, who composed especially for the London public 'the most frightful drama that ever was written,' only to have it refused by the Drury Lane manager; Ducis, who confided to Garrick his ideas for translating and 'regularizing' Shakespeare's plays, ideas too like Garrick's own not to excite feelings of sympathy in the actor's breast; Mme Riccoboni, ex-actress and authoress *à la mode*, whose curious epistles, half-English, half-French, full of wild shrieks and cries, full, too, of admiration for her 'little David,' betrayed a certain *faiblesse* for '*le bel Anglais*'—luckily she had passed *la cinquantaine;* Monnet, Garrick's factotum at Paris, who hired dancers for Drury Lane, bought mittens and petticoats for Mrs. Garrick, looked after the clothes his friend had left at Paris, and even wore them! Then there were the French visitors at London: Rousseau, leaning out of his box in order to be seen by the audience, and only saved from disaster by Mrs. Garrick, who hung on to his coat-tails; Beaumarchais, who read Garrick the *Barbier de Séville*, and profited by his criticisms; Mrs. Necker, who wrote him letters full of enthusiastic praise; and many others. Philosophers and poets, ambassadors and dancers, all came and knocked at Garrick's door; for he was, concluded the lecturer, a centre of attraction for all the cultured classes of France, a link in the chain binding the two nations together, and one of the first Englishmen to prepare, by the sympathy he inspired in the hearts of all the Frenchmen that knew him, the *Entente Cordiale* that unites Paris and London to-day.

A hearty vote of thanks to the lecturer for his instructive and interesting address terminated the proceedings.

ALFRED BOWDEN, B.A.

The Annual General Meeting of the Branch was held at the University on November 22. Professor Wichmann occupied the chair. The minutes of the last meeting were read and confirmed. The Annual Report was then presented and adopted. The Treasurer's Report, which showed a balance of £1 4s. 1½d., was made the subject of a resolution, *re* the Capitation Grant of the Branch, and was then adopted. The meeting then proceeded to the election of officers for the ensuing year. The result was as follows:

President: Mr. W. H. McPherson.

Vice-Presidents: Professor Wichmann and Mr. R. L. Ager.

Hon. Secretary and Treasurer: A. Bowden.

Committee: Professor Chatelain, Misses Hawkes and Lee, Messrs. Pardoe and Sampson.

After the Secretary had given the meeting some particulars of the general and local arrangements for the Annual Meeting of the Association in January, the chairman called upon Mr. R. L. Ager to open the subject selected for discussion by the meeting, 'Holiday Courses.' The opener dealt with the Holiday Course at Lübeck, and gave some extremely interesting facts from the historical point of view, and illustrated his remarks by means of picture postcards.

The course was conducted on modern lines and comprised lectures on German Schools and Education, German Life and Institutions, given by the Rektor of the Real Schule, besides lectures on Phonetics together with Conversation Classes. These classes contained only four or five students, so that conversation was possible. Nearly sixty attended the course, owing to the course at Neuwied falling through.

The people of Lübeck did all they could for those attending the course: The stock company at the theatre put on special plays for their benefit; an opportunity was given to go round the schools, which include every grade; further opportunities were given to see the classes at work. The schools were extraordinarily like English

schools, both in method and in the books in use, but the attitude of the boys was much keener than is usually the case here. The discipline was by no means rigid. A noticeable feature was the lack of school games.

Mr. Hatfield spoke of the Holiday Course at Grenoble and a stay of some weeks in the Institut Tilly at Berlin. He had a holiday at Grenoble and a course at Berlin. At Grenoble there were lectures on Phonetics, Vocabulaire, Grammaire, Les Poètes Romantiques, Histoire de France et des Institutions Françaises. There were also special conversation classes, six in a group, for an additional fee of 10 francs. But work was not compulsory.

At Berlin one was under an autocrat. Five lectures were given each morning, and during the afternoon three-quarters of an hour was spent in the Gesangzimmer, the remainder of the time up to six o'clock being devoted to conversation and to private reading. The conversation lessons were good, each teacher taking only two students. The teachers included two operatic stars, two teachers in schools, one journalist, and one lawyer, and they made the students talk. The basis of instruction was phonetics; each student had to pass an examination before passing into the second group. Letters also had to be written, and these were corrected, rewritten and re-corrected, etc. The students were well provided with books, and the whole course was most thorough.

