MODERN LANGUAGE TEACHING

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MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE ASSOCIATION

EDITED BY

J. G. ANDERSON

VOLUME VIII.

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VOLUME VIII. No. 1 February, 1912

DISCUSSION COLUMN.

WHAT COMMAND OF ENGLISH SHOULD A CHILD POSSESS BEFORE BEGINNING THE STUDY OF A FOREIGN LANGUAGE?

CONTRIBUTIONS are invited and will be published as space permits. In order to focus the discussion the following thesis is proposed:

1. The child need know no phonetics; but should be taught accurate pronunciation of the mother-tongue by a teacher who has a sound knowledge of elementary phonetics.

2. The child need know no technical grammar; but should be taught by one who can express the essential things of grammar in terms of a child's understanding.

3. The child should be taught to tell stories; then to write stories in the mother-tongue; then to describe what it sees.

4. The time to begin a foreign language (from the point of view of the school) is when a child has made good progress in 1, 2, and 3. As soon as the sounds of the foreign language have been learned, the child should approach the foreign words by hearing and reading in the foreign language the stories, etc., which have been carefully studied in the mother-tongue, and by learning them more or less by heart.

All contributions should be sent to—

Rev. W. OSBORNE BRIGSTOCKE,
Berkhamsted School,
Herts.

THE MODERN LANGUAGE ASSOCIATION.

A MEETING of the General Committee was held at University College, London, on Saturday, January 27.

Present: Messrs. Pollard (chair), J. G. Anderson, Allpress, Miss Althaus, Miss Backhouse, Messrs. Brereton, Breul, Brigstocke, Chouville, Cruttwell, Miss Hargraves, Miss Hart, Mr. Hartog, Miss Hentsch, Miss Johnson, Messrs. Kittson, O'Grady, Miss Purdie, Professor Rippmann, Miss Shearson, Dr. Spencer, Miss Stent, Messrs. Twentyman, Wichmann, and the Hon. Secretary.

Letters of apology for absence were received from Miss Ash, Dr. Braunholtz, Messrs. Draper, Odgers, Miss Pechey, and Professor Savory. The minutes of the last meeting were read and confirmed.

Mr. A. T. Pollard was re-elected Chairman.

Professor Breul, Mr. F. Storr, and the Rev. W. S. Macgowan were co-opted.

Professor Rippman was re-elected Vice-Chairman; Mr F. W. M. Draper, Hon. Treasurer; and Mr. G. F. Bridge, Hon. Secretary. Mr. J. L. Paton was elected a Vice-President.

The following Executive Committee was elected: Mr. Allpress, Miss Althaus, Dr. Braunholtz, Mr. Brereton, Professor Breul, Rev. W. O. Brigstocke, Miss Johnson, Messrs. D. Jones, Kittson, O'Grady, Payen-Payne, Miss Purdie, Mr. Somerville, Miss Stent, and Mr. Twentyman.

The following Sub-Committees were constituted:

Finance: Messrs. Allpress, Atkinson, Payen-Payne (convener), and Whyte.

Exhibition: Messrs. J. G. Anderson, von Glehn, Miss Hart (convener), Mr. Hutton, Miss Johnson, Messrs. Longsdon, Payen-Payne, and Twentyman.

Lectures: Miss Ash, Messrs. Brereton, Longsdon, Miss Purdie, Messrs. Somerville, Storr, and Twentyman (convener).

Study Abroad: Miss Althaus, Messrs. Braunholtz, Brereton, Cruttwell (convener), Miss Hentsch, Messrs. Jones, Kittson, Pollard, Miss Stent, and Mr. Twentyman.

The following terms of reference were given to the Study Abroad Sub-Committee: 'To consider how an official inspection of Holiday Courses can be secured and how the money given by Local Authorities for Bursaries can be best utilized.'

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

The Vice-Chancellor of Leeds, Professors Breul and Fiedler, Miss Hentsch, Professor Rippmann, and Dr. Spencer were appointed to represent the Association at the Neuphilologentag at Frankfort at Whitsuntide.

On the recommendation of the Lectures Sub-Committee, the offer of H. M. O'Grady to give a series of readings from French poets was accepted with thanks.

The Editor of MODERN LANGUAGE TEACHING submitted the names of seven sub-editors. The names were approved. [Names will be found on last page.]

The Report of the Exchange for Children Sub-Committee was submitted and the two following recommendations adopted:

'That with a view to the development of the work, the Sub-Committee be enlarged and be called the Organizing Committee.'

'That a number of persons of position and influence be invited to support the movement.'

A list of such persons was submitted and referred back to the Sub-Committee with power to act.

The Sub-Committee was constituted as follows: Mr. J. G. Anderson, Miss Batchelor (convener), Mr. von Glehn, Miss Hart, Miss Lawrence, Mr. Lipscomb, Mrs. Longsdon, Miss Sandys, Mrs. Tonkin, Mr. Twentyman, Professor Wichmann.

It was referred to the Sub-Committee to consider the expediency of adding parents who had had experience of the Exchange and representatives abroad.

A proposal by Mr. Brigstocke that a summary of examination regulations relating to modern languages should be drawn up was referred to a Sub-Committee consisting of Messrs. Brigstocke, Hartog, Payen-Payne (convener), and Miss Hargraves.

The Chairman's report of the meeting of Representatives, *re* organization of January meetings, was referred to the Executive Committee.

The following eighteen new members were elected:

W. E. Gandy, M.A., 41, Maddox St., W.

W. Cardwell, M.A., St. Lawrence College, Ramsgate.

Miss K. M. Crews, Henbartie, Hartley Road, Plymouth.

Henry Fullen, B.A., Municipal Secondary School, Oldham.

Miss Gratz, B.A., County Secondary School, Hortensia Road, Chelsea, S.W.

Miss E. M. Harvey, County School for Girls, Tunbridge Wells.

Miss Marion Kemp, Hanson Secondary School, Bradford, Yorks.

Reginald W. Macan, M.A., D.Litt., Master of University College, Oxford.

Miss Frances Neasham, 2, Victoria Mount, Woodsley Road, Leeds.

Miss G. Lloyd Price, Runton Hall, West Runton, Norfolk.

Miss J. E. F. Reid, B.A., Earlham, Bishopswood Road, Highgate, N.

Miss Ada Richmond, County School for Girls, Twickenham.

G. F. Ross, B.A., Grammar School, Ilminster.

Miss E. M. Rothwell, M.A., Wood Green County School, N.

Miss Edith St. V. Smith, Howard College, Bedford.

W. Stede, University College, Dundee.

J. A. Ward, B.A., 39, Crown Street, Port Talbot.

Miss H. E. Wiltshire, County Secondary School, Bermondsey, S.E.

A Conference between the officers of the Board of Education who are drawing up the Circular on Modern Language Teaching and representatives of the Association took place on February 3. The Association's representatives were Miss Althaus, Professor Breul, Mr. von Glehn, Miss Johnson, Mr. Lipscomb, and Miss Purdie. The proceedings were private.

The following are the new members of the General Committee: Miss Backhouse, Miss Batchelor, Professor Fiedler, Miss Hargraves, Miss Pechey, Professor Rippmann, Miss Shearson, Mr. A. A. Somerville, Mr. A. E. Twentyman, Professor Wichmann, Professor R. A. Williams.

At the General Meeting a new rule was unanimously passed under which MODERN LANGUAGE TEACHING will be no longer supplied to members whose subscriptions are six months in arrears, the period of grace having been hitherto twelve months.

The following rule was also passed: 'Conveners shall be appointed for all sub-Committees, unless the Committee shall in any particular case direct otherwise. The quorum for a sub-Committee shall be three.'

According to a third alteration in the rules, notice of resolutions for the General Meeting must be given six weeks in advance of the meeting, instead of one month as hitherto.

At a meeting of the General Committee, held at Birmingham on Thursday, January 4, the following fourteen new members were elected:

D. A. Anthony, M.A., Camden Secondary School, N.W.

J. L. Blore, B.A., Sedbergh School, Yorks.

Professor W. G. de Burgh, M.A., Librarian, University College, Reading.

J. W. Cobb, B.A., 80, Chaplin Road, Longton, Staffs.

Miss A. W. Hurrell, B.A., 2, Rue Elie de Beaumont, Caen, France.

Miss G. Milnes, M.A., 44, Goldhurst Terrace, South Hampstead, N.W.

H. B. Mills, B.A., Camp Hill Grammar School, Birmingham.

Mrs. Mills, 42, Park Road, Sparkhill, Birmingham.

H. E. Moore, B.A., Isleworth County School, Middlesex.

Miss M. A. Petzsche, B.A., Sidcot School, Winscombe, Somerset.

Miss E. Reid, Gleninagh, Bushy Park Road, Dublin.

P. F. Rowell, 49, Thornton Avenue, Streatham Hill, S.W.

Miss E. de Sausmarez, St. Mary's, Abbots Bromley, Rugeley, Staffs.

Miss Mary Sheldon, Secondary School, Heanor, Derbyshire.

THE ANNUAL MEETING.

THE Birmingham meeting was an unqualified success, both from the educational and from the social or festive point of view. The former is fully reported here. The social functions began on Wednesday evening with the Conversazione, in which the Cercle Français and the Deutscher Verein took part, continued in the Annual Dinner at the Imperial Hotel, and ended pleasantly at Knutsford Lodge, where members were hospitably and cordially received by Professor and Mrs. Fiedler.

On Thursday the HON. SECRETARY opened proceedings by reading letters of apology for absence, and then explained certain portions of the report.

Mr. ALLPRESS, in the absence of the Hon. Treasurer, explained the Balance-Sheet.

Professor RIPPMANN then made a short valedictory speech on quitting the Editorship of MODERN LANGUAGE TEACHING, and recommended the new Editor to their benevolent consideration as the recipient of as much matter as they could send him.

Mr. PAYEN-PAYNE next proposed a vote of thanks to the retiring Editor, referring to his fourteen years of work—seven on the *Modern Language Quarterly*, and seven on MODERN LANGUAGE TEACHING—welcomed the new Editor, Mr. Anderson, and wished Professor Rippmann good luck in his new post as Editor of the Simplified Spelling Society's Journal. Mr. AGER seconded, praising the open-mindedness of the late Editor, who, although an advocate of new methods, inserted all kinds of views. Dr. SPENCER and Mr. LIPSCOMBE supported the motion, calling to mind the hard work that had to be done in the early days of the Association in reviving the Journal under Dr. Heath after the demise of *Modern Languages* on Beuzemaker's death.

Mr. HUGH (Nottingham) spoke of the great use MODERN LANGUAGE TEACHING had been to students.

Mr. BRIDGE, Hon. Secretary, read a letter from Mr. J. G. Anderson, who apologized for absence and asked for contributions.

Mr. ATKINSON'S report (read by Mr. Bridge) on Lantern Slides complained of the little use members made of the slides.

Mr. JANAU suggested that a leaflet should be sent out once a year in MODERN LANGUAGE TEACHING giving a list of the slides in the custodian's charge.

The alteration in the Rules, reported elsewhere, were then discussed and carried. On Rule 23, Mr. BRIDGE urged members to pay their subscriptions by banker's order, or some other way, early in the year. Mr. LIPSCOMBE suggested that before a member was cut off he should be told that the next number would be *very* interesting.

Dr. DÖRR, of Frankfort, brought greetings from the Neuphilologentag,

who now numbered 2,300. He saw great changes since his visit four years before, and found that we progressed faster than they did in Germany, where numbers remained stationary, and that we were more advanced in phonetic teaching. He invited all to come next Whitsuntide to Frankfort, where Sadler and Brunot were to lecture. He said that Modern Language teachers must travel and study, not only the outer life of a nation, but also its inner life—in families—which is the soul of a nation.

M. VEILLET-LAVALLÉE brought greetings from our sister Association des Professeurs de Langues Vivantes, and hoped to learn much.

Mr. PATON, in reply, wondered at their success in speaking our tongue, and urged our own teachers to be able to do likewise in years to come.

Dr. GROPP, of Charlottenburg, urged the importance of the exchange of children between England and Germany. He had come over with the Secretary (Dr. Karl Schmidt) of the German Committee to improve the relations of the two countries. The Berlin Committee, of which Dr. Michaelis was President, was started in response to an appeal of the French International Association for the Exchange of Children, and in order to promote better feeling between the two nations. In 1911 there were twenty demands for English families from German people, and only three could be satisfied, as few in England wanted to receive. The Committee was not a commercial undertaking, but an honorary body. Vice-Chancellor Sadler and Lord Haldane wanted the Modern Language Association to undertake the same work here. To children, the only expenses were those of travelling. The exchange was not only of great value educationally, but also politically.

Mr. PATON, in welcoming the Delegates, congratulated the German Committee on their excellent emissaries, and said that the only reason for our backwardness was lack of publicity. He expected that figures would be very different next year. In Manchester parents were only too willing to receive. The members of the General Committee now in Birmingham would at once meet the Delegates to consider how the proposals might best be placed before the public. [The meeting took place at 2 p.m. on the 4th.]

Mr. NEVILLE CHAMBERLAIN, on behalf of Sir Oliver Lodge, Principal of the University of Birmingham, welcomed the Association to an atmosphere which was symphathetic, although he hoped they were not such Philistines in Birmingham as to neglect the classics, provided they were taught as literature and not merely as mental gymnastics. He had received a classical education, but it was one which inspired him with a whole-hearted enthusiasm for some other form of training.

Mr. PATON then delivered his Presidential address :

PRESIDENTIAL ADDRESS.

I speak to you not as a Modern Language teacher, but as one who stands, according to Rosebery's historic phrase, outside the tabernacle. My Modern Languages are such that, when I attempt to employ them on the Continent, they usually evoke an answer in English. If in spite of that I have been a teacher of Modern Languages, that was in the dark days before this Association came into being, and a minimum standard of efficiency was set up. I taught German for a County Council in evening classes in succession to my gifted colleague of Liverpool Institute, to whom French and German come as easily as pulling on his boots. My salary was £0 0s. 0d., and though I says it who shouldn't, my services were worth it.

The things, therefore, which I say will be the obvious things which no one can help seeing. That is, as you are aware, the *forte* of headmasters: they have a wonderful genius for the obvious.

The first obvious thing, then, which no one can help seeing is that our Association stands out from all other associations of teachers, because, more than any other, it concerns itself with questions of teaching. There are associations of teachers which I could name (but wild horses will never drag their names out of me) whose sole object of existence seems to be not to discuss teaching and enhance its efficiency, and enable teachers to realize all their latent potentialities as teachers, but to bully educational authorities and meticulous governors into granting larger salaries and smaller classes. The more strength to their elbow! I could say something on this head myself. But the work of the teacher is of more account than his salary, and it is the work of the teacher which this association has always put in the foreground.

What signs are there in English schools of effect? What is the measure of your success? To go back for a quarter of a century, the time for which I can speak from personal experience, there have been notable signs of improvement in Modern Language teaching. Pronunciation is no longer a matter of mere haphazard imitation, in which only a moderate amount of success was to be expected from an English boy, and supposing you told the waitress you had an enormous wife when you meant to say that you had an enormous hunger, that was regarded as near enough to pass muster. Pronunciation is now basal, it is the first thing to achieve, no pupil is allowed to see the printed word until he has achieved it. It is scientific, and because it is scientific it arrives at results which are correct and precise.

Conversation is no longer a special addendum, plastered on to the French course like a stucco ornament, no longer a special lesson once a week from a special expert tutor. Conversation is the normal vehicle of instruction; it is the

language of the classroom. If the Modern Language teacher is not capable of teaching his own conversation and teaching through conversation, we have no use for him: he is to us even as the beasts that perish.

Composition is no longer a matter of laborious reconstruction of an English original with the help of an English-French dictionary, a scientific syntax and a compilation of idiotisms. Composition is now what it ought to be—a means of self expression, primarily oral, later on written, always up to the highest stage free.

The reading-book is no longer a trickling stream of some French or German classic which finds its way with difficulty through choking shoals of annotation, where text is swallowed up by notes and literature by comments. Our reading is a book which is allowed to speak for itself—a book whose matter and manner both have value worth our own best endeavour to get at; and all intervening rubbish-mongers must suffer the fate of their kind.

Such, in brief and insufficient summary, are some of the leading reforms which have been accomplished. There is not one of them which would have been possible without the help of this Association. And they have only been possible because this Association has never allowed itself to be lured aside into bypath meadows, to discuss administration, or salary, or external conditions. It has kept its own mind and thereby the mind of all Modern Language teachers in the country on teaching. It has put first things first. And that is the right policy. Let the teacher be worthy of his hire, and before long, by an inevitable sequence of economics, the hire will be worthy of the teacher.

I am not here to enlarge on this. I feel it is my duty to mention it, precisely because, not being myself a Modernist, I can blow for you the trumpet which you would not dream of putting to your own lips. Partly that, but chiefly for another reason. I say this chiefly because, as one on the Classical side of teaching, I want to tell you openly how much the Latin and Greek teachers owe to your reform movement. You can't quicken one part of our educational system without at the same time sending a quickening thrill through all the rest.

And it is only natural that the other language teachers should feel the influence—that quickening influence—most. You have been the revivalist preachers, and the influence of your revival movement has penetrated beyond the walls of your own tabernacle. I can't say we are converted yet, the old Classicists have all the quiescence of a long established Church. But we have reached the first stage on the way to conversion. We have what revivalists call a consciousness of sin, and Dr. Rouse will see to it that the workings of compunction do not cease. We are not so cocksure as we were. We are begin-

ning to see that there is something wrong in a system of language teaching in which the highest honours may be won by the deaf and dumb. You are delivering us from the spirit of dumbness. The sound of the spoken Latin sentence is heard in our classroom; it is even applied to the ordinary every-day processes of standing up, sitting down, shutting the door, giving up marks and cleaning the blackboard. We are discovering that, after all, Latin and Greek are not dead languages. We have had a summer meeting to reassure one another of the truth, the working truth of this momentous discovery. And we shall go further. Don't despair of us. You mustn't expect the ancient Greeks and Romans to mount on motor-cars or aeroplanes. But when you do get a heavy mass like ours to move at all, it has by virtue of its massiveness a momentum which makes it hard to stop. After all, not for nothing do we read our Horace—

> 'Lag those behind who will, or take the lead—
> We neither bide their sloth nor emulate their speed.'

We may not catch you up. I don't suppose we shall. Old joints are stiff. But we will be honest enough, at any rate, to acknowledge the debts we owe you.

But I'm not here to talk about the past, still less am I here to flatter. We want to look forward. There are new and even greater tasks ahead. Only one further thing I want to say before we pass to these. For success in facing our new tasks we shall need the same spirit as we have had in facing the tasks of the past. We shall need unity of spirit and heartiest co-operation. We have had differences, we do have differences, we shall have differences—that is a verb which is not defective, it is perfect in all moods, tenses and persons, singular and plural. But those differences have not hindered our effectiveness for our common aim and purpose. We found our English Secondary Schools disorganized and disunited. They were like the Churches of the Savoy Conference, 'sailing each on its own way in the vast ocean of these tumultuating times and holding out not so much as a light to each other.' And the Association saw that the only way to mend things was to pull together. By keeping your eye on this greatest of all needs, you found the individual differences of opinion began to assume their befitting proportions, they became comparatively unimportant; whether it was that the dividing walls became lower, or you became taller, I do not know, but in any case you were able to shake hands over the top. Let's keep that spirit. As it has been the secret of success in the past, so it is the promise and the pledge of success in the future. Keep our eyes set on the big things, the high aims, and then small obstacles are no longer insuperable.

What are the aims of the future? Gentlemen, I have nothing original

to propose. It is not the function of a President to be original. If it had been, I should never have consented to stand in this place. My business is to sum up and put in the foreground what lies latent in the minds of all. This ship, like all great vessels, is steered from behind. The figurehead's duty is to point as the rudder directs. What is the man on the bridge without the bridge? What am I without our excellent, untiring, and apparently illimitable Hon. Sec.?

Well, then, in the first place we aim at a higher academic qualification for the Modern Language teacher. We want him to be as much a 'scholar' in the true sense of the word as any master on the staff, as choice in his discrimination of words, as wide and as deep in his knowledge of literature, as sound and sure in his taste, and as true and scientific in the judgments by which he discerns the better from the worse, the durable from the transient, in the world of letters. And to secure this we must aim at establishing a closer and more intimate connexion between our Modern side and the University. The bond of connexion is now weak. We must, as Mr. Gladstone said on a famous occasion, 'corroborate the bond.'

In order to show how insufficient is the present connexion, Mr. H. C. Devine of the Future Career Association has very kindly prepared for me with great care some tables showing the number of scholarships offered for Modern Languages at Oxford and Cambridge, and I wish to acknowledge my indebtedness to him for the great trouble he has taken in the matter.

The figures at Oxford are:

Extracted from the Report of the Standing Committee of the Hebdomadal Council on College Scholarships.

'. . . With regard to Scholarships and Exhibitions offered or awarded during the academical year 1910-1911, the Committee have collected information from the Colleges.' They find that of Open Scholarships and Exhibitions there were awarded:

	Scholarships.	Exhibitions.
For Classics	60 ...	32
,, Mathematics	12 ...	9
,, Natural Science ...	15 ...	3
,, Modern History ...	15 ...	12
,, Classics and History	1 ...	—
,, Classics and Divinity	1 ...	—
,, Mathematics and Divinity	1 ...	—
,, Classics, History, and French	2 ...	6
,, English Language and Literature	2 ...	—
,, Hebrew	1 ...	—
,, German	1 ...	1

Of Scholarships and Exhibitions for which there are some limitations as regards birth or place of education, there were awarded:

	Scholarships.	Exhibitions.
For Classics	22 ...	18
,, Mathematics	4 ...	4
,, Natural Science ...	4 ...	4
,, Modern History ...	6 ...	1
,, Modern Languages ...	1 ...	—
,, English Language and Literature	— ...	2
,, Law	— ...	1
,, Hebrew	— ...	1
,, French	1 ...	—

For 1911-1912 three Scholarships are offered, one of which is closed.

At Cambridge, I find that in the same year, 1910-1911, Scholarships were awarded thus:

	Scholarships.		Exhibitions.		Total.
	No.	Value per ann.	No.	Value per ann.	
For—		£		£	£
Classics ...	25	1,360	11	340	1,700
Mathematics	15	900	3	100	1,000
Natural Science ...	17	1,020	10	320	1,340
History ...	5	260	4	120	380
Hebrew ...	—	—	—	—	—
Modern Languages ...	4	200	—	—	200

From these figures it is very clear that Modern Languages at Oxford and Cambridge have not yet earned their full status as an academic subject. This is not altogether the fault of the Universities. We are not here to denounce them or anybody else. As the Master of Caius tells me, the real deficiency is not in the number of scholarships offered, but in the numbers of those who compete for them. The fault is in ourselves, that we are underlings. We are here to take stock of what needs to be done. We are a sort of agenda club. The schools cannot do it off their own bat; they will need all the help they can get. One way of doing it is to raise the standard of qualification, both academic and pedagogic, for the modern language teacher in our Secondary Schools. This means raising the standard of qualification of our Modern Side Sixth Form product. And that, again, means opening up academic outlook and academic aspirations to the boys at the head of our Modern Sides.

So much for the schools; what of Oxford and Cambridge? Is it too much to hope that they will before long, none too soon, devote some attention to their domestic matters? The Modern-Side boy is considerably poorer than his classical colleague. Are we to wait till the women get the degree before the house-keeping of the ordinary college is made as efficient and as economical as the housekeeping at Newnham or Somerville? It is the dearness of living which keeps back so many of our best boys from Oxford and Cambridge. If we raise our standard, will they lower their fees? Frederick Temple in the forties—the hungry forties when prices were high—calculated that Balliol could be run at a cost of £40 per man per annum (per annum in this case means half the year). Why, if it was £40 in those days, is it still four times as much to-day? It is these small things, these things which have been treated by our lordly ones as non-essential, that are the most important things in this matter. Through their rectification in no small measure lies the hope of betterment for modern languages. To our classical rulers of the places of intellectual light and leading, we would recall a forgotten word spoken by one who to them and to us is the type of the highest culture of all time:

φιλοκαλεῖν μεν' ἐυτελείας.

And so this question resolves itself largely into a matter of bills,

just as the greatest of questions, What shall I do to inherit eternal life?' resolved itself through the great parable into a question of a hotel bill and the payment of twopence.

Our other objective also, curiously enough, resolves itself, in one form or another, into the payment of hotel bills. I mean the value of Modern Language Teaching for a mutual understanding and concord of the peoples.

You will remember how, when Dr. Sven Hedin arrived at Shigatse, he saw a weird devil-dance of lamas going on round a bonfire. Into the fire the priests were throwing bits of paper, on which the people had written 'disagreeable things they wished to be rid of in the coming year.' The belief was that the burning would get rid of these things. Now, I am sure if in this room we had a New Year's bonfire, and we were asked to write down on bits of paper the disagreeable things we wished to be rid of during the coming year, there would be some interesting discoveries. Rates and taxes, railway strikes, shaving, headmasters, Presidential Addresses, I know not what. But on one thing we should all agree. Without any caucusing or mutual agreement we would each one of us write down the name of war.

When we look back upon last year and see how swiftly on the heels of our Coronation gladness there came the grim terror of a European war, we cannot put forward too prominently this side of our Modern Language work. That such a war should be possible is the black blot on our boasted civilization. That it should never again be possible must be the fixed purpose of every individual and every association of individuals that cares for the progress of the race. May I with reverence go further and say it is the fixed purpose, often enough foiled, but still the firm fixed purpose, of Omnipotence? And when I come to look at the tools through which Omnipotence carries out 'its deep designs of never-failing skill,' next to the work of the Christian Churches, I place the work of the Modern Language teacher, the teachers in this country and our colleagues over the waters, whether narrow or broad.

Education is nothing unless it fits men and women for progress. There is no progress except through peace. There is no worse set-back conceivable to all that makes for the uplift of the world than a war between Christian nations. Racial friction is due to racial ignorance. Peace is only possible between those who understand each other. Folk can't understand each other unless they are taught each other's language. Therefore, the Modern Language teacher is the indispensable instrument of progress. I hope the logic is right, gentlemen. I'm sure the conclusion is. The candidate in the Greek schools according to tradition, wrote in one of his answers, 'Here logic ends and error and pyschology (*sic*)

begin.' I have not, I hope, overstepped that line. Logic is none the less conclusive if it coincides with faith.

'Tis time new hopes should animate the race.' And new hopes do animate us now. We are beginning to see that internationalism is to be the note of the future, just as nationalism has been the note of the past hundred years. We have accomplished much in the way of executive and organization. We have our International Postal Union, our International Telegraph Union. These have been followed by the Onward Wireless Telegraph Union only five years ago. We have pan-European freight conventions which will soon be extended to include Africa and Asia. We have international regulations adopted by all maritime countries formulating the rules of the road by sea; we have our international code of maritime signals. We have international institutions for hygiene, labour, agriculture, weights and measures, commerce and finance, earthquakes, ocean exploration, slave-traffic, and all manner of international agreements as to weights and measures, patents, copyrights.

These are the things which have already, as Carlyle would say, got themselves done. There are larger matters which evolve more slowly. The Interparliamentary Union, from small beginnings, numbers now one quarter of all the 12,000 Parliamentarians of the various constitutional countries in the world; the Peace Conference, slowly working its way nearer and nearer to a supreme International Judicature. The signs of the time are written large—what is to be is clear. Only to bring it to the birth it needs the Modern Language teacher. What we need is, as Lord Haldane puts it, 'an education in mutual understanding.' This mutual understanding must begin with the learning of the language, and that is what makes the rapid decline of German teaching in our schools so serious a matter. If it goes on unchecked, it is going to be nothing short of disastrous. This Association has been making efforts. It must not give up. There is a new régime at the Board of Education. We must keep on forcing this point upon them, and not stop till we have got something done. I see no answer has yet been made to a memorial on this subject presented in October, 1909. I think it is time a Cabinet Minister was put up to make a speech. 'How different,' said Dean Stanley, 'might have been the cause of the Church of England if Newman had been able to read German!' How different might be our relations with Germany now and in the immediate future if our boys and girls were able to read German instead of reading the *Daily Mail*.

I believe in travel, too, but I don't see much use in travel unless one knows the language. Nothing makes me so sad as to see in a continental hotel the young Englishman, well groomed and immaculate in dress, excellent in deportment,

and doubtless equally excellent in intention, but carrying around with him wherever he goes the limitations of his insularity, living as a thing apart, unable to get into touch with the life of the people among whom he moves, save through the limited intelligence and still more limited vocabulary of a swallow-tailed waiter and a professional guide. Not much can be done, gentlemen, on these lines. 'There is a balance of good and bad everywhere,' says Sterne, 'and nothing but knowing it is so can emancipate one half of the world from the prepossession which it holds against the other. The advantage of travel is by seeing a great deal both of men and manners; it teaches us mutual toleration; and mutual toleration teaches us mutual love.' That is what travel ought to do for us, it ought to 'knock windows into our minds in all directions,' and give us a larger environment to think in, a broader knowledge of our fellow-beings. To get this real value out of travel, the school-teacher must have been at work before our traveller starts. He must have some grasp of the language of those among whom he goes—enough to get his footing, anyway.

But how is the travelling to be done? Continental travel, you will say, means expense on a scale out of all proportion to the means of the great majority of our parents. That is so if you contemplate living in an hotel. The hotel must go by the board, and no one will shed any tears over that unless he has shares in hotels. How can it be done without hotels? In two ways. You will notice first of all, in our report for the year, there is a branch of our work which deals with the exchange of children between families in England and families in Germany and France. That branch of the work is growing. Let it grow. It is full of promise. One holiday spent in a family is worth more than a whole year spent in an hotel.

There is another way in which some of us have been making small preparatory experiments. It is on the lines of the German Wanderbirds. A few years ago my good colleague, Mr. H. B. Knowles, of the Salford Secondary School, took over a camping party to France, and a great success it was. This fired what for want of a better term I call my imagination, and we have been trying at Manchester Grammar School to do something on the same lines. In the first place, we have for the last three years got some of our parents to volunteer a week's hospitality to German boys coming over, partly from Frankfort, through the instrumentality of the Anglo-German Friendship Committee, and partly from Charlottenburg, where two masters are settled who not so long since were student teachers at my school. These invitations have been reciprocated by many kind friends on the other side, and have led to the formation of many happy friendships, kept alive by vigorous cor-

respondence. In the next place, the visit of the German Wanderbirds to England gave us the idea of invading Germany in the same way. We were already accustomed to send out from our school camps route-marching parties carrying light pioneer tents and everything that was needed for self-sufficiency on short expeditions. Last year we planned an expedition on the same lines, taking thirty boys to Germany across the Taurus to Frankfort and thence through the Spessart through Bavaria and back by Heidelberg. This year my colleague, Mr. Harold Nicholson, took a party through the Black Forest, and another colleague, Mr. Arthur Hope, took a small party through North France. I am not going to worry you with details, but I am anxious to show you how cheaply this can be carried out, because if we find it can be done within reasonable means in the North of England, much more ought it to be possible for schools in the South. Mr. Knowles was taken to France and back by the Great Western Railway for twenty-five shillings a head. That would make the total expenses of his French camp work out about fifty shillings a head for the fortnight. Our own expenses for the Black Forest tour, including all expenses connected with the trip except picture-postcards, worked out at a total cost of £5 a head for a tour of 3½ weeks covering 1900 miles, of which 200 were done on foot. That the pilgrims were not stinted in diet is proved by their increase in weight, which averages out at over pounds apiece. The boy scouts would doubtless have similar satisfactory returns to make. They would also, I feel sure, bear me out when I say that nothing could exceed the kindliness that is shown by the foreigners to school parties travelling in this way. Even a German official has been known to unbend and concede a point when confronted with a party of schoolboys. It is this unvarying and disinterested kindliness which brings a party of this kind into such close touch with the common people, the people who dwell in cottages, and form the real core of the nation. Do not say that schoolboys are too immature as yet to render any substantial contribution to this problem of mutual understanding. To my mind, schoolboys count for more than editors or municipal worthies, or even dignitaries of the Church, because the best way to counteract prejudice is to prevent its being born.

It is our business as teachers to call in the young to help in solving the greatest of all the problems of our civilization; it is our privilege to fit them for the work: it is our faith and hope that we do not work in vain.

Then followed the discussion: 'What command of English should a child possess before beginning the study of a foreign language?'

Miss Hart read the following paper:

No apology need be offered to members of the Modern Language Association for proposing to discuss at this meeting the teaching of the mother-tongue in its earliest stages. For this is a matter of vital concern to every modern language teacher, representing as it does the foundation on which all must build later. No doubt many language teachers present know to their cost that in the absence of this foundation they have themselves been forced to supply one—out of the time allotted to the teaching of the foreign tongue.

Like myself, they are well aware of the existence of a few rare preparatory forms in which the teaching of the mother-tongue leaves nothing to be desired; and I sincerely hope that they, too, have had the good fortune to teach a foreign language to pupils prepared in this ideal way. But in the vast majority of schools, alas! we all know that either methodical teaching of the mother-tongue is undreamt of, or else the method applied is so rigid and wooden as to be harmful and undesirable in view of later language teaching.

The chaotic divisions and subdivisions among English schools, and the lack of grading and centralization, give rise to a very large number of special difficulties (and advantages), which in an exhaustive treatment of the subject would need to be dealt with individually. In a paper of ten minutes' duration it must suffice to indicate three main kinds of difficulty usually found in pupils who are beginning a foreign language:

1. Many children coming at the age of ten or twelve to a secondary school bring with them the results of an undesirable, because artificial and forced, method. Their English is peculiar, unnatural, more or less ungrammatical, and often devoid of both sound and sense. And yet they have been carefully drilled into it!

2. Children who have had the best social advantages are either painfully silent and shy—'dumb' in the expressive American phrase; or else—

3. They are full of a refreshing spontaneity and exuberance of idea, but are quite unable to reduce these to order and to give them any literary form whatsoever.

To avoid such unfit resultants as these—the forced and mechanically drilled, the 'dumb,' the formless ones—a general scheme may be suggested as suitable to the four years of school life that precede the first foreign language (French), and that correspond roughly to the ages six to ten.

A previous training, which is essentially Froebelian—not the any-kind-of Kindergarten so often substituted for it—may already have begun, before the age of six, to develop the child's language powers on right lines. In any case, the principle by which new material is acquired and assimilated mainly through self-perception, while free and ready self-expression is encouraged by all natural and psychological means, is a safe guide at any stage for those who hope to induce fluency and suppleness in the speech of their pupils.

A phonetic training is indispensable if we would correct, or prevent, bad accents and faulty intonation; local, provincial, and colonial peculiarities; fashionable affectations in speech. To ensure a clear enunciation and perfect control of the voice, the speech organs must be trained by regular breathing and vocal exercises. But the *ear-training* afforded by a phonetic course is of the greatest importance of all, and its value cannot be over-estimated. It is a slow process, and must not be hurried, especially in the case of children who hear slovenly, blurred sounds in their homes during half their waking hours. I am inclined to lay great stress on the use of a phonetic script, even imperfect, and I trust there may be many present who have proved the helpfulness of this, and can give us the results of their experience, as well as some account of their methods.

It is unnecessary to say that every lesson, from games to arithmetic, affords opportunity for self-expression, and that the children are practising compositon in every sentence which they utter. History, geography, and nature-lessons are all so

many 'stories' to them, and should be reproduced as fully and faithfully as possible; while the small learners will need only the faintest encouragement to formulate their various personal opinions on the matter in hand, and to ask questions. But direct language teaching would be given in the daily story-telling, or recitation or reading lesson, with a suitable reader in due time. In these lessons the dramatic instinct can hardly be over-developed in English children. Even at the risk of incurring the reproach of 'dramatizing everything,' let them *live* all the episodes and stories they are learning; constantly suit the action to the word, and the word to the action; the gesture (artistic, be it understood) to the thought. Let them make concrete applications and parallels wherever possible; all this will invite free and unself-conscious speech and ensure clear concepts.

The amount of written work should be proportionate to the amount of oral work; varying from a line or two at the beginning of the first term to a page or two, whether of blackboard or paper, by the end of the first year. I do not know whether the principle of *four walls of blackboard* for the children's use in writing or drawing their earliest essays in composition is altogether naturalized in England yet. I believe the blackboard to be an indispensable ally, myself; but perhaps this is a point which could be profitably discussed later.

By the end of the first year we assume:

1. That the pupils can speak and recite clearly, fluently, and expressively a large number of pieces learnt by heart.

2. That they can readily understand, and reproduce orally, any simple story, or fable, or scene told them.

3. That they can describe a suitable picture in a well-ordered and interesting way, supplying dialogue or soliloquy.

4. That they can write phonetically any words or sentences dictated to them.

5. That they can write the easier spellings in English.

6. That they can reproduce with fair written accuracy any simple story or passage which they have *read* in their reader.

7. That they can answer without a fault the quasi-grammatical questions:

Who did it? (subject). What did he *do* (etc.)? (verb). *What* did he do (etc.)? (object); as well as: how? when? where? why?

and they can clearly distinguish which words are names of things, persons, places; which show actions, etc.; which are epithets, joining-words, words used instead of names. They should not, I think, know any grammatical terminology yet.

The second year, seven to eight, would see them ready for a continuous story, such as *Black Beauty* or *The Water Babies* (to give only time-honoured favourites); and during this year some fairly rapid reading could certainly be indulged in, and encouraged out of school as well. The stories selected for telling could be longer and more complicated both in language and in action; the dramatic scenes be grouped into an act. Written work would keep pace with the oral, and with increased manual facility the story writing be extended to three or four pages (double lines). The children ought to have practice in writing letters. Gradually the habit of *summing up* should be formed, care being taken not to check spontaneity. After reading and explaining in detail a whole chapter, there could, for instance, be a contest to see who remembered most of it, and most of the *important* things, with the book shut; this at first oral, then written. Or who could write, or speak, a short summary that sounded most like the book, or most like oneself, and so on.

During this year the simplest grammatical terms could be learnt, and the pupils promoted to a grammar exercise book in which they could write questions which they had formerly answered orally. But the utmost precaution should be taken against purely formal work in grammar, and good *rational* answers insisted on in every analysis.

It is during the next two years, as it seems to me, that the most important step, preliminary to the tackling of a foreign language, is taken; it is now that the children can be made or marred for later language work. For physiological reasons it would be best for them to begin French at once, in a way which need not affect the development of the mother-tongue. But in most schools it is found impracticable for various causes to begin the foreign language at this stage. The next best thing is that the Modern Language teachers be now appointed to teach the mother-tongue to their future pupils!

If the previous training of the latter has not been phonetic and direct as described above, considerable time would need to be spent in acquiring facility in oral and written narrative, in dramatization, and in speech and ear training.

If the pupils can already read, write and speak fluently from any simple English book, if they have a taste for reading, writing and speaking, and can clearly distinguish the sound and sense of what they hear and read, then some very important work in the mother-tongue ought to be accomplished at this stage, and the literary or reading stage of the foreign language, some three or four years ahead, be greatly simplified.

A continuous reader could still be the main instrument employed; reading aloud, recitation, and acting still have a prominent place; oral self-expression be more than ever encouraged and insisted on by interesting and stimulating questions on the text which oblige the pupils to recast the material in their own moulds, and by the practice of summarizing adequately all that is read. But it is by the *intensive treatment* of selected passages, chiefly in the reader, that the children will be obliged to focus their attention on the written word, and develop a clearness of literary comprehension and expression rarely met with under present conditions at the age of ten. The selected passage, first read aloud and generally understood, would next be analyzed, sentence by sentence, from the point of view of its ideas, tone, language, grammatical and literary construction. Every detail should be made absolutely clear. Directly or indirectly its value as an artistic whole should be brought home to all. Any abstract terms or expressions must be carefully mastered. If the passage has been chosen chiefly for its artistic beauty of language, then the children should finally make it their own in its entirety and simply learn it by heart. If it is a dialogue or other extract, chosen for the rapidity or vivacity of its style, an imitation might be attempted. But in any written exercise set on it, the teacher should most carefully discourage mere mechanical paraphrasing.

Original compositions should be frequent, two a week, or three a fortnight. They should be short, but complete; the language as fresh and simple as possible and grammatically correct; the subject well varied in treatment; letters of all kinds, descriptions, narrations, scenes to illustrate proverbs, imaginary dialogues, etc., besides the daily written exercise of reproduction, summary or grammar. The impossibility of composing without some ordered scheme would have been early realized.

Grammatical exercises and analyses should form a part of every daily lesson; complex sentences be by degrees understood. The teaching of grammar at this stage might well form the subject of a separate paper. The development of the power to generalize and think clearly in abstract terms is, I believe, very slow and difficult in Anglo-Saxon children; but it would be specially interesting to have the views of experts on this point.

There are, I believe, some excellent and practical textbooks prepared for use in all these stages. I have had the opportunity of examining some published by Messrs. Blackie and Co., in which the abundant exercises appeared to me admirably suited for the method I have suggested, and no doubt other publishers could offer equally valuable assistance in this respect.

As we have seen, assuming a preliminary period of four years, the first half would be devoted mainly to acquiring physical dexterity, by the training of speech and ear, hand and eye; while the subjects treated would be entirely concrete. The latter half would be spent chiefly in acquiring suppleness, accuracy, and clearness of thought and imagination, with gradually the power to understand and form the simplest kind of abstractions. At the end of such a period of training the child's powers of observation, of concentration, of audition, and of self-expression in English would be in good working order; in a word, he could adequately understand and use his mother-tongue in thinking, speaking, and writing. He would, therefore, be fit and ready to acquire a new means of self-expression.

Mr. Ll. J. Jones followed with his paper:

The answer to this question seems to me to be that the child should have as thorough a knowledge of his own language as possible, considering his age and standard. He should have a sound foundation of English grammar, and, as a basis for any further study, should be expected to have some idea of the scientific structure of English, should be familiar with the technical terms of grammar. The aim should be to train him to express himself clearly, and to correct himself and others in the simple forms of composition.

His knowledge of English should be such that it should include the elements of what is required for any further literary study.

Such knowledge is necessary for three reasons:

1. It is essential for the child even if he goes no further in his school course, and does not proceed to the study of foreign languages; for, without such a basis, it will be impossible for him to read and enjoy English literature to any extent.

Secondly, it will mean a great economy in time and energy. The foreign language teacher will no longer have to duplicate the work of the English teacher before he can get on with his own subject.

Thirdly, it is more than ever necessary now in view of the adoption of new methods in the teaching of foreign languages. Formerly, when the teaching of foreign languages meant a long grind in the grammar of those languages carried on in English, it was often the case that much that was left out in the English lesson was filled in during the French or German lesson. It was even claimed that a boy who learnt Latin had no need to be taught any English grammar at all. But now that even Latin is being taught by new methods, for which a previous knowledge of English is required, it is more than ever necessary that such preliminary training should be acquired while English is the chief subject in the child's time-table.

If we consider the aims of the English teacher, we find that, broadly speaking, they are:

1. To train the child to express his own thoughts clearly, either orally or in writing—that is, to give him the elements of composition.

2. To teach him to appreciate English literature.

By the substitution of the foreign language for English, these two aims become those of the foreign language teacher. He has the same desire to get the pupils to express themselves in simple but correct language, and, moreover, he has the great disadvantage that whereas the pupils begin their study of English with a speaking knowledge of the language, which forms a valuable basis upon which to work, they begin their study of the foreign language absolutely from the beginning. Therefore, he should receive as much help as possible in the way of a sound technical knowledge of their own language on the part of the pupils.

I take it for granted that the first foreign language that the pupil tackles is French, and I will endeavour to state what knowledge of English I think the pupil should have as a result of his preliminary training in order to take the greatest advantage of his study of the new language.

1. He should be able to read English aloud, with due appreciation of pronunciation, enunciation, and proper expression.

2. He should have had much practice in learning by rote. I, personally, attach great importance to this, and am fully of the opinion that, although he may not fully understand the meaning of what he learns, he, nevertheless, will profit by it later on, and his power of retaining new matter is increased. The child from eight to twelve years of age has usually great facility for such exercise, and I have found that time spent on such repetition is amply repaid later in the course.

3. Another important thing is the ability to frame proper answers to questions. The pupil should be trained to be strictly accurate in the formation of answers, which, of course, should be in complete sentences and not in monosyllables and isolated words. If this is not insisted upon at the very beginning, it becomes increasingly difficult as time goes on. The importance of this in the teaching of French or German, where a large amount of the work consists of questions and answers, cannot be overestimated.

4. Now I come to what I consider to be the most vital part of the early training—namely, the teaching of English grammar. There has lately been a distinct change of attitude as regards the teaching of what is usually called formal English grammar. Formerly it used to be one of the main branches of the study of English, and was regarded as an excellent form of mental discipline. There is nowadays a tendency to discard the theory about its value as mental discipline, and the result is that the teaching of English grammar as such has become unpopular. This point of view is, unfortunately, in my opinion, encouraged by the Board of Education Circular on the Teaching of English in Secondary Schools, which states that 'there is no such thing as English grammar in the sense which used to be attached to the term.'

I fear that the disfavour into which the teaching of English grammar has fallen is due to two reasons:

First, it is undoubtedly true that it was badly taught, and the results did not justify the amount of time allotted to it in proportion to other branches of English. The teaching of English as a school subject has received far more attention in recent years, and the grammar lesson has been blamed for the lack of serious attention to the subject and the poor results in the past. But nowadays far more time is devoted to English in the early stages of training in Secondary Schools, and yet the teaching of grammar is discouraged.

Secondly, the tendency to drop the formal teaching of English grammar is apparently due to the influence of new methods in the teaching of foreign languages where grammar is not taught at the start. The argument was that if the foreign language teacher can get on without grammar, the English teacher ought likewise to be able to disregard it. But the important fact was overlooked that the grammar of the foreign language must be taught when the pupil has reached the second stage of his course—*i.e.*, when he has made enough progress to be able to express himself simply and clearly, and can understand what is said to him in the foreign language. That means that he has reached a stage in the foreign language corresponding to the stage he is in as regards English when he begins his studies in a secondary school, for the first stage in English has been learnt at home before he comes to school at all. Therefore, if grammar is thought to be essential in the teaching of a foreign language before it can be said to have been learnt, it is all the more necessary in English. Also, it must not be forgotten that the foreign language teacher relies, for the success of his teaching during the first stage, upon his pupils having a sound knowledge of elementary English grammar, and a thorough familiarity with grammatical terms.

It is a serious disadvantage for the

French or German teacher to find that the simple grammatical terms he introduces are unknown to his pupils and that the time that should be devoted to the acquirement of a new language goes to explain simple terms that belong to every language, and should certainly be explained and learnt with the first language mastered, and which could be done so much easier and more effectively in connection with the mother-tongue.

The following is what I should consider as being essential to a foundation of English grammar for the purpose of teaching a foreign language, using, of course, such corresponding terms as are suggested in the Report of the Committee on Grammatical Terminology.

1. Number, case, and classification of nouns.

2. Number, person, case, and classification of pronouns.

3. Tense, mood, and classification of verbs into transitive, intransitive and reflexive.

4. Adjectives and adverbs with comparisons.

5. Prepositions, conjunctions, and interjections.

6. Articles, definite and indefinite.

7. Synthesis and analysis of sentences, as bearing on formation of sentences.

8. Parsing, as being a test of general knowledge of grammar and grammatical terms.

It has been urged as an objection that all this forms but a useless array of grammatical terms, but I am convinced that it is, on the contrary, quite essential that the pupil should know the names and functions of the parts of speech, and should be able, without hesitation, to answer questions on person and number, etc. Without that, the foreign language teacher is seriously handicapped.

The question of introducing phonetics into the early teaching of English is a difficult one. There is the fact that it means the introduction of a new branch of the already overcrowded subject, English, and if full justice is to be done to it, it will be by sacrificing some of the time which would otherwise be devoted to other branches. Also, there is a very distinct advantage in leaving the whole teaching of phonetics to the foreign language master. As far as he is concerned, he does not require any preliminary knowledge of phonetics from the pupil, and there is always the danger of confusion.

What I have said above is, in fact, an appeal for the teaching of English grammar seriously and thoroughly in the early stages, because I regard it as the chief asset of a child in beginning a foreign language. It would be a great pity were foreign language teachers, who, after all, are responsible for the introduction of new and more living methods into the teaching of English, to be deprived of what I regard as the chief foundation of their work.

I am convinced that the new methods of language teaching, if applied too rigorously to the teaching of English, will defeat their own ends, and will hamper to a large extent the efforts of the French or German teacher to conduct the classes in the foreign tongue.

Our school methods are in a plastic state, and the old system has been pulled to pieces in all directions, and many of our methods are in an experimental stage. We are in danger of losing sight of the scientific value of an experiment and of drawing hasty conclusions. Nothing is good because it is new, and nothing is bad because it is old, and there never was a time when the education of this country was more in need of the happy medium.

We are in the presence of another danger, which such a discussion as this tends to avert—namely, to have our methods and system formulated by those who test and not by those who teach. If the system of education in England is ever to approach perfection, it must be by the effort of the teacher; he must guide and not be guided; and an ounce of experience is worth a ton of red tape. 'Whatever is, is' not always 'right.' Foreign nations can teach us a great deal;

but an English system of education must be English made, and it is often better to face the risk of giving an example than to prefer the safety of following one.

The CHAIRMAN expressed himself as strongly in favour of grammar, and denounced namby-pamby education. The schools were squeezed between late coming and early going, and boys were not so well-prepared in English as they used to be.

Mr. J. G. ANDERSON sent a short paper, which was read by Professor Rippmann :

' In former times it was supposed that a knowledge of the mother tongue was obtained through the medium of the study of Greek and Latin. Some may still uphold that theory. I should rather argue that English was learnt in spite of Greek and Latin. Anyhow, I do not hesitate to say that the work of the foreign language teacher would be made infinitely easier if the pupils had a sufficient command of the mother tongue, and had gained by the study of the mother tongue a general knowledge of the grammatical structure of language. The mother tongue must be the pivot of all language teaching. Most teachers of foreign languages must at one time or another have had to lament the fact they have had to give elementary instruction in English before proceeding to teach French or German. Time forbids me to develop my points, but first and foremost I would put in a plea for formal grammar, taught inductively, rationally, and as a mental discipline. English is poor in accidence, but not too poor to illustrate most points of importance. It is on the other hand very rich in syntax. In English alone can the " direct method " be employed fully. In French or German the direct method can only be used in a modified form because there is not sufficient time available for practice in speaking, and because the knowledge already acquired in learning the mother tongue provides many short cuts in learning the foreign tongue. In this connection I would like to point out the necessity of uniform nomenclature in dealing with all grammatical terms and functions. In addition the boy or girl of ten or twelve years of age should have had some systematic instruction in word-making and in sentence-building, and should be able to weigh the value of words so as to express himself with some correctness. There is no doubt that grammar is nowadays often tabooed, thanks to the influence of the Board of Education. I believe that is a great mistake. Among other matters of great importance, equally neglected in most schools, are intelligent reading and correct pronunciation of the mother tongue. In these and other points we have with us what the French would call a *crise de l'anglais*. In conclusion I would say that phonetic training should certainly be begun in connection with the study of the mother tongue. It would be a great gain to the teacher of the foreign languages ; it would help to counteract the careless articulation so common in the London district and elsewhere, and eliminate some of the dialectical and inharmonious sounds that have become so prevalent. It would tend to preserve the harmonious and elegant elements of speech, and thus create a standard pronunciation—" a consummation devoutly to be wished." '

Professor RIPPMANN argued that correct speaking was impossible without grammar. Grammatical terminology need not be excluded from the first year's teaching. With regard to phonetics there was a mission wanted amongst their colleagues who taught English. It was they who should teach English phonetics. He thought Miss Hart's demands on the teacher for the first year too heavy. He did not like four walls of blackboard, but would prefer to see some of the space covered by pictures. As a rule, the blackboard area now provided was not fully utilized. Modern Language classrooms should be provided in all schools. In judging of the age for beginning languages, psychological persons must be taken into account as well as physiological ; and the former were against beginning at eight years of age.

Miss ALTHAUS spoke in favour of phonetics being taught before a foreign language is begun, and urged that they should be in the hands of teachers who understood them.

M. LAVALLÉE said that opinion about phonetics in France was much divided. He wanted the boys who came to him to know some grammar.

Dr. DÖRR said German phonetics were sometimes taught in Germany, but it was difficult to get teachers to take up such teaching. Some used the phonetic script, others did not.

Miss BACKHOUSE said girls who began late did not reach such a good standard of pronunciation. Those who began at eight had a keener interest in words in both tongues.

Miss JANAU had been struck with the facility with which young English children pick up French sounds. They might begin this at any age from six to ten with songs and games, without any formal teaching.

Mr. SAMSON was concerned with boys who came from elementary schools, boys who were not capable of reading, writing or speaking English. Such ought not to be allowed to learn another language. He regarded phonetic drill as being essential for boys who could speak their own language properly.

Mr. LIPSCOMB had to deal with boys whose speech was a strong dialect. They came in large numbers from the elementary schools and had to start French at once. Learning the foreign pronunciation has a good effect upon their English, rousing their desire to improve it. The difference in their English reading after a year's French was marked. He held that boys with a bad pronunciation should start a foreign tongue at once. Indistinctness of utterance was the great difficulty. This was diminished by a course of phonetics. He would like to see English reading taught with a phonetic alphabet. Indistinct writing was a fertile source of mistakes.

Mr. HUGH referred to an excellent series of books which provided a phonetic basis for instruction, namely, Sonnenschein's *Learning To Read*. He added that the Board of Education had kicked phonetics downstairs and thrown grammar out of the window.

Mr. PARDOE thought Miss Hart's paper had been rather in the clouds. All that was wanted was that pupils should be able to read aloud distinctly (for which phonetics were desirable but not essential), to reproduce a narrative, both orally and in writing, and should have some elementary notions of grammar. He noticed that many boys could not copy accurately. Co-ordination in French, German, and English teaching was needed.

Mr. AGER attached great importance to training children to express their thoughts accurately on paper. He found boys could not put down their ideas. English grammar had got discredited by having a great deal of extraneous matter put into it. Drill in essentials could not be too strictly insisted on.

Mr. ROBERT had pupils who talked Yiddish, but never English, yet decent French could be got out of them. In his school the English master was teaching phonetics. He did not wish to see boys starting a foreign language too early. Masters who teach English should be induced to teach some phonetics.

At the close of the discussion, the Chairman put two questions to the meeting: Is it desirable that English phonetics should be taught before the pupils begin a foreign language? Is it desirable that, before beginning a modern language, pupils should know sufficient grammar to distinguish parts of speech or parts of a sentence? Both were answered in the affirmative, the first with four dissentients, the second with three.

(*To be continued.*)

TALKING-MACHINES AND TEACHING.

IRREVERENT associations are desperately haunting, and it must have required some candour and courage on the part of Professor D. L. Savory* to tell us of the educational importance of a part of the wares vended by the Gramophone Co. Ltd., whose principal aim is amusement rather than instruction, and by Pathé Frères, whose pathetic is usually of the melodramatic kind. Professor Savory was, of course, justified in assuming that his fellow-teachers would rise superior to prejudice (most of them, especially in University towns, have suffered many things from nocturnal gramophones), and would be glad to use any practical means of improving their pupils' and their own intonation and pronunciation. But when he cites Professor Rippmann's article in the *School World* of March, 1906, in support of the educational use of talking-machines, he missed an opportunity of doing bare justice to the labours of Mrs. J. G. Frazer as a pioneer of instruction by means of the phonograph. Mrs. Frazer's series of records, the result of many years of careful thought and arrangement, form a complete course of phonetic teaching in French, German, Greek, Latin, and English. Among those whose practised voices she has utilized in her system of recorded phonetics are M. Chouville, Mr. von Glehn, Dr. Rouse, the Master of Magdalen, Mr. F. R. Benson (in a series of Shakespearian recitals), Dr. Breul, and Professor Savory himself. I notice that Professor Savory has certified that he has 'tested the French records supplied by Mrs. Frazer with large and small classes. Every word is perfectly audible, and the sounds are wonderfully clear. . . . I am convinced,' Mr. Savory wrote, 'that the phonograph has a great future before it as an aid to the teaching of modern languages, and that it is destined to render great service, not only to the pupil, but also to the teacher.'

Perhaps the principal advantage of Mrs. Frazer's cylindrical records to the teacher and learner is that they are 'home-made,' and not turned out wholesale. Hence they can be modified to suit the requirements of individual teachers and pupils. On the other hand, a set of Mrs. Frazer's records is a series of carefully thought-out and progressive lessons in pronunciation, My own numerous family, for instance. have derived much pleasure and profit from the charming series of recitations issued under the title of 'French Poems.' It has enabled us to learn by heart such gems of French poetry (with, let us hope, something approaching to M. Chouville's beautiful clearness of enunciation,) as Victor Hugo's 'Mazeppa,' 'Lui,' and 'Eviradnus,' and we have all learned to appreciate the delightful humour (very largely a matter of tone and inflexion) of two characteristic passages from Racine's 'Les Plaideurs.'

Mrs. Frazer's services to the cause of sound and sensible modern language teaching in England are so well known that it savours of presumption in a mere student to remind teachers of the existence of her admirable series of records. Professor Savory was, of course, writing only of the productions of the Gramophone Co., Ltd., and of the Pathéphone Co., Ltd. But he will, I hope, be glad to find his article made the occasion of a brief and imperfect appreciation of a collection of records whose purpose is wholly educational, whose creators are eminent members of the Modern Language Association, and whose usefulness in teaching languages has stood the test of long practice. Surely it is a remarkable thing that it is now possible to buy outright for a small sum excellent oral lessons, which can be repeated *ad libitum*, and always with the same stress and intonation.

J. D. A.

* See 'Talking-machine Records for the Teacher of French,' by D, L. Savory, MODERN LANGUAGE TEACHING, December, 1911, p. 238.

A TERM SPENT ABROAD IN STUDYING PHONETICS.

It might perhaps interest readers of Modern Language Teaching to hear something of a term spent in France and Germany with the object of studying phonetics.

Through the Modern Language Association I obtained the address of M. and Mme. Motte, who receive students of different nationalities. They have in their house a fully-trained teacher of phonetics, Mlle. Lund. The summer months are spent in Brittany, the remainder of the year at Bourg la Reine, within twenty minutes of Paris by tram.

M. and Mme. Motte have a numerous family; and students, whether in their forties or in their teens, have every opportunity of talking and perfecting themselves in the language. Mme. Motte is herself a perfect English scholar (though, let it be understood, no word of English is heard in her house), and she is always willing to set and correct free compositions and translations. The evenings are often passed in rehearsing little French plays. During my stay we acted three comedies.

I spent ten weeks of happy, useful work and pleasure in Mme. Motte's house. With the exception of Saturdays and Sundays, there are classes every morning. In the summer, when students are most numerous, they are placed in divisions, according to their previous knowledge of French and phonetics. The course of instruction includes phonetic dictations in French and unknown languages, reading of French both in ordinary and phonetic script, phonetic transcriptions, and the theory of phonetics. All are prepared for, and those who wish to, take the examination in elementary phonetics of the International Phonetic Association held by M. Paul Passy.

From Bourg la Reine I went to Marburg, which I found a very suitable town for my purpose. In the first place, there are many educated families who take boarders, and it is most important for foreigners to be among cultured people. Then, again, there are several excellent teachers of German phonetics in the town, often old pupils of Professor Viëtor. And, lastly, one has to go sooner or later to Marburg if one wishes to take the examination. The time spent in France made the study of German phonetics comparatively easy, and I found four weeks, with one lesson a day, were sufficient preparation for the diploma.

I went abroad with no opinion about phonetics, for my knowledge was slight. I have come back fully convinced that they are excellent for all Modern Language teachers, and indispensable for those whose ears are in need of training, or who are apt to rely too much on their eyes. I discovered that my ears had deceived me in more than one way; but phonetic training is a good remedy for all such complaints. There is in my mind no doubt that spelling suffers somewhat during a course in phonetics; but I believe this is only a passing evil, and that the good obtained is lasting.

I am not in a position to say anything about phonetics in schools, but in the opinion of those wiser and more experienced than myself there seems much to be gained by phonetics in class-teaching. I hope to prove this myself ere long.

Wilhelmine E. Schmidt.

High School,
Monmouth.

15. ALLGEMEINER DEUTSCHER NEUPHILOLOGENTAG IN FRANKFURT-A-M., VOM 28.-30. MAI 1912.

F. M. Aus einer dieser Tage unter Leitung des Herrn Direktor Dörr stattgehabten gemeinschaftlichen Sitzung der vorbereitenden Ausschüsse für die in Frankfurt-a-M. nach Pfingsten 1912 stattfindende 15. Tagung des Allgemeinen Deutschen Neuphilologenverbandes verdienen einige allgemein interessierende Punkte Erwähnung. Die Tagung findet — wie in der Regel alle zwei Jahre—unmittelbar nach dem Pfingstfest vom 28. bis 30. Mai statt, zugleich als Jubelfeier zur Erinnerung an den vor 25 Jahren dort abgehaltenen zweiten deutschen Neuphilologentag. Am Vorabend (Pfingstmontag) ist eine zwangloss Zusammenkunft im oberen Saale der Alemannia (am Schillerplatz). Vorträge haben bereits eine Reihe Universitätsprofessoren und Schulmänner des In— und Auslandes zugesagt, u. a. die Professoren Bovet (Zürich), Brunot (Paris), Morf (Berlin), Sadler (Leeds), Wechssler (Marburg), ferner die Professoren Curtis und Friedwagner von der Frankfurter Akademie für Sozial-und Handelswissenschaften. Beiträge zu einer Festschrift sind gleichfalls in grosser Zahl in Aussicht gestellt, z. T. schon im Druck. Eine Ausstellung von neusprachlichen Lehrmitteln, im besonderen solcher, die sich mit der Behandlung des Wortschatzes im Schulunterricht befassen, wird veranstaltet werden; es ist beabsichtigt, diese Lehrmittel später dem Frankfurter Schulmuseum zuzuführen. Auch hierfür liegen schon Zusagen vor, so von den Pariser Verlegern Colin und Delagrave. Die finanzielle Grundlage darf nach dem Berichte des Kassenführers als gesichert betrachtet werden. Dem Wohlwollen und der Einsicht einiger Frankfurter Herren verdankt der Neuphilologentag einen Grundstock, um dessen Beschaffung sich besonders die Herren Prof. Curtis, Reichard und Direktor Dr. Walter mit Erfolg bemüht haben.—Nach des Tages Arbeit—in der Akademie—sind als Feste des Abends geplant: am Dienstag ein Festmahl im Frankfurter Hof, Mittwoch Abend eine Vorstellung in einem der städtischen Theater, als Abschluss am Donnerstag Nachm. eine Rheinfahrt, vielleicht mit Abschiedsfeier im Kurhause zu Wiesbaden. Auch ein Empfang durch die städtischen Behörden im Romer wird sich hoffentlich ermöglichen lassen. Die Teilnehmerkarte, die für sämtliche Veranstaltungen gilt, wird Mk. 10.—für Herren, Mk. 5.—für Damen kosten. Weitere Auskunft über den Neuphilologentag erteilen die Herren Direktor Dörr (Liebig-Realschule, Falkstrasse) und Prof. Dr. Michel, Vorsitzender des Pressausschusses (Realschule Philanthropin, Hebelstrasse) in Frankfurt-a.-M.

CORRESPONDENCE.

TALKING MACHINES.

Dear Sir,—In response to Professor Savory's invitation to your readers to supplement the useful list of disc-records which he gave in your last issue, may I direct your readers' attention to a new series of records just issued by Pathé Frères? They are a series of fourteen records, spoken by Professor Thomas Rosset, Professor of Phonetics at the University of Grenoble. They contain phonetic exercises and pieces of prose and verse which will be found collected in his book, "Exercices Pratiques d'Articulation et de Diction" (Grenoble, Allier Frères, 26, Cours de Saint-André), price 2 fr. 50. The discs are double-sided, and therefore each disc holds two pieces. The price of each disc is 5 francs. I can speak from personal knowledge of these records, and can compare them with the voice of the

speaker, whom I have often had the great pleasure of hearing. Professor Rosset is gifted with an exceptionally fine voice, which I find well and faithfully reproduced in this series of records. Below I give the numbers of the discs and the titles of the pieces on each disc.—Yours faithfully,

C. C. STRONGE.

M'Crea-Magee College,
Londonderry.

EXERCICES PRATIQUES D'ARTICULATION ET DE DICTION.

Méthode Rosset.

D. 2851 { 1. La Voyelle **A**.
2. La Voyelle **E**.

D. 2852 { 1. La Voyelle **Œ**.
2. La Voyelle **I**, la Voyelle **U**.

D. 2853 { 1. La Voyelle **O**.
2. La Voyelle **OU**.

D. 2854 { 1. Les Voyelles nasales.
2. Les Semi-consonnes.

D. 2855 { 1. Récapitulation — Voyelles antérieures.
2. Récapitulation — Voyelles postérieures.

D. 2856 { 1. Les Consonnes.
2. Le But du Monde — La Démocratie.

D. 2857 { 1. La Parole.
2. Le Passé.

D. 2858 { 1. Les Patois.
2. Le Tempérament anglais—Les Conteurs italiens.

D. 2859 { 1. Russie.
2. Science théorique et Science appliquée.

D. 2860 { 1. Les Personnages du Cid.
2. L'Usage.

D. 2861 { 1. Croquis parisien.
2. Sortie de Messe.

D. 2862 { 1. Retour de Chasse.
2. Conversation mondaine.

D. 2863 { 1. Repartie.
2. Soleil couchant—Çavitri.

D. 2864 { 1. L'Albatros.
2. Odelette.

I have received indignant letters of protest and accusation of injustice because my article in the last number of MODERN LANGUAGE TEACHING containing a list of good French disc records for use with the gramophone did not at the same time include a catalogue of cylinder records for use with the phonograph. But surely a musician who writes an article in praise of the banjo cannot be held to have condemned the violin because he has made no allusion to it.

I need hardly say that I had no intention of disparaging the phonograph, which is still indispensable for those teachers who wish to make their own records and carry out their private experiments. For the fortunate possessors of this talking-machine there are certainly no better French records than those of M. Chouville, published in Mrs. Frazer's series, which is too well known to need any recommendation from me. All teachers of French are grateful to this lady for her pioneer work in the application of the phonograph to the teaching of Modern Languages.

D. L. SAVORY.

Paris, *January* 1.

'OSTRICH' AND 'SANDWICH.'

With regard to these two words, I find my own pronunciation agrees neither with that of Mr. Willson nor with that of Professor Rippmann. In both cases I pronounce *idʃ* or *id(t)ʃ*—that is, I sound a *d*, which becomes unvoiced, and is followed by the then natural *ʃ*. In the plural I agree with Professor Rippmann, and pronounce *dz*, a natural result of the following voiced sounds.

It is interesting to note that the *Standard Dictionary of the English Language* (Funk and Wagnalls, New York, London, and Toronto) quotes the obsolete spellings *austridge*, *ostridge*.

I am of opinion that a final *dʒ* (that is, the sounds commonly so written phonetically) is very commonly *ʤf*, or at least *dʒ̊*. I think that pure *dʒ* as a final sound is less common by far; and in the case of a foreigner learning English pronunciation, the pure *dʒ* that he gets from phonetic scripts strikes the ear as harsh, and requires the modification mentioned.

HAROLD W. ATKINSON.

Eastbury Avenue,
Northwood, Middlesex.

LONDON UNIVERSITY.

May I be allowed through the medium of your paper to lay before the Modern Language Association a matter urgently in need of reform—one which has so far received very little consideration from the authorities concerned? I speak of the Regulations of the External Examination for London B.A. Honours in Modern Languages. I would like to draw attento several points:

1. The injustice of those regulations as compared with those drawn up for the internal examination.

(*a*) *Two* languages and literatures up to Honour standard are required in the one case; *one* language and literature up to Honour standard and one *pass* subject in the other.

(*b*) Twelve papers are required of external candidates, six in each language; whereas internal students have six in their main and *two* in their subsidiary subject.

In no other subject are more than nine or ten papers set, and every Modern Language candidate who has sat from 10 a.m. to 5.30 p.m.—with a break of an hour and a half for lunch—on six consecutive days will agree with me that it is almost a physical impossibility to treat the final papers adequately, however familiar one may be with the subject.

2. The overpressure necessary in preparation for the examination is a serious blot on any system of education. I speak of it from personal experience, and also from a knowledge of the effect of the strain on other students, of both sexes.

3. The unsatisfactory results as deduced from the class lists suggest that it is more difficult to reach the requisite Honour standard in Modern Languages than in any other subject. The number of passes this year in Modern Languages is about 58 per cent.; in other schools it is from 95 to 100 per cent. The disproportion in the number of first-classes obtained is even greater, and no student offering English and French, the commonest combination, is placed in the first class. Of nearly a hundred candidates, two obtained firsts.

4. The better the student, the more certain is he to specialize in one of the two languages required, and hence to obtain a low place in the class list.

5. The standard of the papers is steadily going up. In 1905-06, for instance, the external candidate taking two languages was, if one may judge from the questions and from the syllabus, definitely expected to reach a much lower standard in each than the internal candidate. Now the examiners appear to demand the same standard from both kinds of student. This year and next, indeed, the external syllabus in Middle English is considerably heavier than that for the internals.

6. My own experience, and that of my friends, shows that external students are at a great disadvantage, compared with internal students, in obtaining teaching posts for which specialists are required. An applicant who has specialized in one subject is bound to be preferred to one who has taken the necessary subject and another as well, without adequate time to specialize in either.