After a few words from Professor Wichmann the meeting, which had lasted longer than usual, adjourned.

ALFRED BOWDEN.

YORKSHIRE BRANCH.

Four meetings were held during the session 1910-11, when papers were read at—

Leeds University, November 2, by Dr. Breul on 'Modern German Lyric Poets.'

Keighley, December 6, by Miss D. Gunnell, Ph.D., on 'Stendhal, et le roman réaliste.'

Leeds University, February 14, (joint meeting of Modern Language Association and English Association), Professor Robertson on 'The Relations of German and English Drama in the Eighteenth Century.'

Halifax, March 7, Mr. T. R. Dawes on 'Holiday Courses: Their Advantages and Disadvantages,' followed by discussion.

The attendance both at Keighley and at Halifax was, however, so unsatisfactory (eleven in the one case, and eight in the other), that it was decided at a Committee Meeting held on June 26 (Professor A. W. Schüddekopt in the chair) that for the future not more than one meeting should be held out of Leeds. Wakefield and Bradford were suggested as alternative towns. The claims of York as a 'centre' were discussed; but the city was considered too outlying to be possible for more than a very restricted number of members.

At this meeting the programme for the session 1911-12 was arranged:

On October 31, Leeds University, Professor Chatelain gave a delightful 'Causerie' on 'La Vie Intérieure du Roman Moderne' (Romain Rolland). The further meetings arranged are—

Bradford, November 25, Professor H. C. Wyld (Liverpool), 'The Importance of Phonetics in Linguistic Study.' Discussion to follow.

Leeds University, February 2 (joint meeting of English Association and Modern Language Association), Professor Saintsbury (Edinburgh) 'Relations of English and French Literature.'

Leeds University, March 6, Professor Fiedler on 'Gerhart Hauptmann.'

On behalf of the Branch the Hon. Secretary desires to express grateful recognition of the consideration shown by the parent Association in raising the capitation fee from 1s. to 2s. for this year, and trusts that real appreciation will be shown by good attendance at the local meetings and increased enthusiasm for the cause of Modern Language teaching. At the June

Committee Meeting it was decided to make no change in President, Vice-Presidents, Committee, or Secretary, till the June Meeting, 1912, with the exception that Miss Lowe, as Vice-President, retired from the Committee, Miss Doris Gunnell being elected in her place.

Professor Chatelain's causerie on 'La Vie Intérieure du Roman Moderne' made a most delightful beginning to the session 1911-12. It was only regrettable that, owing to the mid-term holiday falling a week earlier than usual (October 30), many teachers were away, and the audience only numbered thirty-one.

No more inspiring introduction to the works of Romain Rolland could have been given than M. Chatelain's sympathetic analysis of the first volume of 'Jean Christophe.' It opened up such a world of wholesome psychology. The meeting took place at the University, Leeds, Professor Paul Barbier fils in the chair.

At the second meeting, November 25, in the Bradford Boys' Grammar School, Professor H. C. Wyld (Liverpool) read a paper on 'The Importance of Phonetics in Linguistic Study.' The discussion which followed was distinguished by a decidedly healthy enthusiasm; it lasted over an hour. Professor Wyld's broad and convincing way of dealing with the subject was calculated to remove much of the prejudice still existing in certain minds. The interest that he aroused among some who are not yet satisfied as to the value of phonetics has been shown since by the openly expressed hope that the lecturer would repeat his visit at no distant date. The forty-two persons present by no means represented the branch nor the keen enthusiasts of phonetics; so that the interest evinced may be considered as of double value, in that Professor Wyld was not speaking entirely to the converted.

CORRESPONDENCE.

ENGLISH PHONETICS: A SUGGESTION.

As a plain teacher, with very little spare time on hand, may I suggest that what many of us are looking for in each issue of MODERN LANGUAGE TEACHING is at least one article from the pen of a qualified expert dealing with the practical difficulties of our craft. I am well aware that some of these difficulties have been well aired in past numbers under Mr. Kirkman's excellent 'symposium' system, and perhaps it may seem well to let the 'land have rest awhile.' But personally I feel that there are so many fresh difficulties arising at every point where light from other sources would be invaluable, that I cannot help regretting the cessation of this type of contribution under one form or another. At the present time I am not a little perplexed as to how to introduce a course of lessons on English phonetics into an already overcrowded time-table. One realizes simultaneously one's own limitations and the urgency of the need. I don't suppose I am very far wrong in making the statement that there are a good number of teachers of French who have been in the habit of using the Phonetic Sound Chart for years, but who have never yet gone through even a brief systematic course of English Phonetics with their classes. Such a course would naturally tend, not merely to efface gradually those appalling combinations of sounds in the mother-tongue with which many of us, especially in the provinces, have to contend, but would, I feel, put the children on a much more natural footing with regard to the purpose of phonetics at all. Personally, I would gladly welcome one or two articles which would present in as simple a form as possible the irreducible minimum requisite for a class of beginners with hints and suggestions. Failing this, I should be glad to know of any suitable course of lectures in Manchester or Liverpool during term time. May I, in conclusion, be allowed to touch on a small point? In

Professor Rippmann's most helpful little book, *The Sounds of Spoken English*, there are so many humorous illustrations of vulgar and pedantic pronunciation alike, that I must confess I was somewhat startled to see that the *ch* in ostrich and sandwich is to be normally regarded as the voiced combination *dʒ*. While feeling it quite natural to voice the sound in Greenwich and Woolwich, one somehow instinctively associates the voiced sound in sandwich with Mrs. Gamp! I await enlightenment.

CECIL H. S. WILLSON.

Grammar School, Lymm,
Cheshire.

[The interesting question of the teaching of English phonetics in our schools will be dealt with at the Annual Meeting. I have attempted to determine the 'irreducible minimum' in my little book on *English Sounds for English Boys and Girls*, with which Mr. Willson is perhaps not acquainted.

I should be glad to have some further opinions on the pronunciation of *sandwich*, etc. I am inclined to think that the voiced pronunciation of *ch* preponderates in the plural, but that in the singular the voiced and the voiceless are both common; I confess I have no statistics.—W. RIPPMANN.]

A RETROSPECT AND A PERSONAL NOTE.

THERE are probably not many members of the Association who remember a little pamphlet, mainly bibliographical, that bore the proud title of *The Modern Language Teacher's Guide*. (There is something refreshing in the naïve audacity of youth.) Two numbers were issued in 1896. In the following year appeared the *Modern Language Quarterly*. The issue of March, 1898, first contained a separate section entitled *Modern Language Teaching*; an editorial note was prefixed, from which we quote the following passages:

'We shall welcome in the first place any contribution towards the employment of better methods. We are aware of the wide diversity of opinions as to the ideal way of teaching a living language, and also of the numerous obstacles to the realization of these ideals which existing circumstances present to the earnest teacher. Nothing is more valuable than the record of personal experiment and experience; and we hope to receive such records from many sides. Where success has resulted, others may be encouraged to adopt similar principles; where earnest efforts have led to partial or complete failure, others will be spared similar disappointment. . . .

'Certain misunderstandings make it necessary to repeat in conclusion that contributions from every side are welcome, so they be thoughtful and helpful; and that no article will be rejected merely because it is at variance with the editor's views. The Modern Language Association as a whole does not give its sanction to any one method; and it may confidently be asserted that at the present day the conditions of secondary education in England are so complex that no one method could be recommended for general acceptance.

'We have thrown open the arena to all; let the competitors throng in, and each gain strength in the friendly strife.'

The issue of December, 1904, completed the seventh and last volume of the *Quarterly*. It had been decided to separate the scholars' section (which now became our serene sister the *Modern Language Review*) from MODERN LANGUAGE TEACHING, which with this issue completes its seventh year.

It would ill become me to speak at length of the difficulties that have confronted me during the fifteen years in which I have striven to serve my fellow-teachers in connection with these journals, or to point to this apparent success or that obvious failure in the endeavour to overcome these difficulties. The greatest difficulty of all was to remain strictly impartial in spite of my firm belief in the general principles of the Reform Method

What we could truly say of England in 1898 is not applicable to the England of 1911. What were the theories of a few have become the practice of many. The Reform Method has come to stay, and the Report on Examinations recently approved by the Association is an important symptom of its advance.