It seems to me that very little consideration is shown for the interests of external students at any period of their career. In the Old English syllabus for Honours, 1912, for instance, at least three times as much Old English translation has been set as in any previous year—in fact, considerably more than is required for B.A. Pass, which is a two-year instead of a one-year course. Yet no satisfactory reply can be obtained to inquiries sent up to the University; the External Registrar apparently feels aggrieved if lecturers ask for any explanation. The matter is serious. Large numbers of students—nearly four times as many as in any other Honour subject this year—are affected. They and their teachers are nevertheless unable to bring about any alteration in the existing state of affairs. I earnestly hope that the Modern Language Association will interest itself in the question, and use its influence, either independently or by calling the attention of the Royal Commission to the present anomalous conditions.

LECTURER IN ENGLISH.

January 3.

FOREIGN DEGREES.

There exists at the University of Paris a degree well patronized by foreign teachers of French, which is known as the *Doctorat d'Université*. A good many Englishmen—between twenty and thirty, I believe—hold this degree ; and I note that among them the custom is spreading of calling themselves D. Litt. I have seen within the last few months this translation used by an external examiner at one of our younger Universities, by an old boy of a Midland college, and by one of the latest recruits to the Modern Language Association ; whilst one young lady, advertising last summer in a literary paper, had what I must be allowed to call the impudence to style herself *Docteur-ès-lettres*. I think it is time to protest against the misuse of an honourable title.

In the first place, *all* translations of foreign degrees are misleading ; and the *Bachelier-ès-lettres* or the *Licencié-ès-lettres* who in England calls himself B.A. or M.A. is as much in the wrong as the *Docteurs d'Université* to whom I am alluding.

In the second place, it is surely unfair to give, as an equivalent for what is a subordinate degree at Paris, the highest title in letters that an English University can confer. I have no desire to belittle the *Doctorat d'Université*. Among the theses presented for it are many creditable works. There are also several which cannot be so termed. But, to quote the opinion of a French authority on the subject (Professor Condamin of Lyons, in *Le Centenaire du Doctorat-ès-Lettres*, 1910): 'Le doctorat d'Université est une chose, et le doctorat-ès-lettres en est une autre ; et puis qu'il en est ainsi, et que chacun de ces examens a une appellation distincte, nous sommes bien obligé de le dire. De même que le candidat qui a obtenu le diplôme du doctorat d'Université est seul légitimement autorisé à signer "docteur *d'Université*," pareillement, c'est aux seuls candidats qui ont subi avec succès les épreuves du doctorat-ès-lettres que peut appartenir le droit de se dire "docteurs *ès-lettres*." . . . Si donc, comme on en voit trop fréquemment des exemples, un docteur "d'Université" ajoute néanmoins à son nom la qualification de docteur "ès lettres," il prend manifestement, non pas le titre de *son* doctorat, mais celui d'un doctorat différent du sien, et dont il n'a pas cru devoir affronter les épreuves. De là, en même temps qu'une sorte d'empiètement, la source d'une confusion regrettable, qui donne le change au public, et qui va droit à l'encontre de la saine discipline universitaire."

That is, I fancy, sufficiently plain ; and I hope that in the future those who hold the lower degree will follow what is the only just rule in these matters—leave their degree untranslated, and sign themselves *Docteur d'Université*.

F. A. Hedgcock.
Docteur-ès-Lettres (*Paris*).

Birmingham University,
January 1.

REVIEWS.

Extracts from Saint-Simon. Edited, with Introduction, Notes, and Appendices, by B. M. Nevill Perkins, B.A. George Allen, 1911. Price 2s. 6d.

La Satire Ménipée. Edited by Paul Demey Sonnenschein. 1911. Price 2s. 6d.

These additional volumes in the Dublin University French Texts, under the editorship of Professor Gerothwohl, are distinguished alike by the fact that all introductory matter and notes are in French, and by a delightful spaciousness about the printing.

La Tulipe Noire. Par Alexandre Dumas. Notes de Hardress O'Grady. Pp. xvi + 340. Dent, 1911. Price 2s.

A wholly satisfying edition, cheap, light to hold, unencumbered with a mass of English notes, provided with a bibliography and list of books bearing on biog-

raphy and appreciation, and containing, besides M. Faguet's preface, some twenty pages of brief notes in French, explanatory of words or allusions. Mr. O'Grady has done his work with reticence and skill, and has produced an ideal edition for a school library or reading book for the Fifth or Sixth Forms.

Shakespeare's King Henry V. Edited by the Rev. C. R. GILBERT, M.A. Crown 8vo. Illustrated. Cloth. Pp. 176. Mills and Boon, Ltd. Price 1s; text only, 6d. net.

This edition has one outstanding merit: there is no introduction, and the first appendix, 'How to Study the Play,' definitely refers the reader to the work itself, and advises him to obtain first-hand knowledge before studying the opinions of critics.

On the other hand, the edition is obviously prepared to meet the requirements of junior examinations, and we cannot too strongly condemn the insertion, in a volume intended for school use, of questions set at Oxford and Cambridge locals. The 'questions on the subject-matter of each scene' are almost equally objectionable. Nothing can be worse than to spoil a great work of art in this way, and we feel sure that the teacher, who really cares to train his pupils' powers of literary appreciation, will prefer to give them the 'plain text' edition rather than that which contains the hateful tests. It is a pity this should be so, since the notes are sensible and really elucidate difficult passages.

The Granta Shakespeare. Edited by J. H. LOBBAN, M.A. *Macbeth.* Pp. 148. *Twelfth Night.* Pp. 156. Cambridge University Press, 1911. Price 1s. each volume.

This is a satisfactory edition, pleasant to read and to handle, with brief, scholarly introductions and notes suited to the general reader. According to the preface, 'The aim of the edition is to give all that is indispensable for the intelligent enjoyment of the play.' If these volumes may be taken as typical of the series, we think that Mr. Lobban has satisfactorily achieved his end.

English Anthology. Selected by Professor Dr. THIERGEN and Professor Dr. HAMANN. With twenty-six illustrations and a map. Pp. viii+402. B. G. Teubner, 1912. Price 4M. 20 Pf.

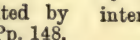
This book is designed for the use of German boys and girls, and seems admirably adapted to its purpose. It contains 'specimens of English poetry and prose, with lives of authors, from the fourteenth century to the present day.' There are also very brief introductions to each period of literature. The selections are well chosen and well arranged, and the book is calculated to fulfil its purpose.

Spencer's Social Statics (Chapter XXX., 'General Considerations'). Edited by CHARLES ALLAN, M.A., and R. BESSER, Ph.D. Text, pp. 78; Notes, pp. 39. Teubner's School Texts, 1912. (Price not stated.)

It was a happy thought to publish separately the final chapter of *Social Statics*, which, as the editors put it, 'sums up Spencer's view of the philosophhy of history.' They have done their work admirably, and the little volumes are a valuable addition to the series in which they appear.

Walter Besant's Elizabethan London. Edited by M. DENBY, M.A., and Professor W. BOHM, Ph.D. Text, pp. 95, price 90 Pf. Notes, pp. 56; price 60 Pf. Teubner's School Texts, 1912.

This book should add greatly to a foreigner's knowledge of Elizabethan London, and help him to the understanding of Shakespeare's plays. It is delightful reading, and is sure to be appreciated by the young students for whom it is intended.



LANTERN SLIDES.

ADDENDA.

FPA. 32. Louvre. La Colonnade.
33. Louvre. 'La Galerie des Roys et des Reynes'—engraving of Israel Sylvestre.
34. La Tour du Temple. 18me Si.
35. 'L'Abbaye St. Germain-des-Prés. 15me Si.'

FRP. 21. François I. Louvre. Inconnu.
22. Marie Stuart. Windsor. Clouet.

23. 'St. Louis rendant la Justice.' Panthéon. Cabanel.

FC. 9. Chambord. Salle des Gardes.

FF. 1. Fontainebleau. Escalier du Fer-à-Cheval.

2. Fontainebleau. La Chapelle.

All the above have been presented by a member, Miss R. E. Fowler, Doct.-ès-Lettres (Paris).

The following cutting from a recent daily paper may be of use to members:—

'Lantern lectures on East Devon, North Devon, and North Cornwall respectively, are lent by the London and South-Western Railway Company gratuitously for use by clubs, guilds, institutes, and so on. *To this series new sets of slides have recently been added, illustrative of Brittany and Normandy.* Any of the five sets, together with lecture notes, can be obtained upon application to Mr. Henry Holmes, superintendent of the line, Waterloo Station.'

H. W. A.

FROM HERE AND THERE.

It gives us pleasure to announce that Mr. Hardress O'Grady, of Goldsmiths' College, will give at University College, Gower Street, a series of readings in French on February 20 and 27, March 5, 12, and 19, at 5.30 p.m. The object of the readings is to make a beginning of some common practice in French and German to enable members of the Association to help one another to keep in touch with the living language. It is hoped that the series will be continued by others. Mr. O'Grady is a phonetician, and has made a special study of reading aloud. From personal knowledge we anticipate both pleasant and profitable meetings. The broad lines of the Readings are as follows:

1. Quelques poètes romantiques: Béranger, Delavigne, Musset, de Vigny.

2. Leconte de Lisle, les Parnassiens, Verlaine parnassien, Baudelaire, Verlaine saturnien.

3. Verlaine verlainien; Musset et Verlaine; Mallarmé: *L'Après-midi d'un Faune.*

4. L'Âme: Poé traduit par Mallarmé; Maeterlinck: *L'Intérieur;* Paul Adam, Villiers de l'Isle Adam.

5. La Ballade: Paul Fort, Verhaeren, Maeterlinck, Quelques chansons populaires.

The Readings are open without payment to members of the Association and their friends.

⁂

Marburg University.—The post of English *Lektor* will be vacant at Easter. Candidates must be graduates of a University and trained phoneticians. Applications should be sent at once to Professor Viëtor, Marburg a. d. Lahn, Germany.

⁂

'I do not ask that boys fresh from school should be able to speak, or even write, German, but they should be able to read it.' Thus Sir J. J. Thomson in his presidential address to the Association of Public School Science Masters. It is difficult to write with restraint when public men display so much ignorance in making such harmful statements. Sir J. J.'s faculties of observation and understanding cannot be much superior to his hearing years ago, when he and his German teacher shouted at each other across the classroom, if he thinks that the reformers do their teaching in the same way. His description may be humorous, but it is a gross travesty of what is being done in most schools. Anyhow, Sir J. J. is evidently ignorant of the truism that the quickest way to learn to read a language is by beginning to learn to speak it.

⁂

In the numerous educational conferences held during the Christmas holidays we find a noteworthy and hopeful sign of the times in the great attention given to the study of the mother tongue. Of these, the discussion of our own Association, reported elsewhere, appears to have been by far the most practical and valuable. The English Association had a conference on the Teaching of English Composition, which was disappointing, and did not rise

to the level of the occasion, in spite of a paper by Dr. Rouse. Speech and Oral Composition were freely mentioned, but no word about phonetic training. This point was, however, much in evidence at the Conference on Speech and Voice Training held at Bedford College, where Miss Elsie Fogerty (in her presidential address), Dr. Hulbert, and others duly emphasized its importance.

In our Correspondence column will be found a serious complaint against the unfairness with which the 'external' student is treated in the University of London. Some evidence recently given before the University Commission tends to show that both Viscount Haldane and Sir Robert Morant think that the external student deserves scant consideration.

The Report on the Rhodes Scholarships scheme shows that, of the advanced courses, Literature (B. Litt.) is one of the most popular.

In the Honours Schools for the B.A. degree only ten took English Literature and three Modern Languages, whereas forty-four took Jurisprudence and twenty-three National Science.

Of the whole number of scholars in residence in 1911 ninety came from the United States, eighty-four from the British Empire, and ten from Germany.

Provision was made in Rhodes' will for fifteen German scholars, but the demands of military service and of the home universities make it difficult for a German to take more than a two-years' course abroad, so that there are seldom more than ten in residence.

Of past scholars from Germany thirteen have entered the Civil Service and three the Diplomatic Service of their country. May they help to realise Rhodes' ideal!

In the correspondence in the *Morning Post* on the British Museum Library, Mr. J. D. Brown writes: 'Within my own experience the deficiences are chiefly in French, German, and the old English books.'

Another correspondent points out that a suggestion book is kept in the Reader's Room and that in the majority of cases a book entered there is procured.

The bi-centenary of the birth of Frederick the Great has been celebrated in Germany with much enthusiasm. We may well remember him for his interest in French—to the neglect of his mother tongue.

Professor Sonnenschein writes to the *Times* of January 29, asking anyone, who can, to send him or Professor Mengow information leading to the discovery of MSS. of Frederick the Great's literary works. It appears that there are still many MSS., especially those of the poetical works of the King, which have not been catalogued.

Professor W. P. Ker, of University College, London, is delivering the Clark Lectures at Trinity, Cambridge, this term. He has chosen for his subjects Chaucer, the Scottish Chaucerians, and the Ballads.

We congratulate Mr. Paul Studer, M.A., Professor of Modern Languages at the Hartley University College, on receiving the degree of D. Litt. recently conferred on him by the University of London for his work on French Philology.

Some pupils of the Mädchen Gymnasium in Nuremberg are anxious to exchange correspondence with English girls of about thirteen to eighteen years of age. For further particulars write to

Otto Lauterbach,
50, Friederichstrasse,
Nuremberg.

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 Association, but those whose subscription for the current year is not paid before July 1 are not entitled to receive it.

The Annual Subscription to the Association, payable on January 1, is 7s. 6d., and should be sent to the Hon. Treasurer, Mr. F. W. M. Draper, City of London School, Victoria Embankment, London, E.C.

Applications for membership should be addressed to the Hon. Secretary, Mr. G. F. Bridge, 7, South Hill Mansions, London, N.W.

The MODERN LANGUAGE REVIEW, a Quarterly Journal of Medieval and Modern Literature and Philology, edited by Professor J. G. Robertson, and published by the Cambridge University Press, is supplied to Members of the Association at a special annual subscription of 7s. 6d., *which must be prepaid*. It should be sent with the membership subscription (15s. in all) to the Hon. Treasurer. Those who wish to take in or discontinue the REVIEW should communicate with the Hon. Secretary.

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.

Travelling Exhibition: Miss HART, County Secondary School, Sydenham Hill Road, S.E.

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 J. G. ANDERSON

VOLUME VIII. No. 2 March, 1912

DISCUSSION COLUMN.

WHAT COMMAND OF ENGLISH SHOULD A CHILD POSSESS BEFORE BEGINNING THE STUDY OF A FOREIGN LANGUAGE?

CONTRIBUTIONS are invited and will be published as space permits. In order to focus the discussion the following thesis is proposed:

1. The child need know no phonetics; but should be taught accurate pronunciation of the mother-tongue by a teacher who has a sound knowledge of elementary phonetics.

2. The child need know no technical grammar; but should be taught by one who can express the essential things of grammar in terms of a child's understanding.

3. The child should be taught to tell stories; then to write stories in the mother-tongue; then to describe what it sees.

4. The time to begin a foreign language (from the point of view of the school) is when a child has made good progress in 1, 2, and 3. As soon as the sounds of the foreign language have been learned, the child should approach the foreign words by hearing and reading in the foreign language the stories, etc., which have been carefully studied in the mother-tongue, and by learning them more or less by heart.

All contributions should be sent to—

Rev. W. OSBORNE BRIGSTOCKE,
Berkhamsted School,
Herts.

REFORM IN SPELLING: HOW TO BEGIN.

TAKING it for granted that all highly educated persons interested in the English language who have given this subject serious consideration are agreed upon the desirability of reform in spelling, it seems worth while to make a few modest suggestions as to the manner of beginning. No single generation will endure the violence offered to its customs, traditions, and prejudices of a through-going change—a change that would involve the alteration of almost every word as now written. We must begin gently, with scarcely perceptible modifications.

First let us accustom the ordinary Englishman to the idea that our present way is not 'correct,' but extremely incorrect, difficult, bewildering and absurd; that in many cases it is misleading as regards the history of the word, and that this will be preserved for us in its integrity as long as the British Museum remains the storehouse for all published books, past, present, and future. Some may fear lest any departure from the usual representation of the spoken word will be set down in their case to ignorance or carelessness. Let those who for half a lifetime have gained the well-deserved compliment of being 'good spellers' adopt inoffensive changes, and no one will accuse them of anything worse than eccentricity.

As regards young people and children who are inclined to spell phonetically, we must allow it, and admit to them that theirs is the right way, but that for the present we cling, unfortunately, to an old-fashioned style; that our spelling is out of date, and no longer represents the word as pronounced in these times, but as it was sounded long, long ago. In fact, it is as suitable for present needs as armour would be for men engaged on war in an airship. The true word is the spoken utterance. From unintentional loss of purity in imitation combined with increasing desire to express thought rapidly, we have so changed the sound that to English folk of bygone times it would be incomprehensible. The ancient pronunciation is not lost; it lingers in remote corners of our island, and is to us a strange language. 'What are you growing there?' was asked of a Yorkshire woman. 'Tarmits for shape.' You are puzzled, but when you hear that a 'shape' has run into the house, you realize what kind of a shape it is. The southerner finds the uneducated northerner incomprehensible, and only forty or fifty miles from London—the monstrous centre which sucks in the worst and the best of the country—we find peasants speaking an unknown tongue!

Such changes have been made in the true word, the sound; yet when a corresponding change is proposed in its symbol, the written word, it is received with groans and hands uplifted in pious horror, as if the

very foundations of culture were being attacked and undermined.

Uniformity in spelling was not always regarded as an indication of respectability. Our grand old poet Chaucer spells *mother* in five different ways in one of the Tales, and never once with *th*.

Probably we English have the worst orthography of any nation in Europe. Russian and Italian are phonetic; German is rapidly becoming so, and America has set us an excellent example of sensible changes faithful to the derivation of the word. Can anyone object to *honor*, *favor*, *theater*, *center*, *traveling*, *benefiting*, etc.?

The Germans are carefully eliminating all superfluous consonants. To the adult *tun* and *Tier* seem shorn of their dignity; to the child and the foreigner there is a distinct gain. Even the French, whose spelling needs reform, have long substituted accents for consonants which have dropped out of use.

Now, there are in our language a number of words which we are permitted, without reproach, to spell in one of two ways. Let us agree to use only the more phonetic. *Jail* instead of *gaol*. *Gaol* is absurd. Nowhere else in English is *g* soft before *a*. Let us write *hiccup*, not *hiccough*; *show*, not *shew*; *ize* verbal termination, in every case, and not here *ise* and there *ize* without rime or reason. Words beginning with the Latin preposition *in* should adhere to it always, and not drift into *en—inquiry*, *incumbrance*, etc. *Kellic* and *kinematograph* will lead the way to the restoration to its rightful place in our alphabet of the letter *k*. The Romans had no *k*; that is probably why we spell *cat* and *calf* with their *c*. We borrowed this letter, or it was imposed upon us, in primitive times. All the same, it is reasonable to assume that when *kats* and *kâves* first appeared they came bringing their *k*'s with them.

Many more instances might be quoted of optional ways of spelling the same word, but these are some of the easiest to bring into uniformity.

There are a few words which—being, to some of us, more familiar to the eye than to the ear—remain of humiliating uncertainty during a whole lifetime. These begin with *g*. A woman unused to tools asks if it is *gimlet* or *jimlet*. Not having any family association with capital punishment, how is *gibbet* pronounced? She will wait for her cook to talk of *giblets* and *gizzards*, for fear of betraying her unfamiliarity with these sounds. There is a *gin* in the poacher's vocabulary; does he call it *gin* (*g* hard) to distinguish it from the snare that awaits *him* in the public house? Has a fish a *gill* or a *jill*, and which of them do we buy of the milkman? As regards that indispensable distributor, it is safer to ask for half or quarter pints, for two gills or jills make a pint in the north and four in the south. Some day we shall settle this difference also.

In the beginning we must limit our gradual reform to consonants; the vagaries of our vowels present a Herculean task. In a German set of directions for pronunciation of English words, it is stated that there are seventeen ways of sounding *a*. Neglecting twelve of these as subtleties only useful to our thorough-going cousins in Germany, we must confess to five perfectly distinct *a*'s: *a* in *father* and *bath*, in *fat* and *bat*, *fate* and *bate*, *fare* and *bare*, *fall* and *ball*. But these variations are few and simple compared with *ou*. In French *ou* is always pronounced *oo*: What is it in English? Pronounce it in *bough*, *cough*, *dough*, *enough*, *thorough*. When the courteous foreigner regrets that you have such a bad *cow*, and wonders how you caught it, and the Italian doctor recommends a *row* rubbing for his English patient, we ought to apologize to them for our ridiculous spelling, instead of giving way to an uncontrollable fit of laughter; *gh* must be got rid of in time. We have made a beginning with *tho'*: let us go on to *thru'*. We should revive *plow*, and make our furrows *strait*.

It would be interesting to calculate how many months of an English child's school life could be economized by the introduction of phonetic spelling.

In our secondary schools we are satisfied if children of thirteen and fourteen read and write fairly well. Suppose they could reach this point by the age of nine, what a number of hours would be set free for other uses! Would it not be an immense boon for them to have these hours deducted from home preparation, so that in summer the children could enjoy in the open air the lovely evenings of the beautiful season, and in winter be spared the strain on their eyesight of bookwork by artificial light? There might be gained in some homes an opportunity for developing a genuine lasting love of literature—for storing the memories of sons and daughters with the sayings of the greatest of our race — the wise melodious utterances of our poets. It is more comforting to recall the lines:

> 'Oh, yet we trust that somehow good
> Will be the final goal of ill,'

than to reflect that *phlegm* spells *flem*; that *phthisis* spells—what? that there is another *h* somewhere in *hæmorrhage*, etc. And as for the children in our elementary schools, whose years there are so insufficiently few, is it fair to say that only a small number leave with a really effective command of reading and writing, and that many lapse back into illiteracy?

Unfortunately there are matters of more pressing importance to them and to us than the acquisition of greater ease as readers and writers. A large proportion of these children are drawn from the lowest classes, and are without the elements of civilization. How can we make them better men and women than their parents? How can we counteract the fatal influence of slum life and vicious example? How

can we rescue a few of them only from their heritage of sin and misery?

With the increasing share in political life which the working men of England expect, any time rescued for their children from unnecessary drudgery in elementary work should be of priceless value to those teachers who believe that the formation of good principles, good habits, and the development of intelligence ought to be our ever-conscious and unswerving aim.

(Mrs.) Emily Miall.

THE ANNUAL MEETING.

(*Continued from p.* 22.)

After tea, Professor Wichmann (University of Birmingham) gave his address, 'The Importance of German to an Industrial and Commercial Community,' of which the following is a résumé:

The importance of German to such a community is no more to be measured by its usefulness to every-day trade than the importance of a cathedral, say, is to be measured by the work it affords to architects, masons, etc. German is to be looked upon as a means of general education, and a sound knowledge of it is of the highest value to this country.

The present system of language teaching has reduced the number of languages taught to practically two —Latin and French. Latin, once the high road to culture, has become a sort of blind alley to the average boy, leading up to disgust and a feeling of waste of time and energy. The system has also relegated English to a very inferior position; and any system leading to such absurdities is unworthy of a great nation.

Five hundred years ago Latin was the universal language of all educated people, and ignorance of it barred the approach to the intellectual as well as to a great part of the practical life of the time: Greek was studied because it opened up an access to the highest culture; but conditions have changed completely, and a modern language like German has now an equal claim.

Progress has become the determining factor of our time, and no nation can afford to stand still. How to make progress is the burning question of the hour, and a sound knowledge of German would provide one of the most powerful instruments of progress. All human progress comes under two headings, as being directed towards a mastery over nature or over culture; in actual life these are closely interwoven, as a certain mastery over nature is necessary before culture can be attempted. However, we will endeavour to keep the two separate.

To progress, be it in the field of nature or of culture, we must know exactly where we are, and, for this, observation and research are needed. More work in this direc-

tion is done in Germany than in any other country, and a knowledge of this work is to a great extent accessible only to those who know German. The fact that some knowledge of German is insisted on in English universities for science students is evidence that this is appreciated; the language is equally essential to students in arts. The Americans call German the *court language of modern universities;* indeed, it has thus displaced Latin and a knowledge of it is now of vital importance.

Mastery over nature finds its immediate expression in our various modern industries, which depend more than ever on the results of theoretical research, and will, therefore, derive direct benefit from an accurate acquaintance with German. Not only this, but a knowledge of German is likely to raise the productive energy of the nation in other ways. As long as there are idle hands, opportunities ought to be offered to them; a far-reaching knowledge of German in this country would help in the discovery of new opportunities and prevent the neglect of those existing. Had the results of German chemical research been widely known in England, certain industries might have been developed here. As it is, Germany has reaped all the advantages resulting from Perkin's discovery of aniline dyes. Again, the Germans utilise the waste heat of furnaces to generate electricity; a full acquaintaince with German would have enabled England to do likewise, and not lag behind. German afforestation might also be quoted. There are, of course, other things besides a knowledge of the language, but this would at least bring home stimulating examples.

Coming to culture—with which the very existence of a modern industrial community is more closely connected than many people seem to imagine—and taking the personal point of view, the study of any foreign language will create in a boy a healthy feeling of doubt and modesty as to his own nation's superiority over all others; that of German will show him a kindred race, with similar ideas and similar problems. Also, seeing in Germany a rival, he will have new inducements to activity, and his sporting instincts will be aroused.

Again, a knowledge of German, and through it of Germany and the Germans, tends to reduce friction, which must arise owing to the similarity of the objects of the two nations.

If we look upon culture from a general point of view as it represents itself in philosophy, poetry, art, and music, a knowledge of German will be found to afford unique opportunities. This applies to philosophy in particular. It is a mistake to imagine that modern thought rests on ancient philosophy. German philosophy has become the philosophy of the world, and the modern philosopher agrees with Faust when he said: 'Im Weiterschreiten find' er Qual und Glück,' for, while ancient philosophy

tended to become stationary, modern philosophy is constantly on the move.

The exclusion of German from the curriculum is calculated to do irreparable harm to the best interests of a modern nation. An up-to-date system of education is fully as important as an up-to-date system of defence. Neglect of the latter will lead more immediately, but not less surely, to disaster; and in the former case the disaster will be incomparably greater.

On Friday the first item was a discussion on 'THE MEANS AT THE DISPOSAL OF MODERN LANGUAGE TEACHERS FOR KEEPING IN TOUCH WITH THE LIVING LANGUAGE.'

MR. O. T. ROBERT (Whitechapel Foundation School) opened the discussion, and, after referring eulogistically to the new Holiday Course being organized at Ramsgate by the University of London, under the guidance of Professor Rippmann, continued:

"But no course, however good, can prevent a teacher's French from degenerating if during the term-time he does nothing to keep in touch with the living language. Our classes, which are ever with us, constitute a kind of evil communication corrupting good French.

You will not ask me to prove that by constantly hearing vowels sounds mispronounced we get to imitate the defects of our pupils.

The teacher, like the fiddler, must keep his 'musical instrument' in tune and his ear sensitive; he must be able to produce, with the precision and the speed which are characteristic of instinct, the sound that he wishes to utter. He must acquire and maintain a *mémoire habitude* of the sounds: a memory, not of images, but of sensations, and lodged, as it were, in the muscles of the throat and of the mouth. This can only be accomplished by much practice. The teacher should, like the musician, spend some little time every day in phonetic scale exercises.

Secondly, as to the tone or 'tune' of the living language. I mean 'quantity' of the vowel, stress of syllable, word or phrase, pitch and modulation generally. This is something more subtle, more difficult to acquire, and more easy to lose than mere correct vowel production.

I may best and most briefly put before you what I have to say, by comparing a living language to a kind of music, wherein the notes are represented by the vowels, and all the rest—time, stress, stops, *crescendos*, *ff.*, *pp.*, etc.—are left to the knowledge or to the discretion of the speaker or reader.

Each language has its own 'tune.' What would the 'Marseillaise' sound like if played correctly, as to the notes, but to the time and with the sentiment of 'God Save the King'? That is what French sounds like when pronounced, correctly as to vowel sounds, but spoken according to the rules which govern stress in English.

To guard against that kind of thing, the teacher should, occasionally, set to 'music' pieces of poetry, or better, of prose. This can be done very simply and very effectively in the following manner: The piece is written down in phonetic script, and then above each vowel is written a horizontal line, varying in length with that of the vowel, and in position (nearness to the symbol or distance above it) with the pitch. A little vertical line marks a pause, etc.

In a very short time one acquires skill in the use of this 'notation,' and it becomes possible to commit to writing the tone of any French preacher or actor it may be one's good fortune to hear. In the absence of these, French gramaphone records will afford excellent opportunities of studying 'tone.' The best records for that purpose are those rendering prose selections.

Learning pieces of prose by heart and reciting them to the tune thus set down is

a most interesting and a most profitable exercise.

Thirdly, the vocabulary, etc. :

The teacher is limited by his class to the use of a relatively small vocabulary, and to a few *tournures*. With this small, but gradually increasing, capital he has to do a great deal of 'business.' He acquires a certain dexterity in the matter, but he also exposes himself and his class to a certain danger. With beginners' classes (and do we ever get beyond them !), one word must often do duty for many others, and the time may come when the teacher himself becomes a man of few words and fewer expressions so far as the foreign language is concerned.

How can we guard against *that* danger which is very real, which steals upon us unawares, which even Frenchmen of the purest blood do not escape after some years' residence in England ? To read much, unless we read aloud, will help us but little, for the ease with which we read books in a foreign language may go on increasing while our power of expression in that language remains stationary or even becomes less ; for in reading we make use of only part of the memory, viz., recognition.

We recognize the terms and expressions as 'seen before,' and as having a certain value. We know the language, then, as the schoolboy knows his lesson, who, after being prompted line by line by his master, declares 'I knew that, sir !' The book prompts us and we remember, or at least recognize. Now, recognition would be sufficient if what we wanted was merely to read for ourselves, for our interest or our instruction. But if we want to have a grip of the language, wish it to be for us a living something—whereby we may communicate our thoughts to our fellow men—then recognition is not enough. We must be capable of rapid evocation of the terms we need, so that we may in a very short time choose among a great many the most suitable. To attain this we should converse or debate in our 'special' language whenever we have an opportunity, and especially should we *write* in it—write essays or letters which we submit to the criticism of competent persons. Those are exercises which, if done with care, bearing in mind Boileau's advice, 'Polissez les encore, et les repolissez,' will leave in the mind what some have called *traces*, or vibrations, or channels, or links of association, which favour rapid evocation, and therefore make it possible to attain accuracy in the use of terms, variety in expression, *souplesse*, and even elegance in the style, which things evidence the fullest possession of the living language."

Miss BREW began her paper by saying that except in large towns teachers had no opportunities for keeping themselves in touch with the living language, and that, on account of the expense of other methods, such as residence in a family, the Holiday Course was practically the only way for the large majority. She continued :

"The majority, then, must attend a Holiday Course. The question then arises, Which course is to be chosen ? and many points must be considered in making the choice. Is it well organized and well managed ? A consultation of the prospectus of the course will give some information on this head, though a most alluring prospectus is no guarantee that other conditions will be so favourable that every student will have opportunity to avail himself fully of the advantages offered.

Are there any conditions of admission ? Under this head three points should be considered : (*a*) the proficiency of the student, (*b*) the nationalities admitted, (*c*) the numbers.

In most cases, I believe, the proficiency of a student is not questioned, and in the courses where subdivision obtains into—let us say—elementary, intermediate, advanced, the student himself decides to which he will attach himself. He is, perhaps, the best judge. From some of the courses, that of the Alliance Française at Paris, which I know personally, the beginner would derive no advantage, the work

being all of too advanced a character, but in others, as at Bayeux, special classes are held for beginners, and much progress is made.

As regards the second point, *i.e.*, the nationalities admitted, there seems to be little or no restriction. An examination of the list of Holiday Courses issued by the Board of Education shows that some of the courses are arranged for 'English-speaking students.' The larger courses, such as those at Paris and at Grenoble attract students from most European countries, and there is much to be said of the advantages of attendance at courses so international in character.

The very large numbers attending such a course as that organized by the Alliance Française at Paris, though perhaps not disadvantageous at the lectures of a general character, raise a very serious question at practical classes; some of these are so large that it is quite impossible for each member to take an active part in the work, however great his desire to do so; and the accommodation offered leaves much to be desired. In an ill-lighted room there is a small table, round which there is room for six students—one side must be left for the teacher; all the others find places on chairs arranged in rows behind those at the table, or stand at the back. At one such lesson I counted nearly fifty students, and of these only those at the table were called upon, and each day it happened to be the same students, who, by a kind of 'early-door' arrangement, left the previous lecture before the end, and so secured good places—a circumstance which gives opportunity for many observations. The lessons given to that group were excellent, and by better arrangement might have been made more generally useful.

Another point to be considered is the accommodation for students; most committees issue lists of approved boarding-houses giving the number of guests received. In Paris, the Alliance Française assumes no responsibility. There are, of course, many boarding-houses, but the majority suffer greatly from the drawback of having too many boarders who speak English; and landladies are good and bad, as everywhere else. That this is recognized by the professors is obvious from a remark of Professor Carl one day at Versailles. It was rather late in the afternoon, and there was much still to be seen, so he turned and suggested to the class that those who were afraid of their landladies had better return to Paris, but that the courageous ones could continue their expedition!

As regards the programme of courses, Paris is excellent. Several series of lectures on literature are given by professors of repute in the course of a single month, the seventeenth, eighteenth, and nineteenth centuries being represented. Most of these lectures are attended by very large numbers; many of the audience, however, are not holiday students. There is a course in historical grammar, seventeenth century to our own day, in which one particular point is generally treated, *e.g.*, the extent to which games have contributed to to the verbal treasure of the language; or the subject for 1912, the changes in meaning which words have undergone and their development—a course of extreme interest. Another of 'Explication de Textes' in which a seventeenth century work was discussed in detail; for 1912 I see a modern work as well. In this course, if the ground covered was not very extensive, the work was very thorough, and a foundation was laid for future independent work. Two courses, one on 'Modern French Life,' and another on 'French Diction and Pronunciation,' were very well attended when I knew them; they were both somewhat popular in character, probably for the sake of the large numbers attending. There were also several series of classes for practical work, where the value of excellent lessons was largely restricted owing to poor accommodation for the classes and the need for even greater subdivision.

The social side of a Holiday Course can also not be disregarded, and here Paris does not help much. Perhaps it is

the overwhelming number of students which makes social intercourse difficult, but I think the very strenuous nature of the course and the heat of Paris are two very important factors against it. One has memories of pleasant meetings and talks with comparisons of the customs of different countries, and a very firm conviction that many students work under far worse conditions than we do in England, and admiration and enthusiasm is roused for their efforts.

The examinations at the end of the course give certificates of two grades; I do not know what value the *diplôme supérieur* has in England, but many students told me that it is of great value in countries abroad. The public examinations were extremely interesting.

I have left to the last the classes which were, I think, the chief reason for my attendance at Paris. Eight lectures in Phonetics, given to the whole body of students by M. l'abbé Rousselot, were supplemented by practice under the direction of M. Fauste Laclotte in classes divided according to the nationality of the student. English and Americans were in the same subdivision, and the help given was real, in spite of its being greatly hindered again by the excessive numbers. Further classes were arranged, at a small extra charge, of from six to ten in number, for more detailed work in phonetics. The slight drawback to us to attendance at this course is that the symbols of the International Phonetic Association are not used.

Finally, a series of lectures on and visits to the artistic historical treasures of Paris occupied the afternoons.

At this course the students were arranged in groups of nationalities, whose interests were watched by a member chosen. To this member was given, amongst other duties, that of distributing the tickets for performances of classical plays at the Théâtre Français, where classical plays were performed during the whole of August. The opportunity to attend was greatly appreciated by the students of the Alliance Française.

In conclusion, I think a student can generally get what he desires from a Holiday Course, provided that he has some definite aim in view, and does not lose sight of it; and provided also that his aims are not too high."

Mr. R. H. PARDOE (Handsworth Grammar School) said:

"While many ways are open to teachers of keeping in touch with the living language, especially to those dwelling in large towns, the most general and effective means is going abroad. Much may be picked up in shopping, visiting, strolling along the streets, in way of helping vocabulary of modern terms, but, after all, most good of a definite character would probably be got at a Holiday Course.

A varied experience has led me to an opinion not always flattering to French Holiday Courses. Generally speaking, the *conférences générales* (history, geography, manners and customs, etc.) have been very good and interesting. Lessons in phonetics have lost value by being given by teachers with pronounced accents and insufficient knowledge. The conversational classes have rarely been of much use; the grammar very elementary and often puerile.

The faults found elsewhere are aggravated at the courses in Paris, at the headquarters of the Alliance Française. It is true that the lectures on literature and general topics are delightful and stimulating; the *lectures expressives* very interesting; the phonetics of l'Abbé Rousselot and Fauste-Laclotte thorough and practical. The grammar and *explications de textes* are, however, very elementary, and the conversation classes in nearly all cases worthless, both from excess of numbers in the groups and the incapacity of teachers. The worst fault, however, is the general arrangements. The organization leaves much to be desired, and the treatment of students is often only to be described as odious. So inadequate is the accommodation and so utterly wanting the ventilation, that

the state of things in the principal room would only find a historic parallel in the Black Hole of Calcutta.

The lecturers are individually irreproachable and first-class in their several departments, being often the pick of France (though very inaccessible outside), but of the Alliance corporately I can only say that, while professing to be a patriotic (if not a philanthropic) association for propagation of the French language, it struck me as being in reality a commercial society bent on exploiting the poor foreigner for its own enrichment. The fees are too high, and at the same time the programme is too crowded and the day too full, so that to attempt to attend all the lectures spoils the 'holiday.'

My recommendation would be to live in a *pension*, or, better, a private family; to attend one or two lectures daily, one being on a general topic or on art (such as the delightful artistic visits to museums and churches of Professor Karl—than which I know nothing more illuminating and entertaining); and for conversation to supplement table-practice by (if possible) attaching to oneself a personal guide. One should read the papers and attend one or two good plays."

The CHAIRMAN (Dr. McCann) summed up the remarks of the three openers. Referring to Mr. Pardoe's statements, he stated that, in spite of that speaker's unfavourable opinions, he could not help feeling that his (Mr. Pardoe's) frequent visits to France had a good deal to do with his grasp of the French language. So far, the discussion had dealt entirely with France. He would like to hear something about Germany, particularly about his old university—Jena.

Mr. G. W. SAMSON (Aston Grammar School) took the same view of Holiday Courses as Mr. Pardoe. He had never attended one, but, from information obtained both from friends who had and from the various syllabuses, he had come to the conclusion that these Holiday Courses were of no use to him. The teacher of Modern Languages did not require elementary lectures on literature or general topics, and advanced instruction on literature could, in the speaker's opinion, be obtained much better from books. It seemed to the speaker that the lectures delivered were not properly graded and were of very little use to the teacher. In general the classes were far too large and the treatment of the subjects far too elementary. The spoken language was a necessity that one did not get by listening simply to a single lecturer. One had to get into touch with as many different persons as possible. The man in the street was the person we wanted to understand, there being no difficulty in understanding the conversation of an educated family. The speaker's own practice was to go to a family where there were no other visitors, and to frequent the theatres as often as possible.

Miss GATHERALL (Handsworth) stated that she rose in an answer to the Chairman's challenge to speak about her experiences in Germany. She had attended a course at Jena, of which she had nothing but good to say, and she was at a loss to understand the attitude of opponents to these courses. At Jena the lecturers were highly efficient and the lectures good, particularly those on history, literature, and history of literature. Some of these lectures began at eight o'clock in the morning and were most useful from a linguistic point of view. Among the visitors were many German students and teachers, English students being in the minority. German was, therefore, the language most spoken. The speaker was of opinion that in all these courses the social aspect should be developed as much as possible. There could be no use at all in piling up knowledge. At Jena and Marburg the social side was considered most important, the organization being undertaken by professors. The lectures were delivered in a large, well-ventilated room, which was in no way crowded. There was a good library and an excellent reading-room, containing

almost all the papers and journals of the world. In addition, Jena was not far from the literary Mecca of Germany—Weimar, where among other attractions the theatres were of a first class order.

Mr. R. H. ALLPRESS (City of London School), like Mr. Samson, preferred to bury himself in a small German village of about fourteen houses. The teacher was in no great need of work; what he wanted was a holiday. A great deal had been said about courses, but one point had been overlooked, a very practical way of keeping in touch with the living language: the teacher should marry a person of different nationality.

Professor RIPPMANN stated that he had had considerable experience of Holiday Courses, and admitted there were defects. A further aid to the teacher was the speaking machine, though he felt that it was at present too early to enlarge upon this. The question of intonation was a very important one. How was one to acquire a correct intonation? One way was to bribe the obliging foreigner to repeat as often as required the particular passage under consideration, but a much easier way was to get a talking-machine. Very little, comparatively, had been done in this direction in England, but on the Continent there were many beautiful records by well-known actors. These were very good as far as they went, but what was really required was a collection of good records containing models of conversation. The phonograph was a less useful machine, though, of course, with it the teacher could make his own records, and, possibly, shudder at his own pronunciation. Then there were the very excellent intonation curves by Mr. Daniel Jones. In the matter of Holiday Courses, the question of classification was always a difficult one. In the application forms issued by the London University for their Ramsgate Course, there was a special page for stating the student's qualifications. They had to refuse beginners, as they often proved an intolerable nuisance to the more advanced students. They limited the classes to eight, who were placed under a thoroughly competent teacher. One consideration in establishing the Ramsgate Course was the fact that many students go abroad before they are properly fitted to do so. It was very important that the teacher's holiday should be well spent, and it was desirable that bodies giving bursaries for holiday work should make their conditions more elastic, so as to include private families. He strongly advocated the appointment of official inspectors to visit and report faithfully on the various courses. Among German Holiday Courses he considered those of Jena and Marburg very well managed, as also that of Lübeck, which was specially arranged for English students. In addition to the various lectures, there was one other advantage in the case of Lübeck. The schools were in full swing at the same time as the course and might be visited by any students who wished to do so. Here the disadvantage of having only English students was, he understood, successfully overcome.

Mr. W. HUGH (Nottingham) found himself in slight disagreement with Professor Rippmann as to the value of the phonograph. Excellent records had been made by Dr. Breul and Mrs. Fraser, and Dr. Rouse had contributed records in Latin. He had obtained a very useful phonograph manufactured in Philadelphia. This was fitted with a lever, by means of which the machine could be brought to a stop in order to repeat any particular part of the record as often as one required. In the matter of Holiday Courses he had made many experiments. He had stopped at small hotels and learned a good deal in that way. He had also stopped at a small village and had never heard a word of English during the whole of his stay. He had attended and was favourably impressed with courses at Marburg and Neuwied. He had attended a very excellent course at Fribourg, which was, in addition, in close proximity to the Schwarz Wald. At Frankfurt, too, one could attend the lectures at a nominal fee.

Mr. BRIDGE referred to his experiences for two successive years at Jena as being most delightful. It was here that he obtained his first initiation into the new method. At the same time, he was not sure that Holiday Courses furnished the best means for keeping in touch with the living language. In addition to large numbers of English students, there were many other nationalities represented, and he could see little good in an Englishman talking German with a Bulgarian. It was, further, a very difficult matter to combine holiday and course, particularly as individual requirements were necessarily so varied, and so difficult to bring into combination into one course. It appeared to him that the time had come for greater specialization on the part of the organizing bodies. The courses were all too much alike, the amount of work proposed being far too much to get into three weeks. It would, therefore, be better to divide the subjects treated between different courses. A further objection was the time of year. The courses generally opened close on the heels of the Summer Term, which was for the teacher probably the most exacting of the whole year. It would be better if the teacher could obtain a rest of at least three weeks before entering upon a course. He was quite in accord with Professor Rippmann as to the urgent necessity of official inspection. Students' reports were useful, but did not altogether furnish exactly what was required.

Dr. DÖRR said he must not raise his voice against Holiday Courses, as he had taken part in them both in England and in Germany, though not as a student. He favoured the idea of spending a holiday in a private family. He considered the idea that a language might be learnt in the streets as rather a dangerous one.

Miss ATKINSON reminded the meeting that the suggestion of the Board of Education to employ a foreign assistant was one means at the disposal of the Modern Language teacher.

After some general remarks from the CHAIRMAN, the proceedings terminated.

The discussion was followed by a delightful address by Professor Chatelain (University of Birmingham) on 'LE SENS CLASSIQUE RENOUVELÉ CHEZ QUELQUES POÈTES FRANÇAIS CONTEMPORAINS.' To those who had the good fortune to hear the address and the readings with which it was interspersed, the following résumé will specially appeal :

Ch. Guérin (1873-1907), Olivier Calemard de la Fayette (1877-1906), et Léo Larguier, né en 1878, ont eu vingt ans au moment où la génération littéraire des grands symbolistes était à son apogée (Verlaine, Mallarmé, Moréas, Henri de Régnier, Viélé-Griffin, etc., 1895-1900).

Ils ont subi leur influence, surtout les deux premiers — Ch. Guérin (*Le Cœur Solitaire*), et Ol. C. de la Fayette (*Le Rêve des Jours*). Mais, comme Moréas et Henri de Régnier, ils se sont ensuite tournés vers d'autres formes de poésie, et ils ont retrouvé le sens classique :

1. Leur poésie personnelle atteint à un certain degré de généralisation, ce qui leur donne un intérêt plus général ;

2. Ils disciplinent leur émotion et 'ordonnent leur ardeur' (au lieu de la rhétorique et du désordre romantique) ;

3. Leur style est plus sobre et plus pur ;

4. Leur vers est plus solide et plus plein, et les effets de rythme et d'harmonie qu'ils produisent sont toujours légitimés.

Ch. Guérin, dans *Le Semeur de*

Cendres et *L'Homme Intérieur*, s'élève jusqu'à la poésie philosophique de Vigny, mais il diffère de lui par sa sentimentalité plus passionnée et son don d'observation délicate.

Olivier Calemard de la Fayette dans *Le Rêve des Jours* et dans *La Montée*, unit une flamme lyrique aussi noble et pure que celle de Lamartine, à une faculté verbale qui traduit les vibrations de la lumière et les frémissements de la sensibilité.

Léo Larguier, qui se rattache à Hugo et à Gautier beaucoup plus qu'aux symbolistes, est dans la pure tradition des Lettres françaises ; il dessine, il sculpte, mais en même temps il évoque ; son instinct rythmique sûr et les sonorités imitatives font de *La Maison du Poète* et des *Isolements* deux recueils où l'on peut puiser pour l'enseignement dans les écoles des textes d'explication, d'analyse littéraire, accessibles et instructifs.

Tous trois ont été d'une probité littéraire indiscutable, respectant leur art et leurs lecteurs.

Le conférencier termine ses lectures commentées par des conseils pratiques sur la manière de faire comprendre et exprimer par les élèves ce qu'est une génération poétique, comment elle se distingue des autres (dans sa conception de l'homme, de la nature, dans sa pratique du vers) et sur la manière de différencier les unes des autres les personalités d'une même génération (*ce que voit et comment voit un poète, ce qu'il sent, ce quil pense, et comment il l'exprime*).

Sur le tableau noir, indication schématique des grands noms poétiques du 19ième siècle, pour permettre au public de situer dans la série des poètes modernes, les trois auteurs dont il est traité.

The intellectual fare provided at the meeting ended with Professor Sonnenschein's Causerie, *The Study of Latin in the Elizabethan Age*, in which he maintained that Shakespeare was able to appreciate Latin authors, although not a learned scholar like Ben Jonson ; that this disposed of the chief argument of the Baconians who held that Shakespeare was ignorant of both Latin and Greek.

THE MODERN LANGUAGE ASSOCIATION.

A MEETING of the Executive Committee was held at the College of Preceptors on Saturday, February 24.

Present : Messrs. Pollard (chair), Mr. Allpress, Miss Althaus, Messrs. Brereton, Draper, Jones, Kittson, O'Grady, Payen-Payne, Miss Purdie, Messrs. Somerville, Twentyman, and the Hon. Secretary.

Apologies for absence were received from Dr. Braunholtz, Professor Breul, Miss Johnson, and Miss Stent.

The minutes of the last meeting were read and confirmed.

On the recommendation of the Finance Sub-Committee, it was agreed first that the railway fares of our representatives in the Conference with the Board of Education should be paid ; secondly, that of the

Association's share of the deficit on the *Review* (£25), £20 5s. should be paid from the funds of the Association, a call of 5s. in the £ being made on the internal guarantors to furnish the balance.

The Chairman having announced that a member of the Committee had offered to visit and report upon a certain number of Holiday Courses in August in return for payment of travelling expenses only, the offer was accepted with thanks, and it was referred to the Study Abroad Sub-Committee to consider the details.

It was agreed that the Association should take part in the scheme for the organization of the January meetings in 1913.

The following ten new members were elected:

A. Blades, B.A., Grammar School, Watford.

Julien Boucherat, B.A., Royal College, Mauritius, now at 32, Gordon Mansions, W.C.

E. Bourdache, 1, Rose Cresent, Cambridge.

Miss Ida E. Cobbold, Prior's Field, Godalming.

P. Edwards, B.A., Reading School.

Miss H. T. Homan, B.A., Godolphin and Latymer School, W.

Miss Margaret Kemp, St. George's Wood, Haslemere, Surrey.

Charles McBurney, City Schools, Brixton, S.E.

Miss Mary O'Loughlin, B.A., Seafield Convent, Great Crossby, Lancs.

M. P. Mayo, B.A., 15, Kaiserallee, Berlin.

The name of Mr. H. M. O'Grady was inadvertently omitted from the list of the Study Abroad Committee in our last issue.

In the address of Miss Crews, who was elected a member on January 27, Plymouth was by mistake put for Exmouth.

NORTH LONDON BRANCH.

By kind permission of Miss Benton there was a very good gathering of the members of this Branch at the South Hampstead High School on Friday, February 16. Mr. Daniel Jones gave a most interesting paper on 'The Teaching of French Pronunciation to the English People.' The members are very grateful to him for all the trouble he took to make the evening so practical and helpful in every way. It was interesting to find that almost all present used phonetics in their teaching, and that the general opinion was that the use of phonetic symbols does not harm the spelling afterwards; in fact, most agreed that, if anything, the spelling was rather better in the case of children who had started the language with a 'phonetic spelling.' Several other very interesting points were raised during the discussion, which Mr. Jones answered very ably and clearly.

The General Meeting of the London Branches is to be held on Friday, March 22. Members are asked to be good enough to reserve the date.

WEST LONDON BRANCH.

The February meeting of the Branch was held at the Godolphin and Latymer Girls' School, Hammersmith, by the kind permission of Miss Clement.

The attendance was very small, probably owing to the unfavourable weather, but those who were present heard a most suggestive paper on the 'Formation of the School Library of Modern Languages,' from Mr. Twentyman. He reminded the audience first of all of the conditions essential for the ideal library: unlimited space and unlimited means; then the library could easily become one of those vast storehouses of books which have lately raised so much discussion. The truly valuable library, however, is the one which begins with few books, acquired to supply a pressing need; to this, as opportunity arises, other volumes are added, and thus development continues. In such a library

there is real life and vitality. The library of Modern Languages must represent in all its aspects the life and thought of foreign nations; their views on England should find a place on the shelves; their philosophy, literature, and history cannot be omitted; dictionaries and grammars should be available for constant use.

Passing from the more general point of view, Mr. Twentyman suggested many books which would be useful in forming a library, and this part of his paper aroused discussion amongst the audience, who added to his list of suggested works. Finally, he gave some information about libraries which might become much more useful to teachers, and the attempts, still unfulfilled, to accomplish that aim.

The meeting closed with a vote of thanks to Mr. Twentyman for so kindly placing the results of his experience at the disposal of the Branch.

L. C. B.

BIRMINGHAM AND DISTRICT BRANCH.

A General Meeting of the Branch was held at the University on Friday, February 9. The chair was taken by the newly-elected President of the Branch, Mr. W. H. McPherson. The minutes of the Annual General Meeting were read and confirmed. The Hon. Secretary gave a brief account of the expenditure incurred by the Branch in connection with the visit to Birmingham of the Association at their Annual Meeting.

The President then dealt with a proposal emanating from the Birmingham Teachers' Association to the effect that the local branch of the Modern Language Association and kindred societies should co-operate for the purpose of holding meetings. After some discussion, the President and Professor Milman were asked and consented to represent the local Branch at a meeting to be held in March, when definite proposals would be put forward as to the nature, extent, and financial aspect of the co-operation suggested.

The President then called upon Miss W. Lee, M.A., to read a paper on 'Difficulties of Matriculation Candidates.' This proved a highly interesting account of the difficulties on the part of the teacher and of the student, which Miss Lee had experienced in preparing Candidates for the various matriculation examinations, together with practical solutions of many of those difficulties. Miss Lee confined herself mainly to the teaching of French. A discussion followed in which the President, Dr. Hedgecock, Miss Jacot, Mr. Ager, Mr. Hatfield and others, took part. Dr. Sandbach added to the discussion by pointing out other difficulties which beset the teacher and student of German. At the suggestion of Professor Chatelain, it was resolved to hold the next General Meeting on February 26, in conjunction with the Cercle Français, when Mdlle. Morin is to give a lecture, with lime-light illustrations on 'Honoré Balzac.'

YORKSHIRE BRANCH

(Conjointly with the Yorkshire Branch of the English Association).

A joint meeting of the Yorkshire Branches of the Modern Language Association and English Association was held on February 3 at the University, Leeds, with Professor Vaughan in the chair. There was a good attendance of members of both Associations to hear Professor Saintsbury lecture on 'Romanticism in its Three Stages—German, French, and English.' The progress of the Romantic Movement in the three countries was traced in masterly fashion by the lecturer, who is one of the few scholars who could do justice to so exacting a theme. A vote of thanks to Professor Saintsbury was proposed by Dr. Sadler, Vice-Chancellor of the University of Leeds, and seconded by D. Moorman, on behalf of the Modern Language Association.

* * *

YORKSHIRE BRANCH (*continued*).

A most interesting lecture on Simplified Spelling was given by Mr. William Archer at the Leeds University on February 10, Professor A. W. Schüddekopf in the chair. The cause was ably expounded; and though various causes at the last moment prevented the attendance of a number of people who had meant to be present, Mr. Archer may be congratulated on having well broken up the ground, and prepared the way for future sowing.

It was regrettable that the three or even five minutes' rule was not more strictly enforced. The discussion might have been much more useful if more members had been allowed time to take part in it. As it was, most of the time was taken up by one or two speakers, who cannot be said to have contributed to the interest of the meeting. It would be interesting if a census of 'whole hoggers' could be taken; they appear to be much more numerous than is sometimes thought. Both Associations desire to record their cordial thanks to Mr. Archer for coming to Leeds.

L. H. A.

PRONONCIATION DES CONSONNES GÉMINÉES EN FRANÇAIS MODERNE.

POUR les consonnes géminées la prononciation est souvent en désaccord avec l'orthographe ;* il importe donc de préciser les cas où ces consonnes se prononcent l'une et l'autre, et ceux où elles ont la valeur d'une consonne simple. Pour plus de commodité, nous les étudierons dans l'ordre alphabétique :

BB (très rare) est toujours prononcé *b* simple. Ex. : *abbé* (pr. **abe·**), *abbesse* (**abɛs**), *abbaye* (**abei:**), *abbatial* (**abasja·l**) ; *-sabbat* (**saba·**).

CC se prononce—1°, **k** devant *a*, *o*, *u* : *baccalauréat* (**bakalɔrea·**), *accompagner* (**akɔ̃paɲe·**), *acculer* (**akyle·**), *occulte* (**ɔkylte**), etc.

* On sait qu'une des plus urgentes mesures réclamées par les 'réformistes,' c'est l'unification de l'orthographe dans les mots de même racine, principe excellent en soi tant que la suppression des consonnes doubles respecte l'étymologie et réflète la *vraie* prononciation. Il est logique, par exemple, d'écrire *honeur* comme *honorer*, *honorable* (contrairement à l'orthographe traditionnelle *honneur*), parce que ni l'étymologie (Lat. *honor*) ni la prononciation à aucune époque ne justifient le double *n* dans ce mot. De même on attendrait *colonade* (au lieu de *colonnade*) comme dans *colonel*, *agraver* (au lieu de *aggraver*) comme dans *agrandir*, etc. Mais la phonétique exige que l'on redouble l'*n*, l'*m*, le *t*, l'*l* devant un *e* muet ; que l'on écrive *colonne*, *entre colonnement*, *homme*, je *jette* (*cf.* nous *jetons*), je *chancelle* (*cf.* nous *chancelons*), la *ville* (Lat. *villa*) : ici le redoublement de la consonne indique une prononciation particulière de la voyelle précédente. Il y a, en effet, une aussi grande différence de timbre entre *jette* et *jetons* qu'entre *viens* et *venons*, *meurs* et *mourons* ; entre *ville* (*i* bref) et *vile* (*i* moyen) la différence de quantité est d'un degré moins forte qu'entre *russe* (*y* bref) et *ruse* (*y* long). (Voir H. Vandaele, *Phonétique du Français Moderne*, Besançon, 1909, §§ 32 et 33.) Il en va de même pour les adverbes du type *prudemment*, *savamment*, prononcés aujourd'hui, il est vrai, **prydamɑ̃**, **savamɑ̃** ; mais où, tout comme l'*e* et l'*a* qui le précèdent, le double *m* est nécessaire pour rappeler les adjectifs formatifs *prudent*, *savant*, et éviter, pour ce qui est du premier, une confusion avec l'adverbe *prudement* venant de l'adjectif *prude*.

2°, **ks** devant les autres voyelles : *accès* (**aksɛ·**), *accent* (**aksɑ̃·**), *occident* (**ɔksidɑ̃·**), *buccin* (**byksɛ̃·**), etc.

DD (très rare) se prononce **d + d** : *addition* (**addisjɔ̃·**), *reddition*.

FF = *f* : *biffer* (**bife·**), *assoiffé* (**aswafe·**), *affamé*, *difficile*, *différent*, *gaffe* (**gafə**), etc.

FFR = *fr* : *je souffre* se prononce **su:frə**, comme *le soufre*, *affres* (**a:frə**) ; comme *balafre*, *affreux* (**afrɸ:**), *j'offre* (**ʒɔ:frə**), *coffre*, etc.

GG se prononce—1°, **gz** devant *é* et *è* (ce groupe ne se rencontre pas devant les autres voyelles) : *suggérer* (**sygzere·**), *suggestion* (**sygzɛstjɔ̃**), etc.

2°, **g** devant une consonne : *aggraver*, *agglomérer* (*cf. agrandir*), *agréger*), etc.

LL† 1°, devant *e* muet se prononce très fort en donnant le son bref et ouvert à la voyelle précédente : *balle* (**balə**), *belle*, *colle*, *salle* (**a** bref très ouvert, différent de l'**ɑ** moyen de *sale*, intermédiaire entre **a** ouvert et **ɑ** fermé), *rebelle*, *bacille* (*cf. Basile*), *mille*, *ville*, etc.

Rem. 1.—L'analogie a transporté le double *l* dans l'écriture seulement—non dans la prononciation—dans les dérivés de ces mots : *ballon* (**balɔ̃·**) prononcé comme *salon*, dont l'orthographe avec *l* simple constitue une exception, *bellâtre*, *coller*, *rébellion*, *millier*, *village* (**vilɑ:ʒə**), *villageois* (**vilaʒwɑ·**), etc.

Rem. 2.—Dans les dérivés de mots terminés par *l*, comme *val*, *col*, *fol*, *mol*, *miel*, etc., le double *ll* se prononce *l* simple : *vallée* (**vale:ə**), *vallon* ; *collier* (**kɔlje·**), *collet* (**kɔlɛ**) ; *follet* ; *mollet*, *amollir* ; *mielleux*, etc. Ce double *ll* a été calqué artificiellement sur les mots latins : *vallum*, *collum*, *mollis*, *follis* ; génitif *mellis*, etc.

2°, ailleurs *ll* est prononcé **l + l**, dans les mots savants, de formation relativement récente :

(*a*) *all-* (Lat. *ad + l*), *coll-* (Lat. *con + l*), *ill-* (Lat. *in + l*) : *alléguer*, *allusion*, *collègue*, *collaborer*, *collation*, *collision*, *illégal*, *illusion*, etc.

Rem.—Le mot *collège*, qui est tout-à-fait entré dans la langue commune, se prononce avec *l* simple—**kɔle:ʒə**.

(*b*) *belligérant*, *belliqueux*, *Bellone*, *belladone*, *capillaire*, *circonvallation*, *fallacieux*, *gallinacé*, *Hollande*, *malléable*, *oscillation*, *pallier* (verbe), *Pallas*, *Pollux*, *pulluler*, *villégiature*, etc.

MM, 1°, devant *e* muet, marque que la voyelle précédente est brève, et qu'elle a le son ouvert : *homme* (**ɔmə**), *femme* (**famə**), *flamme*, etc.

2°, se prononce tout bonnement *m* dans les mots considérés comme simples en français : *commander*, *commencer*, *commerce*, *commère*, *commode* (**kɔmɔ:də**), *commun*, *communiquer*, *consommer*, . . . *mammelle*, *sommet*, *sommeil*, *sommier*, . . . *assommer*, etc.

3°, ailleurs se prononce *m + m* (mots savants) :

(*a*) *immanquable*,* *immense*, *immoral*, *immunité*, . . . *commotion*, *commisération*, *incommensurable*, etc.

(*b*) *ammoniaque*, *commenter*, *grammaire*, *sommaire*, *sommation*, *sommité*, etc.

† Pour *l* mouillée, écrite *-ill-*, *-il*, voir *Phonétique*, §§ 36 et 37.

* La prononciation **ɛ̃mɑ̃ka:blə**, d'après *impossible* (**ɛ̃pɔsi:blə**), est à éviter.

Rem. 1.—*Em-m* en composition est toujours prononcé ãm : *emménager* (ãmenaʒe·), *emmagasiner, emmener, emmitoufler*, etc.

Rem. 2.—*Amment* et *-emment* dans les adverbes se prononcent amã· : *constamment* (kõstamã·), *sciemment* (siamã·).

NN, 1°, devant *e* muet, indique que la voyelle précédente est brève et a le son ouvert (*cf. ll* et *mm*) : *bonne* (bɔnə), *sonne, sonner, sonnet, panne, vienne* (vjɛnə), etc.

2°, en général se prononce n : *année* (ane:ə), *bannir, connaître, connétable, honni* (ɔni·), etc.

Rem. 1.—Dans *solennel* et *hennir, -enn-* est prononcé an, soit sɔlanɛl, ani:r ; *nenni* se prononce na:ni.

Rem. 2.—*Ennemi* est prononcé ɛn'mi·.

Rem. 3.—*Ennoblir* (distinct pour le sens et la prononciation de *anoblir*) et *ennui* se prononcent ãnɔbli:r, anɥi.

3°, *nn* est prononcé n + n :

(*a*) Dans les mots savants : *annales, annuel, annuité, cannibale, empenner* (ãpɛnne·), etc.

Rem. — *Anniversaire*, mot communément employé, se prononce anivɛrsɛ:r.

(*b*) Dans les composés avec *an-n* (= *ad-n*), *in-n, con-n* (= Lat. *cum* + *n*) : *annoter, annuler ; inné, innover, innommé, innombrable ; connexe, connivence*, etc.

PP = *p* toujours : *j'échappe* (ʒeʃapə) (comme *chape*), *échoppe* (comme *chope*), *frappe, hippodrome, enveloppe, huppe ; — appartenir, apposer, opposer, supplier, supplice*, etc.

RR, 1°, se prononce en général r : *barre* (ba:rə), *barrer* (bare·), *barrage, corroyer* (kɔrwaje·), *corridor, parrain, marraine, parricide*, etc. ; — *arranger, arrêter, arrière, arriver*, etc.

Rem. 1.—*Err* = ɛr : *perron* (pɛrõ·), *derrière, terre, terrain, souterrain*, etc.

Rem. 2.—Les deux *r* se font entendre dans les composés en *irr : irréductible, irréparable, irréfléchi, irresponsable, irriter, irrigation, irruption*, etc.

2°, pour fortifier l'expression en appuyant sur la syllabe initiale, on peut faire entendre les deux *r* (on le fait surtout dans la lecture à haute voix) dans les mots suivants et leurs dérivés, mots savants ou expressifs : *corroborer, corroder, — errer, erreur, erroné, errata, — terreur, terrible, atterré, — terrestre, — horreur, horrible, horrifique, — torrent, torréfier, torride, — narrer.*

3°, les deux *r* se prononcent au futur et au conditionnel des verbes *courir* (*accourir, concourir, encourir, recourir, secourir*), *quérir* (rare) (*acquérir, conquérir, requérir*), *mourir : Je courrai* (kurre·), *je courrais* (kurrɛ·), *j'acquerrai* (akɛrre·), *je mourrai* (murre·) ; mais non dans *je pourrai* (pure·), *je verrai* (vɛre·), *j'enverrai* (ãvɛre·).

Cette prononciation, tantôt *r* + *r*, tantôt *r*, s'explique par l'étymologie et l'histoire de la langue.

Comme toutes les doubles consonnes latines, *rr* s'était réduit en ancien français à une consonne simple : on écrivait *tere*, prononcé tɛ:rə. De même les groupes latins ou romans *dr, tr*, devinrent *r*. Ex. : *pere* (de *patrem*), *porai* (antérieurement *podrai* < *pot*[*e*]*r' habeo*) devenu

ensuite *pourai* (*cf. corage* > *conrage*), écrit aujourd'hui *pourrai* sans raison.

Donc, quand les deux *r* représentent *rr* latin, ou *dr*, *tr*, latins ou romans, il y a lieu de n'en prononcer qu'un.

Or, au futur et au conditionnel des verbes *courir*, *quérir*, et *mourir*, les deux *r* français étaient séparés par une voyelle en latin—c'est-à-dire qu'ils viennent, non de *rr*, *dr*, ou *tr*, mais de *r*(·)*r*. C'est pourquoi ils doivent être prononcés*: *curr*(*e*)*r' habeo* > *courrai* (*cf.* l'infinitif *courre* dans *chasse à courre*) ; *quaer*(*e*)*r' habeo* > *querrai* (*cf.* l'infinitif *querre*, populaire et dialectal) ; *mor*(*i*)*r' habeo* > *morrai*, forme ancienne, dont le vocalisme a été influencé par celui de l'infinitif *mourir*, et qui est devenue *mourrai*.

Au contraire, dans *verrai*, *rr* représente *dr* roman, soit lat. *vid*(*e*)*r' habeo*, et remplace un accent grave sur l'*e* ; dans *enverrai* < *entveierai* < lat. *indeviar' habeo*, le double *rr* remplace encore un accent grave (*cf. terrain*, *derrière*, etc.).

Au XVI^e^ siècle, en effet, dans les mots refaits pour l'orthographe sur le latin, on écrivit les deux *r* qui figuraient dans les mots modèles. Par exemple, *terre* (calqué sur *terra*), vieux mot à orthographe nouvelle, continua à se prononcer *tère* (tɛ:rə) comme auparavant ; tandis que dans les mots nouveaux empruntés tels quels au latin (mots cités au n° 2°), on fit, naturellement, entendre les deux consonnes. Ex. : *terrestre*, *terreur*, *horrible*, etc. Cette ancienne prononciation, très affaiblie dans la conversation rapide et dans la langue familière, est encore maintenue aujourd'hui comme moyen d'expression.

En résumé, on prononce les deux *r* :

(*a*) Nécessairement, quand *rr* vient de *r*(·)*r* latin ;

(*b*) Facultativement, quand *rr* vient de *rr* latin, dans les mots savants formés depuis le XVI^e^ siècle.

SS se prononce toujours *s* dur, la voyelle précédente étant brève et ouverte : *assez* (asɛ·), *essai* (ɛsɛ), *essaim* (ɛsɛ̃·), *essayer* (ɛsɛje·), *bassin* (basɛ̃·), etc.

Il est à remarquer que *ss* se prononce avec une force particulière devant un *e* final entendu, notamment dans la lecture des vers, où toutes les syllabes comptent : *Tout passe, tout casse, tout lasse* (proverbe) ; et quand on appuie sur le mot pour exprimer une forte émotion. Ex. : Ah ! la *rosse !* (colère).

TT est prononcé généralement *t* simple ; la voyelle précédente est brève et ouverte :

(*a*) *att-* (= Lat. *ad-t*) : *attacher*, *atteindre*, *attendre*, *attention*, *atterrir*, *attirer*, *attrait*, etc.

Rem.—Dans quelques mots seulement—mots savants, ou techniques, ou expressifs—les deux *t* se font sentir : *atténuer*, *attique*, *attitude*, *attraction*, *atterré*.

(*b*) *-tt-* dans le corps des mots : *patte* (patə), *nette*, *sotte* (sɔtə), *abattement*, *butte*, *goutte*, etc.

Rem.—Les deux *t* sont prononcés dans *littéraire*, *littéral*, *littérature*,

* Le double *r* distingue d'ailleurs dans ces verbes le conditionnel de l'imparfait : je *courais*, j'*acquérais*, je *mourais*.

littoral, mots savants confinés dans le vocabulaire scientifique.

TTR se prononce *tr ;* la voyelle précédente est longue mais ouverte : *lettre* (lɛ:trə), comme *l'être ; mettre* (mɛ:trə), comme *mètre* ou *maître ; battre* (ba:trə), comme *quatre*.

Pour nous résumer, la prononciation des consonnes doubles, possible seulement dans les mots créés depuis la Renaissance, se restreint de plus en plus à des cas particuliers. Sensible dans la langue savante et dans la lecture publique, usitée parfois comme moyen d'expression, elle existe à peine dans la conversation courante ; le peuple l'ignore ou peu s'en faut. A cet égard, le même phénomène linguistique se passe en français que celui qui avait eu lieu en latin. Enfin, c'est surtout après l'accent tonique, devant *e* final prononcé et après une syllabe initiale accusée, que les deux consonnes sont émises avec force.