This, however, is not the place to discuss method. Rather is it the occasion to ask whether I have honestly acted up to the sentiments expressed in the editorial note of 1898. The answer I must leave to the readers of MODERN LANGUAGE TEACHING; and if here and there I have failed in tact or discretion, I hope at least that I have never intentionally done an injustice.

There remains the agreeable duty of thanking those who, by their contributions, by kindly criticism and suggestion, or by words of encouragement, have made my task less onerous and my work less imperfect than they would have been without their help. I am confident that my successor will receive no less generous support; and I wish from my heart that he may captain the little boat safely and happily, allowing me occasionally to step on board and pull at a rope or reef a sail. And if my own boat (with S.S. on its sails) encounters stormy waters, it will cheer me to think that the goal is much the same as before, and perchance my training on the old boat will serve me to steer the new.

So I wish godspeed to MODERN LANGUAGE TEACHING, and relinquish my post with grateful memories.

WALTER RIPPMANN.

THE SCHOLARS' INTERNATIONAL CORRESPONDENCE.

FROM letters received from various teachers of French, it would seem that the method of *commencing* the correspondence in schools is not generally understood.

A list of foreign teachers interested was published last June in MODERN LANGUAGE TEACHING. The teacher should select from the list as many schools as he or she has students suitable, and send to each teacher (names are given, but in case of change one may add 'or the Professor of English') a foreign reply postcard (2d.), asking for a correspondent for the pupil, and giving the approximate age, thirteen to fifteen, or fourteen to sixteen, as the case may be, adding the school-standing. When the reply postcards come back, the teacher can then, with some degree of suitability, pair the foreign and English students.

The first, and alternate letters, should be in the mother tongue as an introduction, and model for the foreign friend; the second, and alternate letters, in the foreign tongue for self-help and practice. By corresponding with as many schools as there are pupils to correspond, variety is insured, and, moreover, a busy teacher may be asked to return a postcard, and can easily obtain one volunteer; whereas, if asked for several names, the letter may be put away and forgotten. The correspondence once commenced, the teacher has only to superintend. For German correspondence, Professor Dr. Martin Hartmann prefers to do the pairing himself. Lists sent to him must have the profession of parent added; and a charge of 3d. is made for each correspondent. Professor Hartmann's address is

Fechnerstrasse 6, Gohlis-Leipzig, Germany.

To the list for June several additional schools are here given, and from it must be deleted Mlle Guerin, of Montreuil-sur-Bois, who has died; M. Andrëu's address is now 6, Boulevard Philipon, Marseilles, and letters to M. Beltette have been returned in the post.

NEW ADDRESSES.

M. Cochet, Lycée d'Orleans, Loiret.

M. Frachon, École Sup. de garçons, Aiguillon, Lot-et-Garonne.

M. Lomont, École pratique de Commerce, Bordeaux, Gironde.

M. F. Hebert, Lycée de Bordeaux, Gironde.

GIRLS.

Mlle Calmetts, Lycée de J. Filles, Carcassone, Aude.

Mlle Bachelart, Lycée de J. Filles, Reims, Marne.

Mlle Stopin, École prim. sup. de J. Filles, Avesnes, Nord.

REVIEWS.

Petite Esquisse de la Littérature Française. By J. É. MANSION. McDougall. Price 1s. 6d.

IT is no easy task to compress into the space of 150 pages a history of French literature, even if it stops at 1850; Mr. Mansion has done his work very creditably considering these limitations. For all the Middle Ages and for the sixteenth century there are only 32 pages—probably a judicious proportion of the available space, but quite inadequate for conveying a good idea of the wealth of the older literature. It is not surprising, therefore, to find no reference to the *Jeu de la Feuillée* in the account of early comedy, or to the rich lyric poetry about 1200, or to the only lyric poet of real feeling in the sixteenth century, Louise Labé. The seventeenth century receives a good number of pages, and here the author shows much taste and skill. Some will think that Voiture, Chapelain, and Mlle de Scudéry have received more space than they deserve, and that Pascal might have received more. A number of plays by Corneille, Racine, and Molière are well analysed. In the eighteenth century we miss Sedaine's *Philosophe sans le savoir*, in which were carried out the dramatic theories of Diderot—to which also more space might have been devoted. The Romantic Movement is briefly but well discussed. Mr. Mansion frequently quotes from distinguished French literary critics, especially from Lanson—in which he is well advised. Actual mistakes are rare, and misprints are not frequent; so that the little book may be recommended without hesitation.

V. Hugo: Les Travailleurs de la Mer. Abridged and edited by E. F. LANGLEY, Ph.D. Heath. Price 2s. 6d.

A convenient edition for rapid reading. A brief biography gives the main facts of Victor Hugo's life. The text, well printed, covers 274 pages, in spite of the exclusion of 'all repetitious material, parasitic digressions, and unessential technical matter.' Thirty pages of notes give useful information and renderings of words and phrases that might give trouble; they are generally happy and free from Americanisms.

Elementary French Composition, According to the New or Direct Method. By F. VICTOR MASSARD. Rivingtons. Price 2s. 6d.

This book is on the same lines as the author's *French Composition Book*, and is intended to serve as an introduction to it. The story of *Yvon et Finette* is given in short sections, with *questionnaire* and exercises on grammar and vocabulary; then

there is a short English passage based on the text, for retranslation. French notes are supplied bearing on the text and *questionnaire*, and English notes on the exercises. The second part contains English passages for translation, with notes; the third part the main rules of French syntax, and some recapitulatory exercises, half on reform lines, the other half disconnected English sentences for translation. To those who believe in introducing set composition so early, this book will prove very serviceable.

Dent's French Primer, Phonetic Text. By W. E. M. LLEWELLYN. Dent. Price 8d.

This little volume is intended as a simple introduction for younger beginners to the *First French Book*. It furnishes very easy matter for conversation and for practice in the phonetic script. The simplest points of grammar are emphasized by short exercises, and essential words and phrases are repeated quite often. The illustrations are plentiful, and serve to make the meaning of the text clear. We congratulate Mr. Llewellyn on his great skill in performing a difficult and meritorious piece of work. Many children will be benefited by this excellent little book.

Wie wir sprechen. Sechs volkstümliche Vorträge. VON DR. ELISE RICHTER. Illustrated. Teubner. Price M. 1.25.

This is the 354th volume in that remarkable series, *Aus Natur- und Geisteswelt*, and well it deserves its place in that series. The author, who is *Privatdozent* at the University of Vienna, has succeeded in being at once *wissenschaftlich* and *gemeinverständlich*. In the brief space of 100 pages she deals with language from all points of view, in a style which it is pleasant to read; only now and then does technical terminology obtrude itself a little; the German tradition that learning and long words must go together dies hard.

The first lecture is devoted to the mechanism of speech; some good diagrams illustrate it. (It is a pity that Figs. 5 and 7 have changed places.) The second lecture deals in a simple and very interesting fashion with the psychology of speech; the third with the growth of language in the indiyidual and in the race. The remaining lectures present an excellent account of the nature of connected speech, the literary language and dialects, changes in meaning, loan-words, etc.

It is a book from which much may be learnt, and we have no doubt that it will be greatly appreciated. For the next edition we suggest that an index should be provided, and the International symbols adopted in place of the rather inconvenient ones here used. We have few criticisms of detail: English *thank you* is not *always* said with inspired breath (p. 10); the production of *s* is not quite satisfactorily described (p. 12); the term *Dauerlaut* or continuant is not applicable only to *l* and *r* (p. 14); the commonest form of the vowel triangle is not given (p. 18); *übil* does not become *übel* in the O.H.G. period, as might be inferred from the wording on p. 28; the statement that ancient Greek was a quantitative language calls for some qualification (p. 32); our spelling is atrocious, but we do not usually write *wrighter* (p. 69); the uvular *r* was surely common in Germany long before the Franco-Prussian War (p. 72); the M.H.G. form of *Tag* was *tac*, and was pronounced with a voiceless final consonant (p. 90); *Arzt* is derived from *archiatros* (p. 102).

Antologia di Poesie Italiane. Compilata dal Dott. ALFREDO TORTORI. Teubner. Price 3s.

This charming little selection of Italian verse begins with extracts from Dante and Petrarca, followed by representative passages from some fifty authors, ending with D'Annunzio, Ada Negri, and Francesco Pastonchi. At the foot of the page is given the rendering in English and in German of all difficult words and phrases. This part of the work has been done judiciously, and we have, therefore, no hesitation in commending the tastefully bound volume to all lovers of Italian verse.