PROFESSOR HILAIRE VANDAELE.

THE NEGLECT OF GERMAN IN OUR SCHOOLS

APPEAL TO PARENTS AND PUBLIC MEN.

(*From the 'Westminster Gazette.'*)

ALL those who believe that the maintenance of not only correct, but good, relations between England and Germany is a matter of supreme importance for both nations will rejoice that the political horizon has at last begun to clear up, and they will no doubt be anxious to do everything in their power to improve, during the year that has just begun, the existing Anglo-German relations. But is the average British parent, or are even our leading statesmen, members of Parliament, county councillors, and men of business aware of the fact that a real 'German danger' is still menacing us—not the bugbear of an imminent German invasion, but the real danger of a rapid and alarming retrogression of the study of the German language in Great Britain and Ireland, and this at the very time when the study of English is encouraged in German schools of every type ?

The grave danger of the rapid decline of German in our secondary schools for girls no less than for boys has, indeed, during the last seven years, been pointed out from time to time at educational meetings, and in the short reports of such meetings in the Press, but the words of warning uttered on these occasions by persons fully acquainted with the facts have not found a ready response. And yet it is a matter that allows no longer of delay. Here is a question worthy of the serious attention of public men and governing bodies, and it is one on the handling of which members of all political parties can well agree. If the British parent can once be aroused to the urgency and importance of this educational problem to himself, his children, and his country, there is little doubt that he will insist on a speedy change of the present deplorable state of things. The prevailing and increasing ignorance of German can hardly have been realized by most Britons, or else a reaction against it would have set in long ago. Most educated German men can read English, and not a few speak it really well. All German women of the better classes (few of whom are made to learn Latin) are being taught English efficiently at school, and as a matter of course. The percentage of British boys and girls learning German at all seriously at our schools is extremely small. The percentage of people who can hold friendly intercourse with the Germans

in their own tongue is rapidly diminishing. How many military and naval officers at the present moment are able to read German easily and to speak it readily? How many public speakers and writers are acquainted with the true spirit of Germany, that can only be gleaned from a first-hand knowledge of German books and papers? Men in responsible positions are thus debarred from forming an independent judgment on international problems of vital importance, and are forced to rely altogether on representations of foreign opinion, not always either accurate or unbiassed, that are provided for them by writers in the daily Press, or in books the trustworthiness of which they have no means of testing. The present writer knows for certain that even a very large number of English scholars are at present deprived of all the help obtainable from German research in every field of human science by ignorance of the German language, a knowledge of which they ought to have acquired at school. As so many medical, scientific, and technical works of supreme importance are year by year published in the German-speaking countries, the advantages of the teachings of such books and of the numberless scientific periodicals published in German are lost to the overwhelming majority of educated English men and women, and wide worlds of thought remain closed to them.

Certainly this is a serious national danger. This neglect is all the more strange as Great Britain seems to be the only country of importance where the study of German is thus neglected. Everywhere else a very different state of things prevails. In the United States, France, and Scandinavia especially, great weight is attached by parents and educational authorities to the thorough teaching of this language.

And not only in our twentieth century should German be studied in England on account of its literary and scientific, industrial and commercial value, as to which there can be no difference of opinion, but it should be strongly insisted on by all those interested in the improvement of Anglo-German relations as one of the surest means of ultimately bringing about a better understanding between the two peoples. To my mind a working knowledge of German is not to be acquired to serve, as it were, as a kind of useful fencing-blade in order to ward off any attack from a better equipped adversary, and thus forcibly to protect our own lives, but rather in order to be able to communicate directly with the German, to secure a real understanding of his thought and work, his needs and aims, his experience and advice, to allay groundless suspicion and mistrust, and thus to prepare the minds of the rising generation for whole-hearted appreciation and co-operation.

At the present moment, when German in our schools is as a tender plant left out in the cold, it is necessary for the public to urge on the responsible authorities that it should receive special protection and most careful fostering, and that the study of the German language at our schools and other educational institutions should no longer be left to chance, but should receive distinct encouragement. Schools, Universities, the Board of Education, the public services, and other influential agencies, should be strongly urged to give to this question their immediate attention. At the schools no doubt the question of the time-table constitutes a real difficulty, but experience has shown that it can be overcome. 'Where there is a will there is a way.' At the present day head-masters and head-mistresses ought to give *all* their pupils a good chance of learning German at school, and they ought *not* to arrange the time-table in such a manner as to make the children choose between Latin and German, as is now done in a large number of schools, especially in high schools for girls. Latin should no longer be exacted from those who have little taste or aptitude for it, to the exclusion of German. Bright children with marked linguistic ability can,

beside a careful study of their mother-tongue, well learn to read more than two foreign languages at school; for those with no special gift for languages it should now be freely admitted that the two foreign languages they ought to learn at school should be the two *modern* languages—French and German. For pupils brought up in the large number of State-aided schools, who leave school as a rule before the age of seventeen, German is without doubt, educationally and practically, a language of the first importance. And with regard to boys and girls sent to the Universities by the best of our secondary schools, there is the deplorable fact that very many bright youths anxious to attain to Honours work are quite ignorant of German. The majority of them never learn the language at the University, while the best soon realize how seriously they are hampered by this defect. They lose much valuable time by beginning to struggle with the elements of German at a time of life when they ought to be free to pursue higher scientific or literary studies. They are thus obliged to do school work at the University. A good reading knowledge of German should before long be made compulsory by all Universities for all Honours students of any subject. In Army and Navy examinations, and also in other examinations for the public services, a much more important position should be allotted to German. Only then will it be taken up seriously by most of our schools.

It is very much to be desired that in the future the men and women of this country, instead of reading eagerly certain newspaper articles of an inflammatory nature, will take the trouble to turn to some good books about Germany and the Germans, such as those written by Sidney Whitman, W. H. Dawson, or Mrs. Alfred Sidgwick, and will see to it that, if they cannot learn German themselves, at least their children shall be sure to receive while at school a thorough instruction in the kindred language that is now spoken and written by nearly a hundred millions of Germans, Austrians, and Swiss. The good results will soon become apparent in more than one way. It has been well said by the broad-minded Friedrich Rückert:

'Nur Sprachenkunde führt zur Weltverständigung,
Drum sinne spät und früh auf Sprachenbändigung.'

SAPERE AUDE.

A PLEA FOR MODERN LANGUAGES ON A RATIONAL SYSTEM.

BY JONES MINIMUS.

'TIS the voice of the Maths. beak, I heard him complain:
'You have worked it all wrong, you must work it again.'
And oh! don't you pity us poor little brutes,
Who've to solve big quadratics and dig out square roots?

Then I passed by his window and heard him thus talk,
As he wrote on his board with a big stick of chalk:
'If α and β are the roots, then you see
That $\alpha+\beta$ is less than ab.'

And I thought to myself as I went on my way:
'For what tommy rot our poor parents must pay!
Why can't we all learn French and German to speak,
'Stead of rotten old Mathy and Science and Greek?'

[It will be noted that our youthful advocate does not object to the inclusion of Latin.—ED.]

SUGGESTIONS FOR THE MANAGEMENT OF THE SCHOLARS' INTERNATIONAL CORRESPONDENCE.

1. The exchange of letters is always and everywhere under the supervision of the foreign language teacher. All foreign letters and other postal communications are under his control. If possible, the scholar, from the beginning of the correspondence, should enter copies of the letters he writes in a book, and thus be able to show or refer to them when necessary.

2. Teachers should only arrange for those amongst their scholars who are trustworthy and whose parents have given either oral or written permission. They must also be able to write their own language correctly and have some knowledge of the foreign tongue. It should be explained to the scholars that they ought not to write anything which may dishonour themselves, their school, or their country, and, therefore, political and religious questions are better avoided.

3. As regards German correspondents, the occupation of parent must be given and a 3d. stamp sent to Professor Hartmann with each name.

If by mischance a scholar receives two letters, the teacher is asked to arrange that some other suitable scholar respond. Should the teacher consider a rearrangement of letters necessary, he is quite free to do so.

4. The German Bureau asks that younger correspondents should write chiefly or only in their mother tongue.

5. The rule is that the scholar should write alternately in his own and the foreign language, but the first letter should always be in his own tongue and written with great care, as a satisfactory development depends largely upon the first impression received.

6. As the letters in the mother tongue are intended as models for the partner, they must be written with care and must be grammatically correct. The scholar should endeavour to find something of interest to tell his friend. Questions should be asked and answered, and a helpful bond of union thus be formed. Courtesy and sympathy are imperative.

7. The teacher or parent is asked to help in finding materials for letters. In some cases teachers have planned a series of letters, and have written suggestions each month on the blackboard.

8. It is advisable that letters received in the foreign tongue should be entered in a note-book ; at any rate, all unknown or idiomatic expressions should be thus noted.

Foreign letters are often useful in class teaching.

9. Teachers are asked to tell us about any which are of unusual interest, and we hope we may be permitted to see copies of such.

10. The mistakes in English of the foreign writers must be carefully corrected by the partner, in English, and returned with his answer. Younger scholars need help in doing this, for the more the correction can be made to illustrate idioms and peculiarities the better for both partners.

11. The time for the exchange of letters is subject to arrangement; but as regularity and frequency are imperative, letters must be exchanged once a month at least, and a bi-monthly arrangement is the rule. Every letter should be dated, and the date of receipt of letter which is being answered should be given.

12. To avoid delay, care should be taken in addressing the letters in plain handwriting. The address of sender should also be clearly written and the full name given. Fancy handwriting has been the cause of many an undelivered letter. Scholars should carefully keep the address of partner—as it is given in the first letter ; it may not be repeated.

13. If for any reason a scholar who has sent in his name no longer wishes to

correspond, he must at once let Miss Lawrence, Bank Buildings, Kingsway, know, sending the name and address of his correspondent; simple politeness demands this. To leave the partner to wait in uncertainty is a rudeness of which we hope no one will be guilty.

14. Illustrated postcards may be exchanged on condition that the sender describes the picture fully in his own language, but such exchanges are not to take the place of letters. Comic postcards and newspapers with caricatures give rise to misunderstandings, and should therefore not be sent. But in this, as in all things, the teacher is the judge.

For the method of *commencing* the correspondence, teachers should refer to our December number (p. 247), where full details are given.

LIST OF FOREIGN TEACHERS WHO APPROVE OF THE EXCHANGE OF LETTERS.

French.

Professors in Boys' Schools.

M. Andreü, 6, Boulevard Philipon, Marseilles.

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, 131, Rue de Roubaix, Tourcoing, Nord.

M. Berland, Collège d'Auxerre, Yonne.

M. Blancheton, Lycée de Tulle, Correze.

M. Bonnal, Collège de Milhau, Aveyron.

M. Bonnet, Lycée de Rennes, Île-et-Vilaine.

M. Basile Bouttes, Lycée de Guéret, Creux.

M. Bourzeix, Collège de Civray, Vienne.

M. Camerlynck, 13, Rue Soufflot, Paris.

M. Caralp, Lycée de Digne, Basses Alpes.

M. Chambonnaud, 45, Avenue de la République, Paris.

M. Chauliat, Lycée de Clermont-Ferrand, Puy-de-Dôme.

M. Clausse, Collège d'Auxonne, Côte d'Or.

M. Cochet, Lycée d'Orléans, Loiret.

M. Cohué, Collège de Falaise, Calvados.

M. Cois-card, Collège de Dunkerque, Nord.

M. Dannenmüller, Collège de Louhan, Saône-et-Loire.

M. Degré, Collège de Langres, Hte. Marne.

M. Devaux, Collège de Vire, Calvados.

M. Drieu, Lycée de Lons-le-Soulnier, Jura.

M. Dulac, Lycée d'Angers, Maine et Loire.

M. Dupuis, Lycée d'Alger, Algeria, Afrique.

M. Dupré, Lycée Montaigne, Rue Auguste-Comte, Paris.

M. Fauré, Lycée de La Roche-sur-Yon, Vendée.

M. Feytel, École Normale, Bonneville, Hte. Savoie.

M. E. Frachon, École Supérieure, Aiguillon, Lot-et-Garonne.

M. Francois, 26, Rue du Château, Alençon, Orne.

M. Frederic, École Supérieure, Lorient, Finisterre.

M. Gabriel, Collège de Luneville, Meurthe et Moselle.

M. Gascard, Lycée de Montpellier, Herault.

M. Gombaud, Collège de Carpentras, Vaucluse.

M. Granger, Lycée de Carcassonne, Aude.

M. Grept, Lycée de Montluçon, Allier.

M. Hébert, Lycée de Bordeaux, Gironde.

M. Janin, Collège de Villefranche-sur-Saône, Rhône.

M. Jubien, Lycée de Niort, Deux-Sèvres.

M. Lagarde, Collège de Loudon, Vienne.

M. Lomont, École de Commerce, Bordeaux, Gironde.

M. Le Rouge, Lycée de Brest, Finisterre.

M. Maffre, Lycée de Toulouse, Hte. Garonne.

M. Marchand, Collège de Luxeuil, Haute Saône.

M. Mieille, Lycée de Tarbes, Hte. Pyrénées.

M. Mouriès, École libre de la Trinité, Béziers, Herault.

M. Nida, Lycée de Troyes, Aube.

M. Nicot, Collège de Maubeuge, Nord.

M. Obry, Lycée du Havre, Seine Inférieure.

M. Odemps, Lycée de St. Brieuc, Côtes du Nord.

M. Odru, Lycée de Digne, Basses Alpes.

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, Collège Chaptal, Paris.

M. Roussel, Lycée de Vendôme, Loire-et-Cher.

M. Roy, Lycée d'Alençon, Orne.

M. Sabardie, Collège de Draguinan, Var.

M. Salvan, Collège St. Jean d'Angely, Charente Inf.

M. Secheresse, Collège de Bergerac, Dordogne.

Mr. H. Selwyn-Jackson, 109, Rue de Bac, Paris.

M. Simon, Collège de Bethune, Pas de Calais.

M. Touzain, Lycée d'Angoulême, Charente.

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. Bacheloart, Lycée de Jeunes Filles, Reims, Marne.

Mlle Calmetts, Lycée de Jeunes Filles, Carcassonne, Aude.

Mlle Cros, Lycée de Jeune 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 Deltil, Lycée de Jeunes Filles, Montauban, Var et Garonne.

Mlle Doussot, Collège de Troyes, Aube.

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.

Mme Hava, Pensionnat Fort de France, Martinique.

Mme Mieille, Collège de Jeunes Filles, Tarbes, Hte. Pyrénées.

Mlle Magnard, 15, Rue Bayard, Valence, Drôme.

Mme Nerson-Coblence, École Normale d'Institutrices, Mélun, Seine-et-Marne.

Mlle Percherancier, Lycée de Jeunes Filles de Roanne, Loire.

Mme. Puilard, École Edgar Quinet, 63, Rue des Martyrs, Paris.

Mlle Simon, Lycée de Jeunes Filles, Lons-le-Saunier, Jura.

Mlle Stopin, École Supérieure de Jeunes Filles, Avesnes, Nord.

Mlle Vidal, Lycée de Jeunes Filles, Montpellier, Herault.

BELGIUM.

Mlle François, Rue de La Blanchisserie, Brussels.

Miss E. Haynes, 23, Rue St. Boniface Brussels.

Mr. Hoffmann, Athenée de Jeunes Filles Gand.

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.

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.

But as most Modern Language Teachers, know, the *German* organizer is Professor Martin Hartmann, Fechnerstrasse 6, Gohlis-Leipzig. Full particulars as to age, school standing, and status of parents must be sent him, and threepence for each name to defray costs.

FROM HERE AND THERE.

THE TRAVELLING EXHIBITION. —It would appear that there is a great deal of misapprehension among our readers with regard to this. Many take it to be a bursary or money scholarship. It is simply a number of school books carefully selected by a Committee which, on certain conditions, may be exhibited at various places from time to time. A catalogue has been issued gratis to members of the Association.

We wish to draw special attention to the Holiday Courses to be held this summer at Honfleur, Lübeck, and Santander, under the auspices of the Teachers' Guild. They are specially arranged for English-speaking students, and emphasis is laid on the teaching of Phonetics. As Spanish is becoming of greater importance in the Commercial World, the Course at Santander should be of great service to teachers. A handbook giving full details may be obtained from the Secretary, 74, Gower Street, W.C.

LADIES' COLLEGE, CHELTENHAM. — A German Evening was held on February 17. The programme included a highly interesting lecture by Mr. H. L. Hutton "On Various Aspects of Medieval and Modern Art in Germany," illustrated by lantern slides. This was followed by a number of songs (chiefly Schubert and Schumann) very sympathetically and beautifully rendered by Fraulein Lotte Liess and Mr. von Glehn. The German pupils of the College contributed two Volksleider sung in chorus, and everybody agreed that the evening's entertainment had been most enjoyable.

The Editor of MODERN LANGUAGE TEACHING is anxious to receive school notes such as the above, and will be grateful to all correspondents who send them.

Such evenings give an opportunity of extending Modern Language work which is not to be found within the limits of any time-table. Details of such evenings will be helpful to all organizers.

The collection of slides owned by the Association now makes it possible to illustrate lectures at the cost of a shilling or two.

The Council of St. Hilda's Hall, Oxford, has appointed Miss Louisa F. Todd to be Resident Tutor in the Honour School of English Language and Literature, and Librarian.

Miss Todd was formerly a student of St. Hugh's College, Oxford, and gained a First Class in the Final Honour School of English Language and Literature in 1906; she afterwards won the Oxford Diploma for the Training of Secondary Teachers.

Miss Todd is at present English Mistress at Berkhamsted Grammar School for Girls.

* * *

The *Union Franco-Britannique de Tourisme* was launched on February 19, at a meeting in the French Consulate, in Bedford Square. The Consul-General presided. Among others present were Sir Thomas Elliott, Secretary of the Board of Agriculture, Mr. Barton Kent, of the Entente Cordiale, Colonel Baskerville, of the Cyclists' Touring Club, and representatives of various railway and shipping companies.

* * *

An interesting announcement was made on February 19, at a meeting of the *Alliance Française*, that a library was to be formed for the supply of French novels suitable for general reading, and of French works on science and law.

* * *

M. Millerand, the French Minister for War, has just signed a decree authorizing a course of English as part of the curriculum of the Higher School of War.

As far back as 1886, a similar decree authorized courses in Russian, English and Italian. A year later, however, English and Italian were struck off the list owing to want of interest in them. Now, however, many young officers have petitioned to be granted facilities for learning English.

German officers are more eager to learn foreign languages than French officers. At the Berlin School of Oriental Languages, out of 301 students in the winter session of 1911-12, 41 were officers taking up Chinese, Japanese, Persian and Turkish.

* * *

The struggle between the French and English languages in the province of Ontario deserves attention. There are some 200,000 French Canadians in the province, and 330 schools where the teaching should be bilingual. In some, however, French tends to oust English as the language of instruction. This is contrary to the law, but the law can only be effective if the parents support it.

* * *

LA SOCIÉTÉ ACADÉMIQUE.

A very bright, enjoyable evening of the Society was held, by kind permission of Miss Clark, on Thursday, February 15, at Lady Holles' School. Under the direction of Miss Ralls and her colleagues, the girls of the school rendered some very pretty French songs and recitations during the first part of the programme. Six girls then acted Gozlan's well-known play, 'Dieu merci, le couvert est mis!' which was very much enjoyed. Although the Society has already divided into two Branches, the audiences are still so large, and it is found so difficult to convey such numbers from school to school, that steps must be taken for further subdivisions. The Watford members are already forming one of these divisions, and are shortly holding their first meeting; we hope members from the other branches will be able to go to this, and so encourage their efforts. The joint meeting is to be held in June, and is to take the form of a 'Recitation Competition.' We are very glad to be able to announce that Mr. Von Glehn has promised to adjudicate on this occasion.

REVIEWS.

Wordsworth and Coleridge. Lyrical Ballads, 1798. Edited, with Introduction, Notes, and Appendix, by H. LITTLEDALE, M.A., D.Litt. Pp. xxiii + 252. Clarendon Press, 1911. Price 3s. 6d.

'This is *verbatim et literatim* a reprint of the original edition of the *Lyrical Ballads*, 1798.' As such it should be valuable to students of English literature. Professor Littledale's work is well and carefully done, and the introduction is useful, if not particularly new or enlightening. The style is at times a trifle heavy and awkward—*e.g.*, in the sentence (p i): 'Moreover, if we set aside the *Ancient Mariner* as avowedly archaic (and therefore as deliberately uncouth), and if we also exclude the *Few Other Poems* mentioned thus generally on the title-page of the volume, as distinguished from the bulk of the ballads by the author himself, these *Lyrical Ballads* of 1798 seemed to come in one special way under the usual uncultured-ballad category; their language was plain even to the extreme of baldness.' The matter, on the other hand, is sound, and should be useful, though we are not sure that Professor Littledale's edition really supplants the earlier one of Mr. Thomas Hutchinson.

English Composition. By F. J. RAHTZ, M.A., B.Sc. Pp. 128. Methuen, 1911. Price 1s. 6d.

This book is of a type with which every teacher of English is familiar. It contains the usual rules and exercises, the 'outlines,' and other features we have learned to expect. Possibly an inexperienced master may get hints from such a book; personally we should be glad to feel sure that no school-child would ever be condemned to study it, or any such work. We can imagine no better way to inculcate impatience at 'composition lessons.' The author would learn much from the various pamphlets on 'The Teaching of English' published by the Board of Education, the L.C.C. and the English Association. Above all, he should read Mr. Hartog's masterly little book on the same subject.

English Composition from Models. By CHRISTOPHER ROONEY, B.A., LL.B. Pp. vi + 218. Methuen 1911. Price 2s. 6d.

There is a good deal more originalty in Mr. Rooney's treatment than in that advocated by Mr. Rahtz. It is certainly a good plan to study extracts from the great writers and to use them as models. Moreover, the exercises in this book are of real educational value. We wish the 'Subjects for Essays' (chiefly from Civil Service Examination papers) had been omitted. They are in no sort of sequence, and have no place in any but a cram-book. Similarly, we regret the brief and unsatisfactory attempts at literary criticism, which can only serve as a poor substitute for independent thought on the part of the student.

The Complete Works of William Shakespeare. Edited, with a Glossary, by W. J. CRAIG, M.A. Pp. 1264. Oxford University Press, 1911. Paper covers, 1s. net; cloth, 1s. 4d. net.

This is the well-known Oxford edition of Shakespeare, which contains all the plays and the poems, genuine and doubtful. The plays are reprinted from the First Folio, with the addition of *Pericles*, and the order adopted by Heming and Condell is preserved. The whole is a wonderful shilling's-worth, but the print is microscopic, and the double columns add to the strain on the eyesight.

Life in Shakespeare's England: A Book of Elizabethan Prose. Compiled by JOHN DOVER WILSON, M.A. Pp. xv + 292. Cambridge University Press, 1911. Price 3s. 6d. net.

This is an admirable anthology, well adapted to its purpose of illustrating 'the social atmosphere' of the Elizabethan age. The period is made to speak for itself, often by the mouths of authors little known to the general reader, for whom

the book is intended. We can imagine no better or pleasanter means of becoming acquainted with English life in the sixteenth century. The volume is to be recommended most heartily to all students of literature and of history.

Lyrical Forms in English. Edited, with Introduction and Notes, for the use of schools, by NORMAN HEPPLE, B.Litt. Pp. xx+272. Cambridge University Press, 1911. Price 3s. net.

Mr. Hepple's anthology breaks new ground. It is a successful attempt to study the forms of lyric poetry by means of numerous and varied examples, arranged in chronological order, and subdivided in five groups, under the headings of 'Song-Lyric,' 'Sonnet,' 'Ode,' 'Idyll,' and 'Elegy.' 'The "apparatus" provided consists of a general introduction and five sectional introductions, the former indicating the principles which determine the *natural* structure of the lyric, and giving, from the point of view of form, a brief survey of its evolution and characteristics; the latter dealing with the *special* structure and qualities of the separate individual forms.' Mr. Hepple intends his essays to be 'suggestive rather than exhaustive'; they have certainly provided the reviewer with matter for thought, and have impressed him by the writer's powers of appreciation, as well as by his knowledge and sound judgment. Mr. Hepple is an excellent guide, who knows the right value of literary history and of criticism, and is at the same time keenly conscious of the fact that these are useful only in so far as they enlarge the reader's capacity to enjoy great literature.

Robert Browning: A Selection of Poems, 1835–1864. Edited by W. T. YOUNG, M.A. Pp. 1+272. Cambridge University Press, 1911. Price 2s. 6d.

This is a well-edited and useful selection of some forty poems of Browning, which will doubtless be of service to young students. There are passages in the Introduction which provoke criticism and contradiction, but it fulfils the purpose outlined in the Preface, while the notes satisfactorily explain difficulties and allusions. The book is worthy of the Pitt Press Series, to which it belongs.

Dramatized History. Vol. i. By Mrs. BASIL GOTHORP. Pp. 64. Cassell and Co. Price 4d. net.

The series of historical scenes, ultimately to comprise five books, is arranged to cover the whole period of English history. The first volume contains four little plays for classroom use, entitled *The Roman, The Saxon, The Viking,* and *Harold.* Mrs. Gothorp's object is to appeal to the child's imagination, and to make him feel the reality of history. The idea is excellent; we are not sure that it is well carried out. The scenes are rather dull and heavy, and the style is often poor. We would rather not criticize the opening speech of the herald on p. 11, which is written in rhymed lines; but even the prose is not of the kind which it is good to commit to memory—*e.g.*, 'Britain, erst a land of half-clothed warriors, has, 'neath Imperial Rome's beneficent sway, become a land of wealth and peace.' However, even an unsuccessful attempt to make history live is to be welcomed as a hopeful sign of the times.

Englische Gedichte (F. KIRCHENER), dritte, vermehrte und veränderte Auflage bearbeitet von Dr. Kuntz und Marie Ruhter. Pp. 98. Leipzig: Teubner. Price M 1.20.

A well-chosen and fairly representative selection of English poems from Shakespeare onward. We miss some favourite pieces, such as Gray's 'Elegy,' while Byron and Longfellow have more than their fair share of space allotted to them. On the whole, the selections are those which every English boy and girl should commit to memory. The words of some popular songs, 'Yankee Doodle,' 'Robin Adair,' etc., are included.

Shakespeare's Comedies. Text prepared by W. J. CRAIG. General Introduction by A. C. SWINBURNE, and Introductory Studies of the several plays by E. DOWDEN, with full Glossary. Pp. xxxviii. +1128. Henry Frowde: Oxford University Press, 1911.

This edition is excellently done, printed in good type, and worthy of the Clarendon

Press. The names of the characters are given in full, and the stage directions are printed in small Roman type, instead of in italics.

The Scholar's Italian Book (FLECKER): An Introduction to the Study of the Latin Origins of Italian. David Nutt. Price 3s. 6d.

This is a reading-book with a skeleton grammar prefixed, which, according to the author, is sufficient for the student who has a knowledge of French and Latin. The author also claims to have given for the first time a brief full and systematic arrangement of the verbs. The book would seem to be suitable for an adult student who wished to acquire the power to read Italian authors in a short time. There are no grammatical exercises. The book is well printed.

Cours de Dictées. By P. C. H. DE SATGÉ. Pp. 128. Clarendon Press. Price 1s. 6d.

The title is misleading. The passages are marked for liaison, but there are many omissions. Each passage is followed by miscellaneous questions on grammar, etc., and by sentences for detranslation. There are also footnotes, chiefly on pronunciation. The first sixteen pages are, in fact, devoted to pronunciation, and show not only remarkable ignorance of phonetics, but omit the most important points. Both *é* and *ais* are represented as being very nearly the English *a* sound, and *ai* of the preterite is said to be shorter than *ais* of the imperfect! No mention whatever is made of the rounded French vowel sounds represented by *o*, *u*, *en*, *on*, etc. It is also stated than *n* in *amen* has not the nasal sound! In a list of words that are often confounded we find *oiseau*, *oiseux*, and *oison*. No pupil whose ears had been trained could possibly confuse them, if the teacher pronounced them carefully and correctly.

Growth and Structure of the English Language. By Dr. JESPERSON. Second Edition, revised. Pp. 259. Leipzig: Teubner. Price M 3.60.

We are glad to see that this excellent scholarly work has reached a second edition. It is a work which no student of English can afford to neglect.

INTERESTING ARTICLES.

MODERNA SPRÅK, January, 1912: The New Method (T. Hilding Svartengren).

SCHOOL WORLD, December, 1911: The Teaching of Reading (H. Bompas Smith); Teachers' Views of Examiners' Reports on Local Examinations—English (N. L. Frazer); January, 1912: Ditto, Modern Languages (Professor Rippmann); March, 1912: The Teaching of English in the High School of the United States (A. E. Roberts).

JOURNAL OF EDUCATION, January, 1912: Notes on Education in 1911 (An Old Fogey); March, 1912: The Teaching of English—Verse Composition (J. A. Johnston).

REVUE DE L'ENSEIGNEMENT DES LANGUES VIVANTES, Janvier, 1912: Le Français de nos Enfants (H. Veslot); État actuel des Langues vivantes en Angleterre (G. F. Bridge); Février et Mars, 1912: Questions de Métrique Anglaise (P. Verrier); Mars, 1912: Une Classe de Français à la 'Musterschule' (Favre).

MODERN LANGUAGE NOTES, February, 1912: The Use of the French Past Definite in *si*-Clauses (G. N. Henning).

EDITORIAL NOTES.

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The Journal is sent free to all Members of the Association, but those whose subscription for the current year is not paid before July 1 are not entitled to receive it.

The Annual Subscription to the Association, payable on January 1, is 7s. 6d., and should be sent to the Hon. Treasurer, Mr. F. W. M. Draper, City of London School, Victoria Embankment, London, E.C.

Applications for membership should be addressed to the Hon. Secretary, Mr. G. F. Bridge, 7, South Hill Mansions, London, N.W.

The MODERN LANGUAGE REVIEW, a Quarterly Journal of Medieval and Modern Literature and Philology, edited by Professor J. G. Robertson, and published by the Cambridge University Press, is supplied to Members of the Association at a special annual subscription of 7s. 6d., *which must be prepaid.* It should be sent with the membership subscription (15s. in all) to the Hon. Treasurer. Those who wish to take in or discontinue the REVIEW should communicate with the Hon. Secretary.

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.

Travelling Exhibition: Miss HART, County Secondary School, Sydenham Hill Road, S.E.

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

N.B.—Readers of MODERN LANGUAGE TEACHING are informed that Mr. John Davis, 13, Paternoster Row, E.C., sells and buys back numbers of this magazine. He is now inquiring for Vol. II., No. 1, Vol. III., No. 5, and Vol. VI., Nos. 6, 7, and 8.

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE ASSOCIATION

EDITED BY J. G. ANDERSON

VOLUME VIII. No. 3 May, 1912

DISCUSSION COLUMN.

WHAT COMMAND OF ENGLISH SHOULD A CHILD POSSESS BEFORE BEGINNING THE STUDY OF A FOREIGN LANGUAGE?

CONTRIBUTIONS are invited and will be published as space permits. In order to focus the discussion the following thesis is proposed:

1. The child need know no phonetics; but should be taught accurate pronunciation of the mother-tongue by a teacher who has a sound knowledge of elementary phonetics.

2. The child need know no technical grammar; but should be taught by one who can express the essential things of grammar in terms of a child's understanding.

3. The child should be taught to tell stories; then to write stories in the mother-tongue; then to describe what it sees.

4. The time to begin a foreign language (from the point of view of the school) is when a child has made good progress in 1, 2, and 3. As soon as the sounds of the foreign language have been learned, the child should approach the foreign words by hearing and reading in the foreign language the stories, etc., which have been carefully studied in the mother-tongue, and by learning them more or less by heart.

All contributions should be sent to—

Rev. W. OSBORNE BRIGSTOCKE,
Berkhamsted School,
Herts.

THE POETRY OF JULES LAFORGUE.

J'ai le cœur chaste et vrai, comme une bonne lampe ;
Oui, je suis en taille-douce, comme une estampe.' (*Les Complaintes.*)

EARLY deaths have sometimes made reputations. Modern France and the England of the nineties—which was little more than a bad imitation of France—have celebrated many young artists who, had they lived, would have revolutionized the literature or painting of their time. The inevitable reaction which, both in France and England, has followed this period of indiscriminating praise threatens in its turn to use indiscriminating blame. It is in the hope of doing something to rescue from the wave of reaction the reputation of a writer who possessed a very real merit and importance, apart from the imagination of his contemporaries, that I have attempted a brief study of the work of Jules Laforgue. This strange young man, who died a quarter of a century ago at the age of twenty-seven, stands at a parting of the ways. His work is part *Symboliste*, part *Fauve*. His contemporaries—*Symbolistes* one and all—naturally claimed him for their own ; and inasmuch as they were his contemporaries, they were justified. But it is now possible to look back over the tortuous development of *Le Symbolisme*, and in the light of a complete experience to distinguish those whose work contained seeds for the future from those who lived and wrote for *Symbolisme* alone. Among the first of these groups are some great names, but it is with two only that I am here concerned. Between Arthur Rimbaud and Jules Laforgue there is a literary connection — unmistakable, but baffling. Rimbaud is *l'enfant terrible* of modern French literature. For a few stormy years he crouched on the stage of literary life in Paris, sullen, uncouth. His liaison with Verlaine ended in a flash of tragedy, and the strange young savage vanished into Abyssinia, never to reappear ; but the scrap of work he left behind has become the Bible of the young poet of to-day. Lurid verses of his *Bateau ivre* are shouted across café tables, as in the old days the *décadents* sang Baudelaire at midnight in the Boul' Mich'. Something in the raw barbarity of Rimbaud's prose and verse has struck an answering note in the minds of the present generation. In their reaction from the mystical dreaminess of *Symbolisme* they have caught with enthusiasm at the jagged, inarticulate fragments, at the ruthless stabbing technique, of Rimbaud's work, crying that this is life and reality, and that here is a vision of essentials, and essentials only.

At first sight Laforgue seems a very different person. He is suave, courteously ironical. Rimbaud is irresponsible because of his defiant loneliness—because he delights in a slashing virulence which, if it finds its mark, shatters in pieces. Laforgue's irresponsibility is in-

tensely civilized. His cruelty is laughter; his suddenness is caprice. Rimbaud is Harlequin, with savagery in place of nimbleness; Laforgue is Pierrot.

But fundamentally their vision is the same. There is no way of defining the similarity. It can only be shown by quotation and comment. As a first example, here are two verses of *Bateau ivre* which well express the scorching sense of colour which possessed Rimbaud:

'J'ai vu le soleil bas taché d'horreurs mystiques
Illuminant de longs figements violets,
Pareils à des acteurs de drame très antiques,
Les flots roulant au loin leurs frissons de volets;

'J'ai rêvé la nuit verte aux neiges éblouies,
Baisers montant aux yeux de mers avec lenteur,
La circulation des sèves inouies
Et l'éveil jaune et bleu des phosphores chanteurs.'

And then Laforgue:

'Un soleil blanc comme un crachat d'estaminet
Sur une litière de jaunes genêts,
De jaunes genêts d'automne.'
(*L'Hiver qui vient.*)

'Un couchant mal bâti suppurant du livide;
Le coin d'une buanderie aux tuiles sales;
En plein le Val-de-Grâce, comme un qui préside;
Cinq arbres en proie à de mesquines rafales
Qui marbrent ce ciel crû de bandages livides.' (*Les Complaintes.*)

There are other quotations which might be made in support of the same contention, but these two should suffice. The colour sense reminds one of Vincent van Gogh, and that is proof enough of the value of Laforgue to Fauvism.

In another place is a verse which might almost be a description of Rimbaud himself:

'Mais lui, cabré devant ces soirs accoutumés,
Où montait la gaîté des enfants de son âge,
Seul au balcon, disait, les yeux brûlés de rages:
"J'ai du génie enfin: nulle ne veut m'aimer!"' (*Les Complaintes.*)

Laforgue himself cloaks his hatred of the world with irony. He will not give way to temper. At times he shows a half-mocking pessimism, which hides a very real yearning towards *L'Inconscient:*

. . . 'Allons, dernier des poètes,
Toujours enfermé tu te rendras malade!
Vois, il fait beau temps, tout le monde est dehors,
Va donc acheter deux sous d'ellébore,
Ça te fera une petite promenade.'
(*Dimanches.*)

In his every attitude he is Pierrot—in his elusive inconsequence, his indiscriminate use of the sublime and the ridiculous, his humorous melancholy, his eternal caprice. His Pierrot is not quite that of Ernest Dowson. He is above all terrified of being conventionally lyrical. To avoid this he sometimes goes too far in his use of bathos, but as a rule he succeeds amazingly in the difficult task of expressing the noble by the commonplace:

'Je n'aurai jamais d'aventures;
Qu'il est petit, dans la nature,
Le chemin d' fer Paris-Ceinture!'
(*Les Complaintes.*)

This verse, in the middle of a plaintive poem which cries for the days of romance, is an example of the successful use of his modern instances. It seems to reduce to familiar terms an abstract and personal longing. But in another place, in the midst of a charming reverie, the reader is brought up suddenly by the following parenthesis :

('Mon moi, c'est Galathée aveuglant Pygmalion !
Impossible de modifier cette situation.')
(*Dimanches.*)

Such a wanton drop into irrelevant prose jars unpleasantly.

But while he is not the languishing *Pierrot of the minute*, he is equally not the Pierrot of the eighteenth century. French criticism, and especially M. Mauclair,* persists in likening him to the creations of Watteau—to the 'elegant fancies' of pre-Revolutionary France. For my part, I strongly disagree. There is nothing of the society pastoral about Laforgue. He is as modern as Jules Romains ; only his modernity is not realist, but *lunaire*. His capricious fancy flits from place to place, now pitying, now railing, but never unreal :

'Et toi, là-bas, pot-au-feu, pauvre Terre !
Avec tes essais de mettre en rubriques,
Tes reflets perdus du Grand Dynamique,
Tu fais un métier, ah ! bien sédentaire !'
(*Au Large.*)

'Pintez, dansez, gens de la Terre,
Tout est un triste et vieux Mystère.'
(*Les Complaintes.*)

Again, he parodies an old folk-song :

'Au clair de la lune,
Mon ami Pierrot,
Filons en costume,
Présider là-haut !
Ma cervelle est morte
Que le Christ l'emporte !
Béons à la Lune,
La bouche en zéro.'
(*Les Complaintes.*)

His wilful inconsequence leads him frequently into a kind of malicious *méchanceté*, which seems to take a pleasure in suddenness, in contorting an idea. *La Complainte sur certains Temps déplacés*, from which I have already quoted, is a good example of this perversity. Or the following verses, which seem all the more deliberate in their malice, when one remembers the solemnity of Van Lerberghe and Maeterlinck :

'Mesdames et Messieurs,
Vous dont la sœur est morte ;
Ouvrez au fossoyeux
Qui claque à votre porte ;

'Si vous n'avez pitié,
Il viendra (sans rancune)
Vous tirer par les pieds
Une nuit de grand' lune !'
(*Les Complaintes.*)

Mention of Maeterlinck brings me to a further point in the *Pierrotisme* (to coin a word) of Laforgue—his love of the moon. One of his books of poetry—*L'Imitation de Notre Dame de la Lune*—is devoted entirely to praise of the moon, whom, as Pierrot *lunaire*, he loves for her gentle pallor and tolerance. The poems of this book are full of what Mr. Symons excellently defines as an 'ideal becoming artificial

* Camille Mauclair, *Jules Laforgue*: Mercure de France, 1896.

through its extreme naturalness.'* *L'Inconscient* is to Laforgue exemplified by the moon. She is a refuge for those weary of the world :

'Vicieux, mais Tout !
. . . J'aime mieux
Donc m'en aller selon la Lune.'
(*L'Imitation de Notre Dame de la Lune.*)

She, and not the sun, shall be his paradise :

'Soleil, soudard plaqué d'ordres et de crachats,
Planteur mal élevé, sache que les Vestales
A qui la Lune en son équivoque œil-de-chat,
Est la rosace de l'Unique Cathédrale,

'Sache que les Pierrots, phalènes des dolmens
Et des nymphéas blancs des lacs où dort Gomorrhe,
Et tous les bienheureux qui pâturent l'Eden
Toujours printanier des renoncements—
t'abhorrent.'
(*Un Mot au Soleil.*)

It is an interesting contrast between the moon-worship of Laforgue and the terror of the other great moon-poet, Maeterlinck. In his *Serres Chaudes* the latter expresses a horror of the freezing blindness of moonlight. The moon brings forgetfulness to both, but to Maeterlinck it is a numbness worse than death. The moon is evil, waiting to choke the misery of man in her cold blue veils :

'Il est temps, Seigneur, il est temps
De faucher la ciguë inculte !
A travers mon espoir occulte
La lune est verte de serpents.'
(*Oraison nocturne.*)

'En qui faut-il fuir aujourd'hui !
Il n'y a plus d'étoile aucune ;
Mais de la glace sur l'ennui
Et des linges bleus sous la lune.'
(*Heures ternes.*)

Laforgue has none of this horror. To him the moon is *l'hôtel garni de l'infini.* She is the home of lofty thoughts and fine lives. Her motionless silver light soothes him. The Maeterlinck of the *Serres Chaudes* seems to beat against the prison-bars of a stifling lassitude, to long for freedom, for sunlight, for very breath. Laforgue is fleeing from these very things. The aimless turbulence of the world exasperates him. He hates pomp and noise. The moon is contemplative, motionless, gravely dignified. The poetry of both men is poetry of the nerves ; but Maeterlinck's nerves are raw with loneliness and silence, Laforgue's with jostling and lack of sympathy.

Any study of Laforgue's poetry, however superficial, would be incomplete without some mention of his importance in the metrical revolution achieved by modern France. Of his three books, the last only—published posthumously under the general title of *Derniers Vers*—is written in *vers libres* proper. That he should have ended with the use of *vers libres* is largely the result of the influence of M. Gustave Kahn, his great friend. Kahn may be said to have introduced the *vers*

* Arthur Symons, *The Symbolist Movement in Literature.* (Constable.) The passage continues : 'In poetry it is not "natural" to say things quite so much in the manner of the moment, with however ironical an intention.'

libre, although later exponents, and notably Verhaeren, have carried it to a higher point of perfection than he has ever achieved. In a preface to a reissue of his early poems, Kahn makes an interesting comparison between his method and that of Laforgue.* It amounts to this—that, while Kahn sought for music, Laforgue was always subordinating form to words; that is to say, he tried to get his effect by direct statement, never hesitating to wrench the metre when the sense desired it. This is amply shown in his work. His love of the unexpected, which has already been mentioned, led him to frequent breaks in what otherwise would have been a normal metre, with the sole idea of jarring the rhythm in the reader's mind. There is very little of the deliberate use of words as music which makes the charm of Merrill's work. Occasionally one is reminded of Verlaine — for example:

'Ah! tout le long du cœur
Un vieil ennui m'effleure. . . .
M'est avis qu'il est l'heure
De renaître moqueur.'
(*Locution des Pierrots VIII.*)

But he abandons it at once, and, as the words suggest, falling back once more on irony, "renaît moqueur." Here and there are poems written in the form of old French popular ballads, somewhat in the style of Paul Fort. The beautiful *Complainte de l'Époux outragé*—written on a folk-song theme—is a fine example; or the haunting lilt of these two lines from *L'Hiver qui vient*:

'Tous les bancs sont mouillés, tant les bois sont rouillés,
Et tant les cors ont fait ton ton, ont fait ton taine! . . .'

But, generally speaking, Laforgue cannot be called a metrist. He is concerned with the sense of the truth he tells rather than with the manner of telling.

There are other interests and attractions in the poetry of Jules Laforgue than those on which I have touched, but I hope what has been said may suffice to earn for him new acquaintances, and perhaps new admirers.

MICHAEL T. H. SADLER.

* Gustave Kahn, *Premiers Poèmes, précédés d'une étude sur le vers libre*: Mercure de France, 1896.

HOW TO SEE GERMANY ON A SHILLING A DAY.

LAST summer a party of twenty Manchester Grammar School boys had a most enjoyable four weeks' camping holiday in the Black Forest. The cost of the whole affair, inclusive of absolutely everything, was just under £5. Perhaps some of the readers of MODERN LANGUAGE TEACHING may be interested to know how the expedition was worked, so that they may arrange some day a similar holiday for their own pupils.

Each boy brought his own knife, fork, spoon, plate, and cup; we also had in the party four aluminium pots, two frying-pans, and a few other odd cooking utensils. We had four light mountain tents with us, and each boy carried his own sleeping-sack, waterproof sheet, and such changes of clothing as might be needed. Thus we were entirely independent of hotels, lodging-houses, etc.; hence the cheapness of the whole excursion. Two or three times in the month we failed to find a suitable camping-ground. On these occasions we obtained leave to sleep in a barn, or else we passed the night at a wayside inn, sleeping upon straw on the floor of some large room — the charge for this was one penny each —no charge for the straw. Breakfast usually consisted of eggs, cocoa, bread and butter and jam. After breakfast we walked about ten miles; then lunch, usually cold meat, ham, or the inevitable sausage, with bread and cheese in plenty. After a good rest, and often a swim, we continued our tramp, doing another nine or ten miles before reaching our camping-ground. While some were pitching the tents, others went to gather wood, and soon we were busily occupied with the chief meal of the day. We found soup, made from semolina, eggs, and meat extract, very good and easy to make; this was usually followed by a stew with plenty of vegetables; for sweets we had boiled rice or stewed fruit, or some such easily cooked dish. After a sing-song and a chat we had prayers, and turned in, usually about 9.30 p.m. We slept five to a tent, and very snug we were, too, buttoned up in our cosy sleeping-sacks.

The party left Manchester on Saturday, August 12, and returned on Wednesday, September 6. We travelled by the Great Central route to Rotterdam, via Grimsby. From Rotterdam we took the express to Cologne, where we put up at the Christliches Hospitz, a kind of temperance hotel, which is very cosy and very cheap. In fact, anyone contemplating such a tour as this would do well to purchase the list of German temperance hotels published by E. Schilling, Schiffgasse 2, Heidelberg. Most of these establishments supply a good midday meal at a ridiculously low figure. Next day we went on by train to Andernach. From here we sailed by the Dutch steamship up the Rhine as far as Mannheim. The ordinary fares are very cheap, but a school party gets a reduction of 30 per cent. on a return ticket. At Mannheim we had breakfast at the Volksküche, a good substantial meal costing us 2d. per head! From Mannheim we took train to Heidelberg. For short distances such as this we usually travelled fourth class, which works out at about $\frac{1}{5}$d. per mile. When we went longer journeys by train, we travelled third class at half third class fare, this 50 per cent. reduction being obtainable by all *bona fide* school parties of more than ten. After two days in Heidelberg we

took the express for Baden-Baden, and here the walking tour proper began. From Baden-Baden we struck east into the Murg valley. At Raumünzach we turned westwards to the Hornisgrinde, the highest mountain of the northern Black Forest. From this point our route continued south via Allerheiligen, Triberg, Wolfach, Rippoldsau to St. Blasien. We then struck north-west over the Feldberg to Freiburg. Here we stayed for four days, our camp being in the Günthersthal, a mile or two outside the city on the south side. We next visited Strassburg, then northwards to Frankfurt. Here we had a most cordial welcome from the local *Wandervögel*, being escorted by them with musical honours to the local football ground, which was placed entirely at our disposal during our stay of three days. From Frankfurt we made for home via Biebrich and the Rhine to Cologne, thence to Brussels, Antwerp, and Old England once more.

Everywhere we had the kindest reception. We had no difficulty about permission to camp; the peasants were only too glad to have us and to help us in any way possible. We bought provisions in the villages as we passed through, and our food cost us less than a shilling a day. It was indeed a magnificent holiday, and wonderfully cheap; but it was more than a holiday; to most of the party it was a liberal education, and we who organized the trip are proud to think of it as a small contribution to the mutual understanding of nations and to the maintenance of the world's peace.

HAROLD NICHOLSON.

THE STORY OF A TRAGEDY.*

(TOLD IN THE LETTERS OF TWO EGYPTIAN SECONDARY SCHOOL PUPILS.)

ALEXANDRIA,
February 2, 1911.

MY DEAR FRIEND,—I have the honour to write to you this letter to say to you how you are. Why you did not write me since six weeks? I became very angry for my friend did not write to me. I would pluck from you your gracious promise to write me a many letters.

I became very tired according to my hard work. The examination is too near and the books of English are very hard. How you do your 'Coriolanus' and the essays from the *Spectator*? I did not yet do all the Macaulay's 'Addison.' I know that you are very learned in English and I ask you of your great kindness that you may say to me some good advices.—Your true friend,

MOHAMED.

CAIRO,
February 5, 1911.

MY GOOD FRIEND MOHAMED,—I am very happy that I received your letter. I did not write to you for that I study very

* This contribution has been sent by 'An English Teacher in Egypt,' as a sequel to his article in the October number of MODERN LANGUAGE TEACHING, and shows the Egyptian student's love of 'high language,' his lack of ideas, and his tendency to use phrases learnt from authors.

hard all the day. The English is passing difficult, but I learn it very well. I know all the life of Addison, and I understand very well the 'Coriolanus.' I am to finish the Essays of Addison after one week. I think I will get very much marks in the examination.

You must work very hard to learn well your English. You may write a many questions and your composition will soon become in a good state of progress. You shall write the subscribed question, and I will tell you the errors belonging to your composition :

'Write an account of the characters of "Coriolanus" showing why the cloud of misfortune had darkened his life.'

It is a very good question, and you will get a very good benefit from writing it.

If you please to say to your brother that I salute him.

In honour I say to you that I am your sincere friend,

AHMED.

ALEXANDRIA,
Febraury 12, 1911.

DEAR AHMED,—With great joy and honour I salaam you. For that you have been fain to be my coadjutor in my composition you shall always in my heart bear nobly ever the title, 'Good friend and brother,' and I know that with your deed-achieving conducts you will always undercrest my good addition to the fairness of your power. There will henceforth be the light of joy in my heart, and I will work with much strength to recover myself out of the bad qualities in my English composition. I send to you in this letter my composition, which I have written it in a very good essay because that our teacher has said to us since three days about this subject, and I know it very well. But he is to give us an essay to write about it, so you will correct my essay in the first place and at the last I will give it to him.

I salaam you in your honour.—Yours truly,

MOHAMED.

ESSAY ON HOW CORIOLANUS BY HIS BAD CHARACTERS DID HE DARKEN HIS LIFE BY THE OBSCURITY OF SORROW?

'Coriolanus' is a tragedy, that is to say it is a play with a not happy conclusion. Aristotle wrote that tragedy is that which inspires the heart of mankind with pity and terror. In sooth that is true. Breathes there the man with soul so dead that he is not angry for the great sorrows of Coriolanus? Let him alone, or so many so-minded read well the good essay of Addison upon a perfect tragedy.

Shakespeare wrote in it a great teaching of poetic justice. He teaches us to leave the bad characters and follow good conducts. Coriolanus is proud. That is a very bad wickedness. Man should not be a proud, for I admire much the great English poet who said, 'Pride goes before a fall.' The sorrow of Coriolanus is depended upon his pride. There's the rub. His pride has smeared his life with the mantle of shunless destiny. He speaks to the people as if he were a god to punish and not a creature like themselves. The acts of Coriolanus is not according to what Macaulay said that the highest proof of virtue is to possess boundless power without abusing it. He says always bad words to the people. He treats them gibingly and ungravely in requiring their voices. He shows a proud portance even when dressing the humble garment.

So we see that Coriolanus is a very proud man. According to his pride he becomes a traitor to his country. That is a very bad crime and I become very angry from reading about it, inasmuch as I follow the Arabic poet who says : 'I honour my country even when she persecutes me.' At the last Coriolanus is perished, and for this cause it is called a tragedy.

CAIRO,
February 16, 1911.

DEAR MOHAMED,—I read your good essay which you sent it to me since a few days. Subsequently I say to you that you may turn terror into sport and keep your

pecker up (my sworn brother, Ibrahim, who has left to England, informs to me that the English pupils say much 'Keep your pecker up,' 'Cheero,' 'Buck up,' which he says they mean 'Keep the spirit of courage in your heart,' so you may learn them for your composition). Your essay which you sent it with your letter is very good. There are a many good thoughts and they are in a very well-ordered state. You will get much marks for your essay. I say to you to tell to me of your courtesy what your teacher will say to you concerning your essay.

I had observed one part of your essay which I do not like it. The phraseology of your termination is not a very high language. I had read in a book since five weeks that a good essay must in conclusion have one very noble thought. For your best ends you may adopt this policy. I follow the great minds of Addison and Macaulay, and I say to you that you must at the last put some sublime conception—*e.g.:*

'The Nemesis of catastrophic disaster did not at the first strike Coriolanus like a planet, inasmuch as in the interim it tied leaden pounds to its heels; but the obscure cloud of melancholy was hovering upon the far horizon of the orb of the life of Coriolanus, which was at first in the supreme zenith of nobility and supremacy and who, because that he was proud and cared not for the hydra of the many-headed multitude, but according to his very sovereignty of nature he proceeded his steps reluctantly into the opacity of ostracism.'

With these good advices I will conclude, and I say to you, my friend Mohamed, that may fortune favour you no less than those she places highest.—Yours sincerely,

AHMED.

ALEXANDRIA,
February 17, 1911.

MY VERY DEAR FRIEND AHMED,—How my heart is filled with joy and gratitude that I received your letter. I admire much at the very high sentence which you have written it. I say to myself that the sentence of my friend Ahmed is Shakespeare, Addison, and Macaulay in one, heightened by an exquisite something which is neither Shakespeare nor Addison nor Macaulay but my friend Ahmed alone. I am too busy that I cannot write a longer correspondence. I am to give the essay to my teacher after three days, and I am filled with the light of hope that he will say to me that I am a very good pupil. With honour I remain at the last your friend,

MOHAMED.

ALEXANDRIA,
February 26, 1911.

AHMED, VILLAIN RASCAL,—I say to you that you are a cur and a rank-scented villain. Hang you, you injurious knave why you gave me such bad advices? He that depends upon your favours swims with fins of lead and hews down oaks with rushes. I say to you that you are a very bad liar, and that you are a very ignorant pupil.

Yesterday was three days that I gave my essay to my teacher, and to-day he has brought the books into the class. When I had beheld that the books came in I smiled with a happy, gentle smile like the smile of Addison and a seraphim and the souls of just men made perfect, for I say to myself that I am a good pupil and that I wrote a very good essay, and that I will get very good marks. But the teacher raised my book in his hands before all the class, and he opened it and discovered my essay to all the pupils, and lo! it was marked all bad, so, ~~~~, and your sentence which you said it was a very high discourse, and I did not believe it, was all crossed out. Contemplate upon that, you son of a pig-dog and foul-mouthed cur! Why you made me write bad grammar? The teacher had used very bad words; he called me stupid and foolish, and his laughter was like what Macaulay says that the laughter of Puck and he called me

silly with much bad words, and the pupils made a bitter laughter even to the wish of Swift or Mephistophilis. At the next place I became very angry and I have said to the teacher politely why he insult me with revile and vituperation; and in the result I am for one whole week sent to my house in the exile of banishment.

Why you tetter me in this way, you measle? Why you make this base conspiracy? I am not to be your friend any more. I will not write any more correspondence to you. On the other hand I will treat you like what the English poet said that I must treat you with silent contempt. You mover, you base slave, you condemned second, you shame of friendship, Pluto and Hell plaster you o'er with boils and infect you with plague, against the wind a mile. I prize you not at a cracked drachma.—Your antique friend and henceforward to the crack of doom your determined opposite,

MOHAMED.

CAIRO,
March 2, 1911.

MOHAMED, BASE FRAGMENT,—You set up the bloody flag against all patience. The cloud of wrath has risen over my life, and I am very oppressed, and I say to myself, with great sorrow, that life is full with calamities, and that the microcosm of a just man often is not apprehended. You had said many bad words to me, but I am like Addison, and I use not to retaliate. As he said to John Dennis, that if I had replied I would reply like a gentleman. You accuse me that I have given to you bad advices. You say that because you have a bad heart. Either you were so ignorant not to see that I write very well-English, or your teacher could not observe with his bisson conspectuities. Everyone knows that I write very well English, and everyone knows that in a cheap estimation I am worth all your ancestors since Deucalion.

You are a base traitor. You have discovered ingratitude more strong than traitors' swords: but I will be like Addison, not to attack the criminal but the vice, not the individual but the class. Ungrateful men are the rats of the State, and they must have bale. Why you lay to me this so dishonoured rub? Despite o'erwhelm you, you bald slave!

I say to you that may misfortune guide your answers in the examination, so that you will forget all your notes, and get a very bad marks. Viperous liar! I curse your father and mother, and all your progeny. You are the big toe of bad pupils and liars. All the contagion of the South light on you, and the hoarded plague requite you! You talk much foolishness. The ass is in compound with the major part of your syllables. I say to you that you are a worthless fragment. I spit contemning at you. I would disdain to tread on your shadow at noon.

I saw before the malevolence of your nature, which I think it is like Pope's, but I have the generosity and the moral purity of Addison, and I do not say bad words, but write all that I write in the spirit of benevolence and with a love of mankind.—I stay yours sincerely,

AHMED.

CERTIFICATES IN MODERN LANGUAGES.

UNIVERSITY OF LONDON.

THE following scheme for an Examination for a Certificate in French or a Certificate in German has been adopted by the Senate:

An Examination for a Certificate in French and an Examination for a Certificate in German shall be held once in each year in the month of August, or at such other time as shall hereafter be arranged.

The Examination in each case is intended primarily for teachers who are not specialists in the language, but who require a certificate testifying to their practical working knowledge of the language. It is not intended that the Certificate shall be regarded as a Certificate of ability to teach, and a teacher who enters for the Examination should normally have undergone a recognized course of training for the profession of teacher. The Certificate is intended to testify that the knowledge of the language to which it refers includes those elements, such as conversational facility and a sufficient acquaintance with phonetics, which have special value for teaching, and which may not be guaranteed by the teacher's other Certificates.

Every Candidate must apply to the University Extension Registrar not less than six weeks before the commencement of the Examination for a form of entry, which must be returned not less than four weeks before the commencement of the Examination, accompanied in each case by a certificate showing that the Candidate has completed his twentieth year, and by the proper fee.

Every Candidate taking the Examination in either French or German shall pay a fee of £3. If a Candidate withdraws his name before the last day of entry to the Examination the fee shall be returned to him; if he fails to present himself at the examination he shall be allowed to enter for the next following Examination in the same subject on payment of a fee of £1 10s. If the Candidate retires after the commencement of the Examination, or fails to pass it, the full fee of £3 shall be payable upon every re-entry.

The Examination shall be both Written and Oral, and the Written Examination shall be conducted by means of printed papers.

The Examination shall consist of—

(1) An Essay in English—two hours.

(2) An Essay in the foreign language—two hours.

(3) Translation from English—one hour and a half.

(4) Translation into English—one hour and a half.

(5) Dictation—half an hour.

(6) Phonetics—two hours.

(7) An Oral Examination—half an hour.

For the Essay a choice of subjects shall, in each language, be given, and those proposed may include subjects connected with the literature, history and institutions of the respective countries. The Examination in Phonetics shall have special reference to the requirements of English teachers of the language. The Oral Examination shall relate in part to books usually read in schools, and the Candidate shall submit for approval upon his form of entry the names of three such books offered by him for Examination.

UNIVERSITY OF CAMBRIDGE.

The Local Examinations Syndicate has decided that a Certificate of proficiency in French and a Certificate of proficiency in German should be established in connection with the Higher Local Examination. It is proposed that the Certificates shall be open both to candidates for a Higher Local Certificate and to to other persons. The details of the Examination will, we understand, be published shortly.

CORRESPONDENCE.

FRENCH PRONUNCIATION.

DEAR SIR,—In your March issue is a review of Mr. de Satgé's Cours de Dictées, containing some statements which, being one of the earliest members of the Modern Language Association, and therefore jealous of its reputation as an authority on Modern Language teaching, I am unwilling to leave in silence.

Not realizing, perhaps, that a subject may be deliberately ignored by a person who is by no means ignorant of it, the writer says: 'The first sixteen pages . . . show . . . remarkable ignorance of phonetics. Both *é* and *ais* are represented as being very near the English *a* sound, and *ai* of the preterite is said to be shorter than *ais* of the imperfect!'

The hungry foreigner in a French restaurant who got as near to all his French sounds as the *a* in cake is to *é* or *ais* would have little difficulty in asking for his dinner, Nothing more than this is said or meant. To state that the sounds are absolutely the same would have been false, but to call them 'very nearly the same' is another matter. As to the second part of this sentence, if the reviewer really does not know that the *ai* or *é* of the preterite is shorter in duration than the *ais* or *è* of the imperfect, he must have less appreciation of sound-length than ought to be the case with anyone claiming authority in spoken language. I prefer to think that this is not so, and that the apparent error is due to some confusion of terms.

When your reviewer says: 'It is also stated that *n* in *amen* has not the nasal sound,' we are left in doubt whether he is inexperienced enough not to know that this word is a source of bewilderment to English people learning French, or whether he seriously thinks that it rhymes with *examen*.

Inexperience is the best excuse for his next remark: 'In a list of words that are often confounded we find *oiseau*, *oiseux*, and *oison*. No pupil whose ears (*sic*) had been trained could possibly confuse them, if the teacher pronounced them carefully and correctly.' He does not know that the ear may be trained and the tongue ready, and that yet there may remain defective another training—that of the eye. A recent instance of this was furnished by a boy who read 'Soracte' as 'Socrates.' His ear had not confused the sounds, nor was the teacher incapable of pronouncing them, but his eye deceived him, and he certainly could not have spelt either word. So it is with words such as *oiseau* and *oiseux*, or, better, *oiseaux* and *oiseux*, which bear a superficial resemblance on the printed page.

My last quotation is really the most important: 'The passages are marked for liaison, *but there are many omissions*' (italics mine). Your reviewer is evidently unaware that one of the chief differences between the pedantic and super-refined pronunciation of the Frenchman who has had to be taught correctness, and the easy speech of one born in a good position, is precisely this omission of the liaison, and, moreover, that good French of the present day omits more liaisons than good French of a generation

ago. Nothing is easier to the teacher, and at the same time more misleading to the pupil, than constant insistence on the liaison. It is hardly too much to say that the safest rule nowadays is, when in doubt, leave it out. A correct accent is the most elusive thing imaginable in any language, and foreigners had better make an occasional mistake than waste time in trying to imitate the laborious and artificial speech of those who are constantly minding their *p*'s and *q*'s in order to avoid what the etiquette books call 'solecisms.'

Yours faithfully,

L. S. R. Byrne.

Eton College,
Windsor.
March 30, 1912.

The reviewer writes:

Mr. Byrne's letter is an instance of the careless and inaccurate statements that are so common in writing about phonetics. It would almost seem that he fails to distinguish between the sound and the symbol, in spite of his long standing as a member of the Modern Language Association.

With regard to the sounds of *ai* (*e*)* and *ais* (ɛ), if Mr. Byrne thinks that to pronounce them sufficiently near enough to make a waiter in a restaurant understand what is wanted is all that is necessary in the classroom, there is nothing more to be said, but I hope few will agree with him. It is in my opinion a lamentable thing from an educational point of view. However, as a matter of fact, the two sounds are organically quite distinct. They are also acoustically distinct. There is as much difference organically between (*e*) and (ɛ) as there is between (ɛ) and (a). Surely it would be simple to state that the one is nearly like *a* in *fate* and the other like *a* in *fare*. Again, Mr. Byrne and the author think that the difference is mainly one of length, whereas they are, in fact, both short as tense endings; (*e*) is generally short, but may be long; (ɛ) may be short, long, or medium. What does Mr. Byrne mean by *ai* or *é* of the preterite and by *ais* or *è* of the imperfect? In phonetics it is necessary to avoid slipshod and inaccurate statements. That is why I drew attention to the author's statement (p. 10) that *n* in *amen* has not the nasal sound. What sound has it? The author and Mr. Byrne mean that the final vowel is not nasal. Similarly it is stated (p. 6) that nasal vowel sounds 'are produced by various spellings.' 'The nasal sound *an* may be spelt *am*,' etc. I am well aware that under the old system of teaching French by the eye alone pupils constantly made such mistakes as are given in the list of words easily confused, which, by the way, does not include those I have found the commonest of all—*pas* and *par*, *cheveux* and *chevaux*—but I maintain that if the ear is carefully trained, and phonetic symbols are used, such blunders may be practically eliminated.

The last point which Mr. Byrne considers the most important of all is easily answered. In the following cases, taken almost at random, the author has not marked liaison; p. 40, *en avait*, *en elle*, and *on a*; p. 60, *mes ennemis*, *mon injonction*, *c'était un*; p. 65, *j'avais emportée*, *un arbuste*; p. 78, *on est*, *apprennent à*; p. 110, *un hôtel*, *ces heureux*, *les os*: p. 112, *ces ongles*, *les yeux* (twice) *tout à coup*.

I notice that Mr. Byrne makes no defence of the strange omission of the rounded vowels, and particularly of the essentially French ones (*y*, *ø*, and *œ*). Why have they been deliberately ignored?

* The symbols in brackets throughout this reply represent sounds according to the alphabet of the I.P.A.

LONDON UNIVERSITY.

In connection with the protest raised in your February number against the manifest unfairness with which External candidates for London B.A. Honours are treated as compared with Internal candidates, I should like to air a little grievance of my own. I have for many years coached candidates for the Old French section in

B.A. Honours French. The texts set for special study have steadily increased in volume of late years, a fact I welcome as a movement in the right direction. What I maintain is, that a candidate, after spending much time and energy on the subject, should have a reasonable chance of 'showing off' at the examination. But a review of the Old French papers from 1909-1911 will show the following state of things:

(i.) 1909.—Set books: *Constans, Chrestomathie*, about 80 pages, and the whole text of *Aucassin* and *Nicolete*—represented at the Examination by translation of three short snippets from *Constans* and etymology of six words, and translation of thirteen lines from *Aucassin*, with comments 'on any dialectical peculiarities' therein.

(ii.) 1910.—Set books: *Constans*, about 70 pages, and the whole text of *La vie de St. Alexis*—represented at the Examination by the same number of snippets and etymologies from *Constans* as in 1909, and two stanzas from *Alexis* with a 'short commentary' on these!

(iii.) 1911.—Set books: *Bartsch, Chrestomathie* (various extracts amounting to over 1,640 verses and some prose), and *Alexis*—represented at the Examination by two somewhat longer snippets from *Bartsch*, a sprinkling of etymologies, and again two stanzas from *Alexis*, with a question on the assonance of one, the use of a preposition and the mood of a verb in the other.

For 1912 the set books are *Bartsch*, as in 1911 (no extract older than the *Chevalier au Lion!*), and the whole of *Cligés*, with its 6,784 verses, and, judging by experience, the latter will be represented by a dozen lines and a few etymologies.

What I grumble at is, that these questions are inadequate in quality and range. Either less work should be set, or the papers should be made more representative; in either case the questions should be more searching. As matters stand, the man who can just read the text and make fairly good shots at derivations can rest content: he is practically as safe as the student who has worked up the subject in a conscientious and scholarly manner.

March 20, 1912. W.

FRENCH BOYS IN ENGLISH SCHOOL CAMP.

For the past nine years we have had a small camp in the wilds of the Lake District. It is purely a holiday camp and non-military. The number of boys is usually about forty, ages ten to seventeen, and they are of this school. We sleep in tents, on water-proof groundsheets, and wrapped in blankets. We do our own cooking and fagging. Our days are spent in boating, bathing, fishing, climbing, and for cricket and football the village—Grasmere—allows us the use of its ground.

Our camp is off the main beaten track, and over a mile and a half from the village, and in it we live a very simple life.

This year it occurred to me to ask our boys if they would like to have some French boys among them, and they declared they would welcome them.

Apart from fares to Grasmere, a boy's expenses are as follows: £1 per week for camp; ground-sheet and blanket (or rug) 5s. each, or hired at 2s. each. Besides these a boy needs some pocket-money; 5s. per week is ample. If a boy spends further time in England visiting other places, his expenses would during that time be about £2 10s. per week, apart from fares.

If any of the Lycées in France consider that any of their boys would like to come to us for the first two weeks of August, and possibly spend a third week in visiting Shakespeare Land and London, they could communicate with me at King Edward VII. School, Lytham, and further particulars could be sent. E. A. A. Varnish.

SIMPLIFIED SPELLING.

Mrs. Miall's article in the last number of Modern Language Teaching carried my mind back to the time of the Spelling

Reform Association, of whom only about half a dozen members survive. Thirty years make large gaps. I remembered reading a paragraph by George Washington Moon, and looked it up in case you thought it might interest your readers. It will certainly show most of them that it is not always easy to read English 'as she is spelled,' and I should not be surprised if a good many had to look into their dictionaries before reaching the end of this short story.

The extract is copied from *Phonetic Journal* of March 17, 1877.

ELPHEGE JANAU.

March 30, 1912.

OUGH.

By Mr. G. W. MOON, author of the *Dean's English*, etc., and one of the Conveners of the Spelling Reform Conference.

Hugh *Gough* of Bo*rough*bridge was a *rough* soldier on fur*lough*, but a man of *doughty* deeds in war, *though* before he *fought* for his country, and was familiar with *slaughter:* he was a tho*rough dough*-faced *plough*man. His horse having been *houghed* (hokt) in an engagement with the enemy, Hugh was taken prisoner, and, I *ought* to add, was kept on a short *enough clough* of food, and suffered from *drought* as well as from hunger. Having, on his return home, drunk too large a *draught* of usque*baugh*, he became intoxicated, and was *laughing*, *coughing*, and *hiccoughing* by a *trough* against which he *sought* to steady himself. There he was accosted by another *rough*, who showed him a *chough* which he had *caught* on a *clough* near, also the *slough* of a snake, which he held at the end of a *tough bough*, and which his shaggy *shough* had found and had *brought* to him from the entrance to a *sough* which ran *through* and drained a *slough* in a *haugh* that was close to a *lough* in the neighbourhood.

I have read with great interest your article on the 'Reform in Spelling' which appeared in MODERN LANGUAGE TEACHING, No. 2, March, 1912.

It would be greatly desirable that this long-debated question should be defined once for all. It is high time to pass from the field of discussion into that of practice.

If the present absurd, inconsistent and imperfect spelling is even for you a source of continual embarrassment, for us foreigners it is simply an endless torture. It perplexes us, and sometimes we need recur to a dictionary even before our class to help our memory. Isn't this rather discouraging? Why, then, does not England resolve to begin a gradual reform of the spelling of her language, which would be immensely welcomed abroad, and at home too?

Your cousins of over the Atlantic have long since preceded you in this. Do you find it dishonourable for you to follow them?

I think not, for good works must always be appreciated and imitated from whatever part they come.

THOMAS LERARIO.

Forli, *March* 26, 1912.

FOREIGN DEGREES.

DEAR SIR,—If Dr. Hedgecock wishes to advertise himself and his degree in your columns under the guise of a letter—I say *guise*, for there is no veil, no *dis*guise—he should be charged 10s. per line as minimum rate.

No less penalty will serve; why should I be thus disturbed in my repose?

The book, I thought, was about the *boundary*—I mean the *limit*.

Yours dejectedly,

THE SHADE OF DAVID GARRICK.

London, *April* 18, 1912.

'LA TULIPE NOIRE.'

In the very kind notice of Messrs. J. M. Dent and Son's edition of *La Tulipe Noire* it might appear that the credit for the bibliographical note was due to me. This is not so. The school edition has been printed from the stereoplated edition of Mr. Warner Allen, who is responsible for the valuable little list in question. *Palmam qui meruit.*

HARDRESS O'GRADY.

FROM HERE AND THERE.

THE Senate of the University of Birmingham has decided to allow students who are members of the School of Modern Languages to spend six months in a French or German University, and to count the time spent there as part of their regular course, with remission of fees.

❦ ❦ ❦

The following paragraph is taken from a Winchester paper:

A MEETING OF LE CERCLE FRANÇAIS AT WINCHESTER.—The second meeting of the Cercle Français was held at the High School on Saturday at six o'clock p.m., and it was very well attended. A most interesting lecture was given by Mdlle. D'Orliac, founder of 'L'Université des Lettres Françaises' in London, which already numbers 300 members, and has a house near the Marble Arch. The subject chosen by the speaker was 'The Modern Theatre and its Interpreters,' and she began her lecture by showing that though the '*motif*' treated of was nearly always love, the ways of treating it have differed very widely since the days of Corneille. Some French plays could only be thoroughly appreciated by a Parisian public who understood — what many foreigners could not—that at times sentiments which sounded somewhat startling, were really introduced for the sake of a '*bon mot*' or an amusing paradox. The speaker then read extracts from a charming French play called 'Primrose,' written by M. de Caillavet and Robert de Flers, and her reading must have been a revelation to many, for nothing could have been better; it revealed a dramatic power very rarely met with off the stage. Mdlle. D'Orliac next analyzed a play of Henry Kistermaecher, the subject being the love of two men for the same woman, and how the hatred which this engendered between them was suddenly broken down by the word *Patrie;* they felt that nothing else really mattered. This is quite a modern development on the French stage, for we must remember that plays always reflect the latest tendencies of a nation, and the audience has the power, which it invariably uses, of accepting or rejecting emphatically the reflection of itself thus presented by the playwrights. Mdlle. D'Orliac ended with an earnest hope that French play-writers might more and more embrace nobler ideals, and that these ideals would be better appreciated in this country, which in the past has often been inclined to misunderstand them. The Conférence broke up after a hearty vote of thanks to Mdlle. D'Orliac, and a hope was expressed that she might some day come again to speak to the members of the Cercle Français at Winchester.

In reference to the above, Mdlle. Mion, who sends us the cutting, writes: 'You will perhaps be interested to know that Mdlle. D'Orliac (Université des Lettres Françaises) came to the Winchester High School on March 23 to lecture to the members of the Cercle Français on "Le Théâtre moderne; ses Tendances générales; ses Interprêtes; le Public." It was a delightful and most interesting lecture, and although the subject was rather a difficult one, it was very much enjoyed and appreciated by all present.

(Le Cercle Français is divided in three sections. The third and second sections comprise some of the junior and senior pupils of the school. About ninety girls have joined. The first section is for people outside the school, and numbers about fifty. Each section holds its separate meetings at regular intervals. All sections join to attend lectures, which are given about once a month. The younger members of the third section are only expected to be present when the subject of the lecture is not beyond them.)

❦ ❦ ❦

A GIRLS' SCHOOL GERMAN CLUB.—In response to a request by the Editor of

MODERN LANGUAGE TEACHING to send in articles on Club Life, it may interest readers to know of a small German club which exists at the Central Foundation Girls' School.

The club was formed last April to enable girls learning German and those interested in the language, and already having some knowledge of it, to improve their conversation, and to get something of the German atmosphere by meeting in a social way.

The club cannot be too ambitious in its attainments, as the course of German study in this school is confined to the elder girls.

Nevertheless, its members number sixty —ten of these are mistresses on the staff— and we have had some varied and successful evenings. Amongst others, we have had a dramatic evening, when the little play, 'Wie man sich bildet,' admirably adapted for Backfische, and one of the 'Scenes of German Life' ('Aus dem Leben') were acted.

Two of the 'Bubenstreiche von Max und Moritz' were read (large copies of the illustrations having been made beforehand to accompany the reading and intensify the wicked pranks of those rascals, special stress being laid on their well-deserved but untimely end). The pupils sang several well-known German songs. Here I should like to add that nearly all these items were prepared in class during the lessons.

We have also had a German lantern lecture on 'The Rhine and its Legends.' It was pleasing to note that the girls understood most of what was said, and were greatly interested in the anecdotes of the old Burgs on the Rhine.

Last summer we had an excursion to Golder's Hill, Hampstead. Tea was taken in the open, German games were played, and only German spoken.

We are now looking forward to another excursion in the summer, and to an evening of German games at the end of this term.

In order to make the proceedings as German as possible, we begin by an imitation of a 'Kaffeeklatsch.'

I can assure any members who feel they would like 'to go and do likewise,' that one is amply repaid for any trouble taken by the keen interest of the members. Besides, I feel sure that all Modern Language teachers will agree with me that any club or movement which can help to bring our pupils into closer touch with their cousins over the sea will be for lasting good.

May it not unconsciously be one more little link in the chain of union between England and Germany?

A. NATHAN.

* * *

The following elections to Scholarships and Exhibitions at Somerville College, Oxford, were announced on March 30:

By the Mary Ewart Trustees.—To a Ewart Scholarship of £60 a year for three years, Mary Barton, Swansea High School, for English.

By the Council.—To a Clothworkers' Scholarship of £50 a year for three years, Muriel Jaeger, Sheffield High School, for English; to the Gilchrist Scholarship of £50 a year for three years, Dorothy L. Sayers, Godolphin School, Salisbury, for French; to the Students' Scholarship of £60 a year for two years, Catherine Godfrey, Downe School, Kent, and private tuition for History; to a College Exhibition of £20 a year for three years, Celia Cook, South Liverpool School, for Classics; to an additional Exhibition of £15 a year for three years, Jeannie Petrie, Clapham High School, for History.

The Shaw Lefevre Scholarship of £50 was awarded for one year to Dorothy Rowe, Cheltenham Ladies' College and Bournemouth High School, for special excellence in the Essay and General Paper.

Proxime accessit.—H. Jennings, Stafford High School, for English.

Highly Commended.—Hilda Jacka, Sunderland High School, for History; B. Macgregor, Sheffield Central Secondary School, for Latin and French; D. E. Marsh, James Allen's Girls' School, Dulwich, for French; and A. M. Organe, Walthamstow Hall, for Botany.

Commended.—H. M. Broadbent, Manchester High School, for Classics; E. M. Bartlett, St. Olave's and St. Saviour's Grammar School, for English; and M. G. Murray, Granville School, Leicester, for English.

AGNES LOUISA WILLIAMS, B.A., Bedford College for Women, has been appointed to the Gilchrist Studentship in Modern Languages.

The studentship is of the value of £80, tenable for one year, and is open to internal graduates who propose to become teachers in secondary schools, in order to enable the successful candidate to pursue a course of study abroad.

An Additional Studentship has been awarded to Louise Willes Stone, B.A., University College.

MISS ROSA MORISON, for nearly forty years lady-superintendent of female students at University College, London, died on February 8. Among other generous bequests, she left £2,000 to the University of London, on behalf of University College, to found a scholarship for women in the Faculty of Arts, in German, to be called the 'Eleanor Grove Scholarship,' in memory of her friend, and £2,000 to the same body to found a similar scholarship in English Language and Literature, to be called the 'Rosa Morison Scholarship.'

WILLIAM MÜNCH, Professor of Pedagogics at the University of Berlin, died on March 25.

Dr. Münch was the first Professor of Pedagogics in Berlin—an honorary post. He worked hard to win for the science of education an independent position on a footing of equality with other academic subjects.

In 1888 he published a collection of essays entitled, 'Miscellaneous Essays in the Aims and Art of Education in Higher Schools.' His essays contributed something to the movement for the reform of foreign language instruction in the Real-gymnasium.

The Council of Leeds University has just established a Professorship of the English Language in addition to the existing chair of English Language and Literature. Mr. F. W. Moorman, B.A., Ph.D., the new professor, has been Assistant-Professor of English Language and Literature in the University since 1904. Professor Moorman is a graduate of the University of London, and Ph.D of the University of Strasburg. He has published books on 'The Interpretation of Nature in English Poetry,' 'Robert Herrick,' and 'The Place-names of the West Riding.'

The new Education Committee of the London County Council, at its first meeting on March 13, discussed a letter from the Paris Municipal Council, wishing 500 London children, half boys and half girls, to visit Paris as the guests of the Municipal Council, and take part in a musical festival and competition. The children will travel to Paris on the Saturday before Whitsunday and return on the following Wednesday. They will be under the supervision of their own teachers and be accommodated in a girls' and a boys' Lycée.

In connection with a note in MODERN LANGUAGE TEACHING for February, the following information supplied by the authorities of the British Museum, in answer to questions put by a member of Parliament, may be of interest:

'*Question X.*—What is the mode of purchase of foreign books for the British Museum Library, and what discount does the Museum obtain when buying from foreign publishers?'

'The lists of current books issued in each country are examined by a member of the staff acquainted with the language and literature of that country, and the

books are supplied on approval, fortnightly or monthly, by the agents of the Museum. Booksellers' and sale catalogues are also supplied by every important bookseller in Europe and America. Further books are ordered, if it seems desirable, on the application of readers needing them; but applications are sometimes made for books of little or no value. The discounts given vary in different cases; 10 per cent. is a common rule.'

⁂

Another examination! The Institute of Modern Linguists is prepared to set test-papers for various Public Examinations. Surely no teacher is competent to prepare for these examinations who cannot set his own test-papers.

The Committee of the German Modern Language Association has sent us the programme for the fifteenth Neuphilologentag to be held in Frankfort-on-Main from May 27 to 30. We notice that many subjects of interest to English Modern Language teachers will be discussed. Professor Sadler is to speak on England's Debt to German Education.

⁂

Young Frenchman, twenty-three, student at the École Normale Supérieure, desires to be received in an English family *au pair* during July and August. Full particulars from Head of Modern Language Department, Royal Technical Institute, Salford.

OBITUARY NOTICES

HENRY SWEET, M.A., LL.D.

DIED APRIL 30, 1912.

(*From 'The Times' of May 1.*)

DR. SWEET was born in London in 1845. He described himself as of mixed West of England and Frisian parentage on the father's side, and of mixed Lowland Scotch and Highland parentage on the mother's side. He was educated at Bruce Castle, Tottenham, at King's College School, and at Balliol College, Oxford. From boyhood he was interested in the study of alphabets, and his linguistic aptitude received a stimulus from a period of residence at the University of Heidelberg.

In 1870 he was awarded a Taylorian Scholarship for German, but his Oxford career was not otherwise distinguished, and in spite of the training of two universities, he spoke of himself as 'also self-educated.'

Philology was the natural field of his life-work. Indeed, few men in the last half century have done more than Dr. Sweet to enhance the reputation of English scholarship on the Continent. In two d stinct, though related branches of knowledge—phonetics and Old English philology—he early obtained a position in the first rank of European scholars; and in both, although he had able predecessors, he must be reckoned among the pioneers of modern scientific methods. The general theory of the formation of speech-sounds is greatly indebted to his investigations, and his papers on the pronunciation of various languages, published in the Transactions of the Philological Society, contain many observations of permanent value. The teaching of English pronunciation in Germany is almost entirely based on his work. He may have failed to appreciate sufficiently the value of certain recent developments of experimental method in phonetics, but there is no phonetician in Europe who would not confess himself indebted to his researches.

His editions of the *Oldest English Text*, and of King Alfred's translations of Orosius and of Gregory's *Pastoral Care*, published by the Early English Text Society, were of a degree of excellence that had not been attained by any similar work in this country. His *Anglo-Saxon Reader* has gone through many editions, and though it has now several rivals, it is not likely

soon to be altogether superseded as a text-book.

Of his other works in Old English the most noteworthy is his *Student's Dictionary of Anglo-Saxon*, which, though unfortunately giving no references, is by far the most complete and trustworthy dictionary of the language in existence.

Dr. Sweet's philological studies were by no means confined to the two subjects with which his name is chiefly associated. He was acquainted with many languages, including Arabic and Chinese, and on the sciences of language in all its aspects he was a profound and original thinker. Some evidence of this is to be found in his *English Grammar*, and in an admirable shilling primer on the *History of Language*, but his published works do not adequately represent the range and acuteness of thought which he showed in conversation and private correspondence on philological subjects.

In 1901 the University of Oxford created a Readership in Phonetics for Dr. Sweet, to which he was re-elected from time to time. He was a man of marked individuality, a keen controversialist, and possessed of very wide interests. Dr. Sweet was a corresponding member of the Munich, Berlin, and Copenhagen Royal Academies of Sciences.

WILLIAM THOMAS STEAD.

Speaking at the Annual Dinner at Birmingham, the President of the Association, said that the keynote of the meeting had been Internationalism. It is in that direction, indeed, that Modern Language Teaching, wherever it rises above the merely practical and utilitarian, reaches out. Internationalism supplies the ideal, the spiritual element in our work, or at least it is a very large part of it, and it is therefore fitting that some word should be said in memory of one of the greatest international forces of our time.

It is unnecessary to give a detailed account of Stead's career; it was many-sided, but we are concerned here with only one aspect of it. The ideals for which he laboured were the unity of the English-speaking race and the promotion of international amity. To some these might seem opposing aims; to him they were but parts of a whole—love in the home, amongst the brethren, throughout the world. It was in 1892, after the foundation of the English, American, and Australian *Reviews*, that he began to interest himself in the study of languages, and showed practically the value of Reform methods. In 1896, on the suggestion of M. Mieille, he began co-operating with the *Revue Universitaire* in the organization of an exchange of letters between school-children in England and France, with the result that within four years over 9,000 young scholars of various nationalities had been put into communication with one another. So far as schools are concerned, this work is now carried on in England through the agency of this magazine, but a bureau for other correspondents is still maintained at the *Review of Reviews*. In 1901 he founded the scholars' international annual, *Comrades All*, which appeared in five languages. For three years it did good work, but it was not a financial success, and had to be abandoned. The exchange of children was the next movement that engaged Stead's attention, and when the Échange International was founded at Paris, he and his devoted helper, Miss Lawrence, worked with it. This work, too, has been taken over by the Modern Language Association, though we are glad to say that Miss Lawrence still gives it the benefit of her counsels as a member of the Organizing Committee. Stead, too, always maintained his interest in it, and on the very day before he sailed in the *Titanic* he read with approval the new circular on the subject which the Committee has drafted. Of his services to the first Hague Congress, of the organization of the visit of German editors to England, and of his labours in the cause of Esperanto, it is needless to speak. The

last interest was eminently characteristic of him. He was not, and he did not profess to be, a scholar or a linguist, and the German in which he conversed with kings and statesmen was destitute of inflections. Hampered by his slight knowledge of foreign tongues, but possessed of a passion and a genius for popularizing movements and popularizing knowledge, he sought for the easiest means of putting the unlearned masses of all countries in communication with one another, and he found it in Esperanto. To the education of the common people, indeed, he made contributions of no small value in his *Penny Poets* and *Books for the Bairns*. Both as ambassador between nations and popular educator, Stead has a claim to be remembered by teachers of modern languages.

EXCHANGE OF CHILDREN.

Vide *the 'Girls' Realm' for June and the 'Northern Whig' (Belfast) of April* 24.

It is gratifying to note that the Press is beginning to recognize the important work that is being done by the Modern Language Association, and particularly that which is connected with the exchange of children. It is strange that recently much attention has been given by the London Press to a French society carrying on the same work, while the efforts of the Modern Language Association have been ignored. And yet the French society charges a comparatively high fee, while the Modern Language Association only asks for a small one to cover correspondence expenses.

The *Girls' Realm* for June (where there is, by the way, an article—the first of a series—on 'Queen Margaret College, Glasgow,' and another on 'A Typical Woman of India') contains an interesting article entitled 'Holidays Abroad for English Girls,' based on an interview with Miss Batchelor, the Hon. Secretary of the Modern Language Association Exchange, in which the pioneer work of the late Mr. Stead, now carried on by the Modern Language Association, is duly set forth.

In a leader headed 'Modern Languages and Education,' the *Northern Whig* does full justice to the work of the Association. It says that 'the scheme commends itself, not only from an educational, but from a national point of view.' 'Ignorance is the most fruitful source of misunderstanding between European peoples to-day, and anything that will break down that barrier deserves the heartiest support of all good citizens.' In quoting the well-known witticism about French prose, the writer remarks: 'If we had always known French prose it might have saved us from making a bogey out of "Johnny Crapaud," just as an acquaintance with German thought might temper nightmares of helmeted invaders storming down on us with fixed bayonets.' Speaking of the neglect of German and of the reaction against the study of Modern Languages, he says: 'Rivals are not disposed of by ignoring them, but by learning to know the secret of their strength as well as of their weakness.' And again: 'The scholar to whom the language (German) is unknown is bottled up in a backwater away from the main stream of thought, and not only the scholar pure and simple, but the student of every new development in technical and commercial theory and practice.' Commenting on the thoroughness of German education, which he contrasts with our own educational affairs, still divided into more or less uncorrelated groups, he says, quoting another writer, that the German 'passion for facts is charged with the sense of the interrelatedness of the knowable world.' He concludes thus: 'The clue to the secret of Germany is first-hand acquaintance with and a knowledge of her language; and if that clue were in the hands of all, questions that baffle the ingenuity of statesmen might seem much less menacing than they now appear.'

MODERN LANGUAGE ASSOCIATION.

A MEETING of the General Committee was held at the College of Preceptors on Saturday, March 30.

Owing, no doubt, to the proximity of Easter, the attendance was unusually small.

There were present: Mr. Pollard (chair), Miss Althaus, Miss Ash, Miss Hargraves, Miss Hart, Miss Pechey, Miss Purdie, Professor Rippmann, Miss Shearson, Mr. Twentyman, and the Hon. Secretary.

Apologies for absence were received from Messrs. Allpress, Anderson, Miss Backhouse, Messrs. Chouville, Cruttwell, Fiedler, Jones, Odgers, Steel, and Wichmann.

The minutes of the last meeting were read and confirmed.

Letters were received from the Vice-Chancellor of Cambridge and from the Registrar of the Extension Board of the University of London, announcing that their Universities had decided to establish certificates in Modern Languages for teachers. Particulars will be found in another column.

A letter was read from Mr. E. A. A. Varnish, of King Edward VII.'s School, Lytham, asking for support in his scheme for getting French Boys to join his school camp. It was agreed that the Hon. Secretary should communicate with the Association des Professeurs des Langues Vivantes.

The names of twelve members, who were reported as being two full years in arrears with their subscription, were deleted from the roll.

The following nine new members were elected:

Fräulein G. Balg, Ladies' College, Cheltenham.

G. C. Bateman, Southey Hall, Worthing.

Miss B. Bradbridge, St. Olave and St. Saviour's Grammar School for Girls, S.E.

S. J. Charleston, M.A., F.R.Hist.S., University of Uppsala, Sweden.

Miss M. Calvert, Coborn School, Bow, E.

Miss E. J. Forsyth, B.A., Secondary School, Warrington.

M. le Comte P. F. d'Hincourt, Technical College, Doncaster.

Miss M. F. Holiday, 198, Bristol Road, Birmingham.

Miss J. E. McGibney, LL.A., County Secondary School, Runcorn.

The addresses of the following members are missing. The Hon. Secretary will be much obliged to anyone who will send him information about them:

K. G. Macleod, late of Elstree School, Herts.

C. P. Pawle, late of Arnold House, Louth.

H. A. Prankerd, late of Liverpool College.

A meeting of the Executive Committee was held at the College of Preceptors on Saturday, May 4. Present: Professor Rippmann (chair), Miss Althaus, Messrs. Anderson, Brereton, Miss Johnson, Messrs. Kittson, Payen-Payne, Miss Purdie, Mr. Somerville, and the Hon. Secretary.

Letters of apology for absence were received from the Chairman of Committees, and from Messrs, Allpress, Breul, Brigstocke, Jones, Miss Stent, and Mr. Twentyman.

A letter from Mr. H. W. Atkinson, tendering his resignation of the custodianship of lantern slides, was read. A vote of thanks to Mr. Atkinson for his services was passed.

A letter was received from Miss Stent, the Hon. Secretary of the North London Branch, asking for an increased grant for the Branch. The letter was referred to the Finance Sub-Committee.

Several letters asking for information were also dealt with.

A letter was received from Mr. C. C. Stronge, of Magee College, Londonderry, suggesting a method of collecting suitable

addresses for residence in Holiday Course centres. It was agreed to act on his suggestion.

The next meeting was fixed for June 8. The following five new members were elected: Miss S. E. Bannister, B.A., LL.A., County Secondary School, Bermondsey, S.E.; Maurice A. Gerothwohl, D. Litt., Professor of Comparative Literature, Royal Society of Literature; Miss Eleanor M. Green, Dudley Bank, Hale, Cheshire; H. J. Priest, Dresden; J. Whittaker, Carlton Street Secondary School, Bradford, Yorks.

LONDON BRANCHES.

Joint Meeting.

The three London Branches of the Association held their second Annual Joint Meeting on Friday, March 22, at the College of Preceptors.

This year the meeting took the form of a social gathering, and a fair number were present in spite of the bad weather. Members of the Association and their friends had been very kind in their response to an appeal for items for the program. French recitations were given by Mme. Henriette Gautier, Mlle. Rivoire, and M. Barlet; songs in French and English by Miss Floyd Ariston, Mme. Amy Martin, Miss Hargreaves, and Mr. Fred Hudson; German songs by Fräulein Magda Rennen; an English recitation by Mr. Robert Stephenson; and a pianoforte solo by Miss Ethel Ragon. The audience was very enthusiastic, and applauded heartily.

The business of the meeting occupied, for once, a subordinate place; Professor Rippmann, who undertook the duty of announcing the items, read reports of the year's work which had been received from the Branch secretaries. The audience granted them an indulgent hearing, but returned with evident relief to the less serious part of the program.

Very hearty votes of thanks were passed to the performers, and the meeting closed.

J. C. B.

BIRMINGHAM AND DISTRICT BRANCH.

For the second General Meeting of the Winter Term, the Branch co-operated with the Cercle Français of the Birmingham University, and on February 26, the members of these Societies assembled at Edmund Street to hear an address by Mlle. G. Morin on 'Honoré de Balzac.' The lecturer was introduced by Professor Chatelain. The subject, which was illustrated by lantern slides, was dealt with in a most interesting manner and proved highly profitable to all present.

Alfred Bowden.

YORKSHIRE BRANCH.

The last meeting of the Session 1911-12 was held at the Leeds University, on March 6, when there was a record attendance of nearly sixty, with Professor A. W. Schüddekopf in the chair.

Professor Fiedler's paper, not on 'Gerhart Hauptmann,' as announced in the December number, but on 'Paul Heyse: der Träger des Nobelpreises für Litteratur, 1911,' was warmly appreciated, not only for its own interest, but also for the 'geniale Weise' in which it was read.

B. E. Allpress.

MR. O'GRADY'S READINGS AT UNIVERSITY COLLEGE.

'On demande comment, la poésie étant si peu nécessaire au monde, elle occupe un si haut rang parmi les beaux-arts; on peut faire la même question sur la musique: la poésie est la musique de l'âme et surtout des âmes grandes et sensibles.' And it was this music of the soul that a little company were privileged to hear on five wonderful Tuesday afternoons in February and March. They met at University Col-

lege, in a quiet room to which many books and a few old portraits gave the sense of tranquil scholarship. Mr. Hardress O'Grady, of Goldsmiths' College, read selections from French poets, and by his admirable choice, showing intimate knowledge of the wide field over which he ranged, by his pleasant sympathetic voice and his occasional word of introduction, elucidation, or observation, gave his listeners entrance into the realms of poesy of the 'pleasant land of France.' To comment on Mr. O'Grady's pronunciation of French would be but to draw upon oneself the rejoinder — apposite though perhaps lacking in politeness — of Pett Ridge's 'Mord Em'ly,' when her teacher condescendingly said 'Good,' and Mord Em'ly vigorously retorted, 'Good be blowed! It's *right*.'

Quelques Poètes Romantiques et Parnassiens furnished the title to the first and second of the series of readings, Béranger, De Vigny, Musset, Hugo, Gautier, Leconte de Lisle, Heredia, Verlaine, and others, being included. Poetry seemed indeed 'a magic of speech' when (to single out one where all were interesting) one heard *Mon Rêve familier* read simply and with restraint. One felt that, in spite of Legouvé's cry, 'L'avenir! pour lui seul chante et vit le poète,' as a certain fair Diana said of poetry, 'Those that have souls meet their fellows there,' and the meetings take place irrespective of time and nationality.

The fourth of the readings was entitled *L'Âme* (*Prosateurs Symbolistes*), and the examples chosen were Mallarmé's translation of Poe's *The Raven*, part of Paul Adam's *La Glèbe*, *L'étonnant Couple Moutonnet* from Villiers de L'Isle Adam, and part of Maeterlinck's *L'Intérieur*, which haunted one with its sense of impending horror.

The last of the series impressed me most of all, perhaps because (as with the Sibylline books, the fewer the more prized) one knew it was the last, and so with one's impressions, regrets and desires mingled, or, to be quite frank, perhaps it was because all that was then read was new to me. The readings that afternoon were *Les Ballades 'Symbolistes.'* Several *vieilles chansons* were selected, *Mon Père a fait faire un Étang*, *Où sont les Rosiers blancs? La triste Noce;* and then came five or six *ballades* from Paul Fort—Paul Fort of whom M. Pierre Louÿs writes that he has 'le don de l'émotion sincère . . . le don du style . . . et enfin . . . le don du charme.' With this appreciation all who heard Mr. O'Grady read that Tuesday afternoon must agree. Which of us will forget the *Ballade des Cloches* and the gamut of emotions those bells expressed, till the end came with 'Cloches s'envolent—les plaisirs sont au ciel—clochetons volent avec les doux sons . . . Les plaisirs sont au ciel car voici de doux sons'?

The writer hopes that the Modern Language Association, under whose auspices these readings were given, will speedily arrange for another series.

J. Duncan Whyte.

REVIEWS.

French Prose Writers of the Nineteenth Century and After. With Biographical and Critical Notices in French, and Literary and Bibliographical Notes in English, by Victor Leuliette B.-ès-L., A.K.C. Sir Isaac Pitman and Sons, 1912. Pp. viii + 339. Price 3s. net.

Ce livre contient des extraits en prose de Brillat-Savarin, de Mme. de Staël, de Benjamin Constant, de Chateaubriand, de Paul-Louis Courier, de Lamennais, de Stendhal, de Guizot, de Lamartine, d'Augustin Thierry, d'Alexandre Vinet, de Louis Reybaud, de Frédéric Bastiat, de Victor Hugo, d'Edgar Quinet, de Tocqueville, de Frédéric Passy, de Taine, d'Émile Boutmy, d'Alfred Fouillée, d'Alfred Rambaud, d'Alexis Bertrand, de Gabriel Hanotaux, de Jean-Marie Guyau,

de Jean Finot, et deux appendices, dont l'un donne la bibliographie des auteurs du XVIII^e siècle, cités dans le morceau de Vinet (pp. 131-146), et l'autre le texte de la déclaration des droits de l'homme et du citoyen. Il se distingue des recueils analogues d'abord par l'étendue des passages choisis : l'auteur a évité l'écueil ordinaire du genre, qui consiste à ne donner que des extraits fort courts et qui ne peuvent aider le lecteur à se représenter la valeur de l'écrivain cité : ils font toujours penser à l'idée qu'on voudrait donner d'un peintre ou d'un musicien, en ne livrant qu'une infime partie de leur œuvre ; en quoi la reproduction d'un bout d'ongle de la Joconde ou d'une mesure de Tristan et Yseult peut-elle nous donner une impression du génie de Léonard de Vinci ou de Wagner ?

Il s'en distingue aussi parce que les morceaux, admirablement choisis, sont destinés tout autant au grand public qu'aux étudiants. On y trouve rassemblées les vues des grands écrivains français du XIX^e et du XX^e siècles sur force questions philosophiques, économiques, politiques, littéraires, artistiques, qui préoccupent les personne cultivées. On y saisit l'esprit français dans ce qu'il a de plus élevé, et en feuilletant cet ouvrage on se rend compte que nos grands écrivains, tout en se souciant toujours de la forme, ont souvent un degré d'originalité égal à celui de toute autre littérature ; on voit combien ils ont su donner aux idées personnelles comme à celles d'emprunt, un relief saisissant et comment l'esprit français a toujours porté dans les questions les plus obscures et les plus complexes sa netteté et sa clarté.

C'est donc un monument élevé à la culture française, et Monsieur Leuliette n'a épargné aucune peine pour le rendre aussi attrayant qu'utile. Ses notes biographiques, bibliographiques, critiques et littéraires sont toujours nettes, claires, intéressantes et précises. Elles ne pourront que contribuer à la diffusion d'un recueil de premier ordre tant au point de vue de la conception que de l'exécution. Nous lui souhaitons donc tout le succès dont il est si digne, et nous espérons que M. Leuliette nous donnera bientôt une anthologie des poètes français du XIX^e et du XX^e siècles qui, établie sur un plan analogue, fera le digne pendant d'un ouvrage qui devrait être lu et relu par tous ceux qui s'intéressent à la pensée française.

LOUIS BRANDIN.

(1) *Quatre Contes Choisis.* ALPHONSE DAUDET. Edited by H. N. ADAIR, M.A. Pp. 90. Price 1s. (2) *Épisodes de 'Les Braves Gens.'* JULES GIRARDIN. Edited by E. T. SCHOEDELIN, B.A. Pp. 101. Price 1s.

These are two examples of Hachette's new series of French Readers on the Direct Method, with marginal notes on Reform lines, conversational questions, and materials for free composition. (1) contains 'Le Secret de Maître Cornille,' 'La Chèvre de M. Seguin,' 'La Mule du Pape,' 'Les Oranges.' The text occupies 65 pages, the marginal notes taking one-third of each page. Questions on the subject-matter and grammar occupy 30 pages ; materials for free composition, 4 pages. (2) The text of the three episodes, with the necessary connecting matter and marginal notes, occupies 67 pages. Questions occupy 24 pages, and free composition 8 pages. It is hardly necessary to call attention to the excellence of the text in both cases ; that of 'Les Braves Gens' is particularly suited for class reading. The editing has two distinguishing features—the marginal explanations designed to take the place of a bilingual vocabulary, and the material for free composition. The explanations illustrate the difficulty of explaining simple things without translation : *e.g.*, in (1), *louer*, p. 4 ; *bruyère*, p. 25 ; *se moque de*, p. 27 ; *amadou*, p. 32 ; *adage*, p. 43 ; *myrte*, p. 47 ; *buis*, p. 62 ; *paon*, p. 29. It is, of course, taken for granted that the text will generally be read in class the first time, and that the teacher will fall back on translation if necessary. Do not *farandole*, p. 46 ; *vêpres* p. 47 ; *intrigue*, p. 51 ; *siestes* and *gavotte*, p. 57, need explanations ?

The material for the free composition

is suggested by the text rather than based on it. The subjects chosen show ingenuity, and plenty of hints are given to guide the pupil in treating them.

Contes d'Hier et d'Aujourd'hui. By J. S. NORMAN, M.A., and CHARLES ROBERT-DUMAS, Professeur au Collège de St. Germain-en-Laye. Pp. 126. Illustrated. Bell, 1911. Price 1s. 6d.

Here are five fairy-tales, the first four adapted by M. Robert-Dumas—'Le Laboureur et le Mauvais Génie,' from Rabelais, 'La Fée Berliquette,' from Perrault, 'La Belle aux Cheveux d'Or,' from Madame d'Aulnoy, 'Rameau d'Or,' from an Epirot folk-tale—and the last, 'La Bêche d'Or,' written by M. Robert-Dumas.

There are questions on the subject-matter and vocabulary of the text inserted, with pictures, at intervals in the text; 5 pages of biographical notices in English; 6 pages of material for written work based on the subject-matter and vocabulary of the text; 17 pages of notes in French, 'which are intended to take the place of a dictionary'; and 21 pages of French-English vocabulary. The volume is also published without vocabulary.

The notes show both the advantages and difficulties of the Direct Method. Take, for example, pp. 98, 99. Many words here can well be explained by a simpler equivalent in French, and it is an advantage to have the French association suggested, as in *agenouillé*. But would the pupil be helped by *colombe-pigeon au plumage blanc?* Might he not jump to the conclusion that if a *pigeon* is white it is called *colombe?* The editor here and elsewhere wisely adds the translation. It is confusing, surely, to have such notes as that on *bassin*. The idea is very simple, and in the text it is a gift for a lady, but the note contains the description of a barber shaving a customer.

French Lessons on the Direct Method. Beginners' Course. By MARC CEPPI. Pp. 110, with pictures of the four seasons. Hachette and Co. Price 1s. 6d.

Lessons 1-5 are occupied with the sounds of French, represented in phonetic transcript; with Lesson 6 begins the familiar subject-matter drawn from the pictures. The phonetic transcript is continued for eighteen lessons, and given all through the book with new words. The treatment of the material is simpler than in many beginners' books, and contains some good ideas.

Le Verbe en Action. By E. J. A. GROVES, L.-ès-L. Pp. 52. Hachette and Co. Price 1s.

This book contains oral and written exercises (Direct Method) on the tense forms of French verbs which should prove helpful. The verbs are grouped in conformity with the recent decree of the French Minister of Public Instruction. The reviewer doubts whether this is the best plan for English pupils, and notes that on p. 41 there is no information given as to the relation of the singular o the present indicative to the plural, an of the imperative third singular and third plural to the subjunctive. On p. 41 there is no indication of the pronunciation represented by the doubling of consonants, or of the principle governing the change in the root-vowel of verbs like *mourir*. On p. 50 the third singular present indicative of *vaincre* is not given. The *exercices théoriques* are mostly unenlightened exercises.

Mit Ränzel und Wanderstab. EMIL FROMMEL. Edited, with Exercises, Notes, and Vocabulary, by Dr. WILHELM BERNHARDT. Pp. ix+144. D. C. Heath and Co. Price 1s. 6d.

The text occupies 49 pages. It is an interesting and amusing account of a short walking tour undertaken by the author and seven schoolboy friends in 1840 through the northern part of the Black Forest. Retranslation exercises with many unnecessary notes occupy 6 pages, and Direct Method questions on the subject-matter 3 pages. The notes contain much interesting information and some artless remarks which will add to the gaiety of the schoolmaster. Here is one example of a technical word which surely cannot help the pupil or master (p. 61): *die Rothosen*, 'red trousers,' 'red breeches,'

humorously for French infantry soldiers, and *by synecdoche* = 'French people.' So ethical dative (p. 64), privative dative (p. 71), optative subjunctive (p. 71), and the frequent use of 'idiomatic.' Do German scholars now hold that the noun in *ohne Gnaden* (p. 76) is plural, or that the modal form in *ich hätte träumen können* is infinitive? The editor does not seem to know the English equivalent for *nach Adam Reise* (p. 63)—*i.e.*, 'according to Cocker.' Should not the reference on p. 74 be to Hauff's *Das Wirtshaus im Spessart?* Is that a 'blood-curdling dime novel'? The vocabulary occupies 55 pages. There are one or two illustrations and a portrait of the author.

Was der Grossmutter Lehre bewirkt. JOHANNA SPYRI. Edited, with Exercises, Notes, and Vocabulary, by SARAH T. BARROWS. Pp. 73. D. C. Heath and Co. Price 9d.

This is a simple attractive tale with an excellent moral, by 'the Louisa M. Alcott of German literature.' The text occupies 38 pages; retranslation exercises, 3 pages; Direct Method questions on the subject-matter, 3 pages; notes (mostly translations), 5 pages; vocabulary, 22 pages.

BIBLIOGRAPHY.

N.B.—*All books received will be noted in this column. Such notice does not preclude a careful review should the Editor consider any book of sufficient importance or interest.*

ENGLISH.

Poetry and Life Series. General Editor: W. H. Hudson. Price 1s. each. Harrap and Co.

Milton and his Poetry (W. H. Hudson). Pp. 184.

Spenser and his Poetry (S. Wimbolt). Pp. 157.

JESPERSEN: Growth and Structure of the English Language. Second edition revised. Pp. 259. Price 3 M. 60. Leipzig: Teubner.

MACAULAY, M. C.: Stories from Chaucer. Illustrated. With introduction and notes. Pp. xxiii + 203. Cambridge University Press.

[The tales are re-told, but not in isolated form. An attempt has been made to give the general scheme and conduct of the *Canterbury Tales*. The work is well done, and will make a good reading-book for schools.]

LEE, E.: Selected Essays from English Literature for the Use of Schools. Pp. 212. Price 2s. E. Arnold.

[The following are represented: Bacon, Cowley, Steele, Addison, Fielding, Johnson, Goldsmith, Lamb, Hazlitt, De Quincey, Leigh Hunt, Miss Mitford, Thackeray, Carlyle, Dr. John Brown.]

The Cambridge History of English Literature. Vol. viii. Pp. xiii + 515. Price 9s. net. Cambridge University Press.

ONIONS, G. T.: The Oxford Shakespeare Glossary. Pp. vi + 259. Price 2s. 6d. net. Clarendon Press.

SIMPSON, PERCY: Shakespearian Punctuation. Pp. 107. Price 5s. net. Clarendon Press.

FRENCH.

Commercial.

THÉMON ET LANDRIEUX: Commercial Correspondence. French-English and English-French, based on the Gouin Method. Pp. 129. Price 3s. 6d. Hachette and Co.

[An up-to-date manual, giving the English and French on opposite pages.]

Composition.

LAZARE, JULES: Elementary French Composition. With vocabulary. Pp. 144. Price 1s. 6d. Hachette and Co.

[There are 42 pages of practical rules, and the materials for translation are well chosen.]

Courses.

MAQUET ET FLOT: Cours de Langue française: Grammaire et Exercices. En 4 vols. (Degré préparatoire, Premier, Deuxième et Troisième Degrés). Prix 90 c., 1 fr., 1 fr. 50, 1 fr. 50. Hachette et Cie.

BOUILLOT, V.: Le Français par les Textes: Lecture expliquée, Récitation, Grammaire, Orthographe, Vocabulaire, Composition Française. 2 vols. (Cours élémentaire et Cours moyen). Pp. 286 et 411. Prix 1 fr. et 1 fr. 50. Hachette et Cie.

MOORE AND DONALDSON: An Intermediate French Course. Part II. Blackie and Son.

MARC DE VALETTE: La Méthode Directe. 2 vols. Pp. 129+105. Price 2s. 6d. each. Hachette and Co.

HARTOG, W. G.: Grammaire française pratique. Fourth edition revised. Price 3s. 6d. Rivingtons.

MARC CEPPI: French Lessons on the Direct Method: Beginners' Course. Pp. 110. Price 1s. 6d. Hachette and Co.

Extracts.

MANSION, J. E.: Extraits des Auteurs français du XVII^e^ Siècle. Pp. 288. Price 2s. 6d. Macdougall's Educational Company.

[A good selection, with a minimum of notes in French.]

MARC CEPPI: Morceaux choisis des Auteurs contemporains. (Prose et vers.) Pp. 160. Price 2s.

[A good selection, with short biographies and non-alphabetical vocabulary. Also published without notes and vocabulary as Graduated Unseens.]

—— Contes français, anciens et modernes. Published with or without vocabulary. Pp. 162. Price 1s. 6d. Supplementary pamphlet containing exercises and questionnaire. Price 6d. G. Bell and Sons.

[Well printed and well edited. Should prove an excellent textbook in the hands of a reform teacher, who would find in it plenty of material for exercises.]

WEEKLEY, PROFESSOR: Morceaux choisis (XIX^e^ Siècle). Cours supérieur. Pp. 126. Price 2s. Blackie and Son.

[Six well-chosen prose pieces, each complete in itself, from Taine, Lamartine, Victor Hugo, Baudelaire Gautier, and St. Victor. Difficul both in style and vocabulary. Should make excellent practice for advanced students.]

LAZARE, JULES: Contes et Nouvelles. First and second series. Pp. 132 and 160. Price 1s. 3d. each. Hachette and Co.

[A very good selection from contemporary authors. Vocabulary of more difficult words supplied. Good type.]

—— Petits Chef-d'Œuvre contemporains. With notes and vocabulary. Pp. 108. Price 1s. 6d. Hachette and Co.

[Six stories from Jules Claretie, E. Arène, De Maupassant, A. Theuriet Richepin, and Coppée. Good material for reform teachers.]

—— Gems of Modern French Poetry. With introduction, notes, and vocabulary. Pp. xvi+112. Price 1s. 6d. Hachette and Co.

MANSION, J. E.: Contes et Récits. With notes and vocabulary. Pp. 149. G. Harrap and Co.

[Modern short stories for advanced pupils.]

LE FRANCOIS, E. B.: Fabliaux français. With notes and vocabulary. Pp. 128. Price 1s. 3d. Macdougall's Educational Company.

[Sixteen fabliaux selected from Legrand d'Aussy's *Fabliaux ou Contes du XII^e^ et du XIII^e^ Siècle*, published in 1779.]

NORMAN AND ROBERT DUMAS: Contes d'Hier et d'Aujourd'hui. Pp. 126. Price 1s. 6d. Bell and Sons.

DELBOST, RENÉ: Paris et les Parisiens: Morceaux choisis. With 14 pictures and a map, biographies, systematic vocabularies, and notes. Price—text, 1 M. 20; notes separately, 0 M. 60. Leipzig: Collection Teubner.

[The passages are from modern authors, such as Taine, Arène, Zola, Daudet, Hervieu, France, etc., and are well

chosen. They are suitable for advanced pupils.]

Texts.

Blackie's Longer French Texts. With notes, vocabulary, phrase lists, and retranslation exercises. Price 8d. each.

HUGO: Durande et Dérichette (Sayle).

NODIER: Contes de la Veillée (Holland).

Blackie's Little Plays: Blancheneige et Rougerose. Par Denise Mion. Avec transcription phonétique et partition. Price 8d.

Blackie's Petits Contes pour les Enfants. Price 4d.

Le Petit Bonhomme. Adapté par E. Magee. With questionnaire and vocabulary.

Blackie's Little French Classics. Limp cloth. Price 4d.

LAMARTINE: Souvenirs d'Enfance, etc. (Weekley).

DUMAS: Napoléon à l'Île d'Elbe (Saunois).

BÉRANGER: Select Songs (Ely).

V. HUGO: Aymérillot, etc. (Keen). Notes and glossary in French. Price 6d.

CARNOY: Les Deux Bossus (Le Françoís).

Hachette's French Readers on the Direct Method. With marginal notes in French, questionnaire, reform exercises, and materials for free composition. Price 1s.

DAUDET: Quatre Contes choisis (H. N. Adair). Pp. 90.

J. GIRARDIN: Épisode des Braves Gens (Schœdelin). Pp. 101.

Hachette's Popular French Authors. With vocabularies and sentences for retranslation. Limp cloth. Price 4d. each.

ABOUT: Le Grain de Plomb (Huguenet).

HUGO: La Esmeralda et Gringoire (Barrère).

MERIMÉE: Matéo Falcone (Barrère).

LE SAGE: Gil Blas chez les Brigands (Tallon).

MICHELET: L'Oiseau (Tallon).

LABOULAYE: Poucinet (Schœdelin).

Hachette's Théâtre Français. New issue in limp cloth, with notes. Price 6d., 8d., and 1s.

AUGIER ET SANDEAU: Le Gendre de M. Poirier (Pétilleau).

LABICHE ET MARTIN: La Poudre aux Yeux (Braunholz).

ORDONNEAU, etc.: Les Boulinard (Huguenet).

E. DE GIRARDIN: La Joie fait Peur (Gérard).

COPPÉE: Le Luthier de Crémone (Mariette).

ERCKMANN-CHATRIAN: Le Juif polonais (Ludwig).

RAYMOND ET ORDONNEAU: Maître Corbeau (Julien).

Hachette's Elementary French Readers. With notes, vocabulary, and retranslation exercises. Price 1s. each.

MME. DE PRESSENSÉ: Seulette (J. F. Davis).

Longmans' French Texts. With notes, retranslation exercises, and vocabularies. Price 9d. and 1s.; teachers' edition, 1s. and 1s. 3d.

ERCKMANN-CHATRIAN: La Montre du Doyen. Intermediate.

ABOUT: Trente et Quarante. Advanced.

Oxford Junior French Series. Edited by H. L. Hutton. With questionnaire, reform exercises, and notes in French; with or without vocabulary. Price 1s.

V. HUGO: Gavroche (Marc Ceppi). Pp. 96; text, pp. 54.

DUMAS: La Chasse au Chastre (Wade). Pp. 88; text, pp. 48.

SOULIÉ: Napoléon, etc. (Hutton). Pp. 96; text, 54.

[These handy books are well and carefully edited, and the questionnaires and exercises are better than usual. The latter are of two kinds: questions on the explanation and formation of words and sentences, and good questions on grammar—the weakest point in the armoury of the direct method.]

Siepmann's Advanced French Series. Price 2s. 6d.

GEORGE SAND: Les Dames vertes (Pellissier).

Siepmann's Primary French Series. Price 1s.

JEAN MACÉ: La Vache enragée (Arkwright).

LABOULAYE: Poucinet (Shaw-Jeffrey).

Siepmann's French Series for Rapid Reading. Price 1s.

GUIZOT: Histoire de la Civilisation en Europe.

SCRIBE ET LEGOUVÉ: Bataille de Dames. Macmillan and Co.

SARDOU: La Perle noire (Lamart). With notes and vocabulary. Pp. 79. Price 1s. 6d. Hachette and Co.

VANDAL, LE COMTE A.: L'Avènement de Bonaparte. 2 vols. Collection Nelson.

ÉNAULT: Le Chien du Capitaine (H. Bué). Notes and vocabulary. Pp. 175. Price 1s. 6d.

CAPUS, MLLE M.: Pour Charmer nos Petits (Clara Fairgrieve). Illustrated. With reform exercises and vocabulary. Pp. 118. Price 1s. Harrap and Co.

[This reading-book, founded on some of La Fontaine's fables, can be recommended. It is well printed.]

TOUTEY: Lectures primaires illustrées (Henri Bué). Pp. 185. Price 1s. Hachette and Co.

[An excellent textbook for beginners, with reform method exercises. The vocabulary has the phonetic spelling in brackets. Supplementary written exercises for English pupils are desirable.]

Miscellaneous.

LAZARE, JULES: Questionnaire général pour la Conversation en Français. Pp. 100. Price 1s. Hachette and Co.

SCHŒDELIN: French Composition and Conversation. Pp. 184. Price 2s. Hachette and Co.

[A companion to any French grammar, containing a large number of useful examples, with their English equivalents, to illustrate the main points of French idiom and construction.]

MAX: Conversation Drill. One hundred and one graduated models, with variations and practical conversations. A key to spoken French. Pp. 70. Price 1s. Hachette and Co.

[A very useful manual, and well printed and arranged.]

Vade Mecum du Professur de Français. Par G. N. Tricoche. Pp. 335. Hachette and Co.

[Nearly one-half of the book is devoted to a fairly complete list of French authors and their works. Contains, under 'Renseignements Divers,' much information indispensable to the teacher.]

SMITH, S.: Phonetic French Syllabaire for Schools. Pp. 80. Price 1s. Hachette and Co.

[Useful and trustworthy. The alphabet used is not that of the International Phonetic Association.]

LE ROY: La Diction française par les Textes. Pp. xxviii + 252. Price 3 frs. Delaplane.

GROVES, E. J. A.: Le Verbe en Action. Exercices oraux écrits et théoriques. Pp. 52. Price 1s. Hachette and Co.

MAGEE, E.: Le Livre rouge. Illustrated. Pp. 95. Price 1s. 6d. Blackie and Son

[A picture-book giving a large number of words in everyday use. It is well printed in large bold type. The pictures, some of which are in colour, are very attractive. There are very useful short exercises. It can hardly fail to interest young children. There is no English.]

Les Leçons de Français dans l'Enseignement secondaire. Sept Conférences. Preface de M. J. Lecoultre. Collection d'Actualités pédagogiques. Pp. 224. Price 2 frs. 50. Foyer Solidariste.

STROWSKI: Tableau de la Littérature française au XIXe Siècle. Pp. 538. Prix 3 frs. 50. Delaplane.

VERNET, MME. VALETTE: Grammaire pratique pour le Français de France. Pp. 84. Price 10d. Bell and Sons.

EDITORIAL NOTES.

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 Association, but those whose subscription for the current year is not paid before July 1 are not entitled to receive it.

The Annual Subscription to the Association, payable on January 1, is 7s. 6d., and should be sent to the Hon. Treasurer, Mr. F. W. M. Draper, City of London School, Victoria Embankment, London, E.C.

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The MODERN LANGUAGE REVIEW, a Quarterly Journal of Medieval and Modern Literature and Philology, edited by Professor J. G. Robertson, and published by the Cambridge University Press, is supplied to Members of the Association at a special annual subscription of 7s. 6d., *which must be prepaid*. It should be sent with the membership subscription (15s. in all) to the Hon. Treasurer. Those who wish to take in or discontinue the REVIEW should communicate with the Hon. Secretary.

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.

Travelling Exhibition: Miss HART, County Secondary School, Sydenham Hill Road, S.E.

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

N.B.—The Editor regrets to find that only one contribution to the 'Discussion Column' has been received. This is held over till next month in the hope that others will be forthcoming. He earnestly begs all teachers of English, particularly in the early stages, who are making experiments to give the results to their fellow members.

ERRATA: VOL. VIII., No. 2.

ON p. 43, column 1, the name of our President, Dr. Macan, is misspelt.

P. 63, having been inadvertently sent to press without proofs, contains a few evident mistakes, of which the most important are *en*, *on*, for *eu*, *ou*.

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE ASSOCIATION

EDITED BY J. G. ANDERSON

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DISCUSSION COLUMN.

WHAT COMMAND OF ENGLISH SHOULD A CHILD POSSESS BEFORE BEGINNING THE STUDY OF A FOREIGN LANGUAGE?

CONTRIBUTIONS are invited and will be published as space permits. In order to focus the discussion the following thesis is proposed:

1. The child need know no phonetics; but should be taught accurate pronunciation of the mother-tongue by a teacher who has a sound knowledge of elementary phonetics.

2. The child need know no technical grammar; but should be taught by one who can express the essential things of grammar in terms of a child's understanding.

3. The child should be taught to tell stories; then to write stories in the mother-tongue; then to describe what it sees.

4. The time to begin a foreign language (from the point of view of the school) is when a child has made good progress in 1, 2, and 3. As soon as the sounds of the foreign language have been learned, the child should approach the foreign words by hearing and reading in the foreign language the stories, etc., which have been carefully studied in the mother-tongue, and by learning them more or less by heart.

All contributions should be sent to—

Rev. W. OSBORNE BRIGSTOCKE,
Berkhamsted School,
Herts.

THE PROSE OF JULES LAFORGUE.

It is in reading his *Moralités Légendaires* that one feels most strongly the disaster of Laforgue's death. He seems in this book to have reached dry land, to have emerged from the marsh of uncertainty which every true artist has to cross. And this although the dangers of the marsh were less formidable to Laforgue than to many another, for the poems of his artistic adolescence have a firm if light tread, as if leaping from tussock to tussock, from stone to stone, threading his capricious way towards maturity, he is unwilling to put his whole weight on any one spot in the treacherous bog, and yet knows by instinct where he may for a moment place one foot and so pass onwards.

The prose of the *Moralités Légendaires* never falters. The genius is still whimsical, *lunaire*, but the mastery over material seems complete. Laforgue handles his remarkable vocabulary with an adroitness at once exquisite and bewildering. He writes a page of description with a wealth of colour and detail worthy of Flaubert, and then when the great realist would become monotonous, even tedious, Laforgue flashes off to a fragment of duologue or to one of his inimitable soliloquies. He thinks himself into the mind of his every character; their reflections pass from subject to subject with speed, almost with inconsequence, but never confusedly. It is one of the most difficult things of all to express a sequence of thought in words; the line of separation between an idea and its expression is eternally baffling. There are many examples of so-called soliloquy which are so self-conscious as to bear little enough resemblance even to speech, and still less to thought. I shall not presume to give any extract to show this skill of Laforgue; the reflections cannot be dragged from their context. Mr. Symons has translated one of Hamlet's soliloquies in his study of Laforgue, but I do not think it is really successful, and where Mr. Symons has failed it is not for me to attempt. The character of Hamlet had a natural attraction for Laforgue. He himself suffered from the disease of living, and invested his Hamlet with his own half-humorous petulance. The much-quoted remark of Maeterlinck that Laforgue's Hamlet is more Hamlet than that of Shakespeare, seems to me beside the point. Such a judgment implies a standard Hamlet, to which Laforgue comes nearer than does Shakespeare. Is not Hamlet rather a universal type, in which every man sees some part of himself, and which every man interprets differently? Shakespeare's Hamlet is as much Shakespeare as is Laforgue's Laforgue. It is as though the character of the Prince of Denmark is cloth, which every thinker or writer cuts to his own measure. Laforgue's Hamlet is of a more modern fashion than

that of Shakespeare, and to us to-day he is consequently less elusive; and because we seem to understand him better, we say he is more real than the original interpretation of Shakespeare. I do not feel that Laforgue has twisted the Hamlet story, for all his anachronisms and sudden caprice. There is no Hamlet story properly speaking; there is merely the Hamlet type. Laforgue considers the character from his own modern point of view, and by putting modern thoughts in the traditional setting of Elsinore has produced a vivid jumble of impressions which disarms one's sense of fitness.

The same does not apply to the other parables—for they are more than mere stories—in the *Moralités Légendaires*. In *Lohengrin, Persée et Andromède* and *Salome*, he has deftly wrenched the whole framework of legend and created something entirely new. His treatment contrasts with that of Lemaître in his *En Marge des Vieux Livres*. Lemaître, by occasional violation of fact, gives a charming absurdity to his re-telling of old stories. But the stories are the same. The humour seems to lie apart; it plays the part of gesture and inflection of voice in a verbal narration; reading the books one can almost hear Lemaître telling the stories in his quiet, beautiful way, with the cultured motion of which France alone has the secret. The *Moralités Légendaires*, however, are literature pure and simple, matter and style. That Andromeda should nestle under the dragon's chin; that Perseus should wear an emerald monocle, should posture and titivate till his affectations disgust the young girl he has come to rescue; that the monster, slain by Perseus, should become a handsome prince and fly away with the maiden who loved him even as dragon—all these distortions seem natural enough. The story is a new one; only the names are somehow familiar.

Le Miracle des Roses is again different. This is, perhaps, the most definitely *Symboliste* thing Laforgue has written. It has a strange supernatural horror, which reminds one of *Axël*. But it is disfigured with none of the grandiloquence, none of the incoherent jargon of witchcraft, which mars Villiers de l'Isle Adam's curious play. Laforgue leaves *Symbolisme* on his way to something stronger and more savage; he does not reach it by way of Satanism.

It is better that they should be read than that I should treat of the *Moralités Légendaires* in any further detail. They represent all Laforgue's prose-work that matters. Some posthumous fragments are interesting as scaffolding for work which death rendered impossible; but they are mere jottings. Here and there are vivid, characteristic remarks which help to the understanding of his character. 'Pour éloigner le bourgeois il faut se cuirasser d'un peu de fumisme extérieur.' 'Faire des poésies détachées, courtes, sans sujet appréciable, mais vague et sans raison

comme un battement d'éventail . . . qui font dire au bourgeois qui vient le lire : "Et après . . .?" ' Laforgue does not mean by 'bourgeois' the materialistic public from which the Romantics fled in real or affected horror. He means the conventionally artistic, the consciously lyric, which he so constantly strove to avoid. Of Tristan Corbière he says : 'Une lanterne magique montrant sous mille facettes colorées la même lumière qui est au centre—à la façon de Hugo, mais Hugo tourne comme un cyclone longe, symphonique, à son aise, ici c'est un petit albatros.'

At the end of the volume of posthumous fragments are some of Laforgue's letters, which show him always cheerful, always mocking at himself, at the world. There is something of the resolute gaiety of the doomed man in these letters. All through his work one feels he is prematurely old, a precocious fatalist, dancing, dancing like the eternal Pierrot, to forget the disease that was upon him, taking refuge in laughter from thoughts which he knew would turn to tears. Rimbaud never grew old ; Laforgue was never young. His mirth, his irresponsibility, is part of the battle with poverty and illness, the bravery of one who never had the chance to be a child.

Before leaving him there is one point in his work which should be of interest to English readers, and help them to sympathize with a mind in many ways as English as their own. Laforgue stands out in modern French literature as the champion of the *jeune fille*. Nowhere in his work does one find the *femme mûre*, who makes so many French books tedious with her infidelities and her nerves. The young girl had no attraction for Laforgue's literary contemporaries ; they could not feel the fascination of an awakening soul, because they themselves had forgotten how to sleep. Laforgue, with his cosmopolitan origin, his life in England, his English wife, knew the charm of *l'âme virginale*. He loved the baffling purity, the thrill of adventure, the questioning eagerness of a maid discovering the world. This is partly the result of his mature youthfulness, on which I dwelt just now. Unlike his contemporaries, who sought at twenty-one to have tasted the dregs of life, Laforgue clung desperately to the freshness in others which Fate had denied to himself. 'Je ne veux pas voir les larmes de jeunes filles. Oui, faire pleurer une jeune fille, il me semble que c'est plus irréparable que de l'épouser.' That is his attitude in his own words—let the bloom be kept on the fruit at any cost. The atmosphere of the *Moralités Légendaires* is gentle and fresh, like a summer dawn, because his heroines are also gentle and fresh. There can be no greater contrast between Laforgue's attitude to virginity and that of his contemporaries. Read M. de Gourmont's *Un Cœur Virginal*, which is very typical, and then come again to Laforgue. Instead of a cynical corruption which re-

gards purity as a white paper meant to be defouled, one finds tender reverence, humorous sympathy. One is glad to note that France, as a whole, is reacting from the wearisome theme of husband, wife and lover. The French critics of to-day are greeting the 'jeune fille' on her return to literature with a sentimental leer which is even more repulsive than the cynicism they have laid aside. They will find the germ of the change in Laforgue; let them acclaim him as forerunner before they congratulate themselves on accomplishing a revolution in manners. England has owed a great debt to French art in the past; she is now beginning to pay it back.

A few dates in Laforgue's life may be of interest. He was born of Breton parents in 1860 at Montevideo in Uruguay. He died in Paris of consumption in 1887. Some of his short life was spent in Germany as reader to the Empress Augusta; he also visited England, bringing an English wife to share his poverty in Paris the year before his death. All who knew him loved him; few, probably, understood him.

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MICHAEL T. H. SADLER.

OUR DED SPELING.

Bi Walter Rippmann.

The spoecen langwij livz, and the speling that truuli reprezents it mai aulso be cauld a living thing.

Our langwij in its riten and printed form iz, in a sens, ded; at eni rait, it cariz the burden ov much that haz long seest tu liv. The *k* ov *knee* and the *gh* ov *brought* hav been ded for sentyuriz; the *b* ov *doubt* and the *c* ov *scent* hav never livd at aul. Oeld diferensez ov pronunsiaishon ar recorded bi diferent spelingz, tho we no longer pronouns the wurdz diferentli. Our pronunsiaishon haz chainjd veri much sins the 16th sentyuri; our speling reprezents the soundz ov that sentyuri much mor cloesli than it duz our oen. The rezults ar raather remarcabl.

Nou that we hav had compulsori edyucaishon for sum forti yeerz, we ar begining tu understand the efect ov our speling; and our groing insiet intu the miend ov the chield enaiblz uz tu realiez hou pernishus the efect iz.

Tu acwier the speling meenz: tu spend an enormus amount ov time and efort oever irashonal memoriezing. The lurner haz no simpl ruulz tu gied him. He can riet *bed*, *bet* without dificulti; but he haz tu memoriez *dead*, *debt*. The teecher can not aanser hiz 'Whi?'; and so he suun givz up aascing cwestionz, feeling dimli that the speling iz the wun thing about which he must not incwier. The wurs the mental and fisical ecwipment ov the chield, the mor tiem must be spent oever the speling. The children hu hav the shortest scuul tiem ar the veri wunz hu hav tu giv moest tiem tu the speling. So much tiem that but litl atenshon can be devoeted tu speech. The thre R'z: that woz the conveenient ecspreshon for whot woz thaut esenshal in the edyucaishon ov the elementari scuul chield; unfortunaitli the wurd *speecing* duz not begin with an R, or it *miet* hav been incluuded. *Miet* hav been, perhaps; but it iz unliecli that eeven aliteraishon wood hav been strong enuf tu secyuer atenshon for it.

The fact iz that sosieti haz cum tu looc upon corect speling az much mor important than good speech; and this vyu iz stil held bi meni. It iz enuf tu recaul that marcs ar deducted for bad speling in moest, if not aul, egzaminaishonz; but, so far az I noe, thair iz hardli wun in which the pouer tu reed the muther tung cleerli and intelijentli iz tested. We hav oral egzaminaishonz in French and German, but not in our oen tung. And the Bord ov Edyucaishon haz reesentli omited from the regyulaishonz for training colejez the veri elementari silabus ov English fonetics which had apeerd for sum yeerz, ecsplaining that thair woz no tiem for whot moest peepl wood regard az the

minimum ov nolej that miet fairli be ecspected ov a teecher.

The prezent speling iz not ded: it iz a veri pouerful fors in meni waiz. It iz liec sum eevil fantom, that numz our lingwistic sens and demaandz its toel ov our childrenz daiz. The leter cileth.

The feend ov the oeld speling triez tu lyuer us in meni disgiezez. It poezez az venerabl, apeelz tu our respect for oeld aij; but az suun az we incwier intu its pedigree, we see the fraud. It poezez az conveenient and familiar, and laps ov tiem helps us tu forget whot efort it cost us, and habit maics us bliend tu its clumzines; but when we see the litl children or the foriner stumbling along beneeth the wait ov this incyubus, we ar no longer deseevd. It poezez az byuetiful and smielz at us cuningli; but we investigait its claimz tu byueti and we wunder that we hav livd so long without seing the meni blemishez and imperfecshonz.

We can not ecsorsiez the feend unles we fais him boeldli. He iz cuning and obstinait, and ful ov tenasiti. He is not ded, not yet.

But hiz miet iz no longer unchalenjd. He iz being atact from several siedz. Edyucaited peepl ar becuming a litl les redi tu champion hiz claimz.

Hu iz wurcing for the adopshon ov a beter speling? Mor peepl than wood confes it.

Thoez hu bi theori and bi ecsperiment ar pruuving that we hav been teeching the children tu reed and riet at tu urli an aij. If children du not begin til thai ar ait, we shal be reluctant tu waist so much ov the scuul tiem that iz left; and we shal be les aibl tu supres their cwestioning.

Thoez hu ar teeching Modern Langwijez with the aid ov fonetics. Thai noe whot can be gaind from the sistematic studi ov speechsoundz; thai noe whot ignorans ov the spoecen muther tung iz tu be found in the children hu cum tu be taut a forin langwij, and tu often in thair coleegz hu teech English. The children shood noe thair English soundz befor thai enter a Modern Langwij claas.

Thoez hu ar spreding a nolej ov the tru histori ov our langwij. Such boocs az Jespersen's *Progress of Language*, Bradley'z *The Making of English*, and Pearsall Smith's *The English Language*, — tu menson oenli a fyu ov the reali helpful boocs—ar calcyulaited tu remuuv the reproech that we cair les for the muther tung than for eni uther langwij. Tu reed such boocs taics awai sum ov the glamor from the speling; it luuzez aul its fictishus sanctiti if yu reed Lounsbury'z fien booc on *English Spelling and Spelling Reform*.

Thoez hu ar interested in impruuving our speech. Thai rietli maintain that we neglect the vois and fail tu train the eer. Thai rietli asurt that thair iz nuthing rong with the voisez ov our children, and that it iz entierli the fault ov the teeching that cleer and plezant speech iz so rair. It iz obvius that when a speling iz

adopted that adecwaitli reprezents the soundz, the furst staij ov lingwistic training wil be consurnd with good breething, cleer articyulaishon and ecspresiv modyulaishon ov the vois.

Laastli, the cauz ov simplified speling iz being aided bi our opoenents,—smaul az iz thair number, at leest ov activ opoenents. The unbiast obzurver iz compeld tu confes that the argyuments braut forwerd bi advers critics ar amaizingli flimzi. The rieterz ar iether manifestli ignorant ov the development ov langwij, liec the jentlman hu cauld the *gh* in *daughter* a 'digamma' and conected *autumn* with 'the Latin *auct*, that which increases'; or thai hav elaboraited sum sceem ov thair oen, jenerali about az convinsing az Chinese.

For intelijent, constructiv critisizm we ar aulwaiz graitful. The sceem that haz been adopted bi the S.S.S. haz pruuvd eezi tu lurn, and thoez hu hav yuezd it for sum tiem fiend it a veri good instrooment. Further ecspeeriens iz bound tu sujest impruuvments; we ar awair that it iz not purfect. But for our prezent purpos it survz admirabli: it maics an ecselent baisis for discushon and iz duing much tu familiariez edyucaited men and wimen with the iedea ov reform. Much remainz tu be dun in the wurc ov undermiening the authoriti ov the prezent speling, and everi helper iz welcum. Such articlz az that bi Mrs Miall in the March number ov MODERN LANGUAGE TEACHING ar ov grait valyu; and I hoep that the prezent articl wil indyues meni memberz ov the M.L.A. tu join the S.S.S. Thai can see whot progres iz maid from *The Pioneer*, a munthli jurnal furst isyud in March ov this yeer; and ful particyularz can be obtaind from The Secretari, 44, Great Russell Street, London, W.C.

We wont yuer help in fieting the oeld bad speling. Yu hav restord the spoecen wurd tu its rietful plais in the teeching ov modern langwijez; du whot yu can tu reform the teeching ov the muther tung. Thair iz no beter wai than tu insist, with urnest perseveerans, on the need ov a living speling in plais ov a speling that iz ded.

STANDARD ENGLISH.

TWO statements are necessary by way of prefatory memorandum. If the following sentences strike the reader as rather in the nature of copy-book maxims, pontifically delivered, the author excuses himself by pointing out that space is limited and compression enforced. Secondly, no claim to originality is made here, but a necessary thing is stated for the consideration of colleagues.

The increase of municipal secondary schools, trade schools, and central schools, has brought to the front the question of Standard English. It must be admitted that

elementary education is doing little to standardize the spoken language. Various dialects, together with that peculiar degradation of the vowel-sounds spoken in the Home Counties, (which is not altogether Cockney), still thrive in the elementary school, and, beyond spasmodic attempts to secure an aspirate where an aspirate is due, little is being done to alter them.

Is a Standard English necessary? And, if so, what shall we do with our dialects? And if we retain our dialects, shall Cockney and London English survive?

Standard English is not (I use the figure of a science colleague) a straight line; there are minute variations in the sounds and in the stress (as, for instance, in the word 'magazine' or 'magazine'), admitted as correct. But Standard English may be said to be variations between two straight lines drawn very close together. If the phonetic transcriptions of Prof. Rippmann, Mr. Daniel Jones, and Dr. Fuhrken are compared, the resulting impression is one of minute variations, but of general uniformity. Standard English is the speech of actors, lecturers, professors, preachers, public speakers, who have travelled or 'knocked about,' and are devoid of affectations. It is not 'curate' English, nor mid-Victorian ladies' English, or the English of a *parvenu's* son sent to Oxford to become a gentleman.

It must be admitted that Standard English is still to some extent the language of a caste. The stress laid upon the necessity for speaking it is due to the fact that dialect English is connected in the mind with unconsidered fellows and servants who do menial work or labour. Dialects are racy of the soil; some dialects are racy of the slum.