La Dette de Jeu. By M. DU CAMP. Edited by DE V. PAYEN-PAYNE. Cambridge University Press. Price 2s.

This is a distinctly good story, of reasonable length and moderate difficulty. The editor has provided a short account of the author, good notes, and a vocabulary. For cursory reading in an upper form the text seems particularly well suited.

En Chine (*Merveilleuses Histoires*). By JUDITH GAUTIER. A. and C. Black. Price 1s. 6d. net.

Messrs. Black were well advised in issuing their charmingly got up series, *Peeps at Many Lands*, in French. The text is not a translation. In this, the first volume of *Les Beaux Voyages*, the text is supplied by Mlle Gautier, and M. Jean Aicard, general editor of the series, has written a preface. The excellent pictures of the English edition have been retained. While the books are no doubt intended primarily for the French market, they will be welcome no less to our teachers; for these are just the volumes that, placed in the form library, should lure our pupils to private reading in the foreign language.

Messrs. Hachette have sent us their *Almanach Hachette* for 1912, which well deserves its sub-title *Petite Encyclopédie populaire de la Vie pratique*. Here our pupils can find the most varied additions to their vocabulary, for they can read about wireless telegraphy, cholera, graphology, the masters of English and American literature, and no end of other subjects. They may learn something even from the advertisements.

FROM HERE AND THERE.

CAMBRIDGE UNIVERSITY.—The Members' Prize for an English Essay has been adjudged to Mr. Kshitis Chandra Sen, of Trinity Hall.

EDINBURGH UNIVERSITY.—Mr. G. Kitchin has been appointed a lecturer and assistant in English.

LIVERPOOL UNIVERSITY. — Mr. Karl Holl, Ph.D. Heidelberg, has been appointed Tutor in German.

LONDON UNIVERSITY.—The Gilchrist Studentship in Modern Languages of £80 tenable for one year will be awarded in February. Applications for the Studentship must be addressed to the Academic Registrar, and must reach the University not later than December 31 next.

OXFORD UNIVERSITY.—The following list of Scholarships and Exhibitions offered or awarded during the academical year 1910-1911 speaks for itself:

	Scholarships.	*Exhibitions.*
Classics	82	50
History	21	13
Mathematics	16	13
Science	19	7
Modern Languages	*3*	*1*
English	*2*	*2*

The cause of GREEK AT OXFORD has been ill served by the 'out-voters.' The statute permitting candidates for honours in Mathematics and Natural Science to offer in Responsions an alternative for either Latin or Greek had been brought forward in response to a memorial addressed to the Hebdomadal Council by a number of Heads of Colleges, Professors, and Teachers of the University. In Congregation it was passed by a majority of two to one; most of those who are in close touch with the present needs of the University were in favour of it. But on November 28, 1911, Convocation rejected

the statute by 505 votes to 360. Whether the 'out-voter' should be allowed as much weight in deciding what is in the best interests of the University as the resident —that is a question which will no doubt receive earnest consideration after this deplorable occurrence. We cannot but express our sympathy with Professor Gilbert Murray and the other champions of reason and enlightenment.

CORRECTION.—In our last issue (p. 223) Mr. G. E. Pitt was inadvertently stated to have been appointed Head-master of the Modern School, Bedford. He has joined the Modern Language Staff at that school. We apologize for the error.

Mr. A. SACHTLEBEN, Yorkstrasse 5, Halle A.S., Germany, would like to enter into correspondence with an English teacher for mutual furtherance in the study of English and German.

Mr. T. HILDING SVARTENGREN, Halmstad, Sweden, would be glad to enter into communication with an English teacher, with a view to an exchange of correspondence between their pupils. Mr. Svartengren's boys are from fourteen to sixteen years of age.

From the *English Association Bulletin* (October, 1911) we learn that, at the first meeting of the South Indian Branch, Mr. J. A. YATES, Principal of the Government College, Kumbakonam, read a paper on 'Problems of English Teaching in Southern India,' in the course of which he referred to the progress the 'Direct Method' of teaching English was making in Southern India, where very successful experiments were being carried on. He pleaded for the equipment of the English teacher with all the books necessary for getting a knowledge of modern lines of teaching. The introduction of the study of Phonetics was advocated, even for the classes in the High School.