Let us beware. If Standard English is to survive, it must base its claim on something stronger than class prejudice. I am one of those who, however unwillingly, have to admit that the old governing caste is doomed if it claims authority because of its social position. We are fast advancing towards a time when men shall be chosen for positions of authority because of their intelligence or academic distinctions alone. Even character as a criterion is in jeopardy. Indeed, there is another alternative: it is that we should be governed by these very 'unconsidered fellows' and domestics. I write in all seriousness. Has Standard English any other claim to survive? Is it æsthetically more beautiful than dialects? Than some dialects, I answer, emphatically not. It is not so beautiful as the articulate language, with pure open vowels or rounded vowels of some forms of Scottish. It is not so beautiful as some Irish brogues. Even true coster Cockney, spoken vigorously, is richer to my mind than Standard English. Surely [aba:t] with the French 'a' is prettier than [əbaut], where the first sound is not a vowel at all, but a vocal murmur, and where the diphthong is pronounced with lax lips and tongue. But

coster Cockney is seldom spoken vigorously. And when most of its vowel sounds degenerate for lack of effort, it is a low English. Moreover, the prevailing hoarseness of the tone and the superadded nasalization degrade it still further. There is another question able phoneticians may answer. Why is a slight Scottish or Irish accent not considered so damning as a slight Cockney accent—say 'ai' nasalized in 'night,' 'smile'?

It seems to me that there is a stronger claim than the social claim for a Standard English. The man of Glasgow when he meets the Yorkshireman, if both speak their native dialect, will not understand him or be understood by him. A Wiltshire 'fogger' will be lost if he attempts native conversation with the Highland 'teuchter.' Standard English must be the common meeting tongue of the men from the remote parts of the Empire. It is the language of the market and the Mart, the Parliament, the Congress, the Council of War—a language clear, intelligible, not pedantic, nor excessively articulate. All British men and women should be able to speak Standard English.

But the dialects, especially the country dialects, must not go. Of them it shall be spoken later.

HARDRESS O'GRADY.

EXAMINATIONS.

THERE is an impression abroad that the Modern Language papers—or, at least, the French papers—at the London Matriculation Examination have recently become easier. Certainly if we look at the last French paper—that for January, 1912—we find that the two pieces for translation into English are decidedly shorter than they were four or five years ago. It is difficult to say whether they are easier, as different candidates have different vocabularies; but there are certainly fewer out-of-the-way words than in some pieces of previous years. It must not be supposed that we are advocating that passages should be set which involve merely a vocabulary test, for that would lead to the very worst kind of cramming. It is agreed by most teachers that the most efficient test of a candidate's knowledge of a foreign language is that which involves the turning of French idiom into the equivalent English and to penalize any bald or word-for-word version. Passages of this sort are not always easy to discover; but every teacher knows certain authors, such as Balzac, in whose works pieces of varied stages of difficulty may be found. Very often in the easier selections there may be hardly a word that would not be included in the 2,000 most common words of the French language, and yet, by reason of their idiomatic phraseology, it would be perfectly easy to pluck 25 per cent., or even more, of the candidates.

The piece of prose for translation

into French appears to show even more laxity still. This is not so much to be regretted, as the powers of the average matriculant in writing French prose are sadly weak. Of course, if the destructive method of marking be employed—that is, if every mistake be penalized, it would be possible to award no marks to about three-quarters of the candidates. But, in most preliminary examinations, the constructive method of marking is used—that is to say, credit is given for every sentence or portion of a sentence that is correct. If this be done, quite half of the candidates may obtain respectable marks, and the easiness or difficulty of the piece is not of such importance.

We understand, however, that the alternative of translating a piece of prose into French or of writing a short essay in French is to be discontinued, and that in future a candidate will have the choice, on the one hand, of translating an easier portion of English and of writing a more difficult essay, or, on the other hand, of writing an easier essay and of translating a more difficult piece of prose. This strikes us as being an admirable compromise between the claims of those teachers who only teach prose translation and of those who only teach free composition, for, in the future, both sets of teachers will have to teach their students both kinds of work.

In the third portion of the paper the five grammatical questions seem also to be shorter and easier. We have nothing to say against the inclusion of a question on irregular verbs, but to write certain parts in tabular form has always been judged to make for unlawful cram. We seem to recollect that in former years sentences had to be composed containing certain specified forms or English sentences had to be translated. This has always seemed a better solution of the problem. Questions on word-formation, whether of writing diminutives of certain substantives or of composing adjectives or substantives from certain verbs, have always struck us as peculiarly of a gambling nature, and to be on a level with the 'vocabulary' piece of translation. The one point in favour of such questions is that they are easy for the examiner to correct.

The question that candidates usually make most marks on is the one where certain words in a piece of French have to be changed, such as singular nouns into plural or present tenses into past. When such pieces are set, therefore, it would be well to see that they are really a test of the student's knowledge and involve some real thought on his part. Some years ago the greater part of the grammar questions consisted of sentences to be translated into French, each one involving the knowledge of one or more points of accidence or syntax.

In an examination which we have always contrasted favourably with the London Matriculation—we refer to the Lower Grade Scotch Leaving Certificate — there have been no

grammar questions for some years past. The paper consists of four parts. First, a story in English is read out to the candidates, who then have to make a rendering of it into French. The story is usually some easy anecdote or fairy-tale, with a definite point to it, and the efforts of the candidates are judged not so much by their success in getting all the details of the story into their version as by whether they have grasped the point of the story and have rendered it so that a Frenchman could appreciate the story. After this comes a piece of idiomatic French for translation into English; then a piece of easy English to be put into French; and finally some English sentences to be translated.

It would, of course, be difficult to have a story read out to the numerous candidates who collect in London, but surely the able officials who direct the London examinations could find a way out of this difficulty. We believe the Scotch Leaving Certificate is taken at the schools themselves, where there are never more than 200 candidates, and so this latter difficulty does not arise.

DE V. PAYEN-PAYNE.

CERTIFICATES IN MODERN LANGUAGES: UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS AND LECTURES SYNDICATE.

1. The Examination for the Certificates of Proficiency in Modern Languages will be held in June, 1913, and following years at the Cambridge and the London (City) Centres for the Higher Local Examination, and will be open to persons who have completed the age of twenty years on June 1 of the year of examination.

2. The fee (inclusive of the local fee payable to the centre) will be £3, or for candidates who have previously entered for the Higher Local Examination £2 10s.

3. Forms of entry may be obtained on March 1 from the Local Secretary* of the centre at which the candidate desires to be examined. The forms, duly filled up and signed, must be returned together with the fee to *the same Local Secretary* on or before April 15. No candidate will be examined for more than one of the certificates in the same year. The full fee is payable on each occasion of entry for the examination.

4. No fees can be returned; but if notice of withdrawal is sent to the Local Secretary at the centre more than sixteen days before the examination, a voucher will be sent, allowing the fee to stand to the candidate's credit for a future examination. Applications made within sixteen days of the examination will be considered, if accompanied by a medical certificate,

* The Local Secretaries are: Cambridge, Miss Keynes, 6, Harvey Road, Cambridge; London (City), Miss M. Shaxby, 45, Mall Chambers, Kensington, W.

stating that the candidate is physically unfit to take the examination.

5. In the class lists the names of the successful candidates for each certificate will be arranged alphabetically in a single class.

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1. The Certificate of Proficiency in French (German) is designed for teachers who desire a satisfactory proof of their practical knowledge of the language with a view to teaching it in English schools.

2. The subjects of examination will be :

(i.) Written :

(1.) Translation from French (German) into English : two hours.

(2.) Translation from English into French (German) : two hours.

(3.) French (German) Essay : two hours.

(4.) English Essay : two hours.

(5.) French (German) Phonetics : one and a half hours.

(ii.) Oral : Dictation (half an hour), Reading and Conversation (half an hour).

The subjects for the English Essay will relate to French (German) Literature, History, and Institutions. In the examination in Phonetics special attention will be paid to the requirements for teaching in English schools.

3. Candidates will be required to satisfy the examiners in all the subjects named above at the same examination.

4. If candidates have satisfied the examiners in the questions on French (German) Literature in the Higher Local Examination, the fact will be stated on their certificates.

5. In the case of candidates proceeding to the Higher Local Certificate, the Certificate of Proficiency will count as equivalent to a first class in Group B.

In writing German, candidates will be expected to use the German characters.

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1. The Certificate of Proficiency in English is designed for foreign students who desire a satisfactory proof of their practical knowledge of the language with a view to teaching it in foreign schools. The certificate, however, is not limited to foreign students.

2. The subjects of examination will be :

(i.) Written :

(1.) Translation from English into French *or* German * : two hours.

(2.) Translation from French or German * into English, and questions on English Grammar; two and a half hours.

(3.) English Essay : two hours.

* Applications from candidates to substitute another language in place of French or German will be considered. If such an application is granted, the examination fee will be increased. Application must be addressed to the General Secretary not later than January 1 of the year to which it relates.

(4.) English Literature (The paper on English Language and Literature (A. 1) in the Higher Local Examination*): three hours.

(5.) English Phonetics: one and a half hours.

(ii.) Oral: Dictation (half an hour), Reading and Conversation (half an hour).

3. Candidates will be required to satisfy the examiners in all the written subjects except English Literature and in the oral examination at the same examination. They will be allowed to take English Literature at the same or at an earlier or later examination.

L'INSTITUT PÉDAGOGIQUE INTERNATIONAL.

THE establishment of the *Institut Pédagogique International* at Caen in the early part of last year is an event which must interest all who are in any way connected with the teaching of Modern Languages.

It is common knowledge that the certificates granted by the authorities of the various Foreign Holiday Courses are losing more and more of their value, since they can now be obtained in some cases by passing ridiculously easy examinations. Even if all these courses were excellent, and demanded a high standard of attainment at their examinations, the mere fact of the multiplicity of certificates would tend to depreciate their value in the eyes of educational authorities.

Everyone must feel the need of some means of unifying the standard of examination in the numerous Holiday Courses. This is one of the aims of the 'I.P.I.' Of course, it will be necessary to obtain the voluntary consent of the directors of the various courses. But why should they refuse? Concord is easily obtained when all interests agree; and this is surely the case here. It is not a question of giving the 'I.P.I.' the right to interfere with the organization of the classes or to restrict the liberty of their founders. The proposal simply is to establish a uniform standard for the examinations, to issue certificates known and recognized by the various scholastic authorities, and to determine the conditions under which these certificates may be obtained.

Obviously, if the 'I.P.I.' succeeds in the attainment of this aim, it will be doing good service to all Holiday Courses worthy of the name, to all students of these courses, and lastly, to the educational authorities of all countries.

The unification of Holiday Courses is but one of the aims of the 'I.P.I.' The whole object of the Institute will best be gathered by a perusal of its statutes. The second article, for instance, gives the aims as—

(i.) To establish between the

* The syllabus will be found in the regulations for the Higher Local Examination.

members of the teaching profession of all countries a pedagogical information and study society.

(ii.) To give Holiday Courses all the usefulness to teachers of which such institutions are capable (*a*) by holding each year, whilst the Holiday Courses are in progress, an International Pedagogical Congress; (*b*) by establishing a Pedagogical Library for the use of students and members of the 'I.P.I.'

(iii.) To issue uniform certificates for all Holiday Courses, granted on the results of genuine examinations, such as to gain the confidence of all educational authorities.

(iv.) To issue certificates testifying to a practical knowledge of the various Modern Languages for pupils of schools of all kinds in all countries.

The last-named certificates are to be issued with a view (*a*) to give an object to such students as have no Modern Language test at their examinations; (*b*) to reward students who have carefully studied a Modern Language (any other than their own); (*c*) to encourage masters to prefer the teaching of the language in every day use to that of grammatical curiosities.

In connection with the French certificate this year, two first prizes are offered to boys and girls respectively, entitling the holders to a fortnight's free holiday in France. Eight medals and eleven book prizes are also offered for competition.

Article 8 of the statutes states that the 'I.P.I.' is administered by a committee of twenty-three, sitting at Caen, of whom five are *ex officio* members, and the other eighteen were elected at the beginning of last year's Congress for three years. The following five members are at work in the United Kingdom: Professors Brandin, Savory, and Ader, and Messrs. Finlayson and Knight.

The General Secretary is Professeur E. Lebonnois, 16, Rue Guilbert, Caen, who will be pleased to give information concerning the 'I.P.I.' to any teacher of Modern Languages who feels interested in the movement.

The 'I.P.I.' publishes a quarterly journal called *Le Courrier*, which is the official organ of the Institute. The price of this journal (2 francs per annum) is the only subscription demanded from active members of the 'I.P.I.' It has a guaranteed circulation of 3,000 copies. Any member of the teaching profession who is nominated by two members of the 'I.P.I.' is eligible for election by the committee.

May we not congratulate the city of Caen on again taking the initiative in the extension and perfection of facilities for acquiring a practical knowledge of foreign languages? Was it not at Caen that the 'Teachers' Guild of Great Britain' started the first Holiday Course in 1889? Is it not therefore appropriate that Caen should be the unifying centre of all Holiday Courses which are, in a certain sense, her offspring?

C. PIDSLEY, B.A., L.-ès-L.,
Membre Fondateur de l'I.P.I.

HOLIDAY COURSES.

I.

THE Prospectus for the University of London Holiday Course, to be held at Ramsgate, is now out. Work will begin on August 8, and the Course ends on August 28.

The programme has been planned to be of special practical use in affording the means of acquiring English and French phonetics and of hearing lectures in these languages. There are to be fifteen lectures on 'The Phonetics of English and French,' by Mr. Daniel Jones, M.A.; five lectures on 'Methods of Modern Language Teaching,' by Mr. Walter Rippmann, M.A.; ten lectures on 'Selected French Writers,' by Professor H. Vandaele; ten lectures on 'Lamb and Stevenson,' by Mr. Norman, B.A.

There are to be evening lectures on local antiquities, reading and conversation classes, excursions to places of interest in Kent and in London.

Arranged by the Board for the extension of University teaching, under the general direction of Professor W. Rippmann, with Mr. H. C. Norman, Director of Further Education in the Isle of Thanet, as Assistant Director at Ramsgate, the Course cannot fail to be of great value to all in or preparing for the teaching profession. All communications referring to the Course should be written in English and addressed to:

THE ASSISTANT DIRECTOR,
Ramsgate Holiday Course,
The County School,
Ramsgate, Kent.

II.

Two Holiday Courses are to be held again this year at Marburg; the first from July 7 to July 27, the second from August 5 to August 25.

The Courses have been arranged for teachers and include German, French, and English. The programme includes:

1. Lectures in Phonetics; Methods of Teaching Modern Languages; German Literature, Mythology, History and Art; the Art of Elocution; Hygiene; besides ten hours given to practical exercises in German.

2. French Phonetics; Lectures on Paris and the French Poets; as well as Conversation, Practical Exercises, and Elocution.

3. English Phonetics; Lectures on Modern English Literature; English Readings; Exercises; Discussions; Conversations.

The Second Course is slightly varied, but is in the main similar to the first. Several of the lectures, as well as the subject-matter of the lectures, are somewhat changed.

All communications for these German Courses should be addressed:

FERIENKURSE,
Deutschhausstrasse 34.

III.

The University of London has also arranged a Holiday Course for foreigners in London, which will last from July 15 to August 9. For particulars of this Course apply to:

THE REGISTRAR OF THE EXTENSION BOARD,
University of London,
South Kensington,
London, S.W.

IV.

Vacation Courses will be held at the Queen's University of Belfast from July 1 to 17. The inclusive fee, admitting to all Courses (French, Geography and Geology, Nature Study, Psychology and Irish), is one guinea. Professor SAVORY will give ten lectures on the Great Writers of the Seventeenth Century, and ten practical lessons on Style, Syntax, and Pronunciation, based on a study of Racine's *Britannicus*, or, if the majority of the students prefer it, a series of lectures on Phonetics will be substituted.

Enrolment forms may be obtained from the Secretary of the University.

V.

L'Alliance Française will hold Holiday Courses at Trouville-Deauville and at St. Servan. For particulars of the former apply to Monsieur René Delbost, 13, Rue de l'Odéon, Paris; and of the latter to Monsieur F. Gohin, 12, Avenue Trudaine, Paris, who is this year making arrangements for practical work in small classes at an extra fee of 10 francs.

VI.

The Local Lectures Summer Meeting of the University of Cambridge will begin on July 27 and end on August 20, with August 8 as the dividing-line between the two parts into which the meeting is divided. The new halls and lecture-rooms will be used. The inaugural address will be given by the Right Hon. the Earl of Selborne, K.G. The main subject of study will be the British Empire.

The needs of foreign students will be specially provided for. A number of lectures on Victorian Prose Writers, and particularly on Carlyle and Ruskin, will be delivered. Classes limited to fifteen students will be held for pronunciation and reading. Forms of entry and particulars will be supplied by the Rev. D. H. S. Cranage, M.A., Syndicate Buildings, Cambridge.

* * *

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 12 and 26, November 9 and 23, and December 6 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.).

CORRESPONDENCE.

'LE VERBE EN ACTION.'

In the interest of Modern Language teachers generally, and in justice to a little book that received a somewhat doubtful recognition in the May issue of MODERN LANGUAGE TEACHING, may I, as a teacher of some experience, who has proved verb-books many and various, draw attention to one or two vital facts about Mr. Groves' little book that seem to have quite escaped the notice of your reviewer?

Without at all underestimating the importance of the omissions so carefully signalized, I should consider it a real loss to the boys and girls of secondary schools if teachers should be deterred by this disparaging criticism from trying an eminently practical and excellent little book.

Of this practical usefulness your reviewer makes but the barest mention; of the peculiarly ingenious and attractive form of the oral exercises he gives not the faintest hint. Not only are these *exercices oraux* most spirited and amusing and calculated to wake up the sleepiest class, but they are so ingenious that they involve the maximum of original effort on the part of the class throughout, and are capable of infinite development. I have already seen them in use in several schools, and should recommend every teacher on modern lines to try them.

L. H. ALTHAUS.

The reviewer writes: 'Though I do not share Miss Althaus's enthusiasm to the full, I am delighted to see that she confirms my belief that certain "omissions"

in this book are serious and that certain exercises are helpful. This time I place my word of praise last.

'It is impossible to call attention to weak points with fairness without giving references, and this takes space. I would gladly have summed up my praise, like my blame, in a word.'

FOREIGN DEGREES.

I regret that the writer of a letter under the above heading in your May number has not the courage to sign his name. Surely in the organ of an association of colleagues there is no reason why anonymous communications should be allowed. Perhaps the Committee will give a definite ruling on this subject.

F. A. HEDGCOCK.

Birmingham,
June 6, 1912.

FROM HERE AND THERE.

THE following scholarships are announced at Oxford: At Worcester College, F. T. Barton, of Doncaster Grammar School, to an open exhibition for French and History; at St. Hugh's College, to the Clara Evelyn Mordan Scholarship of £40 a year (English Literature), Muriel L. Potter, Clapham High School; to the West Scholarship of £35 a year (French), Amine M. T. Oliver, Redland High School.

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The following scholarships are announced at Girton College, Cambridge: A Higgens Scholarship (augmented to £50) to Miss D. W. Black, Sutton High School, for French and German; £30 to Miss A. K. Barlow, Blackheath School, for French and German; a College exhibition of £15 to Miss H. Grover, Lansdowne House School, Hampstead, for German and French. Miss F. M. Baldwin, Edgbaston High School, was recommended for an exhibition for English and German.

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A School of Oriental Languages, upon the lines recommended in the Report of Lord Reay's Committee of 1909, is to be organized in the building of the London Institution, Finsbury Circus. The London Institution has been in financial difficulties for some time, and unable to carry out the purpose for which it was incorporated in 1805, so the proprietors have accepted the offer of the Treasury to buy their property. This consists of the building designed by William Brooks in 1815 on the model of the Temple of Vesta at Tivoli, and the magnificent library, rich in English antiquities and topography, books devoted to foreign law, and rare editions from the early presses of Germany, Italy, and France. The Asiatic section includes 4,000 volumes, of which 500 are devoted exclusively to India. A large proportion of these volumes deals with the antiquities, history, geography, language, and literature, of the countries with which the School of Oriental Languages will be concerned.

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The following books and manuscripts, which will not be required by the School, are to be presented to the British Museum Library, if it does not already possess a copy, and to the Guildhall Library: Four folios Shakespeare (1623-32-64-85). Froissart: *Chroniques de la France.* Albertus Magnus: *Liber de Muliere Forti.* Antoninus: *Confessiones*, 1473. Ausmo: *Liber qui dicitur supplementum Venice*, 1474. Bonnet: *L'Arbre des Batailles*, 1493. Columna: *Hypnerotomachia Poliphili*, 1499. Julyan Notary: *The Golden Legende*, 1503. Pfintzing: *Ritter Tewrdannckhs*, 1519.

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Parliament is to be asked for an annual grant of £4,000 towards the maintenance of the School. Those who are to enter the Civil and Military Services of India, missionaries, and all whose business demands a knowledge of the East and its languages, will now be able to secure a complete course of instruction suited to their needs.

A prize Fellowship of £120 was offered by the Federation of University Women in December last, open to women who have been engaged during a number of years in research, the results of which have been published.

Thirteen applications were received; investigations in zoology, geology, physiology, botany, physics, history, Oriental religions, English literature, French literature, and philosophy, were submitted.

The Fellowship has been awarded to Miss C. E. Spurgeon, Docteur de l'Université de Paris, Lecturer in English Literature at Bedford College, London.

Miss Spurgeon's published work deals chiefly with mysticism in poetry and with Chaucer criticism. A volume published in French by Hachette et Cie., entitled *Chaucer devant la critique depuis son temps jusqu'à nos jours*, forms the basis of a work in several volumes, *Five Hundred Years of Chaucer Criticisms and Allusions*, 1362-1900, to be published by the Chaucer Society, on which Miss Spurgeon is now engaged.

⁂

In 1901 six residents in Dundee spoke Gaelic only; in 1910, 618 spoke Gaelic, but all were bilingual.

⁂

The Board of Education has sent us a copy of the regulations for the employment of French and German teachers in English Secondary Schools. It is worth remembering that the Board will, as a rule, make a grant of £30 for each assistant, or half the cost of maintenance, where the total does not exceed £60. We hope that all our members realize that the French and Prussian Ministries of Education offer reciprocal advantages.

⁂

On May 21, the degree of M.A., by decree of the house, was conferred by Convocation, at Oxford, upon Cesare Foligno, Hon. M.A., Taylorian Lecturer in Italian.

⁂

The Council of Leeds University have appointed Professor O. E. Vaughan, Professor of English Language and Literature, to be pro-Vice-Chancellor of the University for a period of two years in succession to Professor A. Smithells, whose term of office has expired.

⁂

S. J. Crawford, Lecturer in English at the University of Bristol, has been appointed Professor of English Language and Philology at the Christian College, Madras.

⁂

T. W. Beasley, M.A., Brasenose, Oxford, Senior German Master at Rossall, has been appointed Headmaster of the County School for Boys, Richmond, Surrey.

⁂

The Hosken Memorial Exhibition at Merchant Taylors' School. — This exhibition, which has just been awarded for the third time, was founded in memory of Rev. R. F. Hosken, M.A., for many years Master on the Modern side of the school. The object of the exhibition is to enable the successful candidate to reside for at least six weeks in some foreign country to study the language. Boys who have left the school within one year are eligible as well as present members who have been in the school for at least three years. There is *no examination*. The Headmaster reports to his co-trustees on the career of the candidates. The out-of-class activities of the candidates are considered, as well as their linguistic attainments, and the candidates are interviewed by the trustees, whose approval must be obtained for the time and place of residence. After his visit, the Exhibitioner makes a short report to the trustees. It is believed that these conditions are more satisfactory than a competitive examination.

⁂

The Paris *Journal* has been holding an interesting *plébiscite*. To its women readers it puts the question, 'Who is the hero in literature whom you like most?' To its men readers, 'Which hero would you have desired most to be?' The three

names at the head of both lists were the same—Cyrano, Jean Valjean and D'Artagnan. The next names on the men's lists were the Count of Monte Cristo and Sherlock Holmes.

Owing to Miss BREW's departure from London, the secretarial work of the West London Branch will, pending the election of a new Secretary, be undertaken by Miss M. E. MUNRO, Notting Hill High School, Norland Square, W.

The five hundred children from the London Elementary Schools have paid their Whitsuntide visit to Paris and are now spreading the news of French good-will with missionary zeal. Two things seem to have impressed them deeply—Napoleon's tomb and the dearth of children in Paris.

INTERNATIONAL CORRESPONDENCE. — Monsieur Henri Dupré, Professeur au Lycée Montaigne, although strongly in favour of the above, is unable to cope with the numerous applications he receives, and therefore requests that his name should be withdrawn from the list published in our March No.

A young German lady, the principal of a school for Modern Languages, Diplômée de l'Université de France, clever musician (violin), desires a holiday engagement for July and August. Address:

CHARLOTTE KRAAS,
Wien II/2,
Valeriestrasse 15.

MODERN LANGUAGE ASSOCIATION.

A MEETING of the Executive Committee was held at the College of Preceptors on Saturday, June 8.

Present: Mr. Pollard (chair), Mr. Allpress, Miss Althaus, Messrs. Jones, Kittson, Payen-Payne, Rippmann, Miss Purdie, Mrs. Somerville, Miss Stent, and the Hon. Secretary.

Apologies for absence were received from Dr. Braunholtz, Mr. Brereton, and Mr. Twentyman.

The minutes of the last meeting were read and confirmed.

A letter from Mr. H. L. Hutton was read, in which he accepted the custodianship of the lantern slides.

On the recommendation of the Finance Sub-committee, a new form of balance-sheet was adopted, and the yearly grant to each of the three London branches raised to £3.

A recommendation of the same sub-committee, that it is desirable to utilize the invested funds of the Association to make loans to help members wishing to study abroad, and that it be referred to the Finance Sub-Committee to consider this and draw up a scheme was then discussed. An amendment, moved by Professor Rippmann, that it be referred to the sub-committee to report how or whether the invested funds can be better utilized than at present, was carried by six votes to four.

A letter from the Board of Education, thanking the Association for the assistance some of its members gave during the preparation of the Circular on the Teaching of Modern Languages, was read.

It was agreed to discuss the Circular at the next meeting of the committee.

A letter from Mr. J. H. Flather, of the Cambridge Local Examinations Syndicate, enclosing copies of Regulations for the new examination in Modern Languages, was read.

A report of the meeting of the Parents' National Educational Union at Winchester was received from Miss Batchelor and Miss Partington, the delegates of the Association.

Miss Muriel Hughes, B.A., Dartford County School for Girls, and Mr. L. P. Schoddwyn, B.A., L.-ès-L., Holloway County School, were elected members of the Association.

REVIEWS.

The Cambridge History of English Literature. Vol. VIII. pp. xiii + 515. Cambridge University Press. 9s. net.

The eighth volume of the Cambridge Literature series deals with 'The Age of Dryden,' and comprises a vast amount of interesting information concerning the poetry, drama and prose writings of the seventeenth century. As usual, the history of thought is not forgotten: Mr. Grubb contributes a chapter on 'The Early Quakers'; Dr. Hutton gives an account of the 'Divines of the Church of England'; Mr. Bass Mullinger deals with 'Platonists and Latitudinarians.' Legal literature is treated by Professor Hearnshaw, and 'The Progress of Science' by Dr. Shipley, who has a fascinating subject in the birth of modern scientific investigation when 'the specialist began to emerge from those who hitherto had taken all knowledge to be their province.' His treatment suffers from discursiveness and is too disjointed in method—a fault not peculiar to this chapter in the volume. There are other essays in which the reader may rightfully complain that he is weary of textbook snippets about one author after another, with whom he is never allowed to get more than the barest bowing acquaintanceship. Chapter VII. ('Restoration Tragedy,' by Mr. Bartholomew) is a case in point, and contrasts unfavourably with the other chapters on drama, by Professor Schelling and Mr. Whibley, who have, it is true, more interesting subjects, but whose method of presentment is also more attractive. Professor Schelling is particularly good and clear when he deals with French and Spanish influence on English comedy, while Mr. Whibley is excellent in his criticisms on the English comedy of manners. It is satisfactory to find the influence of Jeremy Collier's 'animadversions' at last estimated at its just value, and it is a pity that the ordinary over-emphasis of their importance has nevertheless been admitted by Mr. Bartholomew on p. 197.

Dr. Ward's chapter on Dryden is full, and in many ways admirable. Perhaps naturally, considering the writer, the dramatic work is treated at disproportionate length as compared with the satires or criticism, but, taken together with Mr. Wheatley's exhaustive bibliography, the student will find the essay gives him all that he needs by way of introduction to his author.

Mr. Smith's contribution on Samuel Butler is satisfactory in its description of the subject-matter of *Hudibras*, a poem more often known in extracts than in detail. We do not think that the prose 'Remains' are adequately criticized, nor is there any contrast drawn between the extravagance of the verse and the moderation of the prose—a contrast which makes Butler's work so significant of the various tendencies to be seen in seventeenth-century literature.

It is impossible to mention all that is of value in the latest volume of the *Cambridge History of Literature*, but Professor Sorley's chapter on Locke cannot be passed over, even in the briefest survey. More specifically 'literary' is the account by Mr. Whibley of 'The Court Poets,' while the last chapter in the book, which deals with 'The Beginnings of Modern English Prose,' rivals that on 'Memoir and Letter Writers' in the attractiveness of its subject-matter.

There may be various opinions as to the value of separate treatises in these volumes, or as to the possibility of so far surmounting the difficulties of joint-authorship as to make the work an homogeneous whole. There can, however, be no question as to the good judgment and care of the editors, to whom all students of literature are deeply indebted—not less for the present volume than for its predecessors.

The Oxford Shakespeare Glossary. By C. T. Onions. pp. vi + 259. Clarendon Press, 1911. Price 2s. 6d. net.

Mr. Onions, of the *Oxford English Dictionary*, has made ample use of the opportunities and experience afforded him by his position, and the resulting work is indispensable to all students of Shakespeare. The *Glossary*, as the author rightly claims, is no mere mechanical compilation, with definitions bodily transferred from the *Dictionary*. The explanations refer categorically to the uses of words actually found in the plays, and information is also given about variant readings, difficult idioms and colloquialisms. 'It is hoped that this information as to variant readings will enable the student to take his first steps in textual criticism, and will give him an insight into the problems that have to be solved in establishing the text.'

The *Glossary* should be in the hands of all serious students of literature, and should also do much towards the solution of the difficult problem of the banishment of annotated editions from the schoolroom. Armed with this glossary, an intelligent schoolboy should find no insuperable difficulties in the interpretation of his text, from which he will certainly get added pleasure by its use. Older students will learn almost as much from the scholarly presentment of facts as from the actual information given.

Shakespearian Punctuation. By Percy Simpson. pp. 107. Clarendon Press, 1911. Price 5s. net.

In this interesting essay Mr. Simpson attempts to prove that Shakespeare's punctuation was systematic and regular; that, while 'modern punctuation is, or at any rate attempts to be, logical, the earlier system was mainly rhythmical.' If it is true—and we think Mr. Simpson proves his case—that the rhythm is indicated by the punctuation, then it is clear that a careful comparison between the First Folio and later varieties of punctuation will often clear up difficulties of meaning and reading. Mr. Simpson marshals his evidence clearly and with attention to the minutest details. The result is one more proof of the fact that detailed scholarship gives added powers of literary appreciation.

The Story Thread. By Edith Kimpton. Illustrated by Peter Campbell. pp. 156. Messrs. Ralph Holland and Co., 1912. Price 1s.

'This book . . . gives . . . some few strands in the long thread of English stories;' it is meant to serve as an introduction 'to the books in English literature' for children too young to read the originals. The stories are well chosen and well told; they are derived from sources as varied as 'Bēowulf' and 'Sohrab and Rustum,' and are arranged in the chronological order of their tellers, to whom the children are likewise briefly introduced. The book should be useful as a reader in lower forms or in elementary schools, and should make the children ask for 'more.' The illustrations are very inferior to the text, and some of them—*e.g.*, 'An Elizabethan Theatre'—are actually misleading. Perhaps Miss Kimpton is herself not guiltless about this particular instance, for her account of the early stage (pp. 78, 79) does not pay enough attention to historical development, and implies, no doubt unintentionally, that Elizabethan plays were still acted on movable 'pageants.'

Milton and his Poetry. By W. H. Hudson. pp. 184. Price 1s. *Spenser and his Poetry.* By S. E. Winbolt. pp. 157. Price 10d. The Poetry and Life Series. Messrs. George Harrap and Co., 1912.

This series has already been favourably noticed in our columns. The volumes before us conform to the high standard that has been established.

German Conversation-Grammar. A practical method of learning the German language. By Emil Otto, Ph.D. Revised by Francis E. Sandbach, M.A., Ph.D. pp. viii + 421. Twenty-ninth Edition, 1911. (Method Gaspey-Otto-Sauer.) Price 4s. net.

In its latest edition the well-known 'German Otto' remains at bottom what it always was—namely, an application of the old grammar and translation method,

which had been evolved in the teaching of the classics, to the practical study of a modern tongue, plus conversational exercises, in the now familiar question-and-answer style.

Dr. Sandbach has aimed at adapting the new edition 'to modern methods of teaching without sacrificing its many excellent features.'

A new feature is the introduction of phonetic transcriptions in the word-lists of Part I. The German sounds are still, however, described as being 'like' English or French sounds, a procedure which is neither scientific nor practical.

Passages of connected prose for translation from and into German have replaced the detached sentences of the previous edition, and the wording of the grammatical rules has been carefully revised.

To those who still cling to the old tradition hallowed by all the associations of Greek and Latin as taught at school, the new edition of 'Otto' will doubtless be more useful even than the preceding ones.

Die Karawane. Nach WILHELM HAUFF. Herausgegeben von D. L. Savory, M.A. pp. viii+135. *Geleite, Die Drauszen Sind!* Von THEODORE ZEDELIUS. Herausgegeben von D. L. Savory, M.A. pp. viii+119. Price 1s. 6d. each.

Both these little books belong to the series—Rivingtons' *Direct Method Easy German Texts*, edited by Professor Savory, which is now complete in six volumes. The above stories are well chosen both as regards style and contents. Easy to understand and interesting as they are, they form an excellent basis for exercises in the practical acquisition of German. Professory Savory is a well-known master of the art of editing for such purposes, and the two volumes under consideration can only reinforce his reputation in this respect. These books are not only excellent from the point of view of the learner, but also, for the teacher, most suggestive examples of the way in which to treat reading material in harmony with the principles of the Direct Method. The reproach that the latter makes too great demands on the teacher of ordinary human flesh and blood is demonstrated by such excellent little textbooks to be much less serious than it might appear. There is no doubt that if the whole onus of preparing and digesting the material for class exercises falls on the teacher, the demands made by this method are extremely exacting. Carefully prepared editions of the kind under consideration make his task, however, very much easier. In the uninspired moments which visit us all in the routine of daily work, they will probably supply the lack of inspiration, and in better hours they will stimulate the invention to find the degree of variation which is necessary if teaching is to be personal and individual.

It seems to me a specially good feature of these little books that they contain no German-English vocabulary. The words which conceivably require explanation receive it in footnotes in German. The learner is consequently encouraged to associate German words and phrases together, instead of making 'cross-associations' with English, which is the natural tendency at first and very difficult to eradicate.

I should like to suggest an addition to books of this sort—namely, that they should have appendices in which short passages of the text were transcribed in phonetical script with the accentual groups carefully marked. (The texts in Viëtor's well-known *Lesebuch* are an example of what I mean.) This would help the learner to form for himself a correct idea of the style in which the text should be read, a most important point. Of course, a good teacher will supply this in his own instruction, and the lack is not on this account a very important one. But I have had occasion to recommend such books for the private exercises of students, for *Selbstunterricht* in fact, and in such cases the gain in completeness would be felt as a great boon. A good phonetical transcription is a priceless aid to the learner who has been trained to take advantage of it. But it must be one, of

course, not merely of the individual sounds or words, but of their phonetical grouping.

Arnold's Modern German Course. By FRANK WILLIAM WILSON, PH.D. (Leipzig). London, Edward Arnold. (Preface dated: Clifton College, 1911.) Price 3s. 6d.

The main sections of this book consist of a reader, grammar, and exercises. There are as well a short description of German sounds, lists of strong verbs, a small selection of poems, and two vocabularies — German - English and English-German.

The book is an excellent example of the pedagogical skill which is brought nowadays to bear on the teaching of Modern Languages, and fills me with envy for the lot of the modern schoolboy, when I compare it with what was usual even twenty years ago. The Reader is made, as it should be, the basis of study, and consists of carefully graduated, simple, descriptive, and narrative matter, so divided up as to be easily digestible by the student. The grammar is linked with the reading-lessons in a very practical and ingenious way. Of course, this section is not a complete grammar in the scientific sense, but it strikes me as really containing what the author claims for it, 'all that is essential,' at least, from a purely practical standpoint. And it must be borne in mind that the less grammar the better in the practical teaching of a language. Grammar can only be made interesting as a scientific subject; in the position which it must have in a practical system it is an unutterable bore, and its specious appearance of acting as a safeguard against so-called 'grammatical' mistakes is a pure illusion. All the fuss made by pedantic people about 'incorrectness' in speaking a foreign language is, besides, great nonsense. It is forgotten that if people are daring enough to try and master *two* 'Kultursprachen,' nine out of ten *must* speak at least one of them incorrectly (and, as a matter of fact, a good many under these circumstances will speak both incorrectly). 'No man can serve two masters' has a considerable and often unsuspected application in linguistic affairs.

The third of the chief sections mentioned above offers a very complete and varied system of exercises on the other two. This includes exercises in translation and retranslation, which can be left out by those who disapprove of them, but will doubtless be welcome to many.

The only part of the book I do not like personally is the first short section, containing a description of German sounds. Here, however, my blame falls not so much on Dr. Wilson individually as on a certain at present very popular 'Richtung.' In his preface the author says: 'Technical phonetic terms have been avoided as far as possible without a sacrifice of accuracy. . . .' He evidently either approves, or at least bows, to the prejudices of those who wish to discard from language teaching all the technicalities which savour of that accursed thing, 'science' (conceived, of course, as being the exact opposite and negation of 'literature'). But surely there is no more essentially technical undertaking than that of describing speech sounds! It is at least as technical as that of describing a cricket-match. And what would a reporter do if we were to deprive him of 'leg glance,' 'late cut,' 'off drive,' and the like? If we discard phonetic terms, as Dr. Wilson does, then we arrive at this sort of thing: '*ā* is pronounced rather like *a* in father.' That is, of course, quite 'accurate' because the two sounds *are* rather alike. And it would be equally true to say 'Goethe sounds rather like Gertie,' for so it sounds to an Englishman's ear *at first*. The whole point, however, is that 'accurate' as such statements may be, they are of no further use. Tell the learner that German sounds are 'like' English sounds, and he instinctively draws the conclusion that if he pronounces English sounds for German sounds that is sufficient. He can hardly do anything else, because, to do anything else, he must know, *not* the *likenesses* but the *differences*. Wherefore, I say, let us, in books like the

present, have either quite technical descriptions of foreign sounds or none at all. Preferably perhaps the latter, because, on the whole, phonetic training is best given orally at this stage, or, indeed, at any other. The space left free could with great advantage be devoted to phonetic transcriptions of selections from the Reader.

Peterl. Ossip Schubin. Abridged and edited, with Introduction, List of Idioms, and Vocabulary, by Luise Delp. pp. iv+158. George G. Harrap and Co. Price 1s. 6d.

This delightful story of a Pomeranian puppy is written with much humour and pathos. The text occupies 84 pages. The idioms (pp. 6) are translations without explanations. On p. 85 we have '*between each* gasp'! The vocabulary occupies 53 pages. There are 12 pages of 'Aufgaben zur Wiederholung' (not noticed on the title-page), consisting of Direct Method questions on grammar and retranslation.

Die Direkte Methode. Erstes Buch. By Marc de Valette. pp. 102. Hachette and Co. Price 2s. 6d.

This book makes no attempt to teach vocabulary systematically. There is no indication of the age of the pupils for whom it is designed, but young pupils and most teachers need more method than is displayed here.

Harrap's Modern German Grammar. By W. H. van der Smissen and W. H. Fraser, of the University of Toronto. pp. xxvi+345. Harrap and Co. Price 3s. 6d.

This book is rather a course than a grammar. It contains much grammar introduced in portions, but not systematized, except for the noun declension, pp. 61 and 62, some reference lists of nouns, prepositions, and verbs, pp. 249-271. The Passive is treated in Lessons 24 and 49; Modal Verbs are scattered over Lessons 15, 20, 31, 37, 40; Prefixes appear in Lessons 16 and 52, though it is possible to refer to the various points with the help of the Table of Contents and Index.

There is a large quantity of material for exercises, both oral and retranslation, consisting for the most part of disconnected sentences.

The authors lay stress in their preface on the importance of oral drill, and introduce full oral exercises on subject-matter throughout the book, but they do not treat 'interrogatives' till Lesson 45. The names of the months and days are given on p. 43, but their use in dates is not introduced till p. 171. 'The exercises have been made continuous wherever it was found practicable to do so,' the authors tell us in the preface. The first continuous exercise is Lesson 9; the subject is the house and family. It is remarkable that the editors have not made early and more frequent use of the continuous exercise, seeing that they are aware of its advantages, and need not look far for successful examples of it. The form can, too, be readily adapted to translation exercises. The most interesting feature of the book is the rhymes, poems, and anecdotes, but no exercises are built up on them. Very few grammatical points have been neglected, and the rules given are carefully worded, but as difficult in form as any the reviewer has ever seen; *e.g.*, 'the relative superlative of adjectives does not occur in uninflected form, even in the predicate.'

Would modern scholars describe nouns of the type of *der Name* as a variation of the Knabe model? Is it safe to say that in *Ich habe nicht spielen können* the past participle *takes the form of the infinitive?* Is it correct to say that after *alle, einige, viele,* etc., 'the adjective may have either weak or strong endings' in modern German?

There are full German-English and English-German vocabularies.

Méthode Directe pour l'Enseignement Rapide du Français par la Conversation. Par E. Cossard et P. H. Laurent. pp. 187. Hachette and Co., 1910. Price 2s. 6d.

The authors call attention in their preface to the importance of the verb in French, and to the series of verbs introduced in their book for the purpose of teaching it. These series are arranged on

the Gouin model, and in some cases could be represented by action in the class-room; but many could hardly be explained without translation, and the association of ideas, on which the authors lay stress, seems sometimes to be sacrificed to their desire for a variety of verb forms. Too much attention cannot be devoted to pronunciation, they state, and introduce lists of words for pronunciation drill. They make no use of phonetic symbols, but give some help in distinguishing silent consonants and the *e muet*. The subject-matter is useful, and is given in a continuous form, but much of it could not be understood without translation. Sometimes the material is thrown into a dramatic form, and a number of anecdotes are inserted. There are some good pieces illustrating the use of the past tenses, and the method employed to show the use of the imperfect is ingenious. The number of words to be learnt must be great.

A First German Book in the Direct Method. By G. T. UNGOED, M.A. pp. 177. Cambridge University Press, 1912. Price 2s. 6d.

The subject-matter is supplied by the class-room, rhymes, poems, and anecdotes. The only pictorial aid in the book is a table of German coins. This hardly seems enough, but perhaps the author takes it for granted that the class-room will be supplied with all that is needed. He takes for granted, too, that the pupil will rapidly master an extensive vocabulary introduced without preparation. There is plenty of grammar in this Direct Method. It is introduced into the lessons, and pp. 100-132 are occupied by it. The first eleven lessons are given both in phonetic and ordinary script. The vocabulary occupies pp. 138-177, and there are about fifty words to a page; this will show the number of words to be learnt.

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N.B.—*All books received will be noted in this column. Such notice does not preclude a careful review should the Editor consider any book of sufficient importance or interest.*

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ANDREWS, E. A.: A Short History of English Literature, including a Sketch of American Literature. Pp. 170. Price 2 M. 20. Teubner: Leipzig.

Longmans' English Course for Indian Schools.

Primer. Pp. 45. Price 2 a. Teacher's Book. Pp. 67. Price 6 a.

Second Year. Pp. 80. Price 4 a. Teacher's Book. Pp. 56. Price 6 a.

Third Year. Pp. 164. Price 8 a. Teachers' Book. Pp. 80. Price 8 a.

A Book of English Essays (1600–1900). Selected by S. V. Mukower and B. A. Blackwell. Pp. 440. Price 2s. net. Henry Frowde.

The Cambridge Manuals of Science and Literature. Price 1s.

Goethe and the Twentieth Century (J. G. Robertson). Pp. 155.

The Ballad in Literature (T. F. Henderson). Pp. 128.

The Histories and Poems of Shakespeare; The Tragedies of Shakespeare. The text of the Oxford Edition, prepared by W. J. Craig, with Introductory Studies by E. Dowden and a full glossary.

[These two volumes complete the works of Shakespeare, of which the first volume was noticed in our March number.]

WILLOUGHBY, L. A.: Dante Gabriel Rossetti and German Literature. A Public Lecture delivered in Hilary Term, 1912, at the Taylor Institution, Oxford. Pp. 32. Price 1s. net. Henry Frowde.

The Poetry and Life Series.

Scott and his Poetry (A. E. Morgan). Pp. 180. Price 10d.

Browning (Mrs.) and her Poetry (Kathleen E. Royds). Pp. 132. Price 10d. Harrap and Co.

Home University Library of Modern Knowledge. Prices: Cloth, 1s. net; leather gilt, 2s. 6d. net. Williams and Norgate.

The English Language. By L. Pearsall Smith. Pp. 256.

Landmarks in French Literature. By G. L. Strachey. Pp. 253.

Modern Geography. By Marion L. Newbigin. Pp. 256.

THOMSON, C. LINKLATER: The Teaching of English. Pp. 38. Horace Marshall and Son.

[Two lectures to the students of Bedford College Training Department.]

Holiday Resorts and recommended Addresses at Home and Abroad. Pp. 146. Price 1s. net. Published by Francis Hodgson, 89, Farringdon Street, E.C.

[This is the twenty-ninth annual issue of the extremely useful publication of the Teachers' Guild. It is particularly strong in foreign addresses.]

FRENCH.

Composition.

BARON, R. R. N.: Exercises in French Free Composition for Upper Classes. Pp. 167. Price 1s. 6d. Mills and Boon.

LAZARE, JULES: Primer of French Composition, with rules, notes, and vocabulary. Pp. 97. Price 1s. Hachette and Co.

LAZARE, J., and MINOGGIO, F.: Exercises in French Composition and Retranslation based on Malot's Remi en Angleterre. Pp. 32. Price 8d. Hachette and Co.

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Methode Directe pour l'Enseignement rapide du Français par la Conversation par Cossart et Laurent. Pp. 187. Price 2s. 6d. Hachette and Co.

CEPPI, MARC: French Lessons on the Direct Method.

Junior Course. Pp. 119. Price 1s. 6d. Hachette and Co.

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Texts.

VOLTAIRE: Contes. Edited by H. W. Preston (Oxford Modern Series). Pp. xvi + 118 + 31 (Notes). Clarendon Press.

SAINTE BEUVE: Profils Anglais. Notes de Hardress O'Grady. Préface d'André Turquet. Pp. 320. Price 1s. 6d. Dent and Sons.

DE LA BRUYÈRE: Caractères, Pages Choisies. Notes de Hardress O'Grady. Préface d'Augustin Filon. Pp. xviii + 238. Price 1s. 6d. Dent and Sons.

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DUMAS, A.: Récits de Chasse (Marc Ceppi). Hachette's French Readers on the Direct Method, with marginal notes in French, questionnaire and materials for free composition. Pp. 96. Price 1s.

ERCKMANN-CHATRIAN: Waterloo. Edited by E. L. Naftel. Introduction xi pp., text 232 pp., notes 54 pp., vocabulary 44 pp. New edition. Price 2s. Hachette and Co.

MALOT, H.: Sous Terre (Episode de Sans Famille). Edited by A. Dupuis. Text 94 pp., notes 29 pp., vocabulary 15 pp. Price 1s. 6d. Hachette and Co.

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[A reader with grammar and miscellaneous exercises.]

UNGOED: First German Book on the Direct Method. Pp. 177. Price 2s. 6d. Cambridge University Press.

Otto's German Conversation Grammar. Twenth-ninth edition. Revised by Dr. Sandbach. Pp. 421. Price 4s. David Nutt.

COMMAROND AND MEISTER: German Lessons on the Direct Method for Beginners. With 147 illustrations. Pp. 203. Price 2s. Hachette and Co.

MARC DE VALETTE: Die Direkte Methode. Erstes Buch. Pp. 102. Price 2s. 6d. Hachette and Co.

HALTENHOFF: Science German Course. Graduated readings on mathematics, chemistry, etc. Pp. 218. Price 2s. 6d. net. Hachette and Co.

[A useful book. Has a marginal questionnaire and grammar notes at the bottom of the page.]

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FROMMEL: Mit Ränzel und Wanderstab (Bernhardt). Pp. 144. Price 1s. 6d.

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CALVERT, A. : Pitman's Examination Notes on Spanish. Pp. 55. Price 1s.

The following books recently published abroad are likely to be of special interest to modern language teachers, and may be obtained from Messrs. Hachette and Co., 18, King William Street, Charing Cross :

ROZ, FIRMIN : Le Roman anglais contemporain. Pp. 304, Crown 8vo., paper cover. 3 fr. 50. Hachette.

'C'est une véritable étude de la vie et de la société anglaises contemporaines. L'auteur, en analysant George Meredith, Thomas Hardy, Mme. Humphry Ward, Rudyard Kipling, H. G. Wells, s'est trouvé faire ainsi de la psychologie sociale, mais il n'est point sorti de la littérature.']

DOUADY, F. : La Mer et les Poètes Anglais. Pp. 390, crown 8vo., paper covers. 3 fr. 50. Hachette.

Contents : Origins, Chaucer, La Découverte de l'Océan, Spenser et la Reine des Fées, La Tempête et le Marchand de Venise, Milton, The Ancient Mariner, Wordsworth, et Byron, Shelley, Enoch Arden, Kipling, R. L. Stevenson, Swinburne, etc.

VAN TIEGHAM, P. : Le Mouvement Romantique. Pp. 128, crown 8vo., paper covers. Price 2 francs.

Contents : Preface, Le Mouvement Romantique en Angleterre, Le Mouvement Romantique en Allemagne, Le Mouvement Romantique en Italie, Le Mouvement Romantique en France, Table des Matières, etc.

['Ce volume fait partie de la Nouvelle Collection : L'Histoire par les Contemporains qui s'adresse à tous ceux qui s'intéressent à l'histoire moderne : elle fournit sous un format commode, avec les renseignements critiques, bibliographiques et historiques désirables, les documents contemporains nécessaires à l'intelligence du passé.']

La Sagesse des Nations. Aphorismes, Proverbe, Maximes, Sentences de tous les Pays, etc. Small 8vo., paper covers. Price 3 fr. 50. Plon, Nourrit et Cie.

NOSER, R. DE, H. LÉCUYER, ET P. VUILLERMOY : Les Synonymes. Repertoire des Mots français usuels ayant un sens semblable, analogue ou approché, à l'usage des Professeurs français de Lettres, Orateurs, etc. Pp. 440, crown 8vo., cloth. Price 5 frs.

ISAAC, J. : Petite Histoire Contemporaine (1789–1912). Small 8vo., paper covers, 2 francs.

['Cette petite Histoire est en quelques sorte une anthologie de la Grande Histoire. Elle en a fixé et résumé les époques les plus importantes, les événements les plus saillants, dont les répercussions furent particulièrement profondes. Elle en a enfin dessiné d'un trait rapide les personnages les plus fameux.']

FAGUET, M. E.: Ce que disent les Livres. Pp. 108, demy 8vo., printed in double column, with numerous illustrations, paper covers. Price 1 fr. Hachette.

[Summaries and extracts from Balzac, Boileau, Bossuet, Chateaubriand, Corneille, Victor Hugo, Lamartine, Molière, Montaigne, Montesquieu, A. de Musset, Rabelais, Racine, Jean Jacques Rousseau, Alfred de Vigny, etc.]

BOUCHENDHOMME: De l'Enseignement du Français. (Bibliothèque personelle des Maîtres.) Par E. Bouchendhomme, Inspecteur de l'Enseignement primaire. Pp. 212, crown 8vo., paper covers Price 2 frs.

Contents: Enseignement de la Grammaire, de l'Orthographie, de la Lecture expliquée, de la Recitation, de la Composition française; Emploi du Temps, etc.

GIRAUD, V.: Nouvelles Études sur Chateaubriand. Essais d'Histoire morale et littéraire. Pp. 340, crown 8vo., paper covers. Price 3 fr. 50.

Contents: La Genèse du 'Génie du Christianisme,' Deux Guides de la Biographie de René, Les Reliques du Manuscrit, les 'Martyrs' Lettres inédites, Le Village de Chateaubriand, etc.

Joanne's Guide Books (new volume). Seaside Resorts of Brittany, from Mont Saint-Michel to Saint Nazaire. A practical manual showing means of communication, principal excursions, etc. Pp. 254, 26 maps and plans and 81 illustrations, cloth. Price 5 frs.

LUDWIG, A.: Schiller. Sein Leben und Schaffen. Price 6 M.

LEHMANN, R.: Die Formelemente des Stils von Flaubert in den Romanen und Novellen. Price 3 M.

CIRCULAR ON MODERN LANGUAGE TEACHING.

THE long-expected Circular of the Boar of Education on the teaching of Modern Languages has appeared.

In this number we do not propose to do more than indicate its salient features, leaving criticism for a future issue.

What the Board calls 'Initial Difficulties' are first discussed, the two principal of which are classification and the qualifications of the staff. There is nothing here that need detain us, and we pass on to the second chapter, 'Place of Modern Languages in the Curriculum.' Here we note with satisfaction that the Circular shows more sympathy with the claims of German than some of its predecessors. The educational value of the language and literature and the national need for a diffusion of a knowledge of them are fairly stated, and, moreover, the Board goes one step farther than they have done before in explaining away the regulation requiring provision for the teaching of Latin to be made in every school. They now say such provision need not be made in *every* school, but only in one out of every *group of* schools; or, in their own words: 'Where there are several available schools, the Board would in no way discourage the restriction of the linguistic curriculum of one or more of them to work in English and modern languages, if amongst the others there is a school charging moderate fees which provides the opportunity of learning Latin.' Moreover, the Board holds that 'the supply of education in any district is incomplete unless there is at least one available school in which two modern European languages are taught.' This practically means that every boy and girl in the country ought to have a chance of learning German.

The organization of the teaching of the various languages on modern sides and in modern schools has evidently cost the Board and their inspectors much anxious thought. For the former, the system

they incline to favour is that which makes French and Latin the two basal languages; German can then be begun at fourteen and Latin continued as a subsidiary subject for pupils wishing to proceed to the University. In schools with a leaving age of seventeen, the Circular confesses that the shortness of school life makes any satisfactory organization of the Modern Language work practically impossible.

Before we leave this part of our subject, we should like to note the call the Board makes upon the modern sides of public schools to place a high ideal before themselves. 'Modern literary studies,' says the Circular, 'cannot hope to compete with a classical course unless they put their ideals equally high. The Modern School or Side should definitely aim at securing to a section of its pupils a liberal education, based on the literature, history, and thought of modern and mediæval Europe, just as the Classical School or Side aims at providing such an education by means of the study of ancient civilization.'

On the organization of the work in each language the Circular speaks with no uncertain voice, and unreserved approval is given to the principles for which Modern Language teachers have long been contending. Only one foreign language before the age of ten, a year at least (in the case of pupils under twelve two years) to elapse between the beginning of two languages, frequent lessons at the early stages (for young pupils a lesson a day), homogeneous classes—these are the main points insisted on. The difficulty of securing the last condition of success is recognized, and attention called to the practice of temporarily grouping for intensive teaching in certain subjects children who come from the elementary schools at the age of twelve.

What should be the aims of Modern Language teaching are thus defined by the Board:

'(*a*) To understand, within a vocabulary of reasonable scope, clearly enunciated French and German speech;

'(*b*) To use readily and correctly, within similar limits, both the spoken and the written language;

'(*c*) To read with ease and intelligence French and German prose and verse of ordinary difficulty, and to possess a first-hand acquaintance with some, at least, of the prose and verse masterpieces of the respective literatures.'

On the thorny subject of Method, the Board carefully steers a middle course, and avoids unreserved approval of any particular system of teaching. On the one hand, a hearty tribute of praise is given to the Reformers, who have during the last twenty years vivified the teaching of Modern Languages, while mastery of sound-system and oral work in the early stages are insisted on, and translation in the lower forms is frowned at. On the other hand, the value of translation as a part of literary training is fully recognized, the fetish of 'no English' is accorded scant mercy, and it is stated that failure usually attends the attempt to read difficult foreign texts without translation. The tendency on the part of teachers of the newer type to do everything for their pupils is remarked on. The general position is that the Board approves, broadly speaking, the principles of the New Method for the early stages, but recognizes that many varieties of practice are possible in the middle and later stages. Further, they recognize that at all stages much must depend on the abilities of the teacher.

Finally, we are sure that all teachers will be glad to note the Board's disapproval of the reading of trivial texts and disconnected passages.

Particulars of the work done in Modern Languages at eight schools form the subject of an Appendix, and the principles of the new method are briefly set forth by Mr. von Glehn, in connection with the syllabus of the Perse School, in a statement which is noticeable for the clearness with which self-expression is described as the basis on which modern methods rest.

EDITORIAL NOTES.

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 Association, but those whose subscription for the current year is not paid before July 1 are not entitled to receive it.

The Annual Subscription to the Association, payable on January 1, is 7s. 6d., and should be sent to the Hon. Treasurer, Mr. F. W. M. Draper, City of London School, Victoria Embankment, London, E.C.

Applications for membership should be addressed to the Hon. Secretary, Mr. G. F. Bridge, 7, South Hill Mansions, London, N.W.

The MODERN LANGUAGE REVIEW, a Quarterly Journal of Medieval and Modern Literature and Philology, edited by Professor J. G. Robertson, and published by the Cambridge University Press, is supplied to Members of the Association at a special annual subscription of 7s. 6d., *which must be prepaid*. It should be sent with the membership subscription (15s. in all) to the Hon. Treasurer. Those who wish to take in or discontinue the REVIEW should communicate with the Hon. Secretary.

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. L. HUTTON, 2, College Gardens, Dulwich, S.E.

Residence Abroad (Women): Miss SANDYS, 30, East St. Helen's, Abingdon; **(Men)**: H. M. CRUTTWELL, Byron Hill, Harrow.

Travelling Exhibition: Miss HART, County Secondary School, Sydenham Hill Road, S.E.

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

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MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE ASSOCIATION

EDITED BY J. G. ANDERSON

VOLUME VIII. No. 5 July, 1912

DISCUSSION COLUMN.

WHAT COMMAND OF ENGLISH SHOULD A CHILD POSSESS BEFORE BEGINNING THE STUDY OF A FOREIGN LANGUAGE?

CONTRIBUTIONS are invited and will be published as space permits. In order to focus the discussion the following thesis is proposed:

1. The child need know no phonetics; but should be taught accurate pronunciation of the mother-tongue by a teacher who has a sound knowledge of elementary phonetics.

2. The child need know no technical grammar; but should be taught by one who can express the essential things of grammar in terms of a child's understanding.

3. The child should be taught to tell stories; then to write stories in the mother-tongue; then to describe what it sees.

4. The time to begin a foreign language (from the point of view of the school) is when a child has made good progress in 1, 2, and 3. As soon as the sounds of the foreign language have been learned, the child should approach the foreign words by hearing and reading in the foreign language the stories, etc., which have been carefully studied in the mother-tongue, and by learning them more or less by heart.

All contributions should be sent to—

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FÜNFZEHNTER ALLGEMEINER DEUTSCHER NEUPHILOLOGENTAG.

Zu Frankfurt a. M.,
Am 28, 29 *u.* 30 *Mai*, 1912.

Vor etwas über einem Vierteljahrhundert nur auf eine Sektion der Deutschen Philologentage beschränkt, haben sich die Tagungen der Neuphilologen seit der Begründung des—Universität und Schule umschliessenden — Verbandes im Jahre 1886 zu einer imposanten Heerschau ausgewachsen. Mit wenig über 300 beginnend hatte die Zahl der dem Verbande angeschlossenen Fachgenossen bei der letzten Tagung in Zürich bereits das zweite Tausend überschritten, und die Ziffer dürfte bei der diesjähriger Zusammenkunft in unserer Stadt wohl 2500 erreichen. Jedenfalls lässt die Zahl der bis heute angemeldeten Teilnehmer auf ein ganz hervorragendes Interesse an der diesjährigen Tagung und mithin an dem Verbande schliessen. Im besonderen Masse wirkt hierbei gewiss die Wahl des Versammlungsortes mit, der heuer, nach 25 Jahren, zum zweiten Male die in allen Schulgattungen tätigen Männer und Frauen Deutschlands wie der Nachbarländer, ja von weit über dem Weltmeer her, in seinen Mauern begrüsst, die alle von den dreitägigen, nur von wenigen Erholungsstunden unterbrochenen ernsten Verhandlungen reiche Anregung und Belehrung in ihre Heimat mitzunehmen hoffen dürfen.

Dass diese Erwartung berechtigt ist, zeigte schon die am Montag, d. 27, nachmittags in der Akademie zahlreich besuchte Vorversammlung der Delegierten der Vereine, Vortragenden, Hochschulprofessoren und Vorstandsmitglieder, unter ihnen eine grosse Zahl hervorragender Führer auf dem Gebiet der neueren Philologie. Ueber deren Beratung und ihre Ergebnisse wird im Laufe der Verhandlungen, soweit sie von allgemeinen Interesse sind, noch zu berichten sein; im wesentlichen bezogen sie sich auf die endgültige Vorbereitung der am Dienstag Vormittag beginnenden fünfzehnten Tagung.

Die Zusammenkunft sämtlicher bisher eingetroffenen Teilnehmer am diesjährigen—wie in der Regel zu Pfingsten jeden zweiten Jahres stattfindenden—Neuphilologentage zur Begrüssung im Saale der Alemannia wies eine so beängstigende Fülle auf, dass der Raum die Erschienenen nicht zu fassen vermochte und eine Parallelversammlung in dem benachbarten Börsenrestaurant stattfinden musste. In der Alemannia entwickelte sich nach den Begrüssungsworten des Herrn Direktor Ehrichs ein äusserst reges und vergnügtes Zusammensein, das bei gemeinsamen Gesang, der vom dem rührigen Vergnügungsausschuss in geschmackvollem Büchlein zusammengestellten Lieder, sowie durch zahlreiche humorvolle Darbietungen verschiedenster Art—u. a. ein Hans Sachs'sches Fastnachtsspiel, aufgeführt von

Mitgliedern des Marburger Philologischen Vereins—Gäste und Wirte lange vereinte.

Am Dienstag vormittag um 9¾ Uhr eröffnete Direktor DOERR die Verhandlungen des 15. Neuphilologentages und erteilte Herrn Rektor Prof. PANZER von der Akademie das Wort zur Begrüssung von der Stelle welche den Tagungen ein gastliches Heim geboten hat. Daran schlossen sich begrüssende Ansprachen seitens der Staats—usw. Behörden. Geh. Reg. Rat. Prof. Dr. ENGWER für das Preussische Kultusministerium, Geh. Rat. Dr. KAISER für das Prov. Schulkollegium in Kassel, Direktor LIERMANN (Wöhlerrealgymnasium) spricht für die Frankfurter Direktoren-, Rektoren- und Lehrervereinigungen, Oberlehrer Dr. WIRTZ für den Frankfurter Verein akademisch gebildeter Lehrer. Für diese Begrüssungen zunächst dankend teilt Direktor Doerr sodann die grosse Zahl schriftlicher Begrüssungen mit, die eingelaufen sind, und dankt all den verschiedenen Personen und Körperschaften, die sich um das Gelingen der Tagung bemüht haben. Er schliesst daran einen Nachruf für die seit der letzten Versammlung Verstorbenen, unter ihnen besonders der Männer gedenkend, die sich um den N. Ph. Verband hervorragende Verdienste erworben haben, wie WETZ, BREYMANN, und vor allem des jüngst verstorbenen Geheimrat MÜNCH. Zum ehrenden Gedenken aller Heimgegangenen erhebt sich die Versammlung von den Sitzen.

Hieran schliessen sich die Begrüssungen seitens der Vertreter von Behörden des In- und Auslandes. Von hervorragenden Teilnehmern seien hier erwähnt Prof. JESPERSEN (Kopenhagen), Reg. Rat. Dr. BOCK (München), Direktor DORFELD (Darmstadt), Prof. SCHIPPER (Wien), der für die neuphilologischen Verbände und Vereine Deutschlands und Oesterreichs sprach, ebenso wie Prof. FRANÇOIS (Genf) für die Schweiz, Prof. DELOBEL (Paris), für d. franz. Unterrichtsministerium, Prof. VARENNE für die Académie française, Mr. STEPHENS (London) für d. Board of Education, Staatsrat v. LOEV (Petersburg) f. d. russische Unt. Ministerium, Dr. TRIVUNATZ (Belgrad) für Serbien, Prof. PETERSEN (New Haven) f. d. Yale University.

Nach geschäftlichen Mitteilungen seitens einiger Ausschüsse übernahm hierauf Herr Prof. CURTIS von der hiesigen Akademie den Vorsitz und es folgen die drei auf der Tagesordnung des Vormittags stehenden Vorträge der Herren SADLER (Leeds), BRUNOT (Paris) und MORF (Berlin).* Der erstere wies in englischer Sprache auf die Wechselbeziehungen der deutschen und englischen Wissenschaft und Literatur hin und betonte in dankenswerter Weise all das was seine Landsleute den

* Sadler: *England's Debt to German Education* (an extract of which has been published in the *Frankfurter Zeitung*, May 30, No. 148).

Brunot: *L'Autorité en matière de Langage.*

Morf: *Vom vernünftigen Denken.*

deutschen Dichtern und Denkern verdanken. Die fesselnden Vorträge der Herren Brunot und Morf ergänzten sich in trefflicher Weise, indem jener die Wichtigkeit des autoritativen Elements für die Sprachentwicklung in historischer Darlegung vom 16-19. Jahrhundert hervorhob, während der begeistert empfangene Liebling Frankfurts auf dem Berliner Lehrstuhl vor allem betonte, dass in der Sprache und besonders im Sprachunterricht die Freiheit der Entwicklung zu achten sei und dass im Leben der Linguist höher steht, als der Grammatiker, wenn auch die Schule der grammatischen Regelung die führende Stelle nicht versagen kann.

Nach der Vormittagssitzung vom Dienstag folgte die Versammlung einer Einladung der Städtischen Behörden zur Begrüssung in den Römer, wo Bürgermeister Geh. Regierungsrat GRIMM die grosse Zahl der Erschienenen empfing. Auf seine herzliche Ansprache antwortete Prof. Dr. VETTER (Zürich) in schwungvoller Rede unter Hinweis auf die Bedeutung Frankfurts für den Austausch nicht nur materieller, sondern auch geistiger Güter.

Die Nachmittagssitzung wurde mit dem Besuch der *Lehrmittelausstellung* in der Aula der Viktoriaschule eröffnet. Prof. Dr. EGGERT gab einen Ueberblick über den Plan und die Entstehung der Ausstellung, die im wesentlichen aus Hilfsmitteln und Lehrbüchernzur Darbietung und Einübung des fremdsprachlichen Wortschatzes besteht. Er wies auf die Wichtigkeit der Didaktik der Wortkunde für den Schulunterricht und auf die Vielseitigkeit ihrer Behandlung hin, die auch auf der Ausstellung zum Ausdruck gebracht wird. Diese umfasst in ca. 1250 Bänden Wörterbücher verschiedener Art, Hilfsmittel zur Synonymik usw., Uebungsbücher mit Wortschatzübungen zur Grammatik und Lektüre, methodische Schriften und eine Anzanl von Grammatiken und Schriftstellerausgaben für die Schule. Ein ausführlicher Katalog ist erschienen. Nach dem Neuphilologentage wird die Ausstellung dem Frankfurter Schulmuseum überwiesen und als ein besonderer Teil desselben fortgeführt werden.

Herr Dr. PANCONCELLI-CALZIA, Dozent am Seminar für Kolonialsprachen in Hamburg, gab dann sehr anregende Mitteilungen über seine neuesten Untersuchungen zur Feststellung von Sprachmelodie und Tonhöhe zur Verwendung beim Sprachunterricht. Er legte seinen Ausführungen graphische Darstellungen der Klanghöhe einzelner Worte der Hottentottensprache zu Grunde, die wegen ihrer einfachen Verhältnisse das beste Material für solche Untersuchungen biete. Als praktische Ergänzungen zu diesen Darlegungen führte Dr. DRIESEN (Charlottenburg) einige französische Texte auf dem 'Gramola' vor. Aehnliche beachtenswerte Vorführungen boten die Herren Dr. DOEGEN, Dr. WOLTER, und Prof. REKO (Wien).

Um 8 Uhr schloss ein Festmahl im Frankfurter Hof den Verhandlungstag stimmungsvoll ab.

Am Mittwoch eröffnete Herr Prof. Curtis die 3. allgemeine Sitzung und erteilte Herrn Prof. WECHSSLER (Marburg) das Wort über *Die literarische Bewertung des Kunstwerkes.* Der Vortragende führte aus, dass Weltanschauung und Kunstanschauung die Bewertung eines Kunstwerks bestimmen; die Grundsätze der Bewertung seien die Notwendigkeit seiner Entstehung, seine unbedingte Wahrhaftigkeit und echte Naivität. Wo diese Bedingungen sich zu einem unlösbaren Ganzen verschmelzen, nur da entsteht ein 'zeitüberlebendes Kunstwerk.'

Darauf folgte ein Vortrag von Geheimrat VARNHAGEN (Erlangen) über *Neuphilologische Universitätsseminare, ihre Einrichtung und ihren Betrieb,* an der Hand von 17 Leitsätzen, die er der Versammlung im Druck vorgelegt hatte. Hieran schloss sich eine lebhafte Diskussion, an der sich die Professoren Schipper, Sieber, Stengel, Stimming, Viëtor, Förster, Bruel (Cambridge) und Klinghardt beteiligten. Die Versammlung erklärte sich mit der Gesamttendenz der Leitsätze einverstanden.

Als 3. Punkt stand auf der Tagesordnung der Vortrag des Herrn Prof. SCHNEEGANS (Bonn) über *Die Frage der Doktorddissertation.* Der Redner wies besonders auf die Schwierigkeit in der Wahl des Themas für die Dissertation hin, welche eine der verantwortungsvollsten Aufgaben des Universitätslehrers bilde. Ferner legte er seine Ansichten dar über die wichtige Frage, ob ein Student *vor* oder *nach* dem Staatsexamen promovieren solle. Die Meinung des Vortragenden, dass der geeignetste Zeitpunkt *vor* dem Staatsexamen liege, rief eine lebhafte Diskussion hervor, an der sich ausser den Hochschullehrern Förster (Leipzig) und Deutschbein (Halle) die Schulmänner John Koch (Gr. Lichterfelde) und Prof. Wendt (Hamburg), der diese wichtige Frage vor zwei Jahren auf der Züricher Tagung angeschnittenhatte, beteiligten.

Den Schluss de Tagesordnung bildete die Vorführung von Sprechmaschinen durch PROF. THUDICHUM (Genf), sowie ein sehr interessanter Vortrag des Herrn Dr. WISLICENUS über das in Darmstadt aufbewahrte Original der *Totenmaske Shakespeares,* über die der Vortragende bereits ein Buch veröffentlicht hat.

Die vierte Sitzung am Mittwoch Nachmittag eröffnete Prof. BOVET (Zürich) mit einer formvollendeten französischen Rede über *Jean Jacques Rousseau.* Das Thema war gewählt in besonderem Hinblick auf den im Juni bevorstehenden 200. Geburtstag des grossen 'Citoyen de Genève.' In seinen Darlegungen wies der Redner nach, dass man Rousseau und sein Werk nur dann völlig verstehen könne, wenn man in ihm den typischen Vertreter des Schweizertums sehe, in dem deutsches und französisches Wesen sich zu einer nationalen Einheit

verschmolzen haben. Seine Persönlichkeit und sein Wirken sei gleichsam ein Abbild der Alpen in ihrer Schönheit und ihrer naturwüchsigen, rauhen Kraft. Die Widersprüche, die man in seinem Werke hat finden wollen, sind nur scheinbar.

PROF. VIËTOR (Marburg) hielt darauf einen Vortrag über *Lautschrift*, dem er Leitsätze zu Grunde legte, die zum Teil schon den Tagungen in Hannover und Zürich vorgelegen hatten. Er empfahl die Lautschrift des *Weltlautschriftvereins* (Association Phonétique Internationale) zum Schulgebrauch. Die Diskussion, an der sich die Herren John Koch, Förster, Ziegler (Köln), Jespersen (Kopenhagen), Dr. Otto sowie Beyer (München) beteiligten, ergab als die Ansicht der Versammlung, dass, wie wünschenswert auch eine einheitliche Grundlage der Lautschrift sei, man im einzelnen Freiheit lassen müsse. Da im allgemeinen die Weltlautschrift den Anforderungen entspricht, so einigte man sich entsprechend den Viëtor'schen Leitsätzen dahin, sie der allgemeinen Anwendung in pädagogischen und wissenschaftlichen Werken zu empfehlen.

Zu interessanten Erörterungen gab auch der höchst sorgfältig ausgearbeitete französische Vortrag von Prof. Dr. GLAUSER (München) über *Les Assistants étrangers* Anlass. Dieser sehr heikle Gegenstand wurde sowohl von dem Vortragenden, als auch von dem Vertreter des preussischen Kultus-Ministerium Geh. R. ENGWER und dem Vertreter des französischen Ministeriums Prof. GIROT (Paris) in durchaus versöhnlichem Tone behandelt. Auf beiden Seiten wurde anerkannt, dass der seit etwa 10 Jahren bestehende Austausch junger Lehrer und Lehrerinnen trotz aller zu Tage getretenen Mängel eine sehr nützliche Einrichtung sei. Vorschläge, die Oberlehrer Dr. Fischmann (Frankfurt) im Namen ehemaliger 'assistants' machte, fanden den Beifall des Kongresses.

Am Abend vereinigte eine von der Theaterleitung zu Ehren des Kongresses veranstaltete Vorstellung von Shakespeares Der Kauffmann von Venedig die Kongressteilnehmer im Schauspielhaus.

(*To be continued.*)

ENGLAND'S DEBT TO GERMAN EDUCATION.

BY DR. SADLER.

(From the *Frankfurter Zeitung* of June 20, 1912.)

WIE schon furz erwähnt wurde, hielt am Dienstag den ersten Vortrag auf der Tagung der Neuphilologen Prof. SADLER, Vizekanzler der Universität Leeds. Der Vortrag beschäftigte sich mit der Frage: *Was England der deutschen Bildung verdankt* und darf als ein wertvoller Beitrag zur

DEUTSCH-ENGLISCHEN VERSTÄNDIGUNG

gelten. Deshalb sei noch Einiges aus den Ausführungen des Redners wiedergegeben. Deutsches Denken und Handeln, so sagte Prof. SADLER, hat einen bildenden und eindringlichen Einfluss auf die englischen Lehrmethoden und die erziehlichen Ideale Englands während des letzten Jahrhunderts ausgeübt. Jede Stufe der *englischen Erziehung*, vom Kindergarten bis zur Universität, hat *deutschem Einfluss* unterlegen. Fröbel und seine Schüler haben einen neuen Geist in die Erziehungsmethoden der Kleinkinderschulen gebracht. Die Gedanken von Fichte und Herbart gaben dem englischen Elementar-Unterricht die Richtung an. Der Schulzwang, gegen den sich der stolze Sinn des Engländers empörte, war in hohem Masse das Ergebnis des deutschen Vorganges und deutscher Erfahrung. Die Schulhygiene und ärztliche Beobachtung der Schulfinder verdanken wir deutschem Beispiel, z. B. den Untersuchungen von Hermann Cohn in Breslau i. J. 1886, der Einsetzung eines Schularztes in Frankfurt a. M. i. J. 1883 und der Einrichtung einer Schulzahnklinik in Strassburg i. J. 1902. Alles, was die englische Regierung jetzt für die Organisierung des *höheren Schulwesens* und für die materielle Unterstützung der Universitätsstudien tut, geschieht in hohem Masse nach deutschem Vorbild und infolge deutscher Einwirkung auf die englische öffentliche Meinung. Der Aufschwung des technischen Hochschulwesens war das direkte Ergebnis des deutschen Vorbilds. Dem Universitätsprofessor Viëtor in Marburg, den Direktoren Dörr und Walter in Frankfurt ist die neue Methode des modernen Sprachunterrichts zu hohem Dank verpflichtet. Reinhardts Reformen am Goethe-Gymnasium in Frankfurt, durch die ein gemeinsamer Unterbau im modernen Unterricht für alle Schüler unter 12 Jahren geschaffen und der Beginn des Lateinischen bis zum 12., des des Griechischen bis zum 14. Jahre hinaufgesetzt wurde, hatten einen bedeutenden Einfluss auf die englischen Ideale der klassischen Bildung. Dr. ROUSE von der Perse-Schule in Cambridge war der *englische Reinhardt*. Dem Werke von Männern wie Kerschensteiner und Münsch, das den englischen Lesern verständlich dargelegt worden ist von J. C. Horsefall in Manchester, verdankten wir eine neue Vorstellung von der *Fortbildungsschule*, der technischen wie der humanistischen, die in unmittelbaren Zusammenhang mit der Industrie gebracht wurde, aber mit einem starken staatsrechtlichen Einschlag. Eine Reihe grosser Schriftsteller hat die deutschen Erziehungsgedanken in England popularisiert. Unter ihnen sind an erster Stelle zu nennen S. T. Coleridge, Thomas Carlyle, Charles Dickens (ein begeisterter Fröbelianer vom 1855), John Ruskin, Herbert Spencer, Matthew Arnold.

Deutsche Erziehungsideen waren unter uns auch durch *in England wohnende Deutsche* verbreitet worden: durch Männer des Staates wie

den Prinzgemahl, durch Gelehrte wie Max Müller, durch Lehrer wie Miss Heerwart, Frau Michaelis, Herrn Sonnenschein. Ein berühmter englischer Lehrer, Mr. Herford von Manchester, war zu einem der Bindeglieder zwischen deutscher und englischer Erziehungspraxis geworden. In unseren Schulen und Universitäten sind die Kurse und Methoden des Studiums deutschen Gelehrten zu hohem Danke verpflichtet, nicht zum wenigsten Grimm, Bopp, F. A. Wolff, Niebuhr und Liebig, den Schriften von Fröbel und Herbart, W. Rein, Münch und Natorp verdanken wir unsere Ausbildung der Lehrer an den höheren Schulen Uber die höchste Dankespflicht für die englische Erziehung durch Deutschland schulden wir doch dem, was wir—wenn auch unvollkommen—von *deutschen Denkern gelernt* haben, im besondern von Fichte, Wilhelm von Humboldt, Hegel und Friedrich Paulsen, dass nämlich die Ermutigung und geistige Führung auf allen Stufen nationaler Erziehung eine der höchsten Pflichten des Staates ist, vorausgesetzt dass dieser so erleuchtet ist, dass er dem Forscher und Lehrer Freiheit gewährt und kluge und weitausschauende Pläne fasst, nicht in der engherzigen Absicht, sich materiellen Nutzen zu sichern, sondern im festen Glauben an die charakterbildende Macht der Ideen.

EDUCATIONAL TOURS.

At any time of life travelling may be recommended as an antidote to insular or Chauvinistic prejudices, as the best means of widening one's outlook on life, as a potent influence in fostering the feeling of the brotherhood of man, and as an important factor in the preservation of the world's peace. Though English people have for centuries past been great travellers, it is doubtful whether all or any of the above results have been much in evidence in their conduct towards foreign things and foreign nations. The supercilious contempt of the average travelling English man and woman for the people of the country in which they are temporarily sojourning has become proverbial. It may be that the opinions and ideas of the travelling adult have already been moulded and set hard, and consequently incapable of receiving lasting or beneficial impressions. Educationists should, therefore, welcome every attempt to bring the youth of this country into closer contact with other countries at an age when impressions are likely to remain and bear fruit, and should be interested to hear of the recent tours to Germany of the boys of King's College School. The first was made in 1911, the second at Easter of the present year, and between these came a return visit of German boys to Wimbledon. Accounts of these visits, written by boys taking part in them, have appeared in the School Magazine and in the *Surrey Comet*. Most of the account of the second tour, as written by S. T. Read, is here reproduced; but it would be of great value to teachers if Herr Koch, who organized and carried out the King's College visits, could be induced to lay aside his modesty, and give practical hints as to expense, etc., as a guide to others contemplating similar tours. Although Germany seems to be for the present the goal aimed at by such visits, it is per-

missible to point out that a visit to one of the Latin countries, where the languages and habits of the people present a stronger contrast to our own, would probably be of still greater educational value. It may be argued, perhaps, that France, for instance, is already well known; but no greater mistake could be made than to imagine that a real knowledge of the French nation is to be obtained from visits to Paris or the Channel seaboard.

With a few unimportant omissions, we give the account of the second visit as it appeared in the *Surrey Comet*, mainly because it will enable others to judge in what way such a visit could be improved upon, and whether a quieter visit, with more time to observe the family life of the nation visited, might not be an advantage worth considering.

During the Easter vacation, Mr. W. Koch, our senior German master, went with about a dozen boys of King's College School on an educational tour to Germany. This second trip was even more delightful than the first, thanks to Mr. Koch's able management, the kindness of Professor Kühne, and the invitations of old boys of the Godesberg School, and last, but not least, to the fine weather which prevailed during our stay in the Rhine district.

'On April 12 we all met at Charing Cross Station at 8.45 p.m. . . . On the 13th we arrived at Cöln at eleven o'clock, where we changed and took a slow train to Godesberg.

'Arriving at our destination about 12.45, we were met by Herr Haslinger, the house-master of one of the *pensions* to which we were to be taken. We were divided into two parties, and were then conducted to our respective *pensions*, and, after having a long-anticipated wash, we partook of a most enjoyable lunch. After lunch all from our house, six in number, went for a stroll about the town of Godesberg. We had a hard task at first in making ourselves understood at the shops we visited; but, by diligent application of our hands and facial expressions, we succeeded in getting what we wanted. We found Godesberg a very fine, though rather small, town, chiefly a summer watering-place.

'Having had coffee at 3.30, we were taken to the Pädagogium. Here we were greeted most heartily by Professor Kühne, the Head-Master of the school. We were shown all round this large and extensive school, which might almost be compared in its standing to Harrow. There are about 450 boys, of whom 350 are boarders, located in some twenty-five boarding-houses, or *pensions*, as they are called. We thoroughly enjoyed looking over the huge school, and, after having being shown all round it, we were taken by Mr. Koch for a walk to the Rhine, of which we got splendid views. Well may the Germans be proud of their beautiful river!

'After supper we retired almost immediately, as we were quite tired out after our busy day. We found the German beds all right—a trifle hard, to be sure, and with rather an objectionable habit of coming out at the foot. Such being the case, on several nights (or, rather, mornings) my room-mate and I perforce had to get up about three o'clock to straighten things out. We got so used to this that, after a few nights, we made the beds up ourselves every night before we retired.

'On the whole, we had a good night's rest, and felt quite refreshed on Sunday morning, the 14th. In the morning we went for a walk, viewing the ruins of the old Godesberg Castle. In the afternoon a walk to the Drachenfels was planned; but, as the weather was not favourable, we went to the Hotel Dreesen, and heard the band play for a couple of hours while we had some refreshment.

'On Monday we left Godesberg by train at seven o'clock in the morning. Changing at Cöln, we took a train to Oberhausen, where we were met by a gentleman named Herr Haferkamp. Here we were taken by him to the Zeche Concordia Coal-Mine, of which he is an official. We were first

taken into the paying office; from here we went and saw the various bathrooms for the use of the officials; we then visited the other bath rooms and the clothes-rooms, and learned that every miner had to take a bath before leaving the buildings. After this, one of several pitheads was shown to us, where we saw both empty waggons going down and full ones coming up. We learned that at this pithead about two thousand five hundred tons of coal are brought up daily. A machine for the sifting of the coal was shown to us, and then we went and saw railway-trucks being loaded by a chute. From here we were taken to a machine which gathers all the coal-dust and piles it in a heap. Our next visit was to a water-tower, where the coal-dust is gathered in water. The water is then let into reservoirs; there the coal-dust sinks to the bottom, the water is then run off, and the dust taken out. This is now made into briquettes. The latter process was very fully explained to us; we also visited the place where the red-hot coke is taken out of the large furnaces and cooled. The temperature of the furnaces is 1,400° C. After seeing the haulage machinery, we had lunch, which, having been completed, we journeyed to Duisburg, and were taken in a motor-boat round the largest inland harbours in the world—namely, that of Ruhrort. After doing this, we returned to Godesberg, thoroughly tired out. For this enjoyable excursion we extended our heartiest thanks to Herr Haferkamp and to his nephew, Dr. Haferkamp.

'We rested on Tuesday after the exertions of the previous day. In the afternoon a motor-boat trip up the Rhine to Linz was taken We passed the Drachenfels, Rolandseck, with Roland's Arch overlooking the Rhine, and Reinagen. Altogether we covered twenty miles. For this excursion the boatman had specially provided an English flag for us, which we appreciated very much.

'Wednesday was reserved for walking. In the morning we climbed Petersberg (one of the mountains of the Siebengebirge), together with Herr Hasbinger. It was a hot climb, but was well worth the trouble. At the top we had a splendid view from the hotel which is on the mountain, overlooking the Rhine. While we were here we had the good-fortune to see the *Zeppelin* sail over us. Descending from Petersberg we passed Heisterbach, and returned to Königswinter in an hour or so by a pleasant level road. Heisterbach is also connected by a small railway with Mederdollendorf. From the latter place one has an opportunity of crossing by boat to Godesberg, and this we did at once. During lunch the sky became so dark that it appeared as if the moon were shining. We went out and found that there was an eclipse of the sun. In the afternoon we walked to the Cottenforst, which consists of fine beech and oak trees. We saw the famous Vikingschiff. This is a fir-tree which has been blown over, but it is alive, and branches have shot up perpendicular to the ground. The centre branch being the tallest, and the end one having curled itself, the whole tree is exactly like a Viking ship. On returning we admired the beautiful Rhine scenery from the edge of the forest.

'On Thursday we walked along the Rhine to Bonn. On the way we saw the steam-cable railway ferry at work. It was something worth seeing. As it is too expensive to build a bridge across the Rhine at this point, they have constructed this ferry. It consists of a large boat, with railway-tracks on it from one end to the other. When the train comes the engine is taken off, and when the boat gets to the other side of the river another engine is in readiness, waiting to pull the train on its journey. At Bonn we walked along the beautiful Rhine promenade, admiring the fine villas overlooking the Rhine, and had a grand view from the bridge, which the people of this town are so proud of. We then walked up to the Alte Zoll, and enjoyed from there the view of the Rhine and the Siebengebirge. On the Alte Zoll is the monument of

Ernst Moritz Arndt, the great poet of the "War of the Liberation," who reminded the Germans that the Rhine is Germany's river, and not the frontier, and roused the Fatherland to break away from the yoke of Napoleon I. We also saw some cannons that were taken from the French. Next we passed the Hofgarten and the University, and came to the Market-Place, where we saw the old Rathaus, and paid our first visit to an automatic restaurant, which proved quite novel and interesting to us. This excursion worthily ended in a visit to the fine municipal baths, which are fitted up most luxuriously, and we fully enjoyed ourselves. The afternoon was spent quietly, so as to prepare ourselves for the two-day excursion to Frankfurt, Wiesbaden, and Rüdesheim.

'Frankfurt and Wiesbaden were not in our original time-table; the Rhine tour had only been planned as far as Rüdesheim. But, on our arrival at Godesberg, we learned that some Old Boys of the Pädagogium had invited us to Frankfurt, and had promised to look after us well. Needless to say, we were more than delighted to visit this fine and interesting old Hanse town. We started from Godesberg about 7.15, and travelled via Coblenz and Mainz; and, although the journey was rather long, we were amply rewarded by watching the beautiful scenery of the Rhine, and Mr. Koch pointed out to us all the principal sights, from the "castled crags" of the Drachenfels to the Mäuseturm near Bingen. Arriving at Frankfurt about half-past eleven, we were met by Herr Voemel, Secretary of the Old Boys' Club, and Herr Rübsamen.

'We were first taken to the Baseler Hof, a very fine hotel indeed, where we were to stay the night. Then the Old Boys showed us the interesting sights of Old Frankfurt. We were shown the ford where the old Franks crossed the River Main, and which gave the town its name. Then we strolled to the Market-Place, viewing the Alte Römer (Town Hall), where the Emperors were crowned in the early times, the well that gave out wine in the Middle Ages, and the stones where oxen were roasted on Coronation days. All the houses of this part of the town are kept up as they were in medieval times, and, but for the fact that the dress of the people has changed, one could easily imagine living six or seven hundred years ago. We then saw the church where the representatives of the North German States held their Parliament in 1848, and after this were taken to the General Post Office, noting particularly the electric tramcars, specially for the use of the Post Office, which convey the mails over the city's tramway system to the station and the branch offices. After seeing these sights we were quite ready for the fine lunch at which the Old Boys entertained us in an excellent restaurant. We were joined by a few more Old Boys, and specially favoured with the company of Herr Rübsamen, junior, who kindly arranged for us to see the ascent of a Zeppelin airship.

'We arrived on the ground just in time to see the monster come out of its shed, and, after having prepared everything in order for rising, the engineer climbed into his box, and gradually the great creature rose and sailed away at high speed. It was a grand sight to watch her make the ascent, and, with many others on the ground, we wished we could be in the cabin of the *Princess Louise* on this aerial flight.

'From here we walked to the Adler motor-works, and were met by Herr Kleyer, the son of one of the directors. Under his guidance we went through the whole construction of the motor-car and the bicycle with the keenest interest, and, after thanking him heartily, we were taken to our hotel in three large Adler cars.

'In the evening we went to a variety performance in one of the theatres, and, after the real performance was finished, we saw three or four wrestling-bouts, which proved to be an instructive lesson to us.

'Altogether we enjoyed our visit to this large city very much; and for this pleasure we had to thank the Old Boys of the

Pädagogium, who, by their planning and assistance, made our visit so interesting.

'After admiring once more the splendid railway-station, which looks like a palace, we left Frankfurt on Saturday morning for Wiesbaden, arriving there about half-past ten. We were shown round this beautiful town by Mr. Koch, viewing the Wilhelmstrasse, which is the principal street, the Kurhaus, the Royal Theatre, and many other large and beautiful buildings. We fully enjoyed our short visit to this town, and left with the thought that, if we visited Germany again, we would surely try to see more of Wiesbaden.

'Leaving after lunch by train, we went to Assmannshausen. From here we walked up a steep hill to the Niederwald, and then from the Tagdhaus through lovely woods to the Rossel, and enjoyed for some time the grand view over the Rhine and the River Nahe, over Bingen, Rüdesheim, and the "Goldene Aue." This is considered by some the finest view on the whole Rhine. We then went on to the National Denkmal, of which the Germans are so proud, and we were quite struck with its size and splendour. Then we descended—our way leading all the time through vineyards—to Rüdesheim, and refreshed ourselves there with well-deserved coffee, with ample German bread-and-butter and *kuchen*. In the evening we took a fast train to Königswinter, and from there returned to Godesberg in a motor-boat.

'On Sunday afternoon we were distributed amongst some of the boarding-houses of the school, and went for walks with the Godesberg boys, some of us to the Siebingebirge, others to other places on the Rhine.

'On Tuesday, the 23rd, we had an invitation to Herchen, on the River Sieg, to visit the branch-school of the Pädagogium. Arriving there at about eleven o'clock, we were welcomed by the masters, and especially by the Head-Master, Herr Lindemann. He was one of the German masters who came over to King's with the German boys last year. We then had a second breakfast, after which we were shown round the different boarding-houses, and found them much better equipped than those at the Pädagogium. This was mainly due, perhaps, to the newness of the houses, some of which were only about a year or two old. After this we went for a pleasant walk with the Head-Master. He showed us round the school and the woods belonging to the estate, which is immense. The schools has its own special dairy and farm, including two donkeys; there are also several little arbours and summer-houses dotted about on the hills, from which a charming view of the Sieg Valley is obtained. After this Herr Lindemann took us to his house in the village, where we were entertained with refreshments. We still managed to walk up the hill to the school, and enjoyed our lunch there with all the pupils. The school was given a half-holiday in our honour, and we all walked out into the woods, where we were highly interested in watching the boys make their own coffee or "chocolade." We then partook of some coffee and cakes, and marched back to the school, and from thence to the station to take the train home.

'Leaving Godesberg after lunch one day, we arrived at Coblenz about three o'clock. From here we were taken to Deinhard and Co., the largest wine firm in Germany. We were met by Herr Mensing, who ably conducted us through the extensive cellars, and, as he could speak English fluently, the visit was made all the more interesting and profitable. The blend is made of wines from the Champagne district with Moselle wine. The former, having grown on chalk, absorb carbonic acid very easily, while the German Moselle wine gives its strength and flavour. Sugar is added, the proportion of which has to be carefully ascertained and regulated. As soon as fermentation has set in, the wine is poured into strong bottles of a particular shape. These bottles are immediately corked and strongly wired, and then stacked in the

cellars. As soon as the fermentation in the bottles is completed, they are removed to the cellars, where the wine is allowed to mature for several years. After a given number of years have passed, they are shaken daily for some six or eight weeks. Then the bottle passes through the hands of many cellarmen. The first one removes the cork, and with it the sediment deposited on it. The bottles then receive their final corks, and are strongly wired again, and after this are placed in reserve for several years longer, during which time the wine improves greatly in quality. Finally, after a thorough cleaning from cobwebs and dust, the bottles are decorated with gold or silver foil, and labelled according to the quality of the wine which is in them. Then, after being packed in strong cases, they are ready to be sent to any part of the world. We all thoroughly enjoyed the visit to these wine-cellars, more especially, may I add, because of the sample to which we were treated of their sparkling Moselle. After signing our names in the visitors' book, which the Kaiser and many royalties had also signed, we said good-bye to Herr Mensing, whose kind information we all fully appreciated. We then walked to the Kaiser Wilhelm der Erste Monument, which stands on the Deutsche Eck, the strip of land between the Rhine and the Moselle. From this one obtained a lovely view across the River Rhine to the fortress of Ehrenbreitstein, to which we crossed in order to take the train to Königswinter. Thence the motor-boat carried us over to Godesberg.

'An afternoon was spent in climbing the Drachenfels ; a splendid view of the Rhine Valley is to be obtained from the top of this famous mountain.

'To the Elberfeld and Barmen excursion a whole day was given. Starting from Godesberg in the morning, we travelled via Cologne to Elberfeld. We then made a trip to Barmen and back on the overhead railway. We then had lunch in Elberfeld, after which we went to the station and took the train to Langenberg, and were here met by Herr A. Colsman, and taken to his father's large silk works. After being shown about the works, a tramcar was taken to Herr Colsman's house, and there we met his father, who bears the title of "Commerzienrat," corresponding in England to the title of "Sir." We had a tea which was most appreciated ; then all of us, except Mr. Koch and Herr Lehmann, a Godesberg master who accompanied us, walked at least four miles, the others riding in a carriage, to the farm belonging to Herr Colsman. Here we had an opportunity to distinguish ourselves in the way of shooting. After this we were employed in cutting down one of the hundreds of trees on the estate, with which a huge bonfire was made. We were then entertained to supper in the farm-house, after which we had an exciting cross-country run back to the station, where we took the train to Godesberg. This, indeed, was one of the best days we had, mainly because of the kindness and hospitality of Herr Colsman.

'On the following Sunday we went for walks with the schoolhouses, and some of us had supper with the boys. We must also not forget to mention that for some days we went to various classes in the school, and got some idea of the German boy's school-life, particularly noting that they start much earlier than English boys and have all their important lessons in the morning, while the afternoon is mostly reserved for games.

'On the afternoon of the 29th we journeyed to Cologne, and arrived there about three o'clock. We first viewed the exterior of the Cathedral, and then crossed the river by the new railway-bridge, a fine structure, and recrossed by the Bridge of Boats. This unique bridge we had the good-fortune to see opened for the passage of several steamers. We then visited the Market Hall, Town Hall, and the Gürzenich, where the famous Gürzenich concerts are held every winter. After being refreshed with tea, the interior of the Cathedral was next viewed, and impressed us much the same as our own St. Paul's.

We then took a tram to the Opera, where we saw "The Merry Wives of Windsor." This closed a very delightful half-day excursion.

'The following day was employed in resting ourselves before beginning the return journey home. In the evening we were invited to the Head-Master's house, had supper with the "Rektorat" boys, played about in the grounds, and later assembled again in the dining-room for refreshments, and sang German songs.

'On the next morning we met before the school. It was May 1, and on this day it is the custom at the Godesburg School to sing the May Song ("Der Mai ist gekommen") at the interval, and to welcome the merry month of May with three hearty cheers. We joined in the song, much to the delight of Herr Endemann, the master who conducted this ceremony. After that we went to the Great Hall, where Professor H. Kühne said farewell to us, hoping that we had all enjoyed our tour, and that we should look back on Germany with the best remembrances.

'At 3.30 in the afternoon we turned our faces homeward by taking the train to Ostend, stopping at Cologne again for a short time. Arriving at Ostend about midnight, we were aroused from a sound sleep to board the *Jan Breydel*, which was to convey us to Dover. Here we came into the breakwater just as the day was dawning, and, when the vessel had been moored alongside the pier, we had the pleasure of once more setting foot on English soil. Charing Cross was reached at six o'clock, and so was ended a long-to-be-remembered Easter holiday.

'To Professor Kühne, and the Old Boys and present boys of the Pädagogium who gave us so hearty a welcome among them we wish again to express our sincerest thanks; and I should like, in closing, once more to thank Mr. Koch on behalf of the party for having made so enjoyable and instructional a tour possible.'

THE CHILDREN'S GATHERING AT WINCHESTER.

About 250 children, with their parents, coming from the various branches of the Parents' National Education Union School, founded in connection with the Parents' National Educational Union, assembled at Winchester during the days May 6 to 9. The object of the gathering was twofold: Firstly, to celebrate the twenty-first anniversary of the foundation at Ambleside of the Parents' Union School by Miss Charlotte Mason; and, secondly, to bring together for a few days from all over the kingdom children belonging to the schools which have sprung up in connection with it, in order to enable these children to realize more fully that they form part of a great organization; and by grouping them together in classes for lessons in common, to foster a wider spirit and sense of comradeship amongst them.

No more beautiful setting than the old city of Winchester could have been chosen for such a gathering. The Union secured the Old Guildhall for the four days of the Congress, and the proceedings opened on the afternoon of the first day with delightful address by Lady Campbell, one of the Executive Committee, on 'The Principles of the Union.' Local invitations had been issued, and there was a very full audience.

Later, children and adults gathered to hear Miss Marie Shedlock tell fairy-tales and Arthurian legends in her inimitable style, and it was very refreshing to hear the ripples of childish laughter coming from the junior portion of her audience when anything in the stories appealed to their sense of humour.

In the evening Miss Lily Montagu, whose work amongst girls and girls' clubs in London is well known, gave an inspiring address on 'The Happiness of

Work.' This was intended for the older girls attending the gathering, but adults were also admitted.

The proceedings on the second day opened with a short impressive service in the Cathedral, when the Dean of Winchester addressed the children. Then the little people trooped to the Guildhall, and were divided up into classes for lessons and work. The lessons were held each morning for an hour, and were all given by ex-students or students from 'The House of Education,' Ambleside, the training college of the P.N.E.U., and Parents' Union School. The parents and public were admitted to them as listeners, and, judging by the numbers who sought to avail themselves of this privilege, it was evidently much appreciated. Some very interesting lessons were heard. Amongst others, Miss W. Kitching's and Miss Wingate's clever arithmetic lessons, Miss Pennethorne's thoughtful lesson on English Literature, and Miss Evans's lesson in French on Direct Method lines being greatly liked and attracting in each case a large audience.

After lessons the children assembled in the great hall, and gave some excellent renderings of folk-songs. When one remembered that all those taking part in the songs were singing together for the first time, one realized how much credit was due to the careful training the children must have received individually in order to produce such a pleasing effect. The rendering of Grieg's 'Fatherland's Psalm' by this choir of fresh young voices was especially beautiful.

Country and Morris dancing followed, and in the afternoon, as the weather was unkind and did not allow outdoor excursions, the children took part in indoor scouting and scouting games, conducted by Miss Mellis Smith, of 'The House of Education.' A paper by Miss Charlotte Mason on the Parents' Union School was also read by Lady Campbell, Miss Mason being unfortunately not well enough to attend the Congress and see for herself the fruit of her twenty-one years' work.

A lecture, with lantern illustrations, by Miss Ethel Turner, on 'The Time of the Singing of Birds,' deserves special mention. The excellence of the slides, produced from photographs taken by Miss Turner herself, who is a real bird-lover and sympathetic student of bird home-life, gave keen delight to her audience. Shouts of joy and vigorous clappings welcomed the appearance on the screen of some particularly delightful pictures of nestlings and fledglings, and the account of the rather wicked doings of a pair of swans tamed on the Broads by Miss Turner was listened to with breathless interest. In the evening a delightful paper was read by Miss Chaplin on Jane Austen, and at intervals passages from that authoress's works, and letters written by her, were read by students from Ambleside.

A talk on the Parents' Union School motto, 'I am, I can, I ought, I will,' opened the third day's proceedings, when Miss Parish, ex-student of 'The House of Education' and General Secretary of the Union, gave an earnest and thoughtful address to the children. Then lessons, songs, drill, and dancing followed, and Mrs. Howard Glover gave a musical appreciation lesson.

The early part of the afternoon was set apart for rest; but at four o'clock the children reassembled at the Guildhall for the historical dress-party, where each child was in dress representing some person in English history connected with Winchester. The children were arranged in groups, beginning with the Arthurian legend group and finishing with that of the Victorian period. The dresses and grouping were all cleverly designed and arranged by Mrs. and Miss Clement Parsons; and the former also gave a short explanation of the composition of the various groups as they passed across the stage before the audience.

On Thursday morning lessons were again in full swing. Miss Pennethorne gave an interesting lesson on Henry of Beaufort to a group of older girls, and

later on a lesson on Plutarch to a class of small children attracted a large audience.

Mrs. Franklin then gave an address summing up the events of the 'Winchester week,' and calling for votes of thanks to those who had worked so indefatigably to make it a success. The proceedings terminated with a visit to the Cathedral and S. Cross.

No account of the gathering would be complete without a word of appreciation of the excellent organization of the meeting and of the arrangements made for housing all the visitors, some 600 in number, by the Hon. Mrs. Franklin and Miss Parish, to whom the great success of the week was very largely due.

V. PARTINGTON.
F. M. S. BATCHELOR.

TWO FRENCH SKETCHES.

THE French have their bores. From the conversation and the writings of gentlemen who 'know France' you would suppose the most witty and 'spiritual' nation had no bores. But the people who find their principal means of expression in talking must, unless they have genius or are journalists, often talk for the sake of the noise it makes. M. Haricotvert who has just 'descended' in our hotel is a double-bore, a choke-bore; every time he goes off, the small shot of his conversation slays some sensitive thing in the ambient atmosphere. He was our hotel-fellow for some days. He came with his wife, a fair, middle-aged thing in blonde hair, and a staid couple, man and wife. He was soon left alone with his life-companion, the couple having fled, as it were, privily in the night.

I see him at the table he commandeered: his elbows, at the very edge of his plate, supporting the gesticulating hands, his hands using fork and knife to point his morals and adorn his tales in the interval of transporting or flinging morsels of food to his mouth, his mouth munching and conversing at the same time.

He had a particular talent for discovering subjects of less than no importance—subjects one conceals in drawers to which one goes but seldom, subjects one files or pigeonholes and forgets! He had, it appeared, once been overcharged fivepence, for what no one could tell. He narrated many times what he said—the violent language he had used, theft and robbery and felony and hard labour, blighted hopes, and a family of small children begging their food. He thumped his elbows on the table, he smacked his fists upon the table, he whacked his knife and his fork on his plate or waved them into his life-companion's face. He imagined he was being contradicted, that his friends sympathized with the rogue of a thief, and it was only after a bitter conflict that it was borne in upon him that they fully agreed to all he said, that they would have taken his part against Jeanne d'Arc to be rid of him. And then, worked up with the fury of

his talk, he was not pacified, not he. Loudly, violently, argumentatively, he shrieked: 'Mais alors, nous sommes d'accord. Très bien, nous sommes d'accord.'

Five minutes later he was at it again, explaining an oil-stove he used. Once more he imagined opposition, but this time he would (in the most aggravating way) convince them by persuasion, by subtle argument. Let them put themselves in his position: consider the use to him of such an oil-stove, the price of oil, of coal, of methylated spirits, the danger of other types, the safety of this. What? Could it be possible they did not agree? His voice rose. At every interruption intended to convince him of their perfect agreement he raised his tone yet a little more. At last —Heaven's providence alone can tell how it happened—a crumb choked him, and in the comparative silence of the coughing the wife of his companion explained patiently how she had used that particular make of stove all her life—that it had, indeed, been used to warm the first bottle of milk given her when she appeared in a dyspeptic world.

His friends, I repeat, fled like the Arabs. When he discovered their discreet departure he bemoaned himself loudly. He had expected them to bear him company for several weeks. '*Mais alors*,' he exclaimed, '*nous sommes fichus;* it's all up with us.' And I reflected grimly that this man was something more heavy than a *fichu* round the neck of his blondly patient wife.

The voice of a priest praying by a cottage, in the open air; someone is ill or, it may be, dying, and the priest is praying. The fierce sunlight strikes upon the grey, castellated gables, the slate, the fine, long chimney stacks, from one of which a corner is broken. The walls are grey, with green foliage over one side. In front is the dull red-and-white brickwork, with wrought iron, of a gateway half seen through fruit-trees. Leftward are the white-grey walls of an outhouse, brown-doored, with the dark green of a little fence. A grey ladder and brown poles lean against this building, which is cut in two, as by a steel, by a straight line of sun and shadow. Over the cottage is the spire of the church—grey. All is brown or grey, except where vivid sunshine lights it. But two patches of red, inflamed by the sun, relieve the almost monochrome of the picture—a chimney-pot, red, and below it, near the ground, a red blind, drawn. And by that window a priest is praying. He prays aloud, solemnly. Will you, with the anticlericals of France, tell me that he prays thus from habit? I will answer that his heart may not be in his words, that habit may have dulled the piety of his *Aves* and *Paternosters*, that he may be a hypocrite, living a foul, secret life. It matters not. Those who have bidden him pray, those who are by his side as he prays,

those who pray with him are sincere and sweet in their faith; and man, praying so sweetly and with desperate faith, even though the prayer may reach no Almighty, though the doctrine may be untrue —man so praying is no longer the sport of circumstance and the weakling; he towers to heaven for that moment, himself in touch with the Divine.

But all I would fix in your mind now is that vivid picture of grey walls, red-touched with greenery about, a sky steely blue, a sensation of pure heat and open air, of Nature immense, and, rising from an unseen priest, grave and splendid, a Catholic prayer, the voice of a priest in the open, praying.

HARDRESS O'GRADY.

STANDARD ENGLISH—II.: MISS ALTHAUS' BOOK.

IF we are to have a Standard English, we must have some definite method of teaching it to children, students, and others who do not yet possess it. Our aims will be twofold. We shall endeavour to give the learner patterns, exercises, criticisms, by which he may know what the standard is, and we shall bend our energies to making his ear sensitive to minute changes. If we are wise, we shall begin with the children. To them Standard English pronunciation must be taught as if it were a foreign language—as, indeed, it is. They must learn to recognize the parallels between their dialect and Standard English. They must be able nimbly to shift their pronunciation with their listener: dialect for home and comrades of their native place, Standard English for official purposes and conversation with aliens from another county. I knew a Wiltshire farmer who would converse thus when I walked with him during harvest. He would give an order in broad Wiltshire, then turn and explain it to me in Standard English. Another Wiltshireman I knew—Jim, famous in the annals of a certain family, and dear to them because of his peculiarities—whose conversation escaped me altogether, except for the word 'beer.' Even Jim, most conservative of good Wiltshiremen, realized that he must make the important word, *le mot de valeur*, intelligible.

Now, there is no method which will, with all sorts of students, help us so well to achieve our objects as the phonetic method. Let me assure opponents of phonetics, if still such there be, that I do not by any manner of means regard phonetics as the be-all and end-all of language teaching. But in my own work and in that of the many secondary schoolmasters and mistresses whose results I am privileged to review I see standing out clearly, well defined, quite positive, this fact—that the training of the vocal organs to express and of the ear to receive and differentiate, by the scientific method called phon-

etics, is indubitably superior to mere imitation. I speak of the mass and of the average. There are exceptions.

With this conviction growing in strength by accumulation of evidence, I welcome any book which helps the teacher to use phonetics pleasantly. Miss Althaus' book, recently sent to me for review, gives me real pleasure. It is almost too prettily bound for a textbook for frequent use, and frequently used it certainly will be by those who once adopt it. That the book is the work of an experienced teacher will be seen by such statements as the following (p. 8): 'The principle and object of the training is not (as is so often thought) to *teach symbols*, nor even to tell the children *what* to say; but, rather, to make them find out for themselves what they *do* say, and *how* they say it.'

The exercises throughout are highly practical. Gymnastics alternate with dictation, reading, and transcription; and the series is most carefully graduated.

To phoneticians who are practical teachers this exercise should appeal particularly:

(1) **pe:t ðə fe:t ke:ts be:k** (very tense).
(2) **pet ðə fet kets bek** (lax).
(3) **pɛt ðə fɛt kɛts bɛk.**

And so on, substituting (4) **ae**, (5) **a**, (6) **ɑ**, (7) **ɔ**.

The book costs two shillings. The reading and sound-drill exercises are published separately at sixpence.

The Sounds of the Mother-Tongue may be obtained from the University of London Press. The introduction is really interesting, and the reference to Prof. Rippmann's *English Sounds* is generous, well-deserved, and logical, since his book is, in a manner of speaking, a sequel to that of Miss Althaus.

HARDRESS O'GRADY.

THE GREATEST LIVING LANGUAGE.*

IF all the volumes of the Home University Library of Modern Knowledge are as valuable in the different branches with which they deal as the one under review, Messrs. Williams and Norgate are to be congratulated. One wonders how author and publisher manage to be paid, leaving the bookseller's profit out of consideration, when a volume of 251 pages, packed with information derived from the most recent and valuable sources, arranged and presented in eminently readable, and at times fascinating, manner, can be produced for the modest sum of a shilling. The type, too, is good, the paper very fair; one cannot but hope that so democratic a book

* 'The English Language,' by Logan Pearsall Smith, M.A. One of the Home University Library. Williams and Norgate, London. Price 1s. net.

will meet with the wide and appreciative reception it so richly deserves. The reviewer calls to mind another shilling book on the language which impressed him very deeply—"Dr. J. M. D. Meiklejohn's "Short History of the English Language," a book probably thirty years old now. Since its publication the Oxford Dictionary has appeared, a monumental work embodying the signal advance that has been made in the study of our language. Mr. Pearsall Smith acknowledges his indebtedness to this work, and incidentally tells us that more than a thousand readers are engaged in searching the records of the language, and have 'traced as far as is humanly possible each new word to its first appearance.'

If we in England paid as much attention to our magnificent language as the French, Italians, and Germans pay respectively to theirs, very likely such a book as Mr. Pearsall Smith's would be made compulsory for the majority of young people of sixth forms and standards. Every experienced teacher knows the average view of the language that obtains among nine people out of ten: language descends on nations from above, not unlike the sheet let down from heaven of Peter's vision; it was always much the same as it is, and will remain so for a lengthy period, if not for ever. The reading of this admirable book, only requiring a few hours, would correct this error, and establish for ever in the mind Carlyle's dictum that every separate word is a distinct achievement and burning invention of the human brain. The realization of this truth would be a clear step forward in mental development; a solid gain for the perception of evolution at work in a field where for some of us it is unexpected—a field which touches life and knowledge at every point.

Most likely it will be true of every nation that in its language its whole history, development, and decline, lie embedded. But it is the peculiar glory of English that it is the wealthiest language that research has yet discovered; it is, putting its pronunciation aside, the most simple of the great tongues, the one that possesses least of the absurdity styled 'concord'; it is a wonderful blend of the languages of Northern Europe, the Teutonic tongues, and of the Southern or Romance languages. And it is the language of the greatest Empire the world has yet seen, an Empire far greater than that of Rome.

The language in itself contains the record of the various conquests of Britain, and Mr. Pearsall Smith passes in review the elements that go towards its formation, the Celtic, Anglo-Saxon, Danish, Norman-French, and the important Latin and Greek contributions before and after the Renaissance. He briefly recalls those Aryan elements preserved in some of the oldest words in the language, like *knee*, *foot*, *tooth*, *father*, *mother*, *daughter*, *sister*, *brother*, *hound*, *goat*,

door, night, star, wind, etc. We can only cross the gap between our earliest historical knowledge of any of the Aryan peoples, about 1000 B.C., and the time of the primitive Aryans, on this frail bridge of words. The word-records, *wheel, nave, axle, yoke,* and the root from which *wain* and *waggon* descend, show us that wheels were in use. The fact that they had no words, so far as we know, for *sea* or *fish,* but possessed terms used in the navigation of rivers, is an indication of their habits, their degree of civilization.

Examining the composite character of our language, our author alludes to the two opposing ideals of nationalism or homogeneity, the deriving of words from native or 'pure' sources; and the mixing or borrowing them from all available sources, and judiciously remarks that 'those who regard the great inheritance of European culture as the element of most importance in civilization will not regret the composite character of the English language.' And to those who have studied the barest elements of philology it is a wonderful fact, of far-reaching significance, that the blending of the Anglo-Saxon basis of English with one of the great Romance tongues has afforded our people a bridge, and no mean one, connecting our civilization with that of Rome, and even of Greece.

The chapter 'Word-Making in English' draws attention to the important character of our compound words, the facility for forming these being a Teutonic characteristic. Anglo-Saxon wealth in this direction was modified by French and Latin influence. In spite of this influence, large numbers of recent words, *railway, steamboat, motor-car,* are formed by compounding; whilst the union of verbs and prepositions—in these English is extraordinarily rich—gives the force of a compound verb, and multiplies shades of thought and meaning, as in *boil down, go under, draw up.*

The succeeding chapter on Word-makers is largely a brief examination of authors and their contributions to the enormous wealth of English; these form a kind of birth-certificate of words. *Quality* and *moral* are traced back to Aristotle; *deity* to St. Augustine; *centrifugal* and *centripetal* to Sir Isaac Newton; Bentham invented *international;* Huxley, *agnostic;* a meteorologist created *cyclone;* Macaulay apologized for *constituency;* Sir Thomas Browne gives us *precarious, medical, literary, electricity;* Milton is the parent of *infinitude, rumoured, impassive, Satanic,* and many others. Shakespeare is the author of more new words than almost all the other poets taken together. Tindale and Coverdale claim a share in the great whole. Spenser deliberately formed a kind of artificial language for his use, made up of old forms and dialect, such as *fool-happy, drowsihead, hight.* To Boyle we trace *intensity, essence, corpuscle.* Evelyn is responsible for *outline, altitude, contour.* Most

appropriately Chesterfield gives us *etiquette* and *persiflage;* Byron, *bored* and *blasé;* Miss Burney, *propriety;* Shelley, *idealism* in its non-philosophic sense — and so on, until Carlyle in our own day revealed himself as one of the great word-creators, besides introducing into English many of the expressive words of the Scottish dialect.

Not only is our language an amalgamation of the tongues of the different races that inhabited or conquered Britain; not only is it the stock and staple of the inventions of poets, writers, observers, thinkers; it contains within itself an epitome of the development of life and thought, the story of the rise of the race from childhood and the concrete to manhood and the capacity to deal with high abstractions.

'Every sentence, every collection of words we use in speech or writing, contains, if we examine its component parts, a strange medley of words, old or modern, native or foreign, and drawn from many sources. But each possesses its ascertainable history, and many of them bear important traces of the event or movement of thought to which they owe their birth. If, therefore, we analyze our vocabulary into its different periods, separating our earliest words from the later additions, we shall find the part of the English race and civilization embodied in its vocabulary, in much the same way as the history of the earth is found embodied in the successive strata of geological formation. For it is not too much to say that a contradiction between language and history rarely or never occurs.'

This illuminating conception, that the history of the race and of civilization is embodied in the vocabulary, in itself a brilliant example of inductive reasoning is, of course, derived from a careful study of the history of words as undertaken in the Oxford Dictionary, tracing them to their origin, and registering every change of meaning in regular order. Mr. Pearsall Smith chooses admirable illustrations to bring this great truth home to the mind—indeed, to follow him here is to comprehend how the precise date, or very nearly so, can be affixed by the initiated to codices and palimpsests. Those who write historical novels, in addition to their other gifts and graces, will need to acquaint themselves with the ages and meanings assigned to words at different periods, if they would not be accused of anachronism.

Innumerable rills have contributed to the mighty river of English; even the errors, mistaken beliefs, and fanciful observations of physiologists, astrologers, alchemists, and travellers are recorded in the archives of language. It is thus the *unicorn and dragon* impressed themselves on the mind of the race. It is to incorrect physiology that we must assign our strange use of *humour* (dry humour), *temper, spirits, rheumatism, learning by heart;* to astrology that we must ascribe *lunatic, disaster, jovial, satur-*

nine, conjunction, aspect; to alchemy, *amalgam, arsenic, tartar.*

From the great upheaval on behalf of civil and religious liberty come violent terms of abuse, such as *malignant, cant, fanatic, sectarian.* The civil war itself added a considerable number of military terms. As commerce grew and its operations developed, words or new meanings of old words, such as *capital, investment, dividend, insurance, discount, currency, bankruptcy,* make their appearance.

As government approaches modern times, fresh words mark the development that is taking place, and *politician, Minister, Cabinet, Privy Councillor, Premier, administration, estimates,* are added to the vocabulary.

Psychology, consciousness, introspection, doubt, each has its place in the history of thought, and each brings a contribution to the language. Some of these words are so constantly used by us to-day that we wonder how our ancestors were able to dispense with them.

We cordially commend this book to the notice of teachers; it is thought-compelling, the essence of a large matter within a relatively small space. C. S. B.

REVIEW.

French Idioms Simplified for English Students. By GASTON CARLIER. Melrose, 1912. Pp. 123. Price 1s. 6d.

THE introduction to this book tells us that it is intended primarily for the middle forms of schools, and for more advanced students who wish to revise their knowledge before an examination. We are further told that the aim of the author has been to simplify the subject as much as possible, and make only a sparing inclusion of English proverbs. But when we come to look at the book itself, we can but wonder why it was compiled; for much of it is to be found in all but the most inferior of French dictionaries, and, as for the remainder, there are already a superfluity of such books on the market. Many of them are more suited than this one to the advanced student, whereas the pupil in middle forms should not have such a manual in his hand at all, but should learn his phrases and idioms from his own reading. As is usual in first editions of such compilations, the misprints are frequent: *a* for *à* (p. 26); *gâchi* for *gâché* (p. 16); *boycot* for *boycott* (p. 16); *maussarde* for *maussade* (p. 12); *that man has no backbone* is not the translation of *Cet homme n'a pas de tête* (p. 10); *on bail* is not *sans caution,* but *sous caution* (p. 11); and so we might go on. A very careful proof-reading would be necessary before this book could be placed in the hands of even the pupils in middle forms.

BIBLIOGRAPHY.

N.B.—*All books received will be noted in this column. Such notice does not preclude a careful review should the Editor consider any book of sufficient importance or interest.*

ENGLISH.

BARTER, AMY: A Treasury of Prose and Poetry. In six books. Paper covers. Pp. 95 to 125 each. Price 5d. to 8d. each. Harrap and Co.

ALTHAUS, L. H.: The Sounds of the Mother Tongue. A Manual of Speech-Training for Preparatory and Lower Forms in Secondary Schools, and for Standards V., VI., or VII., in Elementary Schools. Pp. 73. Price 2s.

—— Sound Drill and Reading Exercises. Pp. 31. Price 6d. University of London Press: Hodder and Stoughton.

NEEDHAM, ALICIA ADÉLAÏDE: Songs for Little Singers. Pp. 63. Price 1s. 6d. net. W. and R. Chambers.

KITCHENER, E. E.: English Composition for Junior Forms. Pp. 160. Price 1s. 6d. John Murray.

MORGAN, R. B.: A New English Grammar for Junior Forms. Pp. 157. Price 1s. 6d. John Murray.

MUSKET, J.: Exercises in English for Intermediate and Senior Classes. Pp. 196. Price 2s. Edinburgh: Andrew Baxendine.

The Plays of Shakespeare. Edited, with Introduction and Notes, by G. S. GORDON, M.A. Price 1s. each. Clarendon Press.

As You Like It. Pp. xlviii+68+25.
The Tempest. Pp. xxvi+56+19.
A Midsummer Night's Dream. Pp. xxxii+56+16.
Hamlet. Pp. xxxvi+99+44.
Coriolanus. Pp. xxxi+95+65.

HORSLEY, REGINALD: Women of Worth in the Victorian Era. Pp. 236. Price 1s. W. and R. Chambers.

[Brief biographies of Queen Victoria, Florence Nightingale, and Isabella Bird.]

Chambers's Nature Readers for Junior Classes. Six coloured illustrations by G. Rankin, and illustrations in black and white. Price 4d. net. W. and R. Chambers.

Birds of the Garden. Pp. 64.
Birds of the Wood. Pp. 64.

Chambers's Standard Authors. Price 6d. and 8d. net.

NATHANIEL HAWTHORNE: Tanglewood Tales. Illustrated. Pp. 167.
—— A Wonder Book. Illustrated. Pp. 173.
CHARLES KINGSLEY: The Heroes. Pp. 216.
R. M. BALLANTYNE: Gascoyne. Pp. 329.
—— The World of Ice. Pp. 289.

Chambers's Etymological Dictionary: Pronouncing, Explanatory, Etymological. People's edition enlarged. Edited by Andrew Findlater, M.A., LL.D. Pp. 568+117. Price 1s.

[A wonderful shilling's worth. Contains a Miltonian glossary, prefixes and suffixes, etymology of place names, foreign words and phrases, abbreviations, Scripture names, mythological and classical names, metric system, supplement of new words.]

LINDELÖF, U.: Grundzüge der Geschichte der Englischen Sprache. Pp. v+141. Cloth. Price 2 M. 40. Leipzig: Teubner.

O'GRADY, HARDRESS: Matter, Form, and Style. A Manual of Practice in the Writing of English Composition. Pp. 125. Price 2s. John Murray.

FRENCH.

SAVORY, D. L. : Recueil de Chants. Privately printed. To be obtained from Professor Savory, 25, Eglantine Avenue, Belfast.

[The words of seventeen pieces, of which the Disc numbers are indicated, including *Le Veau d'Or*. *Air de la Fleur*, *La Marseillaise*, etc., interpreted by Plançon, Caruso, and others.]

French Grammar Sheets. Arranged by R. C. Craig, M.A., South Lodge, Hemel Hempstead. Sheet I. : Avoir and Etre. Sheet II. : Regular Conjugations. Printed in two colours. Price 1d. per sheet.

DAVID, Rev. W. H. : Key to the Exercises in Siepmann and Pellissier's Public School French Primer. Pp. 117. Price 4s. 6d. net. Macmillan and Co.

LAROUSSE : Petite Dictionnaire de Poche. Augé (Cl. and P.), Larousse de Poche, Dictionnaire d'Orthographie et de Prononciation suivi d'un Cours de Grammaire et d'un Historique de la Littérature française. Pp. 1292 (85,000 words), on thin paper, 16mo., cloth. Price 6s.

GERMAN.

WEISE, O. : Musterstücke deutscher Prosa zur Stilbildung und zur Belehrung. Vierte, vermehrte und verbesserte Auflage. Pp. 183. Cloth. Price 1 M. 80. Leipzig : Teubner.

WILSON, F. W. : Free Composition in German. Pp. 72. Price 1s. 6d. Edward Arnold.

PHONETICS.

JESPERSEN, O. : Elementarbuch der Phonetik. Pp. 187. Cloth. 3 M. Leipzig Teubner.

FROM HERE AND THERE.

THE following awards are announced at OXFORD : English Essay, David Ogg, late scholar of Lincoln College ; Newdigate Prize for English Verse, William G. Greene, Balliol College (Rhodes Scholar).

HONOUR SCHOOL OF MODERN LANGUAGES, OXFORD.—Class I. : J. G. Hibbert, Balliol (French) ; A. P. Whitaker, Worcester (French).

Class II. : *R. G. Dixon, Jesus (French) ; J. G. Fawcus, New College (French) ; *R. A. Hadenfeldt, St. Edmund Hall (German) ; H. L. Mood, Exeter (French) ; E. F. Rees-Mogg, University (French) ; *L. E. Vail, Exeter (French).

Class III. : N. H. H. Charles, Christ Church (German) ; R. D. Clarke, Hertford (French) ; H. C. Walsh, Exeter (French).

Women.—Class I. : *Clara Kirchberger, Somerville College (French).

Class II. : Lorna G. Biden, Society of Oxford Home-Students (French) ; Innes R. G. Hart, St. Hugh's College (French) ; Alice K. Lewis, Somerville College (French) ; *Mary A. H. Mitchell, Society of Oxford Home-Students (French) ; *Bertha Nicholls, Lady Margaret Hall (French) ; *Jeanie Nicol, Somerville College (German) ; *Elizabeth A. M. Schmitz, Society of Oxford Home-Students (German).

Class III. : Muriel M. Addison, St. Hugh's College (German) ; Mary E. King, St. Hugh's College (French) ; Sophia M. Margoliouth, St. Hugh's College (German) ; Phyllis H. Mason, Somerville College (German).

Class IV. : Kathailin M. McGonigle, Lady Margaret Hall (German).

Ægrotat : Edith A. Siepmann, Somerville College (German).

* Distinguished in the colloquial use of the language.

ENGLISH LANGUAGE AND LITERATURE, OXFORD.—Class I. : R. S. Knox, Exeter ;

A. MacDougall, New College ; W. D. Taylor, Balliol.

Class II. : T. Z. D. Babington, Magdalen ; F. N. Broome, Oriel ; J. A. Ewing, Trinity ; R. K. Gordon, Magdalen ; H. E. Winn, New College.

Class III. : G. H. James, Keble ; H. F. Monk, Wadham ; A. S. Mott, Merton ; C. H. A. Porter, Brasenose ; G. L. Rogers, Pembroke ; R. B. Rudd, Merton ; J. W. Saunders, Worcester ; P. Triefus, Lincoln ; W. S. Unsworth, Wadham.

Class IV. : H. A. Wilson, St. Edmund Hall.

Ægrotat : T. N. Goddard, Wadham.

Women.—Class I. : Miriam M. Homersham, St. Hugh's College ; Eglantyne M. Jebb, Lady Margaret Hall.

Class II. : Margaret G. E. Bailey, Society of Oxford Home-Students ; Beatrice M. Blackwood, Somerville College ; Mildred Cail, Lady Margaret Hall ; Edith G. Chettle, St. Hilda's Hall ; Margaret M. France, Society of Oxford Home-Students ; Sarah B. M. Hunter, Somerville College ; Sydney E. Jerrold, Somerville College ; Elizabeth G. Kennedy, Lady Margaret Hall ; Mary Loveday, St. Hilda's Hall ; Phyllis M. Marshall, Lady Margaret Hall ; Margaret M. Neve, St. Hilda's Hall ; Maria M. S. Nordenfelt, St. Hilda's Hall ; Winifred G. Patten, Somerville College ; Muriel G. Porcher, St. Hugh's College ; Gwendolen Watkinson, Lady Margaret Hall ; Clarice R. Wharam, Lady Margaret Hall ; Grace H. M. Woodhead, Somerville College.

Class III. : Mary Baker, Society of Oxford Home-Students ; Irene M. M. Bertoncini, Society of Oxford Home-Students ; Mary A. L. Elder, Lady Margaret Hall ; Phyllis M. Gwynne, St. Hugh's College ; Dorothy K. Leeper, Lady Margaret Hall ; Sybil M. Ruegg, Somerville College ; Marion A. Sutcliffe, Somerville College.

MEDIEVAL AND MODERN LANGUAGES TRIPOS, CAMBRIDGE.—Class I. : E. M. Aron (*E*) (Sp.G.), Jesus ; H. J. Benoly (*E*) (Sp.G.*), Christ's ; (Ds.) H. J. Braunholtz (*E*) (Sp.G.), D. G. Garabedian (*D*), and N. B. Jopson (*C**, *E**) (Sp.F.,* Sp.G.*), John's ; E. A. Peers (*C*) (Sp.F.*), Christ's ; F. W. Stokoe (*C**) (Sp.F.*), Caius ; E. J. Wilson (*C**, *D*) (Sp.F.), Emmanuel ; W. E. Womersley (*A*), Catharine.

Class II. : H. M. Adcock (*a*, *c*) (Sp.F.*), Christ's ; F. T. Bamber (*e*) (Sp.G.), Jesus ; W. D. G. Batten (*e*) (Sp.G.), Caius ; C. B. Bonner (*c*) (Sp.F.), Trinity ; W. E. W. Cushing (*a*, *c*), John's ; J. W. Layard (*c*) (Sp.F.), King's ; (Ds.) G. H. Luce (*a*), Emmanuel ; A. H. Macgregor (*e*) (Sp.G.), Caius ; F. J. Patron (*c*) (Sp.F.), Trinity ; E. V. R. Rae (*a*), Emmanuel ; L. A. Sheppard (*a*), Catharine ; J. J. Wiles (*c*) (Sp.F.), Clare ; N. Wilkinson (*e*) (Sp.G.), Caius ; N. D. Williams (*a*), Trinity ; J. W. Withinshaw (*a*, *c*) (Sp.F.*), Downing.

Class III. : T. B. Askew (*a*, *c*) (Sp.F.), Christ's ; J. D. Bell (*c*) (Sp.F.), Caius ; G. A. J. Bienemann (*e*) (Sp.G.) and J. N. M. Boon (*e*) (Sp.G.), Emmanuel ; F. E. M. Cortazzi (*a*, *e*) (Sp.G.), Queens' ; W. C. Duckworth (*a*, *c*) (Sp.F.), Corpus Christi ; W. E. Gardnor-Beard (*a*), Trinity ; J. Hanson (*c*, *e*), John's ; (Ds.) E. R. Hopewell (*c*), Magdalen ; H. F. Hughes-Gibb (*c*) (Sp.F.), Trinity ; J. C. Hutchison (*a*, *c*), Caius ; J. N. A. James (*c*) (Sp.F.), Pembroke ; E. Kapp (*c*) (Sp.F.*), Christ's ; J. B. Neale (*a*), Jesus ; E. H. Robinson (*a*, *c*) (Sp.F.), John's ; (Ds.) C. G. B. Stevens (*e*), Emmanuel ; T. A. Straughan (*c*) (Sp.F.), Selwyn ; A. E. Watts (*a*), Downing ; G. W. B. Wileman (*c*, *e*) (Sp.F., Sp.G.), Caius.

Excused the Special Examination in Modern Languages.—A. C. Dent, Jesus ; P. A. Hall and I. H. McClure, Clare ; H. M. McCrossan, Corpus Christi ; G. A. Scott, Non-College.

The letters *a*, *b*, *c*, *d*, *e*, appended to the name of a candidate denote the section or sections in which he has passed. A capital letter denotes that a candidate is placed in the First Class for proficiency in that section. The asterisk denotes special distinction.

Sp.F. indicates that a candidate has

passed the Oral Examination in French. Sp.G. indicates that a candidate has passed the Oral Examination in German. The asterisk denotes distinction.

Advanced Student.—Attained the standard required of advanced students in Section A 2: J. Boyd, Trinity.

Women.—Class I.: A. D. Ballinger (*A**, *c*) (Sp.F.) and K. N. Brockway (*B*, *a*), Newnham; A. A. Coath (*B* with *A*), F. E. Harmer (*B*), and H. O'Brien (*E*, *a*) (Sp.G.), Girton; E. L. Perry (*A*, *C*) (Sp.F.) and E. M. Poulson (*A*, *c*) (Sp.F.), Newnham; D. G. Ward (*A* 2), Girton.

Class II.: J. M. Blackie (*c*, *d*) (Sp.F.*) and M. K. Brandebourg (*c*) (Sp.F.), Girton; D. E. Cleveland (*e*) (Sp.G.), Newnham; K. M. Coates (*a*, *c*) (Sp.F.), Girton; E. Dobbing (*c*) (Sp.F.), Newnham; M. E. Freeman (*c*, *d*) (Sp.F.) and F. M. Hannam (*c*, *e*) (Sp.F., Sp.G.), Girton; M. A. Macmillan Brown (*d*), D. Olivier (*c*) (Sp.F.), E. Ord (*e*) (Sp.G.), M. Plews (*a*, *c*) (Sp.F.), and W. Slater (*e*) (Sp.G.), Newnham; M. E. Soman (*c*) (Sp.F.*) and E. Sowerby (*a* 2), Girton; L. E. Theedam (*a*, *c*) (Sp.F.*), Girton; N. C. Wallace (*c*, *e*) (Sp.F., Sp.G.) and M. R. Walpole (*a*, *c*) (Sp.F.*), Girton; P. M. Wright (*c*) (Sp.F.), Newnham.

Class III.: A. J. Board (*a*), A. M. L. Gillespie (*a*), and J. P. H. Graham Brown (*a*, *c*) (Sp.F.), Girton; M. Hodgkiss (*c*) (Sp.F.) and F. A. F. Livingstone (*a*), Newnham; C. G. McLaren (*a*, *c*) (Sp.F.), Girton.

The letters *a*, *b*, *c*, *d*, *e*, *a* 2, appended to the name of a candidate denote the section in which she has passed. Capital letters denote the section, sections, or combination of sections, for proficiency in which a candidate is placed in the First Class. The asterisk denotes special distinction.

Sp.F. indicates that a candidate has passed the Oral Examination in French. Sp.G. indicates that a candidate has passed the Oral Examination in German. The asterisk denotes distinction.

A. A. Funduklian has been elected to an open Foundation Scholarship at King's College, Cambridge

At Christ's College, E. A. Peers has been appointed to a Bachelor Scholarship of £30 for Medieval and Modern Languages in his third year.

At St. Catharine's College, W. E. Womersley has been promoted to a scholarship for Modern Languages.

The Tiarks German Scholarship has been awarded to H. J. Benoly, B.A., scholar of Christ's College.

The following awards are announced at GIRTON COLLEGE: College Studentships to Miss F. E. Harmer (Medieval and Modern Languages Tripos, 1911, Class I., French; 1912, Class I., Old English), and Miss M. E. Soman (Medieval and Modern Languages Tripos, 1911, Class I., German; 1912, Class II.); Higgins Scholarships of £40 to Miss M. K. Brandebourg (Medieval and Modern Languages Tripos, 1911, Class I., German; 1912, Class II.), and Miss H. O'Brien (Medieval and Modern Languages Tripos, 1912, Class I., German); the Fanny Metcalfe Memorial Prize (£4 10s.) to Miss M. A. L. Burge (Intercollegiate Examination in Modern Languages, 1912, Class I.); Charity Reeves Prize (about £2 14s.) to Miss D. G. Ward (Medieval and Modern Languages Tripos, 1911, Class I., French; 1912 Class I., English Literature).

The following awards are announced at the ROYAL HOLLOWAY COLLEGE: Scholarships of £50 for three years—D. L. J. Cattermole, French, with credit for English (High School, Stroud Green); M. D. Goodwin (George Watson's Ladies' College, Edinburgh); E. M. Hillsdon, English (Milham Ford School, Oxford); L. J. Newman, Classics and French (Clapham High School); W. T. Street, English and French (Fulham County Secondary School). Proxime accessit: M. E. Carter German (Maynard School, Exeter).

The University of Cambridge proposes to confer the degree of Doctor of Law, *honoris causa*, upon Count Wolff-Metternich, G.C.V.O., late German Ambassador to the Court of St. James.

The following scholarships in Modern Languages are announced at TRINITY COLLEGE, DUBLIN: Kathleen Adelaide Lewis (non-foundation), William Ambrose Dillon, and Mary Shuldam Hill Kilroe (non-foundation).

The LONDON Inter-Collegiate Scholarships' Board announces the following scholarships: At University College, for Modern Languages, Beatrice J. Schlumberger, Sydenham High School; West Scholarship in English and English History, £30, Edith C. Baths, Highbury Hill High School.

Miss Mary Williams, M.A., D.Litt., and Mr. Evan T. Griffiths, B.A., have been appointed Junior Assistant Lecturers in French at the UNIVERSITY OF LEEDS.

THE WINCHESTER CERCLE FRANCAIS.—The Winchester Cercle Français held its fourth meeting at the High School on Wednesday last. After some animated French conversation, Mdlle. Mion, the Vice-President, read a very interesting paper on some of the French charities, speaking chiefly of those inaugurated by women for women. Repudiating the English idea that a Parisienne thought only of her toilette, the speaker said that though they, both rich and poor, cared to be well dressed and were extremely clever at accomplishing this result, yet they were as anxious about the welfare of their poorer sisters as were their less well-dressed English friends, and displayed as much talent on finding intelligent ways of dispensing true charity as in dressing artistically. After the inundations of 1910 the ladies of Paris founded societies for helping those denuded of furniture and their other possessions, the members of one of these societies undertaking to collect furniture and household goods from those more fortunate homes which could afford to give from their own stores. . . . Another very interesting society was one for sending Paris schoolgirls to the Mont Blanc district for their holidays. Here they fraternized with the Savoyard maidens, who acted as guides for the excursions; but in return the Parisiennes taught their guides how to be good housewives. The two sets joined together in setting up a buffet for passing travellers, and thus earned money for their *colonie de vacances*. The last charity mentioned was one whose members bind themselves to buy and dress dolls for the deserted children adopted by the Assistance Publique, so that every New Year's Day these motherless little girls receive a doll, and are able to feel that someone cares for them and recognizes them as their little sisters. After being initiated into the way of playing some French games, where forfeits had to be redeemed by repeating French poetry, songs, or speeches, the members of the Cercle Français separated, first passing a vote of thanks to Mdlle. Mion for her most interesting paper.—*Hampshire Observer*, *May* 22.