In answer to a suggestion made in our last issue Mr. Broadbent, of the Royal Grammar School, Guildford, has sent us some lists drawn up by pupils, in which they give (1) the books read in class, and (2) the books read privately, *dans l'ordre de ma prédilection.*

A boy of fifteen years eleven months supplies the following lists:

1. Balzac, *Une Passion dans le Désert;* Balzac, *Une Épisode sous la Terreur;* Daudet, *La Dernière Classe;* Mérimée, *Mateo Falcone;* Musset, *On ne badine pas avec l'Amour.*

2. Loti, *Pêcheur d'Islande;* France, *Le Crime de Sylvestre Bonnard;* Daudet, *Tartarin de Tarascon;* Daudet, *Lettres de mon Moulin;* Hugo, *Gavroche;* Labiche, *Le Baron de Fourchevif;* Rostand, *Les Romanesques;* Erckmann-Chatrian, *Contes Fantastiques;* Bourget, *Récits de Guerre;* Dumas, *Le Bourreau de Charles I.*

The following are the lists of a boy of sixteen years two months:

1. Mérimée, *Mateo Falcone;* Daudet, *La Dernière Classe;* Balzac, *Une Épisode sous la Terreur;* La Fontaine, *Longer Fables;* Balzac, *Une Passion dans le Désert;* Musset, *On ne badine pas avec l'Amour;* Erckmann-Chatrian, *Contes Fantastiques.*

2. *Specimens of Modern French Prose* (Ed. Berthon); Dumas, *Le Masque de Fer;* Labiche et Jolly, *La Grammaire;* Hugo, *Gavroche;* Voltaire, *Le Blanc et le Noir;* Erckmann-Chatrian, *Le Trésor du Vieux Seigneur;* Gautier, *Le Pavillon sur l'Eau.*

Among the books read privately by others of Mr. Broadbent's pupils we find: Maistre, *Voyage autour de ma Chambre;* Daudet, *Tartarin sur les Alpes;* Lamartine, *Le Tailleur de Pierres de St. Point;* Souvestre, *Les Bannis;* Gautier, *Voyage en Espagne;* Töpffer, *La Bibliothèque de mon Oncle;* Taine, *Notes sur l'Angleterre;* Tocqueville, *L'Ancien Régime et la Révolution;* Molière, several plays.

EDITORIAL NOTE.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 15th of February, March, May, June, July, October, November, and December. The price of single numbers is 6d.; the annual subscription is 4s.

Contributions and review copies should be sent to the Editor of MODERN LANGUAGE TEACHING, Cuilrathain, Harpenden, Herts. (Please note change of address.)

The Journal is sent free to all Members of the Modern Language Association who have paid their subscription for the current year.

Applications for membership should be addressed to the Hon. Secretary, Mr. G. F. Bridge, 45, South Hill Park, London, N.W.

All subscriptions to be sent to the Hon. Treasurer, Mr. F. W. M. Draper, City of London School, Victoria Embankment, London, E.C.

Members wishing to receive or to discontinue receiving the MODERN LANGUAGE REVIEW are particularly requested to communicate with the Hon. Secretary. The subscription (7s. 6d. per annum) should be sent to the Hon. Treasurer at the same time as the annual membership subscription.

The Hon. Secretary will be glad to receive from members the addresses of well-educated families on the Continent willing to receive English guests, which can be recommended to students and teachers wishing to study abroad. The addresses of houses where an English guest is not likely to meet any other English people are specially desired. Names of families should not be sent unless the member can recommend them from personal knowledge. Full particulars should be given.

Communications on the undermentioned subjects should be addressed to the persons named:—

Exchange of Children: Miss BATCHELOR, Grassendale, Southbourne-on-Sea, Hants.

Loan Library: A. E. TWENTYMAN, Board of Education, Whitehall, S.W.

Magic Lantern Slides: H. W. ATKINSON, West View, Eastbury Avenue, Northwood, Middlesex.

Residence Abroad (Women): Miss SANDYS, 30, East St. Helen's, Abingdon; **(Men)**: H. M. Cruttwell, Byron Hill, Harrow.

Correspondence on all other subjects should be addressed to the Hon. Secretary.