The second conference of the Cercle Français took place at the High School on Thursday, June 20. The lecture, given by Monsieur Dannen Davy, B.-ès-L., B.Sc., Senior French Master, Taunton's School, Southampton, was on 'The Castles of the Loire,' and was illustrated by numerous lantern slides obtained from the lecturer's own photographs. Monsieur Davy described a twelve days' bicycle tour, beginning with a visit to Mont St. Michel, which he rightly said beat description, and which even his photographs could not do justice to. From St. Michel he visited Fougère and its ruined castle, passing on to the Castles of Laval and Angers; then, having reached the Valley

of the Loire, he described Saumur and Langeais, the latter being the most ancient dungeon of France. Next Azay-le-Rideau, a small but perfect castle, was visited; then Tours and its magnificent cathedral; next historical Amboise and Blois, full of recollections of Catherine de Medici. The slide showing her cupboards, let into the wall and opened by secret springs, some of which still remain undiscovered, was most interesting. The lecturer described the chambers of Henri III. and the room where the Duke of Guise was assassinated, as well as the unrivalled staircase. From Blois the audience was led to Chambord, one of the glories of the Renaissance, but much injured at the time of the Revolution. Here a chamber in the castle is shown where Molière's 'Bourgeoise Gentilhomme' was first played, and also the famous staircase, so often photographed. The next stop was at the Cathedral of Beaugency, where Louis XI. was buried; and then Monsieur Davy described Orléans and Chartres, where the finest cathedral of France brings many visitors. The lecturer's tour then led him to Epernon, Rambouillet, and the beautiful valley of Chevreux et les Vaux-de-Cernay. Monsieur Davy did not confine himself only to castles, but expatiated on the poetical aspect of the Loire, with its fertile banks and its bewitching islands, making Versailles come next, with its well-known palace, full of memories of 'Le Roi Soleil' and later of the unfortunate Marie-Antoinette. In his lecture Monsieur Davy described so vividly and so well this journey along the Loire that his hearers wished they could immediately follow his footsteps along the whole route. At the conclusion the President thanked Monsieur Davy for his paper, which was so simple and graphic that all those present must have understood the lecture and envied the lecturer. —*Hampshire Observer*, *June* 25.

In the Holiday Course, to be held this summer at Jena, Herr Oberlehrer A. Lorez will deliver, from August 5 to 10, six lectures on Elementary Instruction in Foreign Languages, with special reference to Phonetics.

The following results in Examinations for Honours are announced at SHEFFIELD UNIVERSITY: B.A. (with Honours) Final Examination, Modern Languages and Literature: Class II., Jeannie M. Harms, T. W. Holmes, J. A. Malone, Lily Silk, Agnes M. Sykes, A. V. Woodcock. Class III., Dora S. Lindley.

We notice with deep regret the death of Mr. C. H. SPENCE, Senior Housemaster at Clifton, and since 1892 head of the modern side, in which post he succeeded T. E. Brown. Mr. Spence recently published a collection of translations, which included some graceful versions of French and German lyrics.

Mrs. HUMPHRY WARD is made the subject of a critical monograph which Mr. J. Stuart Walters, of Wilson's Grammar School, has written for Messrs. Kegan Paul and Co. The programme set out by Mr. Walters promises an uncommonly thorough-going outlook. He proposes to survey the state of England—politically, socially, and religiously—during the first half of the nineteenth century, and then to show how considerably Mrs. Ward's novels have affected the trend of contemporary thought and manners. This is a suggestive study, and should result in a significant volume. The material in the work was submitted by Mr. Walters as his thesis for the Degree of Docteur-ès-Lettres, which he has just obtained from the University of Rennes.

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 12 and 26, November 9 and 23, and December 7 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.).

CORRESPONDENCE.

TOO MANY TEXTBOOKS.

A PUBLISHER, writing recently to a well-known halfpenny morning newspaper, bewailed the number of works the publication of which he was practically compelled to undertake through stress of competition, and which turned out financially disastrous.

From the point of view of an educationalist, the subject has not escaped the notice of Mr. Seccombe in his article on English Literature in the 'Encyclopædia Britannica' (eleventh edition). Commenting on twentieth-century changes, he remarks: 'The fact of a book having been done quite well in a certain way is no longer any bar whatever to its being done again without hesitation in the same way.'

But it is with the variety and number of Modern Language textbooks and methods that we are mainly concerned, and in this connection one may well ask whether there are not too many.

Let us hasten to clear the ground of any possible misapprehension. There is always room for the best, and there will always be well-marked schools of opinion on the subject of Modern Language teaching. Even allowing for this, and also for the differing needs of school, University, and unattached adult students of varying capabilities, the question still remains.

Part of the evil is probably due to a low ethical standard in parts of the journalistic world, making it possible for some unscrupulous publishers to obtain a favourable review at the price of an advertisement.

Of course, the most unprotected class in this matter are unattached Modern Language adult students, and this fact forms the present writer's apology for calling attention to the subject.

A complete remedy seems very difficult to suggest, and probably would partly lay outside the scope of this journal. In fact, most writers on the subject are content with simply indicating the symptoms of the evil.

Since we may regard ourselves, without egotism, as possessing some discrimination in these matters, and since also we may lay claim to some reputation for the fairness of the reviews appearing in our official organ, it will behove us still more in the future to deal with mediocrity with no misguided tenderness.

E. C. J.

MAGIC-LANTERN SLIDES.

I hope that photographers in the Association will remember the needs of the collection of lantern slides during the summer holidays.

Some recent experience leads me to make two suggestions:

1. We need slides to illustrate the art of various countries.

In looking through a German catalogue that contained several fine series of Greek and Roman antiquities, I could find little of value to illustrate the noble Romanesque buildings of Germany herself.

We need general views, ground-plans, and details. We need detailed illustrations of such works as Adam Krafft's 'Sacramenthäuschen' and Fischer's 'Tomb of St. Sebalus in Nürnberg.' We need a series to illustrate the art of Dürer.

2. We need slides to illustrate the life and work of great writers and national heroes. Slides can be obtained for a lecture on Luther, but I know of no series for a lecture on Goethe or Schiller, Frederick the Great or Bismarck.

Will members of the Association help to form such series? I have taken all my examples from Germany, but the application of my suggestions to other countries is evident.

H. L. HUTTON.

MODERN LANGUAGE ASSOCIATION.

A MEETING of the Executive Committee was held at the College of Preceptors on Saturday, June 29.

Present: Mr. Pollard (chair), Miss Johnson, Messrs. Jones, Rippmann, Somerville, Twentyman, and the Hon. Secretary.

Apologies for absence were received from Miss Althaus, Messrs. Allpress, Anderson, Brigstocke, and Payen-Payne.

The minutes of the last meeting were read and confirmed.

A discussion on the Circular of the Board of Education on Modern Language Teaching took place, and it was agreed that a letter should be sent by the Chairman to the Board thanking them for its issue.

Several letters asking for information were dealt with.

The following three new members were elected:

Miss V. M. Crick, Plymouth College.

Mr. R. E. Owen, M.A., County School for Boys, Welshpool.

Miss Gwladys H. Williams, B.A., High School for Girls, Haverfordwest.

EDITORIAL NOTES.

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 Association, but those whose subscription for the current year is not paid before July 1 are not entitled to receive it.

The Annual Subscription to the Association, payable on January 1, is 7s. 6d., and should be sent to the Hon. Treasurer, Mr. F. W. M. Draper, City of London School, Victoria Embankment, London, E.C.

Applications for membership should be addressed to the Hon. Secretary, Mr. G. F. Bridge, 7, South Hill Mansions, London, N.W.

The MODERN LANGUAGE REVIEW, a Quarterly Journal of Medieval and Modern Literature and Philology, edited by Professor J. G. Robertson, and published by the Cambridge University Press, is supplied to Members of the Association at a special annual subscription of 7s. 6d., *which must be prepaid*. It should be sent with the membership subscription (15s. in all) to the Hon. Treasurer. Those who wish to take in or discontinue the REVIEW should communicate with the Hon. Secretary.

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. L. HUTTON, 2, College Gardens, Dulwich, S.E.
Residence Abroad (Women): Miss SANDYS, 30, East St. Helen's, Abingdon; **(Men)**: H. M. CRUTTWELL, Byron Hill, Harrow.
Travelling Exhibition: Miss HART, County Secondary School, Sydenham Hill Road, S.E.

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

N.B.—The Editor would be glad if the contributor who some time ago sent a contribution to the Discussion Column would give his name, which has been mislaid or lost.

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE ASSOCIATION

EDITED BY J. G. ANDERSON

VOLUME VIII. No. 6 October, 1912

WHAT COMMAND OF ENGLISH SHOULD A CHILD POSSESS BEFORE BEGINNING THE STUDY OF A FOREIGN LANGUAGE?

CONTRIBUTIONS are invited and will be published as space permits. In order to focus the discussion the following thesis is proposed:

1. The child need know no phonetics; but should be taught accurate pronunciation of the mother-tongue by a teacher who has a sound knowledge of elementary phonetics.

2. The child need know no technical grammar; but should be taught by one who can express the essential things of grammar in terms of a child's understanding.

3. The child should be taught to tell stories; then to write stories in the mother-tongue; then to describe what it sees.

4. The time to begin a foreign language (from the point of view of the school) is when a child has made good progress in 1, 2, and 3. As soon as the sounds of the foreign language have been learned, the child should approach the foreign words by hearing and reading in the foreign language the stories, etc., which have been carefully studied in the mother-tongue, and by learning them more or less by heart.

All contributions should be addressed to—

Rev. W. OSBORNE BRIGSTOCKE,
Berkhamsted School,
Herts.

[Little or no interest seems to be taken by members in the above, in spite of the fact that foreign language teachers grumble at having to teach the elements of English. The discussion must be closed by the end of the year.—EDITOR.]

A NOTE ON PAUL ADAM.

I

It is idle to pretend that any serious 'movement' in art or literature — any movement, that is, other than an artificial outburst of theory—can stand alone, without relation to what has preceded and to what is to follow. The connection may be one of development or of reaction. In either case it is a very real one. France, the land of movements, can supply examples and to spare. From the lifeless sentimentality of Millevoye, Hugo and the Romantics swung to warm self-avowal, to unabashed enthusiasms. But their subjectivity became querulous introspection, their enthusiasm mere grandiloquence; and Leconte de Lisle, Hérédia, and their Parnassian followers, found refuge in objective splendour, in a riot of colour and epithet, which was classical in its aloofness, but Romantic in its sensuous brilliance. At the same time, their poetry contained seeds for the future. In their way, the Parnassians were realists, and the realistic novelists — Flaubert, Zola, Maupassant — must admit their ancestry. Just as the English do not know when to begin, the French do not know when to stop, and a horde of realist camp-followers still beat out the weary trivialities and infidelities of the 'roman de mœurs.' But parallel with the rise of realism, which was a development of Parnassianism, reaction produced the tangle of schools and movements which are known by the convenient but misleading name of Symbolism. The Symbolists, acting on Verlaine's advice—'pas de couleur, rien que la nuance' — lost themselves in misty languor, and to remedy their bloodlessness have come Verhaeren, Paul Fort, and, more recently still, l'Ecole de l'Abbaye, with the influence of Paul Adam at their back.

The mention of Verhaeren brings me to the following point. Movements being related in this way, men may be found who sum up at once the tendencies of the present and those of the future, who are in themselves a review of literary history. Verhaeren stood for some years as a Symbolist, contributing to Symbolist reviews, marching in the ranks of La Jeune Belgique. But he was all the time something stronger and mightier than his companions; at his worst their leader, at his best above schools and cénacles—a giant of all time. For this reason Paul Adam is a better example of a link between movements, because he is not so great. His career is an epitome of Symbolist development from its early extravagances to its Fauvist transition. His novels have not faded into Satanism; they have lasted because their author has developed with the times, and, throwing off the affectations of 1890, is competing vigorously and successfully with the young men of

to-day. By his comprehensiveness alone Paul Adam is important. To foreigners he is invaluable. Here in one man are combined the various aspects of Symbolism, and the parallel movement towards realism, and also more than a mere tinge of Fauvism. This alone seems justification for introducing him to England, where he is too little known.

'Paul Adam est un spectacle magnifique,' says Remy de Gourmont, and there certainly is something superb in his career. With some forty volumes to his credit, he is still writing hard. It goes without saying that his work is unequal. Some of his later novels are mere feuilletons, but for all that he set himself a great ideal, and from it he has never swerved. De Gourmont rightly blames him for rivalling Balzac as a 'forçat de la plume,' and even admiration for the sustained physical effort of such a career cannot destroy one's suspicion that Adam has written too much. His pen is apt to run away with him, and form is lost in the torrent of ideas and words which flows from his brain. Of his early books, *Soi* shows the realist turning to psychology, and over-estimating the importance of detailed description of surroundings in a study of character. *Etre* is glutted with grandiloquent language, and a fine story is obscured by an eagerness for medieval decoration. Kahn contrasts the book favourably with *Soi*, saying that it shows us the author arrived 'à la conscience exacte d'une littérature soucieuse avant tout du phénomène passionel ambiant étudié à la clarté d'une conscience, d'un écrivain aussi suffisament muni pour suivre les oscillations du phénomène et les résumer en de nobles lignes.' Whatever the merits or otherwise of the book, it made Adam, for the time being, definitely a Symbolist. His epigram, 'L'art est l'œuvre d'incrire un dogme dans un symbole,' shows his acquiescence, and he rapidly became one of the leaders of the movement. An interest in Byzantium—one of the relics of the *décadent* period—produced *Princesses Byzantines* (1893), and *Basile et Sophia* (1899), which mark a revival of the historical novel in France, and on this account will play a part in the subsequent fame of their author. Other important novels of the historical series—Le Temps et la Vie—are *En Décor* (1890), *Le Mystère des Foules* (1895), *La Force* (1899), and *La Ruse* (1903). Of the series—L'Epoque—novels of contemporary life, the chief are *Le Vice Filial* (1892), and *La Force du Mal* (1896).

But perhaps the most interesting of Adam's books is the short novel, *La Glèbe*. Besides being in itself a wonderful study of a fall into madness, it is remarkable for the date of its publication. The story —his second individual publication —appeared in 1887, in the middle of the worst excesses of the *décadents*. The year before Adam had collaborated with Jean Moréas in two fantastic productions—*Le Thé chez Miranda*, and *Les Demoiselles*

Goubert—both thoroughly typical of the morbid prurience of the *décadent* pose. The year after, under the pseudonym of 'Jacques Plowert,' he compiled a glossary of the new words and phrases used by 'les auteurs décadents et symbolistes.' Between 1885 and 1890 he founded several reviews—*Le Carcan*, *La Cravache*, *La Vogue* (2me série)—each one extravagant and deliberately *méchant*, each one intended to dismay that imaginary body of Philistines which every young writer delights to offend—the *bourgeois*.

From these facts, it is clear that in his youth Paul Adam was outdone by none in the excesses of his *décadence*. The unfortunate fate of his earliest work—*Chair Molle*—a careful but rather exasperating piece of realism, which won him the dangerous glory of prosecution and a fine, threw him, no doubt, into the state of defiance necessary to the true *décadent*. That the rôle was not really suited to him is proved by the appearance of *La Glèbe* in the very midst of his orgies, which foreshadowed not only the best of his later novels, but many of the characteristics of the movement which was to follow.

Standing between two realistic novels, *Chair Molle* and *Soi*, the one injudicious, the other too minute, standing in the middle of a period of fantastic affectation, *La Glèbe* is neither laboured nor distorted. It shows a fine synthetic sense of landscape, drawn with strong, sweeping outline. The story is traced with firmness and restraint. It is sometimes elusive, with the skilful suggestion of a fine Symbolist; at other times the strong contours and simple handling find a parallel in Cézanne. Kahn criticizes it as too short, but I do not agree with him.

The faults of Paul Adam are prolixity and lack of form. His merits are fertility of idea, keen judgment, and untiring industry. He is one of the great figures of modern French literature, for his work, though it is not faultless, is monumental.

MICHAEL T. H. SADLER.

THE ROMANCE OF WORDS.*

PROFESSOR WEEKLEY tells us that men have always been fascinated by word lore. Such fascination will not be diminished by a careful reading of this most attractive book. Even profit-hunting reviewers may well be tempted to read it from cover to cover, and will certainly find themselves amply repaid. We are told by the compiler (*compilatio*, pillage, polling, robbing) that he is one of the readers of the Great Oxford Dictionary, one of an army over a thousand strong who are searching the archives of our literature, writing the history, so far as

* *The Romance of Words*, by Ernest Weekley, M.A., Professor of French and Head of the Modern Language Department at University College, Nottingham. London: John Murray. 1912.

it can be ascertained in the records, of every individual word in our amazingly wealthy language, recording the actual meanings and the changes of meaning evolved as time passes; the obsolescence of words; the very mistakes in their use by learned men, by the people, by mistaken observers. It is through books like Professor Weekley's that some idea of the enormous, the unparalleled, labour involved in the compilation of the Great Dictionary can be grasped by persons who are neither philologers, phoneticians, learned professors, nor masters of the language. Perhaps even some of these may be compelled to take to heart the wise remark of Le Bourgeois Gentilhomme, wittily quoted on the title page:

'Vous savez le latin, sans doute?'

'Oui, mais faites comme si je ne le savais pas.'

It is, of course, to its amazingly composite character that the great wealth of English is due. Once get hold of a word, or a colony, the English people do not easily let it go, for their acquisitive and retentive powers are of a high order.

Differentiation of Meaning.

It is thus that words from every source are retained, elaborated, differentiated. Professor Weekley illustrates this tendency for us in the four words: *prepense* (Old French), *deliberate* and *pondered* (both Latin), and *weighed* (Anglo-Saxon). When we take hold even of a learned word, we are not content to let it stand, but work out from it various terms suggested by, or adapted from, the original. Thus, the Latin word *discus* has given us *dish*, *dais*, *desk*, *disc*, all having the fundamental meaning of something flat. The Latin word *domina* works out as *dame*, *dam*, *duenna*, *donna*, *madonna*, *donah* (coster's wife), to which three other compounds might have been added—*madame*, *beldam*, and *damsel*. Every schoolboy knows how complete was the Norman Conquest, but perhaps few realize how the very word for army (Here) was kicked out, the Latin-French word replacing it for ever, and leaving us only traces of *Here* in *Hereford*, *Hereward*, *harbour*, *harbinger*, *harry*.

Perhaps few paragraphs in the whole of the book suggest and instruct more than a very early one, which deserves quoting at length:

> 'Words borrowed directly from Latin or Greek lack this intermediate experience [of incorporation in English viâ Norman-French or other Romance language], though the study of their original meanings is full of surprises. This, however, is merely a question of opening a Latin or Greek dictionary, if we have not time for the moment's reflection which would serve the same purpose. Thus, to take a dozen examples at hazard, to *abominate* is to turn shuddering from the evil *omen*, a *generous* man is a man of "race" (*genus*), an *innuendo* can be conveyed "by nodding," to *insult* is to

"jump on," a *legend* is something "to be read," a *manual* is a *hand*-book, an *obligation* is essentially "binding," to *relent* is to "go slow," *rivals* are people living by the same *stream* (*rivus*), a *salary* is an allowance for "salt" (*sal*), a *supercilious* man is fond of lifting his eyebrows (*supercilium*), and a *trivial* matter is so commonplace that it can be picked up at the meeting of "three ways" (*trivium*). *Dexterity* implies skill with the "right" hand (*dexter*), while *sinister* preserves the superstition of the ill-omened "left."'

Living Language.

'No dictionary can keep up with the growth of a language,' the reviewer ventures to add, 'especially one that has been over thirty years on the stocks like the *New English Dictionary*, "the greatest word-book that has ever been projected."' Thus, the letter C in it was completed before the arrival of the cinematograph, but the editors managed to include it under K. It is painful to learn that *appendicitis* is absent, for as our author maliciously observes, 'the population of this country may be divided into those who have been operated on and those who are going to be.'

Words have their ups and downs in their life story, like families and individuals. In the following list the original meaning in brackets shows the high estate from which a word has fallen: *Beldam* (belle dame), *genteel* (gentile), *rum* (Romany or gipsy), *jingo* (? Basque for God), *gum* (God), *puny* (puis-né), *smug* (smooth, elegant), *homely* (in sense of ugly), *stout* (formerly brave, now fat), *boor* (peasant), *churl* (man), *villain* (villager), *knave* (*Knabe*, boy), *dapper* (*tapfer*, brave), *pert* (expert), *hussy* (housewife), *quean* (woman), *wench* (child), *Scavenger* (Inspector of Customs), *Surly* (sir-ly, arrogant), *menagerie* (ménage).

Words that have risen from the ranks are: *bard* (vagabond singing for pence), *pudding* (*boudin*, Fr.), *knight* (*Knecht*, servant), *write* (scratch), *steward* (sty-ward, pig-keeper), *chit* (kitten, any young animal), *glamour* (grammar, originally mysterious learning).

Proper Nouns Originate Common Ones.

The long list of common nouns derived from proper names is very striking. Most of us can quote two or three stock samples, such as *boycott*. But probably few realize the derivation of *doll* (Dorothy), *cuddy* (St. Cuthbert), *jug* (Joan), *peach* (Persia), *marionette* (little Mary), *jacket* (Jack), *martin* (St. Martin), *parrot* (Pierrot), *nickel* (Nicholas), *ninny* (Innocent), *canter* (Canterbury), *spruce* (Prussia), *florin* (Florence). Professor Weekley has some very interesting comparisons with French, and points out how *benêt* (simpleton, St. Benedict) and *crétin* (idiot, Christian) are similarly derived.

Few people will perceive that *bead* means prayer (A.S., *Gebed*),

until they connect it with *beadsman*. Dryden correctly uses *restive* of a horse that stands still, and *reasty* bacon, derived from the same source, shows that it suffers from the same fault. Our word *eager*, so difficult to translate into a Romance language, is the French *aigre ; arrant*, which most of us would explain as out and out, is *errant*, wandering ; *kickshaw* is *quelquechose*, well disguised ; *rehearse*, to pass under the harrow again ; not many are capable of connecting *tweezers* and *étui ;* in *inveigle*, *aveugler* lies hidden, back of that is *ab-oculare*. The fenmen in Cambridgeshire often call skates, pattens (Fr. *patines*). North of the Humber women frequently wear a sole raised several inches from the ground by an iron ring to avoid wetting the feet whilst swilling a yard, etc. *Cabbage* is a Picard word, *caboche*, derived from *caput*, so that *head* of cabbage is a pleonasm. The French word for *head* originally means a 'shell'; in slang English it is still called a 'nut.' Probably other languages can show equally lofty flights of the imagination.

Doublets of Slight Resemblance.

Some very interesting doublets are connected for us, as *cipher* and *zero*, through Latin, *zephyrum*, but originally an Arabic word. The French and Italians use *chiffre* and *cifra* for figure, by which latter word a Frenchman signifies his face. Some day we shall doubtless have all these varied uses of the same root-word 'redd up' for us carefully and systematically ; their similar form and varied meanings are a fruitful source of error for students of language. Other noteworthy doublets are *furniture* and *veneer ; servant* and *sergeant ; drill* and *trellis ; robe* and *rob* (Germ., *Raub*, booty) ; *sorry* and *sehr* (Germ.), the first not being connected with sorrow. The connection between *gammon* and *jambon* carries immediate conviction ; and also between *chien*, *chenille* (a woolly worm or woolly stuff), and *kennel*. The *buttery*, *larder*, and *pantry* are connected with bottles (not butter), bacon, and bread. A *greyhound* means a dog-dog (Icelandic, *grey*, dog), just as *hobby-horse* means horse-horse (Mid-Eng., *hobin*, nag) ; a *briar* pipe is from *bruyère*.

Every seafarer knows that *companion* may mean ever so many things, but chiefly the staircase to the cabin, including a shelter with seats where one takes refuge when feeling qualms and desiring no companions. Our wealthy language has three words all meaning the same thing, *cabin*, *companion* (from *kampanje*, Dutch for cabin), and *cuddy* (also from Dutch, *kajuit*, cabin). Companion in this sense is a product of folk etymology, which is usually false. *Cabal* was not formed from the initials of Charles II.'s Ministers—these early historians and etymologists surely deserve to be beaten with many stripes, for there are minds so constructed that they retain this 'fact' rather than the provisions of Magna Carta and the Petition of Right—

cabal is respectably derived from a Hebrew word meaning mystery. It is probably well to note in these democratic days that folk etymology and the anecdotes that cling to it are far from being *vox populi, vox Dei.*

SOME MISSING LINKS.

In perhaps a dozen cases in Professor Weekley's interesting book a little more explanation seems advisable, as in *palmer—pilgrim; forlorn*, in *forlorn hope; glamour* and *grammar; tawer* and its probable connection with *taws.* Why omit the Scottish aid to education, since ferule is mentioned? *Buckhurst Holt Wood* means, we are told, 'beech wood wood wood'; but it should be pointed out clearly, in order to touch memory, that *horst* means *thicket* and *Holt* is the German *Holz.*

Professor Weekley has a pretty wit. In explaining *Andrea Ferrara*, the Scottish broadsword, he has heard it affirmed that this genius, whose real name was *Andrew Ferrars*, belonged to the same nationality as other great men. A 'cat may look at a king' is in French rendered by *dog* and *bishop;* but German recognizes no such subversive aphorism. It is interesting to learn that educated Romans of the imperial days sounded the aspirate, which disappeared completely from the everyday language of the lower classes. 'Catullus remarks that since Arrius, prophetic name, has visited the Ionic Islands, they will probably be henceforth known as the Hionic Islands.'

There seems to be a good deal of enjoyment in turning over the pages of some of the old dictionaries. We have quoted for us at length Ludwig's gloss for *Lümmel:* 'a long lubber, a lazy lubber, a slouch, a lordant, a lordane, a looby, a booby, a tony, a fop, a dunce, a simpleton, a wise-acre, a sot, a logger-head, a block-head, a nickampoop, a lingerer, a drowsy or dreaming lusk, a pill-garlick, a slowback, a lathback, a pitiful sneaking fellow, a lungis, a tall slim fellow, a slim longback, a great he-fellow, a lubberly fellow, a lozel, an awkward fellow.' Ludwig's dictionary was dated 1716, and proves that he had as adequate a conception of human folly as even the Preacher could have desired, as well as a low opinion of mere size.

Professor Weekley set out to show us we did not know English. It is not too much to say that he has succeeded, and that in the most interesting and amusing manner possible. We hope that he is gathering materials for another volume on the same subject.

C. S. BREMNER.

THE IMPERIAL CONFERENCE OF TEACHERS' ASSOCIATIONS (EIGHTH SESSION).

THE Imperial Conference of Teachers' Associations concluded its sittings at the Caxton Hall on Wednesday, July 17. The morning session was opened by an inpromptu but inspiring address on the teaching of English literature by Sir Gilbert Parker, who, as President, threw himself into the breach when both the Headmaster of Winchester and Mr. A. C. Benson in turn disappointed. The principal item on the programme, however, was the discussion on the subject of English pronunciation: the question of the desirability of a standard speech, and the difficulties experienced (as it seemed, equally, in the Mother Country and in every part of the Overseas Dominions) in correcting defective and slipshod speech. Admirable papers had been submitted by Professor A. Stanley Kidd, M.A., Rhodes University College, South Africa; Mr. Arthur Burrell, M.A., late Principal, Borough Road College, Isleworth; Rev. C. J. Prescott, M.A., Headmaster, Newington College, Sydney, New South Wales, and by Professor Daniel Jones, M.A., Lecturer in Phonetics at University College, London; but owing to the shortness of time allowed, they had to be taken as read and merely summarized by Mr. Burrell. Very interesting was the account of the special difficulties met with in the different Colonies; but an hour and a half was far too short a time for this immense subject. It was not possible to more than touch on the various subjects, controversial or otherwise. The one point upon which opinion was unanimous was, that there was a crying need for concerted and energetic action to arrest prevailing tendencies, whether of slovenly defective utterance, nasalization, or provincialisms.

The cause of the tendency to nasalization in certain Colonies was much discussed and varied opinions expressed.

It was, of course, not possible to go into the question of what really constitutes standard speech, nor to more than touch on the sacredness of dialect. The necessity of a standard was, however, generally acknowledged, but beyond that there was no time to go. The strongest arguments in favour of a standard pronunciation were those brought forward by the spirit of patriotism, which claimed that the common language was as much a common heritage and bond of union as the Flag, to be cherished and guarded with equal jealousy.

In this connection, an interesting circular letter from Robert Stein was read, announcing that the U.S.A. Bureau of Education is so alive to the necessity of having some recognized standard of pronunciation, that it is preparing to make an inquiry with a view to ascertaining the opinion of linguists and educators in the United States, regarding the desirability and practicability

of an *international agreement on a universal alphabet*, to be used in all dictionaries, language manuals, geographical works, etc., as a uniform system of indicating the pronunciation. It further suggests the Alphabet of the International Phonetic Association as the one most likely to be chosen.

It was much to be regretted that this letter came to hand just twelve hours too late to be formally put to the meeting. It was read, as was also a proposed resolution; but it was justly felt that the matter needed far more serious consideration than could then be given to it.

After the meeting, in an informal discussion provoked by this letter, Miss Sutherland, of the Theological Training College, Winnipeg, spoke very strongly on the difficulties she experienced in dealing with the pronunciation of her students, who all came armed with authority for their widely different ideas on the subject. She ardently desired some uniform standard of pronunciation, the lack of which so incalculably increased her work. L. H. ALTHAUS.

SUM SPELING DIFICULTIZ.

THERE is a small class of Modern Language teachers who will read Professor Rippmann's article on 'Our Ded Speling' with peculiar interest. I mean teachers and students of the modern languages of India. Where these languages have a script of their own there is the problem of 'transliteration.' Shall we merely provide Romanic symbols for vernacular symbols, gladly recognizing that Indian alphabets derived from Sanskrit script are far completer than European alphabets? Or shall we make a phonetic record of the sounds the local letters are intended to denote? Where Indian languages are still unwritten, sometimes an Indian script is used to record them—*e.g.*, Garo is written in Bengali characters. Sometimes some more or less phoneticized European script is used—*e.g.*, Khasi is written in the Welsh alphabet, because Welsh missionaries taught the Khasis to read and write. Besides these, scholars use at least four different scripts—namely, the 'Hunterian' alphabet (mostly surviving in official publications); the alphabet used by Sir G. A. Grierson in his great 'Linguistic Survey'; the script of the I.P.A.; and the Rev. M. Knowles's Romanic script adapted from Pitman. A student of Oriental languages has to be familiar with all these, besides French and German modifications of them. Most of us also know the alphabet of the Société Filologique Française, which is a sort of Gallic S.S.S., besides the scripts of Esperanto and other artificial languages. Let me admit that, after I have endured all these attempts to write phonetically, Professor Rippmann's article seems to me remarkably easy to read. Its great merit is that he uses only the existing English type, and yet finds

separate symbols for no less than twenty-two separate vowel sounds (I may have omitted some in glancing through the article). Even so, however, the same symbol is still used to express two or more sounds, and a single sound (to my hearing) has still two or more notations.

Let me set down the symbols used by Professor Rippmann, so far as I have identified them :

A—that, haz, atact (attacked). (But sever*a*l, remark*a*bl.)
AA—raather.
AR—remarkabl, regard, ar, hardli.
AI—mai, aij, aibl (but aw*ai*r. Perhaps AIR is regarded as a separate symbol).
AU—aulso, thaut, recaul.
E—the, realiez (but v*e*ri, cwestion, at*e*nshon).
ER—pernishus, pouerful (but imp*u*rfect, l*u*rner, etc.).
EE—eeven, speech (but thre).
EER—yeerz, cleerli.
I—liv, iz, it (but whi, mi).
IE—insiet, gied.
IER—inewier.
O—long, whot, not (but oral, tho, no; and champion, atenshon. *See* A).
OR—form, storm, or.
OE—spoek, moet,
OO—wood, look.
OU—pouerful, hou, hous.
OUR—(h)our, our, (why not *pourful* instead of *pouerful?*)
U—intu (should this not be *intoo?*) (But nun, but, nums, tung.)
UR—wurd, purfect, sever*a*l.
YUR—sentyuri, lyur.
UU—truu, bluu.

To have recorded so many vowel sounds in English letters without the use of a single diacritical mark is a great achievement. But, alas, two and even three letters have been used where the sound is not double or triple, or even, in some cases, a compound vowel sound. Even where a compound occurs, the letters used to mark it do not show the nature of its constituent sounds. For instance, IE should be rather AI, and AU should be OU.

Let us, by all means, do away with 'our ded speling,' but while we are about it, let us get rid of our imperfect alphabet. It will cost much money, and the printers (poor souls) will cry aloud. Why not use the alphabet of the I.P.A., without further temporizing? The S.S.S. are only adding another to many tentative alphabets, and Professor Rippmann candidly admits that 'we are awair that it iz not purfect.' None of them is perfect. But, for heaven's sake, if we are to make a change, let it be a script as 'purfect' as human ingenuity can make it. Let us then determine to pronounce as we write (the French already do so to some extent, and the new method of pronouncing Latin and Greek is an excellent example), instead of trying to write as we pronounce. For no two men pronounce alike, and what we require is a notation roughly representative of speech, instead of words the spelling of which is practically 'ideography.' Whatever we do, we shall not enable foreigners to dispense with oral teaching.

J. D. A.

ENGLAND THROUGH GERMAN SPECTACLES.*

'O wad some Power the giftie gie us,
To see oursels as ithers see us.'

THIS volume is one of a series (*Die Kultur des modernen Englands*), of which Dr. Sieper, Professor of English in Munich and a zealous member of the Anglo-German Friendship Committee, is general editor. Professor Sieper believes that much of the unfortunate ill-feeling between England and Germany is caused by mutual ignorance, and that a series of books spreading a true and sympathetic knowledge of England and English life and interests in Germany would do much to weaken it. The books are therefore intended to be widely read among all intelligent people, not merely by students of England and English life. Unfortunately, the present volume is not written in such a way as to arouse interest, except among those who have already a considerable knowledge of the subject. Figures and statistics, valuable in themselves, but meaning little to readers who know scarcely anything of England, fill up too much space, and the general impression left by the book is: here is a useful book of reference, in which one can find out how much is spent in various towns on public libraries, and who founded the Young Men's Christian Association, but not a book in which one can become acquainted with English life. A further impression is received that the author was 'shown over' England by high authorities, and therefore saw the country in her best dress, and from an official point of view, instead of gaining an intimate knowledge by living among everyday people for some time. How far this latter impression is correct it is not possible to say.

As the first volume of the series, *Die geistige Hebung der Volksmassen in England*, deals chiefly with schools and intellectual education, the present book speaks of other institutions which affect the people morally and artistically, as University settlements, public libraries, theatres, concerts, and the churches, rather than of schools and direct instruction.

The first chapter, about University settlements, is decidedly the best, and shows far less of the defects just mentioned than the rest of the book. It is evident that the author has a thorough first-hand knowledge of settlement work. Particularly interesting are those parts where he points out the valuable work of the settlements in training the people among whom they are placed towards efficient local government. He calls attention to the different requirements of Germany, where much of the work of English honorary and elected local bodies is done by paid and trained officials, and England, where there is great need in every

* *Volksbildung und Volkswohlfahrt in England*, by Dr. E. Schultze. R. Oldenbourg, Munich and Berlin, 1912. M. 4.50.

town of public-spirited men and women to do this work thoroughly and for the public good. At the end of the chapter Dr. Schultze regrets that the settlement movement is no longer spreading, and explains it by a statement which is at least open to doubt. On p. 60 he says: 'Der soziale Geist, der zur Grundung der ersten Volksheime führte, ist heutzutage nicht mehr so lebendig wie vor zwei und halb Jahrzehnten. . . . Die Sozialreformer groszen Stils sind aber ganz besondere Erscheinungen, die . . . nur von Zeit zu Zeit einmal auftauchen, . . . ohne deren Einflusz sozial-ethische Bewegungen wie die der Volksheime nicht entstehen, oder doch keine grosze Fortschritte zu machen pflegen.' It would seem that, although there may be no leaders and initiators like Toynbee now living, the general feeling of responsibility for social conditions is deeper and more widespread than ever before, and that this feeling is still growing and spreading.

It is evident that Dr. Schultze's knowledge is chiefly of London, and that he is barely acquainted with the large Northern towns. Proof of this appears to be in the following remarkable passage (p. 28): 'Dasz eine in unschöner Umgebung von der Hand in den Mund lebende Arbeiterbevölkerung, wenn sie von Kummer und Sorge gedrückt ist, kaum jemals eine andere Haltung als Radikalismus zeigen wird. Überall dort dagegen, wo der Arbeiterstand eine höhere Stufe erklommen hat, verschwindet diese Erscheinung . . . wie z. B. in vielen der nordenglischen Industriestädte.'

Very interesting is Dr. Schultze's account of the large Yiddish population in London, and the difficulties which their peculiar conditions cause to settlement workers.

The chapter on public libraries opens with an account of the rise and growth of the public library movement. But this account loses itself in too great detail, and in statistics of the cost of maintaining and building libraries and of the proportion of books to population. All this does not bring English life nearer to the foreign reader.

The chapter on theatres is perhaps the weakest in the whole book. It is headed 'Theater und Volksbildung,' and perhaps for this reason deals almost exclusively with the type of theatre chiefly visited by the working classes. Of the recent beginnings of a dramatic awakening, we read nothing; not a word of the Irish players, nor of the Elizabethan Stage Society, nor of moralities like *Everyman*. Bernard Shaw is touched upon as having tried, with little success, to raise the tone of the theatre. Galsworthy is not even mentioned, except later on as a novelist. Nor is the deadening effect of the censorship explained; all defects are attributed to the frivolous taste of the English theatre-going public. At the end of the chapter the author mentions historical pageants very shortly, but with warm approval.

Again, in this chapter too much

space is devoted to the history of the theatre, or rather to the history of Puritan prejudice against it, so that there is no room for an adequate account of the modern theatre.

The next two chapters deal with the Churches and with Sunday observance. It is to be regretted that the author has not given some account of the various sects in England. He refers once or twice contemptuously to 'Methodismus und andere schwärmerische Volksbewegungen.' This seems an insufficient account of a movement of such historical importance in the religious life of the nation.

The chapter on the Churches contains a good account of the rise of Sunday-schools and adult schools.

Chapter VI. deals with various schemes for collecting and spreading information on the subject of popular education and culture. Comparison is made between what has been attained in this direction in England, America, and Germany.

Chapter VII., headed 'Bildungsideale,' deals largely with the English conceptions 'gentleman' and 'lady.' The author quotes Cardinal Newman on the character of the gentleman. He believes that the novels of Thackeray and Dickens have done much to popularize these conceptions. This is very possible, but it would seem that he exaggerates such influence when he attributes to it the fact that Englishmen can listen to revolutionary speeches in Hyde Park without immediately coming to blows; he probably underestimates the force of custom, and ignores the fact that Englishmen are used to free speech, and so do not become excited over it.

The final chapter sums up criticism and appreciation of English popular culture. Here for the first time the author touches upon the condition of the schools, and points out the difficulty of finding enough suitable teachers at a time when popular education spread so rapidly, as after the Act of 1870, and the consequent difficulties and disillusionment of those who had pitched their hopes too high. He speaks with warm approval of the scholarships by which children from elementary schools can go on to high schools.

This final chapter contains a curious passage on superstition in England. On p. 201 Dr. Schultze affirms: 'Im allgemeinen ist jedoch die Giftpflanze des Aberglaubens in Deutschland weit erfolgreicher ausgerottet worden als in England.' As examples of English superstition he mentions Christian science and antivaccination! He has hopes, however, that another century of popular education may root out these evils.

To sum up: The book clearly shows a desire to understand and appreciate English ways of life, thought, and education. But it is written too exclusively from a North-German point of view. To appreciate another country we must be able to enter imaginatively into the different attitude which has

grown up from other circumstances and development; it is here that Dr. Schultze fails. The English reader will leave the book feeling that, at least, Burns's wish has in some measure been fulfilled for himself. What impression will be made on the German reader is another question; and, after all, it is for him that the book was intended. It is to be hoped that so excellent a scheme as that of *Die Kultur des modernen Englands* will be more successfully carried out in its other parts than in this volume. M. M. GREEN.

FÜNFZEHNTER ALLGEMEINER DEUTSCHER NEUPHILOLOGENTAG.

(*Continued.*)

Mit den Vorträgen am Donnerstag Vormittag, dem dritten Tager gingen die Verhandlungen zu Ende, um in zwei Jahren in *Bremen* wieder aufgenommen zu werden. Doch boten die heutigen Besprechungen keineswegs den Eindruck einer vor dem Auseinandergehen befindlichen Gesellschaft, vielmehr lauschte, wie an den Tagen zuvor, die zahlreiche Versammlung den vieles Interesse bietenden Vorträgen mit groszer Aufmerksamkeit bis zu Ende. Besonders galt dies für die mit groszer Lebhaftigkeit vorgetragenen Auseinandersetzungen des Leipziger Professors MAX FÖRSTER über das an sich doch recht trockene Thema:

Der Wert der historischen Syntax für die Schule.

Von der Frage nach der Ausbildung der Lehrer in der Syntax ausgehend, verlangte er gröszere Berücksichtigung dieses Zweiges der Grammatik, wobei er allerdings für das Englische den Grund für die mangelhafte Ausbildung der Lehrer in der Dürftigkeit des den Professoren zu Gebote stehenden Materials erkannte; vor allem fehle ein Gesamtsystem der Syntax. Dazu komme die grosze Zahl der Studierenden der neueren Sprachen (in Berlin 700, in Leipzig 400), welche eine eingehendere Unterweisung des einzelnen hindere; endlich eigne sich dieser Zweig auch weniger für methodische Schulung, den Hauptzweck des akademischen Unterrichts. Dieser müsse aber nach zwei Richtungen mehr ausgebildet werden: in grammatischer Hinsicht, wobei die Tätigkeit des Lektors mehr in Anspruch zu nehmen sei, sowie nach der bereits vorgestern von Prof. Morf betonten psychologischen Seite. Der Lehrer solle sodann beim Unterrichten mehr an die Muttersprache anknüpfen, nicht durch Übersetzen, sondern durch psychologisch-historische Vergleichung beider Sprachen. So sei bei der Lektüre Shakespeares klar zu machen, dasz er der deutschen Syntax in seiner volkstümlichen

Ausdrucksweise näher stehe als der neuenglischen, die durch mancherlei Einflüsse, besonders der französischen und der klassischen Sprachen, sich stark verändert habe; überhaupt warnte er vor der Verwendung der nationalenglischen Darstellungen der Syntax.

In der Diskussion wurde dem Vortragenden im wesentlichen zugestimmt. Doch brachte der verdiente Gelehrte Prof. Jespersen, der eben in der Herausgabe einer englischen Syntax begriffen ist und daher als Sachverständiger wohl mitreden darf, verschiedene abweichende Ansichten vor. Er wendet sich gegen das falsche grammatische Denken und will das richtige linguistische Denken im Sinne Morfs ausbilden, ohne es jedoch mit Morf dem grammatischen gegenüberzustellen. Man müsse unterscheiden zwischen der allgemeinen und der speziellen Definition, während die älteren Grammatiker mit zu vielen logischen Definitionen operiert hätten. Es komme im wesentlichen darauf an, wie sich die Wörter im Satzzusammenhang verhalten. Prof. Wendt stimmte dem Referenten in vielem zu, besonders auch in dem, was die Lehrer in dieser Hinsicht verfehlen; doch sei dies eine Folge der Lehrbestimmungen, also eine Frage der Schulorganisation, besonders für das Abiturientenexamen. Er fordert auf zur Untersuchung der englischen Interpunktion und ferner zur Betonung der Stilistik, um das notwendige Stilgefühl zu wecken. Vor allem aber müsse die Schule frei werden vom Zwange zum Übersetzen. Prof. Deutschbein begrüszte es, dass der Referent die Syntax in den Mittelpunkt des akademischen Unterrichts gerückt haben will, wogegen man die Zeit für das Angelsächsische kürzen könne. Dasz die Syntax in der Schule mehr betont werden müsse als wesentlich formbildendes Element, nicht weniger als die klassischen Sprachen, ist auch seine Ansicht. Er wendet sich scharf gegen eine Äuszerung des Rechtshistorikers Brunner, dasz der Betrieb der neueren Sprachen zur Oberflächlichkeit führe. Gegenüber Jespersens Betonung der logischen Entwicklung der Sprache will er auch den Einflusz der rhythmisch-melodischen Elements mehr berücksichtigt wissen. Prof. Kuttner (Berlin) wies darauf hin, dass vieles von den Forderungen Försters im französischen Betrieb schon verwirklicht wird. Der Lehrer der neueren Sprachen müsse aber stets eingedenk sein, aus dem Leben heraus zu lehren. Die letzten Resultate der Forschung seien so klar, dasz sie sogar für den elementaren Unterricht verwendbar seien. Prof. Bally (Genf) hält zwar die Sprachgeschichte für wichtig, will sie aber nicht im Unterricht verwendet wissen. Die historische Erklärung der Spracherscheinungen führt oft zu Verstöszen gegen die lebende Sprache, wenn es gilt, 'die Sprache nachzufühlen.' Man solle daher das System der gegenwärtigen Sprache für sich betrachten. Geh. Schulrat Kaiser ist erfreut,

dasz die kürzlich hier gefallene Äuszerung, dasz die Sprache nicht *logisch* sei, was ihn als Mathematiker besonders geschmerzt habe, dahin modifiziert worden ist, dasz sie als *psychologisch* anerkannt werde. Über die Bedeutung des Übersetzens ist er anderer Ansicht als Wendt; es solle allerdings der Gedanke übertragen werden; nur zeitweise sei wörtliche Übersetzung auch geboten. Prof. Viëtor hat eine Fülle von Anregungen aus dem Vortrage geschöpft. Von all dem vielen, was er dazu zu sagen hätte, wolle er nur auf die Bedeutung des Modernen hinweisen, für das ja auch der Vortragende in Verbindung mit dem Historischen eingetreten sei. Im modernen Englisch z. B. stecke so vieles, was für Universität und Schule von groszem Nutzen sei; allerdings dürfe her historische Blick nicht fehlen. Er halte es für einen groszen Gewinn, dasz dies hier festgestellt worden sei; Dr. Dick (Basel) will historische Syntax auf Grund guter Texte im Sinne des Referenten in der Schule getrieben wissen. Geh. Regierungsrat Engwer spricht unter steigendem Beifall seine Zustimmung zu den Ausführungen des Vortragenden besonders in betreff der Übersetzungen aus, die sein Philologenherz ebenso erfreut, wie gewisse kürzlich im Herrenhause gefallene Äuszerungen ihn geschmerzt hätten. Wenn dort die Bemerkung von hoher medizinischer Seite gemacht worden sei, dasz man die neueren Sprachen in einem Jahre lernen könne, so sei dies ein weiterer Beweis dafür, dasz jetzt zu den alten Feinden der Neusprachler auch die mathematisch-naturwissenschaftlichen Gegner kommen. Diese hätten ja in manchem recht, besonders im Hinblick auf den früheren Betrieb; doch treffe dies auch für die Naturwissenschaften zu. Wir arbeiten ja heute im Sprachbetrieb nach naturwissenschaftlicher Methode, indem wir induktiv verfahren. Er sehe die hauptsächlichsten Aufgaben des Lehrers in beiden Unterrichtszweigen darin, den Schüler zum selbständigen Denken und Arbeiten zu erziehen und ihm dadurch den Aberglauben in jeder Gestalt zu benehmen. Prof. Brunot wiederholt seine schon früher geäuszerte Ansicht, dasz mit der historischen Grammatik Miszbrauch getrieben werde, wenn er auch selbst sie sich zur Lebensaufgabe gemacht habe. Die Frage könne auch nicht durch Abstimmung in einer Versammlung entschieden werden. Gleich dem Vorredner glaube er, dasz dies dem persönlichen Takte des Lehrers zu überlassen sei, und dass den Schülern der Ausdruck 'historische Grammatik' gar nicht zu nennen sei. Auch richte sich die Behandlung der historischen Grammatik im wesentlichen nach Art und Geist der Schüler. Auch sei wohl zu unterscheiden zwischen lebenden und toten Sprachen. Ferner weist er auf die methodische Frage hin, ob man von der heutigen Sprache ausgehend zurückschreiten oder von der alten Zeit zur heutigen vorwärts gehen solle. Ihm scheint

ersteres das Richtige zu sein. In seinen Schluszworten gibt Prof. Förster zu, dasz manches von dem Gesagten berechtigt sei. So könne in gewissen Fällen von der historischen Darlegung abgesehen werden, wie Jespersen und Bally wünschen, doch dürften diese nicht vergessen, dasz wir es hier mit deutschen Schülern zu tun haben, an deren Empfindungen und Gefühle der Lehrer anknüpfen müsse. Auch liege die Sache anders im Englischen als im Französischen. In bezug auf ansteigende oder absteigende Darstellung sei er der Ansicht des Vorredners. Zur Frage der Übersetzung erklärt er sich aber als deren Gegner auf Grund seiner Erfahrungen in bayerischen Schulen. In bezug auf logische oder psychologische Auffassung der Sprache scheint ihm eine Kluft zwischen historischen Wissenschaften und Naturwissenschaften vorhanden zu sein. Erstere bilden so ein wirksames Gegengewicht gegen die rein naturwissenschaftliche Auffassung, indem sie dem Schüler Achtung vor dem historisch Gewordenen einflöszen.

Auf diese mit groszem Beifall aufgenommenen Ausführungen, für die der Vorsitzende, Herr Direktor Dörr, dem Referenten und den Diskussionsrednern herzlichst dankte, folgten die zwei letzten Vorträge von Prof. Wypel (Wien) und Oberlehrer Dr. Zeiger (Frankfurt). An die äuszerst interessanten Ausführungen des ersteren: *Über eine neue Art der Sprachbetrachtung*, die wegen der Kürze der Zeit nicht zu Ende geführt werden konnten, über die jedoch der Vortragende in kurzem ein Werk im Druck erscheinen lassen wird, schlosz sich sofort der Bericht von Oberlehrer Zeiger über die *Bestrebungen zur Vereinfachung und Vereinheitlichung der grammatischen Bezeichnungen*. Zu dieser für den Lehrbetrieb in allen Kulturländern wichtigen Frage war s. Z. in Zürich ein Referat für den diesmaligen Neuphilologentag beschlossen worden. Dieses hatten die Herren Dörr und Zeiger übernommen, in Gemeinschaft mit einer Wiener Kommission, für die Direktor Sokoll ergänzend berichtete. Auch lagen der Versammlung gedruckte Vorschläge einer englischen Kommission zur Besprechung vor. An dieser beteiligten sich auszer dem Referenten die Herren Findeis (Wien), Brunot, Sokoll, und Prof. Stengel. Ein Antrag von Direktor Dörr fand schlieszlich Annahme, dahingehend, dasz die Kommission um eine Anzahl Herren, besonders auch aus den jetzt organisierten Germanistenkreisen, sowie aus dem Auslande vermehrt werden und in zwei Jahren einen endgültigen Bericht vorlegen solle.

Vor Schlusz der Verhandlungen beantragte noch Dr. Holl (München), der Neuphilologentag möge eine *Resolution* fassen gegen die Zurückdrängung des neusprachlichen Unterrichts in bezug auf die Stundenzahl zugunsten der Naturwissenschaften, die durch eine in einer mathematisch - naturwissenschaftlichen Zeitschrift erschienene Ab-

handlung versucht werde. Direktor Dörr schlosz sich dem Antrage an, schlug aber noch vor, diesem eine Denkschrift an den Minister beizugeben. Nachdem noch Prof. Wendt und Geh. Rat Kaiser zu der Frage gesprochen hatten, beschlosz die Versammlung auf Vorschlag des Herren Dörr, den derzeitigen Vorstand zu ermächtigen, im Sinne der Resolution vorzugehen. Hierauf lud Dr. GÄRTNER (Bremen) die Versammlung zu Pfingsten 1914 im Auftrag des Bremer Neuphilologischen Vereins mit herzlichen Worten nach Bremen ein; die Versammlung beschlieszt die Annahme dieser Einladung. Nach Bekanntgabe einer groszen Anzahl von schriftlichen Begrüszungen, die inzwischen eingelaufen sind, und aus deren Anlasz der Vorsitzende besonders warm der am Erscheinen verhinderten Herren Geh. Rat Reinhardt (Berlin), Prov. Schulrat Dr. Borbein (Kassel) und Ministerialdirektor Sallwürk (Karlsruhe) gedachte, erklärte Dir. Dörr den *Schlusz der 15. Tagung des Allgemeinen Deutschen Neuphilologen-Verbandes* unter herzlichen Dankesworten an alle die, welche zum Gelingen der diesjährigen Tagung beigetragen haben. Den Dank der Versammlung an den Vorstand brachte Prof. Stengel, einer der Gründer des Neuphilologen-Verbandes zu lebhaftem Ausdruck, während Direktor Walter in herzlichen Worten der Verdienste dieses als des Seniors, sowie seiner Mitgründer Viëtor und Ey gedachte. Prof. Curtis hob die besonderen Verdienste der Herren Dr. Sander und Zeiger um das Gelingen der Tagung dankend hervor.

Den Schlusz der Festlichkeiten bildete eine wohlgelungene Rheinfahrt, vom schönsten Wetter begünstigt, bis nach Lorch, von welcher die meisten Teilnehmer erst nach Mitternacht zurückkehrten.

MODERN LANGUAGE ASSOCIATION.

A MEETING of the Executive Committee was held on Saturday, September 28, at the College of Preceptors.

Present: Mr. Pollard (chair), Mr. Allpress, Miss Althaus, Messrs. Brereton, Jones, O'Grady, Payen-Payne, Miss Purdie, Mr. Twentyman, and the Hon. Secretary.

Apologies for absence were received from Mr. Brigstocke, Miss Johnson, Mr. Kittson, Professor Rippmann, and Miss Stent.

The minutes of the last meeting were read and confirmed. As business arising therefrom, the Chairman read the Correspondence with the Board of Education published in another column.

The Hon. Secretary reported the arrangements that had so far been made for the organized meetings of Societies in January next. These were that the meetings should be held at the University of London during the week beginning January 6 (the Modern Language Association to meet on the Wednesday and Thursday); that a joint educational meeting should be held on the Monday afternoon, when Sir H. Miers, Principal of the University of London, would open the proceedings, and Vice-Chancellor Sadler would open a discussion on some subject of general interest; and that a Conversazione would take place on the Thursday evening, tickets to be 1s. each. On the recommendation of the Finance Sub-Committee, it was agreed that

£5 should be guaranteed towards the expenses of the Meeting; that the tickets required by members for the Conversazione should be paid for by the Association; but that tea during the sessions should not be provided.

The Sub-Committee for the General Meeting was constituted as follows: Mr. Brereton, Miss Hargraves, Miss Johnson, Mr. O'Grady, and the officers.

Mr. Cloudesley Brereton and Miss Partington were appointed to represent the Association at the next meeting of the Société des Professeurs des Langues Vivantes.

The following resolution was proposed by Miss Althaus:

'That this Committee regards the inquiry of the U.S.A. Bureau of Education (with a view of ascertaining the opinion of linguists and educators as to the desirability and practicability of an international agreement or a universal alphabet to be used in all dictionaries, language manuals, geographical works, etc., as a uniform system of indicating the pronunciation, etc.), as one of the most useful works that could be undertaken on behalf of education at the present time, and expresses the hope that other Governments will make similar inquiries in their respective countries to the end that the opinion of the learned public of the globe may be put on record on this question.'

After some discussion, this was referred to the General Committee, which the Hon. Secretary was instructed to summon for October 26.

Letters from the Cambridge University Press and Professor Robertson regarding the continuance of the guarantee to the *Modern Language Review* were read and also referred to the General Committee.

The following new members were elected:

Miss E. Beatrice Dodd, German School, Alexandria.

H. H. C. Frampton, M.A., 22, Avenue Dapples, Lausanne.

Miss K. A. Riley, Girls' Secondary School, Preston.

Miss S. E. Shufflebotham, B.A., Wycombe House School, N.W.

J. H. Widdicombe, M.A., Downing College, Cambridge.

The following ten members of the General Committee retire by rotation at the end of the year and will not be eligible for re-election till after the lapse of a year:

Messrs. H. W. Atkinson, C. Brereton, W. G. Hartog, Professor Herford, Miss Johnson, Mr. V. E. Kastner, Professor Milner-Barry, Miss Purdie, Professor Savory, and Mr. C. G. Steel.

Nominations of candidates to fill these vacancies must be sent to the Hon. Secretary before December 1.

CORRESPONDENCE.

TO THE SECRETARY OF THE BOARD OF EDUCATION.

24, Harley Street, W.,
July 3, 1912.

DEAR SIR,—The Executive Committee of the Modern Language Association at a meeting held on June 29, considered the memorandum on Modern Language Teaching issued by the Board of Education, and directed us to express the Association's cordial thanks to the Board for the publication of this memorandum, which the Committee welcomes as marking a fresh stage in the progress of Modern Language Teaching, and as being at once a recognition and an encouragement of the efforts of Modern Language teachers, irrespective of differences of method.

The Committee desire to express their appreciation of the sympathetic and open-minded spirit in which a difficult subject has been treated, and note with particular satisfaction the sections in which the Board discuss the decay of the study of German, and dwell on the importance of

suitable provision for the teaching of this language.—We are, yours faithfully,

A. T. POLLARD
(Chairman of Committees).

W. RIPPMANN
(Vice-Chairman).

Board of Education,
Whitehall, London, S.W.,
July 6, 1912.

SIR,—In reply to your letter of July 3, I am directed to state that the Board are greatly obliged to the Executive Committee of the Modern Language Association for their kind expression of their appreciation of the recent memorandum issued by the Board on the 'Teaching and Organization of Modern Languages in Secondary Schools.' The Board are convinced that the value of this memorandum was greatly enhanced by the advice and assistance given to their officers by the members of the Committee in the course of its preparation, and they welcome as the surest guarantee of the success of their joint labours the assurance of the Committee that the memorandum will operate as an encouragement of the efforts of Modern Language teachers. — I am, Sir, your obedient servant,

L. A. SELBY-BIGGE.

A. T. POLLARD, ESQ.,
24, Harley Street,
London, W.

NASALIZATION AND TWANG.

SIR,—At the Conference of Oversea Teachers something, but not much, was said about the twang which, sometimes at home, and oftener overseas, is noticed in the English of speakers and readers. Being much interested in this, and finding little in any of the recognized books to which I could entirely subscribe, I set myself to discover, if I could, the proximate and ultimate causes of this unpleasing phenomenon. I am still quite in the dark, and if any of your readers can give me light I shall be much obliged.

Nasal twang is said to be caused by the opening of the nasal passages (we all know the explanation given); but it is known to many people that a slight constriction of the nostrils is the easiest way to produce twang. I am bound to say that my experiments on twangy pupils for many years have led me to believe that the surest way to get rid of twang is to open the nose, not to close it. Further, I have always found that nasal obstruction of any kind increases, and does not lessen, twang.

Assuming that climate influences the speaking voice, I went first to a London physician and asked him if he knew of any literature on this subject—a subject, surely, on which phoneticians and voice doctors should have written. He knew of nothing. I then went to a writer on climate; he told me that the American of to-day was twangy because he was approximating to the American Indian, and that the twang was a half-way house between the no-twang of the ordinary speaker and the no-twang of the Indian, and that in time America would lose its twang. He also referred me to the American surgeons in the Philippines, who, he said, had studied the subject. I have now received a letter from the Philippines, saying that no information is available. The British Museum authorities could point to nothing, home or foreign, either in book or pamphlet form, that touched on twang. I am, therefore, still anxious to have the following questions discussed:

(*a*) Is twang due to open, partially constricted, or wholly unused, nasal passages?

(*b*) Is American and Canadian twang due to climate or to a preserved imitation of Puritan ancestors?

(*c*) How is it that large numbers of Americans and Canadians speak with no twang, and why do most travellers who have spent a fortnight in the States return with a twang?

I venture, Sir, to suggest that the important question of twang, which of course is not confined to overseas speakers, is not to be dismissed in the three or four curt lines usually given to it in our phonetic text-books.

ARTHUR BURRELL.

OUR HIGHER EDUCATION.

THIS summer and autumn season has been remarkable for the attention which the subject of our higher education has received at the hands of the magazine and newspaper Press. 'It is,' as the *Daily Telegraph* observed on September 14, 'an excellent sign of the times to find a considerable body of public opinion taking stock of our present position in the matter of higher education.' If the result of this stocktaking is a more or less permanent stimulation of the public's interest in the subject, then 'getting things done' would doubtless follow as a natural corollary.

Under the title 'Our Gentlemen's Schools,' a writer with the *nom de plume* 'Custos' takes our public school system severely to task in the *English Review* for September. He relates his experience of three and a half years' stay at 'one of our largest and most expensive public schools.' 'As the boys gibed at my knowledge of French, I soon learnt deliberately to talk badly, and eventually to forget, so that when I left I knew positively less French than when I entered the school.' He was punished for reading *The Three Musketeers* in French by a master who took away the copy and gave him twenty-five lines of Virgil.

The following criticism is of interest: 'The way foreign languages are taught at these schools is a farce and a scandal. The method is stupid, purely formal, and wooden — French, for example, being taught exactly like Greek, as if it were a dead language. The consequence is that the teaching is dead, the interest of the boys is dead: the whole business is commonly looked upon with derision.'

Nor are all the criticisms merely destructive. The writer recognizes the difficulties of the situation. 'The needful thing is obviously to place these schools under the jurisdiction of the State, which I fear is contrary to all our notions of individualism and pleasant doctrine of "muddling through."' He goes on to recommend public pressure being brought to bear upon headmasters, with the invaluable help of the Press and the co-operation of masters.

The *Oxford and Cambridge Review* for September also contains an article on 'Teaching Run Mad,' but the main point of the article—*i.e.*, that each child is inherently different in temperament, capacity, etc.—is well known to even the rawest of elementary teachers.

What is wanted is an intelligent and sympathetic *entente cordiale* between parents and teachers of all classes, the former recognizing the difficulties of the latter's tasks, and teachers welcoming parents' intelligent interest in the training of their children.

E. C. J.

ANCIENT *VERSUS* MODERN LANGUAGES.

IN the September Press two remarkable articles on educational matters have attracted considerable attention. In *The English Review* a trenchant condemnation of our Public Schools by 'Custos' was given under the title 'Our Gentlemen's Schools.' I do not think that Modern Languages are as badly taught as the writer would have us believe, though from personal knowledge I know that the result is

poor enough. Most of the points of his indictment do not come within the purview of this journal, and I merely content myself with saying that the picture, though unpleasantly truthful in some particulars, is in others overdrawn. He hits the right nail on the head when he points out that 'the whole question is naturally inseparably affiliated with the Oxford and Cambridge system.' Another nail is driven into the coffin of the Ancient Classics when he states that ' Few boys leave school with sufficient knowledge of the Classics to enable them to pick up a Greek or Latin book in after years, and read a single page for pleasure.'

I am here more concerned with 'Modern Languages in Education,' a noteworthy article by Mr. Stanley Leathes in the *Times Educational Supplement* of September 3, which should interest readers of MODERN LANGUAGE TEACHING. There is also a leading article on the same theme. Mr. Leathes examines and states the main facts of the case with fairness, and is led to the conclusion that the evidence is strongly in favour of Modern Languages for the average pupil. With this conclusion I agree, but I disagree with many of his amazing pronouncements. I do not grudge Mr. Leathes the self-satisfaction with which he contemplates himself as a product of the old classical training, as one of the happy few, as he terms it, one of the few referred to by 'Custos.' I have known many classical scholars, but I cannot truthfully say that the majority of them have been distinguished by saner views of life, wider sympathies, more charitable minds or greater adaptability to circumstances than their fellows, or have been better citizens than they. On the contrary, these qualities have often been inconspicuous. And not a few have been extremists, either fanatics or sceptics in religious matters. Moreover, of those who have had any claim to the qualities above mentioned, most have studied French or German, or both, and have travelled much.

I consider, too, that there is little foundation for thinking that English is learnt by translating Latin and Greek at sight, or, at least, that it can be learnt better in that way than by translating French or German, or by independent study, such as the French, for instance, give to their mother tongue. Mr. Leathes clearly believes in the superiority of the ancient classics as a mental training. I believe it is a pure fallacy, existing only in the imagination of those who have been nurtured exclusively on that mental pabulum. Compared with modern languages such as English and French, the ancient languages are defective, vague in grammar, construction, and vocabulary, and, being much less rational, cannot *a priori* be a better training for the mind. Many of their inflections like those of modern German are useless encumbrances. I should like to break a lance with Mr. Leathes when he speaks of

Greek as 'the finest, the most graceful, the most musical, the most flexible of all instruments of human expression.' How can such a statement be made when we know so little, as Mr. Leathes himself admits, of how Greek was spoken as a living language? Ask a Southern Englishman who understands Scotch to read 'Tam o' Shanter,' and the result is only a horrible cacophony. Nor do I admit that 'no wrestling with the awkward structure of a German sentence, no graceful manœuvring with the myriad idioms of French, will ever give the easy mastery of language in general that comes from long practice in the artistic construction of Greek and Latin sentences, and that you have only to survey English prose before and after the classical revival to see how much our language owes in rhythmical and musical variety, in skilled co-ordination, in resources of style, to men who had learnt to write Latin and Greek.' I admit the influence of Latin in vocabulary and syntax, but venture to assert that the influence was in many ways baneful. In the period of the best Elizabethan prose, in Shakespeare, in Hooker, and in the Authorized Version, its influence was in the background, but its strongest influence coincided with the period of decadence which followed. The vernacular was vigorous enough to remain, on the whole, true to itself. The fact is that many unnecessary Latin words were introduced by writers who wrote and spoke Latin more easily than English, and who in writing English found it easier to coin a Latinized word than to seek a native one. It was, in short, to fashion and to laziness that we owe so many useless words of Latin and Greek origin. Besides, many of the Latin constructions were afterwards abandoned. Instead, therefore, of believing that a classical scholar must necessarily write good English, I believe with Darwin and others that the contrary is the case, and that nothing but practice in writing English can make a good writer. Where did Bunyan and Defoe get their incomparable prose? Speaking of Bacon's contempt for his mother tongue, a distinguished critic adds: 'The tongue which in his own lifetime served as a vehicle to a literature, compared with which the whole literary achievement of Latin antiquity, is but a neat school exercise, and which in every point but accomplished precision of form may challenge comparison with Greek itself.'

I hasten to say that while vaunting the blessings of a classical education, Mr. Leathes admits the contention of Modern Language teachers, 'that few profited by the ancient classics in his time, and that those who did not might have learnt more if the course of study had been better suited to their faculties,' and, in short, agrees that they can no longer be the universal instrument of education. He thereupon proceeds to adumbrate a scheme of secondary education in which Greek and Latin would be a

prize for those capable of learning other languages. He would make every pupil, whether dull or not, learn French throughout his school-days. If bright at French, he would put him to Latin or German according as he required a liberal or a commercial education. Finally, he would have a small and select body of 'Grecians,' 'who would learn more Latin and Greek in four years than most of us did in ten.' Another contention of the modernists, and a strange admission by a champion of the ancient classics! To the unhappy many (the 'happy few' are Mr. Leathes and those who profited by Latin and Greek) he would give half the time in school and out for the humane studies, the other half to mathematics, science, drawing, carpentry, drilling, etc., on which he would poach a little for the Grecians. Of the first half about four hours per week would be given to English and eight to foreign languages—French alone, or French and German, or French and Latin, or Greek and Latin. The bulk of most schools would thus be a Modern Side in which the staple subjects would be science and mathematics and 'thorough English *taught through the medium of the English classics* [the italics are mine] or otherwise.'

Mr. Leathes then asks how far French and German can supply the training that Greek and Latin have given, and still give, and expresses the fear that the domination of the direct method, and the study of phonetics, have ousted the mental gymnastics which were the distinguishing feature of classical training—namely, written translation, written composition, and the study of masterpieces. I agree, however, when he says that 'a point must be reached in every boy's career at which the literary study of the language should become more important than the oral.' Strange to say, in the very next paragraph he extols the thorough study of French phonetics and French diction which would unconsciously improve the pronunciation of English. He deprecates trying to improve English pronunciation directly, however desirable, because you might come into collision with the pronunciation of the parents. Here Mr. Leathes admits the disadvantages of Greek, and even Latin, in spite of the 'new' pronunciation, which neglects quantity in reading aloud. I think Mr. Leathes undervalues considerably the difficulties of French Grammar, which he calls a pretty study. He incidentally points out one of the strongest points in favour of French—namely, that a French sentence can only mean one thing, and the moral discipline involved in grammatical accuracy.

In comparing French with German, Mr. Leathes finds little to say in favour of the latter, either as to phonology, grammar, or literature. According to him, knowledge of German grammar is largely an effort of memory, and German literature begins with Lessing and

ends with Heine! He considers, however, that translation from German is a more valuable exercise than translation from the French, on account of its greater difficulty. I hold it to be a fallacy to say that the value of an exercise depends on its difficulty. He is evidently not much enamoured with translation into German, which may be done if sheer necessity requires it, or for the wholesome discipline of disagreeable tasks (another fallacy), and hints that too much German might be detrimental to style in English.

With his final statement that 'schoolboys cannot get from French and German texts the familiarity with the life of foreign nations, which we used to get from reading Greek and Latin,' I disagree *in toto*. If Mr. Leathes will submit his general paper and his syllabus in Greek and Latin, I will undertake to set a paper in French or German, and suggest a syllabus which would leave the classical boy at no disadvantage. I conclude with the opening sentence of his last chapter, to which I heartily subscribe: 'The possibilities of Modern Languages in education are decidedly superior for a great number of boys to those of the old classical system.'

SUB-EXAMINER.

FROM HERE AND THERE.

A CHAIR of English, in addition to that held by Professor E. Morley, at University College, Reading, has been filled by the appointment as Professor of English Literature of Mr. Robert Dewar, Lecturer in English at Glasgow University.

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We have received the Syllabus of the Lectures in English (including Spoken English for Foreign Students), French, and German Phonetics, to be given at University College, London, during the Session 1912-13 by Mr. Daniel Jones and Dr. Perrett. Application for admission to the classes should be addressed to The Provost, University College, London.

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The Handbook of Classes for Teachers issued by the London County Council deserves attention. The English lectures are as follow: The Art of Story-Telling applied to the Lower School, by Miss E. Silsby; The Art of Writing, or Style, by Miss Spurgeon; The Teaching of Literature in the School, by Miss Low; The Teaching of Shakespeare in Schools, by Professor E. J. Morley; Composition as the Basis of English Language Teaching, by Miss Louis; The Progress of the Drama, by Professor I. Gollancz; and Language and the Mother-Tongue, by Miss Carter.

The Modern Language Lectures will be (i.) Corneille; (ii.) Contemporary French Authors, by Miss F. C. Johnson; Madame de Sévigné and J. J. Rousseau, by Professor Brandin (in French); and the Practical Teaching of French, by Professor Spiers.

In Phonetics, in addition to the lectures mentioned above, and given by Mr. D. Jones and Dr. Perrett, there will be a course of six lectures by Miss Home-Morton on Simple Phonetics to improve the Speech of Children in Infants' Schools and Lower Standards.

In Voice Production there is to be a course of thirty lectures given by Miss Elsie Fogerty and Dr. Hulbert.

⁂

It was stated in our July number (p. 157) that Mr. Walters had obtained the degree of Docteur ès Lettres. It should have been, we understand, Docteur d'Université.

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Mr. G. Nöel-Armfield, Modern Language Master at Parmiter's School, has been appointed Assistant to the Phonetics Department at University College, London.

⁂

The German Examination Committee in connection with the German Language Association, London (Allgemeiner-Deutscher Sprachverein), is able to show a very gratifying result in the Examinations held in English schools during the first week of June.

The number of schools who took part has increased from twenty-two to forty-three.

One hundred and eighteen candidates availed themselves of these German Examinations.

The Higher Grade stage, which was added last year to the scheme, has been found a very useful innovation for candidates who were already in possession of a Senior First-Class Certificate. The standard of work shown here was decidedly high.

The following prizes were awarded:

Higher Grade.—First Prize: Reginald Charles Davey, Strand School, King's College, London; Second Prize: Eric Edward Caws, City of London School.

Senior.—First Prize: Maggie Ross, Aberdeen High School for Girls; Second Prize: Loïs Juliet Garton, 'West Heath,' Ham Common, Richmond; Third Prize, Albert Leonard Bloxham, City of London School; Fourth Prize: Doris Forster, 'Wintersdorf,' Birkdale, Southport.

Junior.—First Prize: Elsie Campbell, Clapham High School; Second Prize: Elizabeth Heath, Bromley High School; Third Prize: Edith Reynolds, North Middlesex High School, Enfield; Fourth Prize: Marie Sohl, St. Margaret's School, Harrow.

In addition to these prizes, a great number of First-Class and Second-Class Certificates in the Senior and Honours, and Pass Certificates in the Junior, speak for themselves of the earnestness with which German is taken up as a School subject.

The view that German is beginning to play a more important rôle in English schools has been consolidated. Slowly, but surely, German is working its way up, fostered by energetic and enthusiastic teachers of both sexes.

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For the first time this year the Oral Examination had been made compulsory—a fact which was greatly welcomed by the Schools. The difficulties of the arrangement for the taking of the Oral were overcome by the appointment of Assistant Examiners nominated by the Committee.

The next Examination will take place in June, 1913. Dr. T. J. Leonhardt, the Chief Examiner and Chairman of the Examination Committee, will be pleased to give further detailed information.

Application for Prospectus and Set Papers for 1911-12 should be addressed to 119, Graham Road, Wimbledon, London, S.W.

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In the Final Honour Schools, at Oxford, in the year 1911-12, 144 candidates were placed in Literae Humaniores, 24 in Mathematics, 78 in Natural Science, 88 in Jurisprudence, 164 in Modern History, 51 in Theology, 4 in Oriental Studies, 19 in English Language and Literature, 11 in Modern Languages. Of the successful women candidates, 3 were placed in Literae Humaniores, 1 in Mathematics, 6 in Natural Science, 25 in Modern History, 3 in Theology, 26 in English Language and Literature, and 14 in Modern Languages.

⁂

It appears from inquiries made by the *Mercure de France* that French easily leads the field in the schools of Europe. It states that in England the study of German is declining, though in the French Lycées, since 1870, German has, perhaps, ousted English from first place. In Ger-

many, French has gained what English has lost. In Italy, French is studied more than ever, though in the north German is also gaining ground. In Spain, French occupies most attention, with English as second.

* * *

In the new regulations for London University Matriculation, Grammar Questions have been abolished in Modern Languages, and both Free Composition and Translation into French, German, etc., are made compulsory. This is a step in the right direction.

INTERESTING ARTICLES.

SCHOOL WORLD: (April) The Teaching of English Literature in Public Schools, by S. P. B. Mais; (May) The Teaching of English Grammar in Public Schools, by S. P. B. Mais; (September) The Place of Grammar in the Teaching of English, by W. Munson.

ENGLISH REVIEW: (September) Our Gentlemen's Schools, by 'Custos.'

TIMES: (September 3) Modern Languages in Education, by Stanley Leathes; Modern Languages and Education (leading article).

LES LANGUES MODERNES: (Juin) La Légende des Langues faciles, par H. Peseux.

REVUE DES LANGUES VIVANTES: (Avril-Mai) Les Français et la Société anglaise au XVIII[e] siècle, par P. Yvon; (Mai) Questions de Métrique anglaise, par P. Verrier; (Jnin) Les Versions anglaises de la Bible, par Ch. Bastide.

REVIEWS.

Oxford Junior French Series. General Editor, H. L. HUTTON. Price 1s. Clarendon Press.

Lectures Scolaires (*Élémentaires, Intermédiaires et Supérieures*). Editors, POOLE et LASSIMONNE. Price 1s. and 1s. 6d. John Murray.

Massard's Series of French Readers (*Junior and Senior*). Price 1s. 6d. and 2s. Rivingtons.

Florian's French Grammatical Readers (*Series A and B*). Price 1s. 6d. Rivingtons.

Bell's Illustrated French Readers (Various editors). Price 1s. Bell and Sons.

All the above series—of which details are given in the bibliographical column—are edited in accordance (more or less) with the principles of the Direct Method, and publishers seem to be vieing with each other as to the largest output of such texts. It will be noted that two of the series are by the same publisher. Judging by the number of these texts that are, one might almost say, flooding the market at present, one would imagine that the Direct Method was making giant strides. We are bound to say that it is not so. Direct Method books are at present a fashion, and many are using them who are incapable of using them properly. We believe it is a common thing to use, say, Dent's French or German Course by translating everything without exception, text and exercises, into English. We know a secondary school where Modern Languages are taught in this incompetent or dishonest manner. It is hardly astonishing that in many quarters the Direct Method is discredited.

All the above series except the second make a departure from the strict principles of the Direct Method in having French-English vocabularies, limited in the *Oxford* series to words unlike in both languages and to the more unusual words (an edition may be had without vocabularies), and in the *Massard* and *Florian* series to the Elementary Texts. Evidently the majority of editors are not in favour of excluding the mother-tongue in foreign language study, and we agree with them. At the same time, we are not much enamoured of vocabularies, whether of every word or of only the most unusual. We prefer that the pupil should have practice in the use of a good dictionary,

bilingual or otherwise. The vocabulary generally gives only the meaning suited to the particular text, and produces an imperfect impression on his mind.

The *Oxford Junior Series* is intended for Lower and Middle Forms, and consists of works for the most part hitherto unedited. The six volumes which have already appeared are well edited, though all are not equally so, there being some strange omissions in the vocabulary. In *Le Château des Merveilles* are omitted—*passe pour, tout de même, tout au plus, lesté en prévision de, seringue.* In *Le Capitaine Pamphile* there is an imperfect explanation of *à la maître d'hôtel; tout robuste qu'il était* is unexplained; *à la hauteur de* is hardly (nautically) 'on a level with.' These are, however, minor points, affecting only those who use the books for translation. Each volume has a *Questionnaire* dealing with the subject-matter: (A) Exercises on word and sentence making, and (B) Exercises on applied grammar. All these are excellent, and the only fault that might be found with them is that there are too few of them. These textbooks are handy, well printed, well chosen, and can be thoroughly recommended to all teachers, whatever methods may be employed.

Lectures Scolaires are well printed on good paper. Each page of text has facing it ten *Questions de Sens* and ten *Questions de Grammaire.* The latter are too slight, and have apparently been sacrificed to the symmetry of the page. There are few of them which deal with change of tense, whereas *Donnez les temps primitifs de* occurs on nearly every page. The books have notes at the end, in which an attempt is made to explain words and phrases in French. This is not always successful, and we note that the English is often given parenthetically, as if the authors themselves were aware of the inadequacy of the explanations. Besides, more of the idiom is lost by giving a French synonym than by translating. One example will suffice: *ils se seraient mis à mes trousses=ils m'auraient poursuivi.* This does not give the meaning of *trousses,* and fails to arouse philological interest in omitting to point out Scotch *trews* and English *trousers.*

Massard's Series of French Readers dispenses with the usual *Questionnaire,* because the author avers there is ample material for conversation in the notes, which are in French. There are a few exercises on grammar and word-formation, and sentences and passages for retranslation. In the Junior Series full French-English vocabularies are given, in addition to the very full notes in French. The latter present many of the difficulties experienced in explaining words and idioms without using the mother-tongue. To explain *au seuil* by *à la porte,* or *dégager les rênes* by *se rendre libre,* omits something necessary. *Se sentir maladroit* is but a synonym of *se sentir gauche,* and from this point of view many of the notes are very useful and may be recommended. Again, *ressorts=morceaux de métal qui font marcher les machines* is a defective definition. We have noticed few mistakes; but *travail journalier* is not *travail dur* or *dans les champs,* and surely *cornettes* cannot be styled *un habit.* There are questions on word-formation, but those on grammar are very inadequate. On the other hand, there are good phrases and passages for retranslation. A distinctive feature of the series is that notes, etc., are bound separately and placed in a pocket in the cover. The books are of a handy size, and are well printed.

Florian's French Grammatical Readers are in two series, A and B. The former has a French-English vocabulary and the latter a few notes in French. The text is divided into lessons, each followed by a *Questionnaire* and a paragraph on grammar in French. At the end of the book are various exercises in grammar, both old and new style, in retranslation, and in free composition, as well as an abridged grammar in French. On the whole, these texts can be recommended. They are also well printed and well arranged.

Bell's Illustrated French Readers, of

which the later volumes are on Direct Method lines, have many attractions. Each illustration is dealt with by means of a *Questionnaire*. There are a few notes in French at the bottom of the page. There are miscellaneous exercises, those in retranslation and in style being the most important. There is also a French-English vocabulary.

BIBLIOGRAPHY.

N.B.—*All books received will be noted in this column. Such notice does not preclude a careful review should the Editor consider any book of sufficient importance or interest.*

ENGLISH.

BARTER, AMY: Stories of Pendennis and the Charterhouse, from Thackeray. With 16 illustrations. 255 pp. Price 1s. 6d. Harrap and Co.

GILBERT, C. R.: As You Like It. The Text of the Folio of 1623, revised. With Questions (10 pp.), Notes (37 pp.), and Appendices (19 pp.). Price 1s. Mills and Boon.

WETHERILL, H. B.: The New Preliminary Geography. With 12 illustrations and 16 maps. 178 pp. Price 1s. 6d. Mills and Boon.

HUBSCHER AND FRAMPTON: A Modern English Grammar. Vocabulary, Pronunciation, and Grammar Summary (separately in pocket). 303+46 pp. Price 4 frs., or in two volumes, 2 fr. 50 each. Payot et Cie, Lausanne.

[A course on modern lines, with many illustrations, intended for foreigners studying English. The book is entirely in English, but the vocabulary is English-French and the pronunciation and grammatical summary are in French.]

Select Plays of Shakespeare. General Editor, J. C. Smith. Clarendon Press.

NEWBOLT, HENRY: Richard the Second. With introduction, appendices, and glossary. lii+103+69 pp. Price 1s. 6d.

ANKS, M. L.: Graduated Passages for Reproduction. 192 pp. Price 2s. Henry Frowde.

WRAGG, H.: Selections from Malory. 158 pp. Price 2s. Clarendon Press.

RICE, C. MACAN: Voice Production with the Aid of Phonetics. 87 pp. Price 1s. 6d. Heffer and Sons, Cambridge.

FRENCH.

Composition.

MANSION, J. E.: Alternative Extracts for Composition in French for Middle and Senior Classes. With references to Heath's Practical French Grammar. 112+35 pp. vocabulary. Price 1s. 6d. Harrap and Co.

FAIRGRIEVE. C. A.: A Rudimentary French Composition Book for the use of Beginners. Vocabulary and notes, 42+41 pp. Price 1s. Harrap and Co.

[In the first part (17 pp.) the passages are retranslations.]

Courses.

BOURDACHE, E.: The Parisian French Course. First year. A New Direct Method of Teaching French. 156 pp. Price 2s. Relfe Bros.

Grammar.

SONNENSCHEIN, E. A.: A New French Grammar based on the recommendations of the Joint Committee on Grammatical Terminology. 211 pp. Price 2s. 6d. Clarendon Press.

Texts.

BALZAC: Le Curé de Tours (Heath's Modern Language Series). With notes and vocabulary. By O. B. Super. 82+10+37 pp. Price 1s. 3d. Heath and Co.

WEISGERBER, L. J.: Cinquante petites Lettres en Français (Harrap's Shorter

French Texts). Avec exercices d'imitation et vocabulaire. 60 pp. Price 6d. Harrap and Co.

TAINE: La Littérature Anglaise. Pages choisies (Harrap's Shorter French Texts). With notes and subjects for composition. Edited by R. T. Currall. 96 pp. Price 8d. Harrap and Co.

PICARD: La Petite Ville. Comedy in five acts in prose (Blackie's Little French Classics). Edited by M. D. M. Goldschild. 76 + notes 10 + exercises 16 pp. Price 8d.

MIGNET: La Révolution Française. Selections edited by Taylor Dyson (Blackie's Little French Classics). With notes, retranslation passages, and subjects for free composition. 48 pp. Price 4d.

Blackie's Petits Contes pour les Enfants. Le Savetier des Fées. Adapté par E. Magee. Questionnaire and vocabulary. 48 pp. Price 4d.

Massard's Series of French Readers:

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EDITORIAL NOTES.

ATTENTION is drawn to the letter of Mr. Arthur Burrell on 'Nasalization.' It is hoped it will arouse considerable interest. Contributions are invited. Next month the question of marking Free Compositions will be raised.

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FRENCH AS AN INSTRUMENT OF LIBERAL EDUCATION.

THE Circular on Modern Language Teaching issued a short time ago by the Board of Education contained the following passage:

'Modern literary studies cannot hope to compete with a classical course unless they put their ideas equally high. The Modern School or Side should definitely aim at securing to a section of its pupils a liberal education, based on the literature, history, and thought of modern and medieval Europe, just as the Classical School or Side aims at providing such an education by means of the study of ancient civilization.'*

On September 3, 1912, there appeared in the Educational Supplement of the *Times* an article entitled 'Modern Languages in Education,' by Mr. Stanley Leathes, First Civil Service Commissioner, which develops at considerable length and with much force and ability the view expressed by the Circular. I make no apology for quoting from it the passages which bear most strongly on the subject.

'How far,' asks Mr. Leathes, 'can French and German be made to supply that sort of training which Greek and Latin have given, and still give, to the best schoolboys on our great classical sides? I should be glad to learn that any serious attempt was being generally made to attain this ideal, but I believe that the domination of the direct method and the study of phonetics has tended to put this objective out of sight and to push aside written translation, written composition, and the study of a considerable body of masterpieces. I am not a schoolmaster, and I should not be entitled, even if I were inclined, to say anything against the direct method of teaching Modern Languages. But I think a point must be reached in every boy's school career at which

* This passage was quoted in an article in MODERN LANGUAGE TEACHING for June, 1912.

the literary study of the language should become more important than the oral. From this point onwards I think that more might be made of French and German as instruments of liberal education than is now the case.'

How far, then, can French—for I shall confine myself to that language in the following remarks—be made to supply that sort of training which Greek and Latin give to the best boys on our classical sides? In other words, what can be substituted for the 'trivial texts' of which the Board of Education so rightly disapproves. Mr. Leathes has himself made some valuable suggestions. 'French,' he says, 'is so easy that schoolboys might read a great many books. It is very undesirable that boys working at French and German should work through their texts so slowly as our Greek and Latin texts were taken in school.' This is a remark well worth considering. He no doubt exaggerates the easiness of French. Montaigne, for instance, which he recommends for sixth-form boys, is far from easy. Molière is not really easy, nor is Pascal, nor is La Fontaine, nor is La Bruyère. It is easy enough to understand their general sense, but to follow every trend of their thought, to apprehend to a nicety the precise shades of their meaning, and, above all, to render them into idiomatic English, requires intimate study and a high degree of scholarship. I would therefore suggest as an amendment to Mr. Leathes's proposal that French texts should be read sometimes slowly and sometimes rapidly. For instance, one play of Molière's might be read slowly, like a Greek or Latin classic, while others were being read rapidly by the same class. In the one case Molière would be read primarily 'as a classical specimen of literature' (to borrow Mr. Leathes's words), and in the other as 'a mirror of seventeenth-century life.'

I now propose to try and answer Mr. Leathes's pertinent question by suggesting in detail some French works that may be profitably used 'as instruments of liberal education.' I am quite aware that one who is not a schoolmaster is not the best person to make such an attempt, for he may and inevitably must suggest some books which have been tried for the purpose and found wanting. But I have waited for some years in the hope that the challenge which was thrown down by Mr. Arthur Benson in his address as President of the Modern Language Association would be taken up by someone who had the necessary experience. I have waited in vain, and now I feel that the matter is so urgent that a beginning must be made by somebody, however incompetent.

'I do not see,' says Mr. Leathes, 'why sixth-form schoolboys should not read Commines and selected essays of Montaigne.' But further on he points out that Commines 'is only suitable for the very advanced,' so that, as he has no merits of style, he may safely be ruled out. With

regard to Montaigne I fully agree with Mr. Leathes. Some of his essays, and especially the two which deal with education, might well be read by sixth-form boys. His thought is often difficult, but his language is not, and I know from experience that he is well within the capacity of candidates for entrance scholarships at the University. And to Montaigne I should like to add D'Aubigné's *Vie à ses Enfants*, which though written in the seventeenth century belongs entirely to the sixteenth in character.

For the seventeenth century there is a wide choice, and schoolmasters must have plenty of experience on the subject. I will therefore confine myself to one or two suggestions. Might not La Bruyère be tried more often? His language, with its constant search for novelty of expression, is always stimulating, and, what is more important, he throws a most interesting light on the social life of his day. Is the perennial charm and interest of La Fontaine, especially of the six later books of his *Fables*, sufficiently recognized? I feel more doubtful about Mme. de Sévigné, because I know that letters do not appeal particularly to young people, but I should have thought that from her ample store-house a selection might be made which would be attractive to schoolboys. I omit Pascal for all but the very ablest boys. The *Pensées* are too difficult for the ordinary boy, and the *Provinciales* deal with matters—the controversy about Grace, and Jesuit ethics—which, on the surface at any rate, have only an historical interest.

There remain the dramatists. Of the suitability of Molière there can be no question. But I much doubt whether he is read enough. The best boys on Modern Sides should have read at least half his plays before they leave school. We all know the difficulty English readers find in appreciating French tragedy. But the best plays of Corneille should appeal to boys who love stirring rhetoric and sonorous verse. The more delicate shades of Racine's psychology are beyond them, but they cannot be insensible to the beauties of *Phèdre*, and they should appreciate *Britannicus*, in which love plays a less predominant part than in the other tragedies, and *Athalie*, from which it is entirely absent. And at this point it is necessary to insist that in reading French literature with boys, and especially French tragedy, it is all important that the teacher himself should be in sympathy with the literature, and that he should have the power of instilling this sympathy into his class. And for this purpose I cannot help thinking that simple texts *without notes* should be used as much as possible. Notes, at any rate where they are at the end of the volume, interfere with the perfect appreciation of literature. Moreover, all notes make far less impression on the youthful student than the interpretation of his teacher. Only this interpretation

must be, as far as possible, fresh and at first hand. When I see statements that pupils are not interested in such and such an author, I wonder whether the fault lies with the author or his interpreter.

I must now quote another passage from Mr. Leathes's article. It runs as follows: 'After much reflection I do not think that schoolboys are ever likely, from the study of French texts or German texts, to obtain the kind of familiarity with the life of foreign nations that we used to get from reading Greek and Latin. There are no French books—at least, none of manageable dimensions—that throw such light on the life of France as Caesar, Tacitus, Livy, Juvenal, and the speeches of Cicero throw upon Roman life; none that are so well worth study from this point of view as Herodotus, Thucydides, Aristophanes, and the speeches of Demosthenes. French memoirs are not, for the most part, literature [I put in a demurrer to this remark], and if they are, you could not put schoolboys through a course of them. I think this difficulty might be got over by teaching boys with their books the dramatic and fascinating history of France. While reading Molière and Boileau they might learn the history of Louis XIV., with explanatory retrospects. But, whatever the difficulties, if French is to take the place of Greek or Latin in our schools, it cannot be enough that the boys or the girls should only learn French language and French literature. They must learn something about France, about French history, French institutions, French customs, French manners, otherwise they will have missed one-half of the benefit that we got from learning Greek and Latin.'

All this is admirable, and nothing can be truer than the last sentence. But how are we to meet the difficulties which Mr. Leathes points out? Well, in the first place, we have Voltaire's *Siècle de Louis XIV.*, which many French critics of to-day regard as after his *Letters* his most valuable contribution to literature. It is quite true that you cannot put schoolboys through a course of memoirs, but I believe that selections might be made which would admirably serve the purpose. For instance, you might make a most interesting volume on the eighteenth century with the help of large selections grouped according to subjects, from Mme. de Staal Delaunay, D'Argenson, Durfort de Cheverny, Marmontel, Bachaumont (on the last days of Voltaire), and others.

Some Memoirs, however, might be read *in toto*, as, for instance, the short *Memoirs* of Louis Racine which are full of delightful anecdotes about his father, La Fontaine, and Boileau. Then there is the Napoleonic Age, which offers very considerable material for our purpose. Marbot's *Memoirs* are, I believe, already read in schools, but there are other military writers, whose records, if less entertaining, are more truthful than those of this

lively Gascon—for instance, Fézensac, Macdonald, and Ségur, part of whose well-known *Memoirs* may be had for a shilling in Nelson's excellent series under the title of *La Campagne de Russie*. The same firm has published that portion of Chateaubriand's *Mémoires d'Outretombe*, which deals with Napoleon and which is based in part on Ségur. More interesting, perhaps, are the earlier chapters of the same *Memoirs*, in which Chateaubriand tells with inimitable charm the story of his childhood and youth. Other civilian memoirs relating to Napoleon are those of Chaptal and of Beugnot; and Mme. de Rémusat is eminently readable.

Coming now to works of a purely historical character, we have in Michelet's volumes on Jeanne d'Arc and Louis XI. the very thing we want. Written before his historical outlook and style had been warped by his studies of the French Revolution, they have that sympathy with the past, and that power of evoking it which are bound to appeal to the generous souls of youthful readers. If something more difficult is wanted, there is Taine's *L'Ancien Régime* and Tocqueville's book with the same title—less interesting but more philosophical. Guizot's *Histoire de la Civilisation en Europe* and *Histoire de la Civilisation en France* used to be set for holiday tasks when I was a boy, but I do not fancy that many of us read them. For youthful readers they are certainly dry. Finally, there must be a good many historical readers used in French schools which would meet Mr. Leathes's requirements. I know one by M. Lacour-Gayet which deals with the period from 1610-1789 in a very interesting fashion.

But I must return to the main stream of French literature. Beyond the works that I have already noticed the eighteenth century does not offer us much. But I would suggest, as possible, Voltaire's *Lettres Anglaises* and Rousseau's *Lettre sur les Spectacles*. The nineteenth century is a more promising field. To begin with, Chateaubriand's *René* and *Atala* are worth considering, for though a schoolboy has, or should have, little sympathy with the *mal du siècle*, the wonderful style, with its irresistible appeal to the imagination, should arrest his attention. In the *Légende des Siècles* of Chateaubriand's great disciple, Victor Hugo, we have the best substitute for Homer that can be found in French literature. I do not rate Hugo's epic genius quite so highly as M. Faguet and other French critics do, but there can be no question as to the interest of the story and the rushing splendour of the verse in *Eviradnus*, the exquisite charm of *La Rose de l'Infante*, and what is rare in Hugo, the classic simplicity of *Booz Endormi*. I have been told by Mr. Arthur Benson that he found his pupils were always interested in Sainte-Beuve's *Causeries*. I can well believe that under his guidance this was so. There must, however, be plenty of experience on this head, and I will suggest another work of Sainte-Beuve's

which has possibly never been tried in schools, but which might prove attractive and stimulating—I mean his *Port Royal*.

Passing on to the age of Renan and Taine, we have a promising subject for experiment in Renan's *Souvenirs d'Enfance et de Jeunesse*. I have already mentioned Taine's *Ancien Régime*. I will add *La Fontaine et les Fabulistes* (to be read, of course, in conjunction with *La Fontaine*), *Notes sur l'Angleterre*, and possibly the *Histoire de la Littérature Anglaise*, from which chapters might be selected to fit in with whatever English literature the class might be engaged upon.

But I have made enough suggestions to serve as a basis for discussion, and in these I have confined myself to works of a serious character. I am very far from sharing the contempt which Brunetière and other modern French critics have for novels and plays which are 'merely amusing.' I yield to no one in my love of Labiche, but boys over sixteen—and it is with these that I am concerned—should know enough French to read his comedies for pleasure, and not in school hours. Nor must I leave the subject without fully recognizing its difficulties. One is told by schoolmasters that it is all very well to read serious French works with boys on the classical side, but that this is impossible with boys on the modern side. 'The material is bad,' they say, 'and it is getting worse.' 'As a matter of fact,' said a candid headmaster to a parent who is a friend of mine, 'our modern side is rather rubbish.' 'Please don't insult me,' said a young history specialist to another friend, who had asked him if he was on the modern side. Now all this is radically wrong. If headmasters continue to regard their modern sides—which in many of our largest schools are larger than the classical sides—with tolerant contempt, as mere refuges for those destitute of brains, there will never be any improvement. The only way to improve modern sides is to treat the boys on them as rational beings and to feed them on rational literature. If I were a member of the governing body of any school, the first question that I should ask a candidate for the headmastership would be, 'What do you propose to do for the modern side?'

ARTHUR TILLEY.

REMARKS ON THE RUSSIAN ALPHABET, AND ITS TRANSLITERATION INTO ENGLISH.

THE history of the Alphabet is one that must for ever remain in partial obscurity, notwithstanding the immense efforts made by Frenchmen, Englishmen, and Germans to trace back through its development its probable origin. It was no doubt a matter of slow evolution. From the earliest hieroglyphics to syllabism, and from syllabism to

certain accepted signs, mutilated or abbreviated—which ancient scribes found economical of time and work—came probably the first letters of an alphabet. That *these* were in use at the same time seems to be proved by inscriptions discovered in recent years; and that hieroglyphics, syllabism, and an alphabet were co-existent is shown by the researches of modern Egyptologists.

The learned men of old, feeling the need of reducing the enormous labour of copying elaborate symbols, soon simplified these forms, and hence there arose a cursive—*i.e.*, a running—form of writing. This cursive style has accompanied all modern forms of alphabet; for even to link together the letters of a word is an immense saving of time and effort, and to make this union possible, the characters require certain modifications.

We see in our own day immovable devotion to an old-established system of hieroglyphics, and ask how it is that where alphabets are perfectly familiar, and must be in constant use in intercourse with Europeans, the inhabitants of China, whose civilization, though not akin to our own, is of a highly-developed order—how it is that their language is without an alphabet, and that they are still compelled, in learning to write and read, to commit to memory thirty thousand different symbols.

It is dangerous to speak of the Japanese in this connection, because the feverish haste with which they copy European customs may have already induced them to begin the use of the Latin Alphabet. That a Japanese Alphabet would be borrowed from the Roman is a matter of course, seeing that the use of Latin characters extends now over three-quarters of the globe. Notices and announcements are seen already in English in certain towns in Japan, and over a tailor's shop may be read this alluring advertisement: 'Any lady or gentleman can come in here and have a fit.'

The Greeks and Russians are the only important remaining countries in Europe possessing each a distinctive alphabet. The invention and introduction of the Russian Alphabet is known, and fairly well authenticated. History repeats itself, and what is done to-day by missionaries who go out to convert savages in distant parts was done in the Dark Ages by Bishops, and other ecclesiastics of the Christian Church, who carried the good news of the Gospel to heathen in the unconverted parts of Europe.

A missionary of to-day finds himself from the very outset compelled to enter into communication with those he hopes to convert, and for this purpose he reduces their oral speech to a written language, and employs, of course, the European Alphabet. Studying their habits in the use of words, and formulating them into some kind of grammar, he then proceeds, as a rule, to translate the Scriptures into their tongue. This must be, in some cases, a task of immense

difficulty. For where the speech is extremely undeveloped, the materials for a grammar can hardly be said to exist.

A traveller and ex-resident in New Zealand tells of the Maoris that their words cannot even be classified, one sound serving apparently for so many parts of speech.

Towards the middle of the ninth century one good Bishop, Cyril, in his zeal to convert some of the Slavonic races, found it necessary to concoct for them an alphabet. He borrowed Greek and Semitic characters, thinking, perhaps, that they might make the study of the Bible less difficult for his converts; and he bestowed upon them an alphabet consisting of forty-eight letters, many of which are said to have been of the Bishop's own device, and which have caused this to be known as the Cyrillic Alphabet. Peter the Great reduced these letters to the present number—thirty-three—of which some are Roman, some Greek, and some Cyrillic.

For the student of Russian, the Roman characters, having in some cases a different use, are perplexing. A man who knows Greek will find his knowledge of Greek characters save him much trouble, and the Cyrillic are easy to acquire.

We cannot congratulate the Bishop on much beauty or fertility of invention, but he accomplished what was, perhaps, somewhat difficult: he manufactured symbols to represent sounds which occur only in Russian.

The Slav inhabitants of various outlying countries, such as Bohemia, Poland, etc., have wisely adopted the Roman characters, and with the rapid disappearance of the old book and handwriting in Germany, Greece, or Russia, may remain the last of the important European nations possessing peculiar sound-symbols.

Owing to the vast extent of Russian territory its alphabet ranks with the Arabic and Latin as one of the great alphabets of the world; nevertheless, signs are not wanting of the giving way of these before the dominance of the Roman characters.

Bismarck—a man of war and not of letters—used to say, 'Russian is quite as difficult as Greek, and far more useful.' In some respects it is perhaps more difficult; the combinations of consonants make the pronunciation very hard for a French or Englishman, and transliteration is necessary whenever a word is introduced into another foreign tongue. Whereas in Greek the pronunciation is Anglicized and acquaintance with the alphabet is so common that it is not necessary to transliterate.

Of late years, owing to the exciting war between Russia and Japan, and the revolutionary condition of the Russian Empire, an increasing number of Russian words and names find their way into English newspapers. The writer is of opinion that these might be far more simply and correctly transliterated. Let us take a very

common name as an example—Tschaikowsky.

The four consonants at the beginning are represented in Russian by one consonant, an *h* upside down, thus ч. The sound is exactly and accurately expressed in English by initial *Ch*, which we distinguish in almost every case from *sh*, by sounding a *t* before it; in *Tsch* the *t* and *s* are wholly superfluous.

Next comes *ai*, a Russian diphthong—perfectly transliterated by our *i*, a vowel we have all to ourselves, as it appears.

The next letter in the name, which is a gross mistransliteration, is *w*.

There is no *w* in Russian, neither as a sound or a character, and yet it constantly occurs in Russian words and names which appear in English. This consonant in Russian is the third letter in the alphabet, and equals our *v*. Not *a*, *b*, *c*, *d*, but *a*, *b*, v, *g*, are the first four letters in Russian.

The character is the same as our capital *B* written small: only a few of the Russian letters have a capital and a small form; the others differ simply in size.

How came we by this obviously incorrect transliteration of the name Tschaikowsky? The explanation is simple. We borrowed the transliteration direct from the German, forgetting that all German vowels (except *O*) and five of their consonants differ from ours. These last: *C* initial = *ts* before *e* and *i*, and = *K* before *A*, *O*, *U*. Words beginning with *C* are mostly of foreign extraction; *G* is either hard or guttural; *J* = *Y*; *V* = *F*; and *W* = *V*. *Tsch* is the only way in which a German can represent the Russian character ч, because he has no *sh*, that combination being represented by *sch*. The *C* in *sch* probably indicated an old pronunciation which was guttural, as is the case in Dutch at the present day, and a German is compelled to use a *T* at the beginning of such a name as Tschaikovsky. The Germans also have no vowel *I* pronounced like ours, but supply this want by the diphthong *ei* or *ai*.

Then, as far as the *w* is concerned, this unfortunate letter, so constantly found in transliterations from the Russian, is fully and perfectly transliterated in German by their consonant *w*, which has the value of *v*.

Properly translated into English, this name would be written *Chikovsky; sky* or *ski* is an adjectival termination equivalent to the English adjectival termination *ish* in Swedish, Irish, etc. There is no aspirate in Russian—would it were so in our own tongue! In Latin and French the *h* is dropped, but in these languages the symbol exists, suggesting that it may have been in use once, and may have become obsolete in the course of time. In the Russian Alphabet we find the fourteenth letter an exact representation of our capital *H*. It comes between *M* and *O*, and it is hard to remember always that it stands for *N*.

When foreign words beginning with *H* are introduced into Russian the *H* is replaced by *G*; thus, the English surname *Hook* becomes *Gook*; *hero* is *gerve*; *Galstuk*, *cravat*, is the German *Halstuch*. *C* is invariably a sibilant used as *s*, for the Russians have *K*, that ancient and picturesque symbol, and therefore they are not troubled as we are by a superfluous character, *C*, which is sometimes guttural and sometimes sibilant. However, in Russian we find two *e*'s, two *f*'s, and two *i*'s (pronounced *e*), which seem an altogether unnecessary redundancy.

OB (pronounce the *B*—*V*), a common termination of Russian names, is a masculine genitive plural, corresponding to our plural surnames Woods, Bridges, Hughes, which may have been in some cases genitive as well as plural. The genitive is the case that nearly always follows a Russian active verb, and reminds one of the tendency among our uneducated of using *of* in like manner: 'I'm a'waitin' of you,' 'I'm a callin' of you,' etc.

In Russian, as in German, the final consonant is frequently sharp. So *OB*, though correctly transliterated by the German *w*—*i.e.*, *v*—is better rendered at the end of a word in English by *off*. This change, we are glad to see, is gradually driving out the absurd termination *ow*—*Borisoff*, not *Borisow*, etc.

Duma is another instance of transliteration which must convey a false pronunciation. Among the eleven vowels of the Russian Alphabet there are two *y* I-O, one having the sound of our *oo* and the other of our *u*. It is the first of these which occurs in the Russian word *Duma*, correctly transliterated by the German *u*, which has always the sound of *oo*, and also perfectly translated in French by *ou*: *ou*. The French write *Duma*, *douma*, and we ought to write it *dooma*.

Doomat (pronounce *a* as in father) is the Russian for *to think*, *to consider*, *to reflect*, *to deem*. The Dooma is the body that thinks, judges, deems, and dooms. This mistransliteration is no doubt also owing to our having adopted without question the German spelling.

Although, as has been said, certain combinations of consonants make the pronunciation of Russian hard for other Europeans, the soft guttural is confined to the Greek letter χ, which is pronounced like *ch* in the Scotch *loch*.

If, as has been suggested by some eminent philologist, combinations of consonants are produced by the squeezing out of vowels, the Russians must have done much in this kind of elimination. One of the Russian words for *glance*, for instance, is *vsglyad*. We are sinners ourselves in this respect, and cannot afford to throw stones at our neighbours. Think of our plural *sts* in *ghosts*, and *beasts*, in *clothes*, and imagine how the Southern European must shrink from *thrust* and *thwack*.

Difficulties of pronunciation will not, it is to be hoped, deter any from the study of Russian, a language of deep interest to the

linguist and the philologist. Incomprehensibility in speech is a greater barrier between nationalities than seas and mountains, and a different alphabet is discouraging to the beginner. No doubt, in course of time, the Russians, like the Germans, will gradually discard their peculiar letters in favour of the Latin Alphabet.

E. MIALL.

THE EXAMINER AND FREE COMPOSITION.

FREE composition has gradually come to the front. In many examinations it is alternative to set composition. The new regulations for London Matriculation and the London Senior School Examination state that the paper in French shall contain (1) passages for translation from French, (2) a fairly easy and a more difficult passage for translation into, and a fairly easy and a more difficult subject for free composition in, French; candidates being allowed the option of doing either the more easy translation and the more difficult free composition, or the more difficult translation and the more easy free composition. (The grammar section has disappeared.)

It is only in comparatively recent years that free composition has received attention. Some of our best teachers have indeed made use of it with success for a considerable time; but the majority are learning how to teach it. It is important that they should not be discouraged.

Examiners, as a rule, are not selected from those who are at present engaged in teaching in secondary schools. Very few French or German examiners have taught free composition in a systematic fashion; the setting of an occasional essay in the foreign language to boys in a top form cannot be counted as adequate experience.

Lack of experience suffices to explain the frequent setting of unsuitable subjects. Considering the very limited time available, it is doubtful whether candidates would make much of 'Universal Conscription' or 'The Freedom of the Press,' even if they were writing in their mother-tongue. In examinations of this elementary kind, the subject should surely be one drawn from the candidate's own sphere of interests, about which he can write without the necessity of working out a scheme; or an outline should be supplied. A conversation between two boys on the attractions of fishing and boating respectively; the letter of a French boy giving his first impressions of England; a day with the Boy Scouts—these are subjects about which candidates should be able to write with some ease. (It is understood that, as at present, a choice of subjects should be allowed, and there should be some subjects, not appealing mainly to boys, as happens to be the case

with the ones suggested.) Another kind of subject is the telling of a story, of which the main outline is supplied. The following may serve as examples:

Voyageur voir grand et fort Chinois pleurer à chaudes larmes. Demander pourquoi pleurer ainsi. Répondre père battre. Voyageur demander comment pouvoir pleurer si peu de chose. Ce n'est pas pour les coups pleurer, mais sentir que père devenir plus faible jour en jour.

Die Weiber von Weinsberg.—(1) Im Mittelalter wurde einmal der Kaiser Konrad der Stadt Weinsberg böse. (Einen Grund erfinden!) Er belagerte die Stadt, die sich lange Zeit verteidigte. (2) Wut des Kaisers. Er schickt einen Herold hin: 'Alle Männer sollen gehängt werden!' (3) Hungersnot in der Stadt. Eine Gesandtschaft von Frauen kommt ins Lager des Kaisers, bittet ihn um Gnade. (4) Der Kaiser empfängt sie, bleibt aber unerbittlich; die Weiber sollen freien Abzug mit ihren besten Schätzen haben, die zurückgebliebenen Männer werden sterben. (5) Am folgenden Tag ziehen die Frauen heraus. Jede trägt ihren Mann, Bruder oder Vater auf dem Rücken. Der Kaiser verzeiht.

The Fox and the Wolf.—Winter—river frozen—villagers dig a hole through the ice to draw water. They have to do it again every morning. The fox proposes to the wolf to catch fish by means of a pail tied to the latter's tail (Dialogue). The wolf stays the whole night on the brink. He is cold. The fox, sheltered from the wind, watches and comforts him. 'You must not stir.' It freezes hard. The wolf thinks the pail must be full. 'It is time to go.' The fox thinks so, too, and scampers away. The wolf is killed by the villagers. Draw your own conclusion.

The German and English subjects are taken from examinations at French Universities for the *Baccalauréat de l'enseignement secondaire.* From the same source I add some outlines for the treatment of subjects of a more abstract kind:

Die Ströme.—Die Ströme sind für die Kultur von grosser Bedeutung. Als Fischer und Jäger sucht der Mensch die Nähe der Ströme auf; ebenso die Hirtenvölker und die ackerbautreibenden Völker Wichtigkeit für Handel und Gewerbe. Sie begünstigen den Verkehr, die Anlage von Städten und Fabriken. Wichtigkeit in politischer Hinsicht: natürliche Grenzen, kriegerische Operationen. Sie können auch Schaden anrichten: Überschwemmungen. Im ganzen doch ein segen für ein Land.

Books are 'the voices of the distant and the dead.' A wise man says: 'Except a living man, there is nothing more wonderful than a book.' In best books great men talk to us. One who has books need not be lonely, he may have the companionship of the noblest men. Books will amuse us in our lighter moments, cheer us in solitude and illness, instruct us in hours of study. Books once confined to a few by their costliness may now be obtained by all who desire them. Everyone should try to possess some good books. Avoid bad books and trash. Books, like food, should be wholesome and well digested.

(Other suggestive examples are given every month on the last page of the *Revue de l'Enseignement des Langues vivantes.*)

Such outlines are a great help to the candidate, and to the examiner also, for it makes it easier to estimate the work. There is more similarity in the work of the candidates, and the examiner ascertains more quickly what may fairly be expected of the average examinee.

To set such subjects as *Les produits agricoles de l'Angleterre* or *Richard Cœur de Lion* (actually set

in a recent examination of senior standard) is easy enough; to have any clear idea of what you are justified in expecting from a boy or girl of sixteen or seventeen who is asked to write 200 to 250 words of French on one of them in about an hour — that is a much more difficult matter. It has struck me that a useful end would be served by inviting teachers to assign marks to some actual free compositions. I have, therefore, set the above subjects to two boys, who wrote their free compositions in rather less than an hour. I do not wish to influence the judgment of teachers by expressing any opinion as to their value; but I should like them to send me their answer to this question: Supposing that free compositions A and B had been written by candidates at an examination of senior standard, and the maximum of thirty marks had been allotted to this part of the paper, what mark would you assign to A and B respectively? Explanations of the way in which the value of the free compositions is estimated (proportion of marks for correctness of grammar, vocabulary, etc.) would be valuable.

These are the two samples:

A. Les Produits agricoles de l'Angleterre.

À l'est de l'Angleterre on cultive beaucoup l'herbe et le blé parce qu'il n'y a pas beaucoup de la pluie et parce qu'il y a une assez grande quantité des rayons du soleil pour les faire grandir. Les habitants d'East Anglia et de Lincoln s'occupent dans la cultivation du blé. Dans le Kent on cultive le blé aussi mais pas beaucoup. On y trouve plus d'arbres et de fruitiers que dans l'East Anglia. À l'ouest de l'Angleterre on ne trouve que des arbres et des champs où on enlève les moutons, les vaches et dans le Devonshire on enlève beaucoup de ces derniers à cause de l'herbe excellante qui y grandit. On ne cultive le vin parce qu'en été il ne fait pas assez chaud et parce qu'en hiver il fait trop froid.

B. Richard Cœur de Lion.

Richard Cœur de Lion était le fils de Henri II. et il était roi d'Angleterre dans l'onzième siècle. Il était très fort, très courageux et très habile dans les affaires de guerre. Il aimait beaucoup des batailles, et il est très célèbre, parce qu'il se servait de ses soldats pour combattre contre les Turcs dans les Croisades. Pendant ces Croisades il fut blessé, mais sa vie fut sauvée par sa femme, et après cela il aimait plus qu'au paravant sa femme, qui s'appelait Eleanor. Dans sa règne de dix années, il ne fut dans l'Angleterre que dix années, mais les hommes anglais l'aimaient beaucoup, car ils savaient qu'il combattit contre les Turcs, une race que peu d' hommes anglais aiment. Après la dernière de ses batailles il fut fait prisonnier par les Allemands, mais il réussit à s'échapper de ses ennemis. Quand il retourna à l'Angleterre, il combattit contre un de ses gens, qui demeurait dans la France, et dans une petite bataille avec cet homme, il fut tué, et les hommes anglais tué d'une façon horrible l'homme qui eut tué leur roi respecté.

Walter Rippmann.

DICTIONARIES—BILINGUAL AND UNILINGUAL.

To extreme reformers a bilingual dictionary is almost anathema. They recommend at every stage a dictionary (or vocabulary) in the language that is being studied, such as Larousse's *Petit Dictionnaire de Poche* for those studying French. This has always seemed to me a counsel of perfection, suited only to the best or most advanced students, and I have noticed that in recent vocabularies (Professor Savory's Readers are a notable exception) the equivalent is often given in the mother-tongue. The difficulties which arise will best be understood from one or two examples. The word *sanglot* is defined: *contraction spasmodique du diaphragme par l'effet de la douleur, suivie de l'émission brusque de l'air continue dans la poitrine.* Again, *chaise* is *siège à dossier sans bras*, which omits one essential point—viz., that it is intended for one person. To say *déchirer* = *rompre, mettre en pièces*, seems to me quite wrong, and does not distinguish it from *fracasser*. The definitions in most school unilingual dictionaries are lamentably defective. I hasten to make an exception in favour of the *Concise Oxford Dictionary* (Clarendon Press), which can be highly recommended, and should be a godsend to students of English, whether native or foreign. It defines *sob* as a 'convulsive drawing of breath, especially in weeping'; *chair* as a 'separate seat for one,' and *tear* as 'to pull apart.' Nevertheless, however good a definition may be, there is little doubt that translation is the shortest road to comprehension, and the results obtained where the mother-tongue is rigidly excluded are not commensurate with the labour and time involved. Anyhow, where translation is used (and I do not see why it should not be used more or less as an ally of the Direct Method) nothing can replace a good bi-lingual dictionary. Two notable bilingual school dictionaries* have recently come under my notice—Bellow's *French Dictionary* and Bellow's *German Dictionary*, which seem to me, on the whole, to come nearer the ideal handy dictionary than any of similar size with which I am acquainted, although others may be fuller and more suitable to the teacher. Both are modelled on the famous *Pocket French Dictionary*, by the late John Bellows of Gloucester. It is now some forty years since students of French hailed with delight and even astonishment the publication of his genuine *Pocket Dictionary*. From a typographical point of view it was a marvellous production. Many difficulties had to be overcome before it reached publication, and a portion of the manuscript stood in danger of being destroyed by the Prussian shells during the siege of Paris. It was, by common consent, considered the most complete and beautiful pocket dictionary ever published. It was faultlessly

* Messrs. Longmans and Co.

printed in 'brilliant' type. Its dimensions were $4\frac{1}{4}$ inches by $2\frac{3}{4}$ inches by $\frac{4}{5}$ inch. It had several ingenious devices to economize space without detracting from its completeness. Genders were distinguished by types of different faces. The two divisions Français-Anglais and English-French were printed on the same page, words spelled alike and with similar meaning being omitted in the second division. It was practically a new departure in dictionary-making, and had most of the features which go to form a good handy dictionary as distinct from an encyclopædic work. The matter was arranged to catch the eye easily in spite of the minuteness of the print. Its conciseness was noteworthy in that fulness was nowhere sacrificed, while a sense of proportion seemed to be always kept in view. Ingenious contractions and signs were systematically used, and small but important words were more adequately treated than in larger works. Superfluous and useless matter was eschewed, and yet the idiomatic examples were superior in number and accuracy to those contained in much larger works. The great drawback to the use of the dictionary for school purposes was the smallness of the print, and I have often desiderated an edition in large type. This has recently been done by Mr. William Bellows, a son, and published by Messrs. Longmans, with all the original features of the *Pocket Dictionary*. And more recently still there has appeared a Bellows' *German Dictionary* on similar lines, written by another son, Mr. Max Bellows. Both can be highly recommended for accuracy and for their idiomatic examples. Only the leading shades of meaning are given, and the context is generally supplied.

No attempt has been made to give as many renderings as possible, which without a context would be of little use to a student. For instance, under *vif* we have *living*, *lively*, *sharp*, and several other meanings given with a context. This is as it should be. What would be the advantage of giving as large a number of renderings as possible without any context? Meanings such as *quick*, *smart*, *eager*, *animated*, *strong*, *great*, *nimble*, *sprightly*, *active*, *angry*, *alert*, *swift*, *energetic*, *deep*, *high*, *fiery*, *violent*, etc., are to be found in dictionaries without context. Besides, why should the student be deprived of the mental exercise of thinking out for himself the word which suits his context best?

In both books over thirty pages are devoted to important grammatical details, tables of verbs (reference to these is made in the body of the works by means of numbers), and tables of weights and measures. More technical terms are given than are generally to be found in small dictionaries, as will be evident by consulting the word *sail*, for instance. In the *German Dictionary* much restraint has been exercised in the matter of compounds. A little more fulness

would perhaps have been advisable in this respect, but words like *als*, *auf*, *machen*, *Zeit*, are fully treated. It is to be noted that in the *German Dictionary* Roman characters are used throughout. The pronunciation is the weak point in both books. Very little help is given with French or German words, but a large number of English words are given phonetically, and a separate notation is given for French and German students. Thus, *aloud* is represented for a Frenchman by *e-laôde*, but for a German by *ălaúdd ; passenger* by *pass-nndjer* and *päss-en-dschör*. Except in this respect, the books are admirably suited for school use.

E. R.

DISCUSSION COLUMN.

WHAT COMMAND OF ENGLISH SHOULD A CHILD POSSESS BEFORE BEGINNING THE STUDY OF A FOREIGN LANGUAGE?

All contributions should be addressed to—
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The four heads of the thesis proposed are taken in order :

1. There seems very little doubt that phonetics should be taught by the English teacher before the first foreign language is begun. The large majority of Modern Language teachers agree that phonetics are essential to the acquirement of a good foreign pronunciation, and the phonetics of a foreign language certainly cannot be usefully attacked without a pretty good previous knowledge of the phonetics of the mother-tongue—*i.e.*, phonetic consciousness cannot be aroused with other than known sounds. The only question is whether the English or the foreign language teacher is to teach the necessary English phonetics. The answer is fairly obvious. Why should the foreign language teacher give up a large part of his none too ample time to teaching an English subject, a subject, moreover, which will be of at least as much use to his English colleague as to himself? The writer knows of one case at any rate where the English master has gladly availed himself of English phonetics taught during French lessons. Besides, those who may be supposed to know best consider that the earlier phonetics are begun the better. Dr. Sweet says : ' Phonetics, of course, should be begun in the nursery ' (*Practical Study of Languages*, p. 245. See also Jespersen, *How to Teach a Foreign Language*, p. 146). Finally, what is wanted is not so much ' accurate pronunciation of the mother-tongue,' as a *conscious* pronunciation of some sort. A boy with a marked provincial accent, who knew something of how he produced his sounds, would be much better prepared for learning foreign sounds than the most ' correct ' speaker of standard English with no phonetic knowledge.

2. Just as in phonetics the great thing is the cultivation of the organic and acoustic sense, without which the use of a phonetic script is futile, or rather, impossible, so in grammar the grammatical and logical sense must, of course, come before the terminology. But when a child has to some extent learnt to recognize and

manipulate the grammatical categories, it would be a mistake not to teach the technical terms, at any rate where they are simple (*e.g.*, verb, noun). A most important thing in this early grammatical study is that the *logical* side of language should be brought well forward. It is only thus that the knowledge gained by studying the mother-tongue can be applied with full effect to learning a foreign language. It is also highly necessary that the English grammar taught should be strictly English—*e.g.*, that word-order should be explained. Nothing but confusion can result from treating English grammar on the lines of Latin, and the subsequent learning of a foreign language is not facilitated, but retarded, by such a method. We are nowadays waking up to the fact that inflexion is not the only means of grammatical expression worthy of serious attention. English grammar *does* exist, only it is English and not Latin.

'The essential things of grammar' are perhaps somewhat as follows:

Parts of Speech; Easy classification of Verbs, Nouns, and Pronouns (*e.g.*, Verbs into Transitive, Intransitive, and Reflexive); Voice; Mood, Indicative and Imperative (it is doubtful whether the Subjunctive can be taught in connection with a language in which it practically does not exist—at any rate it is not usually wanted at the beginning of a reform French book); Tense; Number; Person; Comparison; Case-relations (case-forms of Personal Pronouns); Simple Analysis.

3. There can be no doubt that the child should be taught to express itself as fully and readily as may be. The imagination and the dramatic sense should also be developed.

4. It seems questionable whether it would be altogether advisable to begin the foreign language with stories, etc., already learnt in English. The writer's experience, however, does not justify him in expressing a decided opinion on this point.

J. R. E. Howard.

Many people believe that a child ought to learn a foreign language as the South Sea Islanders learn swimming—by splashing about in it before being hampered by any kind of technical knowledge.

This is undeniably an excellent way, since it gives an 'inside knowledge' of a foreign language that no amount of grammar learning could ever give. At the same time, how many Englishmen, Frenchmen, Germans, and others, talk their own language incorrectly! It is therefore more than likely that a person who has picked up a language in early youth is never quite certain of talking grammatically.

Still, as the only way to make a child unafraid of a foreign language is to give him practice in it from the first. I think that before troubling himself with any technical matters he should learn the sound of the foreign words. Now, all he needs for that is a correct ear, and a power of imitation. The knowledge of phonetics can be left entirely to the teacher. Why worry the child with signs and symbols, or with the theory of how sounds are produced? But insist upon his hearing and pronouncing 'vous êtes,' for instance, that it does not sound like English 'ate'; see that he hears the difference between 'j'aurai' and 'j'aurais,' between 'soie' and 'soir,' and so on, until he is familiar enough with the foreign sounds to pronounce them correctly and recognize them when spoken.

The less he thinks about English sounds during this stage the better.

Now he comes to reading and writing in the foreign language. The chief thing here is to understand how words are related to each other—*i.e.*, the construction of sentences. The child must therefore have a practical knowledge of the uses of the various parts of speech, and be able to analyze. This, it seems to me, is all he need really know of English grammar at the beginning of the reading and writing stage. But this he must understand thoroughly, otherwise distressing mistakes such as 'les prisonniers sauvèrent'

for 'the prisoners were saved,' or 'aux ses sœurs' for 'to his sisters,' are always apt to crop up.

For German a still further knowledge of English grammar is useful, such as the formation of strong and weak verbs, and the plurals of some nouns. It is so much easier to remember that the past tense of 'trinken' is 'trank,' or the plural of 'Mann' is 'Männer,' if there are the English forms 'drank' and 'men' to compare with.

No amount of technical grammar, however, will make up for want of practice in writing a foreign language, for neglect of learning by heart such things as verbs, and, above all, for careful reading and memorizing of good models in the language, which alone give an idiomatic turn to composition. N. L. ATKINSON.

FRENCH AND GERMAN IN SCOTTISH SCHOOLS.

TEACHERS of Modern Languages will find much to interest them in the latest Report on Secondary Education in Scotland. Some of the judgments it contains may be open to question, but for the most part it gives safe and useful guidance. The comprehensive maxim that concludes one important section is strikingly expressed: 'Accuracy, accuracy, and again accuracy, are the three essentials of all successful language-study.' Whether this aphoristic reflection be true or otherwise, there is abundant evidence in the Report to show why it has been thought needful to state it so emphatically. The popularity of French continues unabated, and there are many signs that the movement in favour of German is increasing in force in many districts. Yet the teaching of these two languages leaves much room for improvement, and we may glance at some of the causes to which defects are attributed.

As regards school organization, it is disappointing to find that reduction in the size of classes has not always produced a corresponding increase in efficiency, especially in oral work. The Inspectors attribute this, to some extent, to defective time-table arrangements. In the case of German, at any rate, school managers do not always give the language the fair treatment to which it is entitled. 'Too often beginners in language-study are forced to plunge, almost blindfold, into French. It is the exception to find a carefully-reasoned system of choice left open to pupils and their parents.' It is impossible to disguise the fact that, throughout Scotland as a whole, German is treated with scant courtesy, and it may be regretted that the Report gives no hint as to how this defect of the Scottish system is likely to be removed.

With regard to the teaching, we are told that French is now better taught, probably, than it has been at any previous period. Yet many of the teachers of French 'have never had the opportunity of going deliberately through such a course of scholarly study as alone could fit them for taking full advantage of the position in which they find

themselves; they have been too busily occupied in learning to read and to speak the language sufficiently well.' A hope is expressed in the Report that this condition of things will right itself with the development of a healthy system of Honours Schools in Modern Languages within the Universities. There is good ground for this hope, and in the meantime the official verdict is that, as yet, many of the teachers of French in Scotland are not fully qualified for their work. This seems to apply chiefly to the teachers of junior classes, which are sometimes 'left to the mercies of men and women unable even to pronounce the language in which they are called upon to give instruction.' Managers are blamed in this connection for three things: faulty time-tables, injudicious selection of teachers, and failure to take advantage of the system of temporary exchange of teachers between Britain and France. In German the quality of the teaching in the best schools is reported to be exceptionally sound, and the standard of pronunciation that prevails is, taken all over, distinctly better than in French.

This superiority of German pronunciation is attributed to the close natural affinity that exists between the Teutonic tongue and our own; it would probably be as accurate to say that in the case of German the shortcomings of the teacher or pupil are not so immediately obvious. In his last work, *The Science of Etymology*, Dr. Skeat drew attention to the 'not uncommon delusion that a knowledge of German will solve native English words,' and what is true in the sphere of etymology is true, to a considerable extent, in the sphere of pronunciation. And, while referring to Dr. Skeat's book, we may usefully seize the opportunity to notice his insistence in language-study upon the paramount importance of correct pronunciation: 'It has come upon modern scholars with the force of a great and real discovery—for practically it is little less—that, after all, the only true living languages are the *spoken* ones; and that even what are called the "dead" languages can be vivified, if only they be pronounced aloud with the same sounds that they had when alive.' This utterance might well serve as a prime article in the creed of the Modern Language Association.

In the Scottish Report the importance of pronunciation is duly emphasized: 'It cannot be stated too strongly that a satisfactory knowledge of French sounds and intonation is an absolute necessity in the teaching of French; teachers can hardly keep too high a standard before them.' It is found, nevertheless, that the early study of French pronunciation is too often superficial; 'characteristic consonantal sounds, values of syllables and of final consonants, obligatory *liaisons*, accent, intonation, are more or less neglected.' Probably too much is attempted in the beginning, and for this the choice of unsuitable texts may be partly to blame. The

same tendency to proceed prematurely to difficult reading-matter is noticed in the case of German, and accounts for many of the defects that prevail in the schools.

Of these defects the weakness of grammatical training and of translation into the mother-tongue are very conspicuous. The latter is, perhaps, due, in a degree not sufficiently recognized in the Report, to the pupil's insufficient training in English. It is demanded of teachers of French and German that in their hands these languages shall become branches of 'that general training in rhetoric and language which alone can lead to clearness of thinking and lucidity of expression.' But a high standard of Modern Language teaching requires a high standard of English teaching; the shortcomings of the latter often account for the shortcomings of the former. In a report of this nature, therefore, the chapters on the teaching of English subjects should always be utilized to throw light upon the criticisms of the teaching of foreign tongues. And if it be true that in English 'too often composition is not taught, but merely corrected'; that 'such matters as paragraphing and logical sequence of ideas are unduly neglected'; that 'few candidates understood the right use of the colon and semicolon'; that 'it was inexplicably common to find candidates who simply did not know what *general analysis* meant'; that 'a sort of inarticulateness of expression, the struggle to put into words a not quite clearly comprehended idea,' was often revealed; that 'there is need of a scientific attack upon literature at close quarters'—it is not surprising that in French and German there should often be no evidence, not merely of a feeling for style, but even of 'the power to grasp logically the function of language in its ordinary literary forms.'

The prevalent weakness in grammar may be not unconnected with frequent misuse of the 'direct' method. One inspector reminds us that 'the essential in most lessons is not that the teacher should speak no English, but that the scholar should speak much French,' and this is just what the 'direct' method in Scottish schools has not usually secured. The one thing that matters, the same report tells us, is 'independent oral expression by the pupil, without much questioning.' But, whatever the cause may be, it seems that the want of systematic drill, particularly oral drill, in grammar, is bringing its own punishment on teachers and pupils. Nevertheless, there is said to be a most gratifying and unprecedented consensus of opinion among the examiners as to the improved teaching of French in Scottish secondary schools, and the results in German are regarded as on the whole 'quite promising.'

As usual in these Scottish reports the value of the practice of repetition is dwelt upon, and teachers are reminded that it need not be confined to poetry. Evidently there is

a wider range of study in German than in French; the explanation given is that 'there is more German than French poetry which makes a ready appeal to the uncultivated young Briton.' In some of the larger schools the singing of German songs is a pleasant feature of the work, and this exercise receives warm commendation from the Department. Publishers might usefully make a note of this fact.

Space does not admit of the quotation of many valuable hints on method given in the examiners' reports. We may, however, indicate one matter that seems to concern the examiners themselves. It is noted with some surprise that the translation of short sentences was not well done, even by those who did well in composition. I is suggested that 'the failure may be partly accounted for by brain-fag, this being the last question.' The remedy is obvious. It is a too common practice in examinations to eke out a paper of questions with a final string of short sentences for translation. Such sentences often involve 'catches,' and even when they do not they each entail a fresh intellectual attack and call for sustained alertness. For this reason half a dozen such sentences may cost a candidate as much mental effort as a fairly long composition, and they ought to be placed and weighed accordingly by a judicious examiner. And the Scottish examiners as a class are eminently judicious. CARFAX.

FROM HERE AND THERE.

UNIVERSITY OF BIRMINGHAM.— The University is able to announce the offer of a new Annual Scholarship in connection with the Special School of Modern Languages. These Scholarships have been given for the next five years by some friends of the University, who are anxious to assist the efforts made in England and Germany to promote feelings of friendship between the two countries. Being convinced that their present unsatisfactory relations have their most fertile source in mutual ignorance, the donors of these Scholarships wish to encourage the study of the German language, as well as of Germany, and the Germans in general, and there is no doubt that Scholarships of this kind are admirably calculated to further these objects, especially at a time when the study of German is sadly neglected in English schools.

The new Scholarship will be awarded in June of each year on the results of the Intermediate Examination in Arts, or the entrance examination of the School of Modern Languages (together with an additional paper in German), and the successful candidate will be expected to become a student in the Special School of Modern Languages, taking German as his principal subject. The holder of the Scholarship will receive £20 in the first year of study, and £15 in each of the two following years—*i.e.*, £50 altogether. The first award will be made in June, 1913.

It will be noticed that these Scholarships will, to a certain extent, take the place of those Scholarships which were founded some years ago by the generosity of Mr. Charles Harding, but which have now just expired.

Mr. O. Intze, Ph.D. (Erlangen), has

been appointed as additional Assistant Lecturer in German.

Mr. CLARKE, M.A., late Assistant Lecturer in English in the University of Manchester, has been appointed Assistant Lecturer in English in the University College of North Wales, Bangor.

The death is announced of Dr. JACOB MINOR, Professor of the German Language and Literature at the University of Vienna. He is best known in this country for his book on German metres.

We regret to notice the death of Dr. EUGENE OSWALD. Born eighty-six years ago, at Heidelberg, he took an active part in the politics of 1848-49. In consequence he had to leave Germany, and settled first in Paris and then in London. He was connected with the Working Men's College, first as a teacher, and from 1861 as a member of the Council. He was German Instructor at the Royal Naval College, Greenwich, for twenty-five years, and one of his last distinctions was to be chosen to teach German to the Prince of Wales and his younger brother. As President of the defunct Carlyle Society and of the English Goethe Society he did much to make Englishmen familiar with German thought and ways. As a journalist he endeavoured to make English thought and ways better known on the Continent.

Among his many books we may mention his translation of Humboldt's *Sphere and Duties of Government* and *Land und Leute in England*. He published his Memoirs only last year.

The death of ALPHONSE LEMERRE, the well-known Parisian publisher, is announced. He was the publisher and, what is more, the friend of Heredia, Leconte de Lisle, Sully Prudhomme and François Coppée. He published, too, the first books of Paul Verlaine, Paul Bourget, and Anatole France, among them *Le Crime de Sylvestre Bonnard*.

He was an officer of the Légion d'Honneur, and had been Mayor of Ville d'Avray.

A correspondent of the *Times* writes that Dean Kitchin's translations of Brachet's *Etymological Dictionary* and his *Historical Grammar of the French Language* (published by the Clarendon Press) did admirable pioneer work, though long out of date. The Grammar has been revised by Dr. Paget Toynbee, and the former is now being rewritten.

A FOREIGN STUDY SOCIETY has been formed in the Hampstead Garden suburb. The first session will be devoted to the study of German. Meetings will be held at the Institute of the suburb for lectures, discussions, and reading, in preparation for a visit to Germany next summer.

On October 7 the autumn session of the UNIVERSITÉ DES LETTRES FRANÇAISES was inaugurated by M. Charles Bouvier's lecture on Romain Rolland. Sir Thomas Barclay, who presided, called attention to the work of the Université in making French culture familiar to Londoners in its purest and best form.

The FOREIGN LITERARY SOCIETY has assumed the name of 'Cosmopolis,' and moved its quarters from Bond Street, S.W., to High Holborn, just opposite the Museum Station of the Central London Tube. The autumn session was inaugurated on October 8, when plays and recitations in French, Italian, and German formed the entertainment provided in the theatre of the Society.

The ANGLO-ITALIAN LITERARY SOCIETY began its autumn session on October 15 with a lecture on 'Vittoria Aganoor,' by Signorina Lunati.

It is with profound regret that we have to record the death, on October 6, of the Rev. W. W. Skeat, who joined the M.L.A.

in 1894, and was its President in 1899. We hope to refer to his life and work in a future issue.

⁂

Professor SAVORY, of Queen's University, Belfast, has written for *Die Neueren Sprachen* an interesting account of the life and work of the late Henry Sweet, the great English phonetician and philologist.

⁂

It is interesting to note that at the beginning of the Term the VICE-CHANCELLOR of the University of Oxford delivered his review of the past year in English instead of the usual Latin, a proceeding which has aroused much criticism.

⁂

Sir Arthur Quiller-Couch, the well-known author, who writes under the pseudonym of 'Q.,' has been appointed to the King Edward VII. Professorship of English Literature at Cambridge, in succession to the late Dr. Verrall, who held the office for only one year.

⁂

The schedules of the Central Welsh Board for 1913 contain some interesting and important changes. In future, English Language and Literature will constitute one subject. In Stage 1 the first alternative has 'An outline of a story for expansion.' In Stage 2 one of the alternatives will consist merely of an Essay, and of questions testing command of English (précis, etc.), and general reading of English books. In French, the set books in Stages 3 and 4 have been abolished.

⁂

From the Report (1911-12) of the Queen's University Modern Languages Society, of which Professor Savory is President for the coming Session, the Society would appear to be in a flourishing condition. There are French and German sections, and a special feature of the Session was a Franco-German farewell meeting, at which M. von Glehn and Professor Breul were present, and contributed songs and recitations. In the coming Session lectures are to be given by Professors Breul and Fiedler, and one on the bicentenary of Jean-Jacques Rousseau by Professor Savory.

⁂

Everyman, the new penny weekly published by Messrs. Dent and Sons, bids fair to be of great interest to Modern Language teachers, and to all engaged in education.

INTERESTING ARTICLES.

ENGLISH REVIEW: (October) Our Gentlemen's Schools Again (A. C. Benson).

JOURNAL OF EDUCATION: (October) Mr. Stanley Leathes on Modern Languages in Education.

LES LANGUES MODERNES: (September) Les Humanités Modernes (C. Chemin).

REVUE DES LANGUES VIVANTES: (October) À propos du Baccalauréat (Un Examinateur).

CORRESPONDENCE.

SIMPLIFIED SPELING.

DEER SUR,—I am obliejd tu 'J. D. A.' for hiz apreeshiaitiv referens tu simplified speling. If he wil riet tu the Secretari ov the S.S.S. at 44, Great Russell Street, London, W.C., he wil be aibl tu get ful particyularz, and sum materz which at present ar not cleer tu him wil be ecsplaind. He wil understand whi sum ov the moest prominent suporterz ov the Internashonal Fonetic Asoesiaishon'z alfabet ar veri ceenli interested in S.S. It iz pruuving, az we had hoept, a veri valyuabl meenz

ov edyucating the lai public. It iz eezi tu reed for thoez hu noe the prezent speling, and so duz not repel in the saim wai az a strictli fonetic speling, altho, ov cors, unfamiliariti maics it seem cweer ; it is eezili printed, and so fiendz its wai intu the Pres without dificulti ; and the adopshon ov convenshonal diegrafs (such az *ai*) ofen gets us oever the dificulti ov impoezing a surtin pronunsiaishon az the standerd —thus, *ai* mai stil be pronounst az a difthong in the South, and az a simpl vouel in the North.

Yes, 'for heven'z saic'—or for the children'z saic—let the script eventyuali adopted be az purfect az hyuman injenyuiti can maic it. Our sceem was publisht in order that hyuman injenyuiti miet hav sumthing tu wurc on. I welcum the propoezd conferens on an Internashonal alfabet ; but it will taic a good long tiem befor we ariev at an agreement. (I liec tu thinc it wil be baist on the I.P.A. alfabet ; but I am shuer this wil not remain aultugether unmodified.) It wil taic veri much longer befor the naishonz adopt it, ecsept for sientific purposez. Ar we tu goe on waisting tiem until that distant dai arievz ? We need at wuns a speling such that eniwun hu noez the sounds can without hezitaishon riet the leterz. Simplified speling acheevz this, az far az consonants and strest vouelz ar consurnd ; the representaishon ov the unstrest vouelz can not be satisfactorili deturmind until we establish a standerd speech, and this iz a mater ov ecstreem urjensi.

WALTER RIPPMANN.

LA BIBLIOGRAPHIE DE L'ENSEIGNEMENT PÉDAGOGIQUE DES LANGUES VIVANTES.

TOUS les ans, de jeunes collègues écrivent aux *Langues Modernes* pour se documenter sur les ouvrages de pédagogie qui traitent de la méthode directe. Qu'il nous soit permis de leur signaler les comptes rendus de nos Congrès et notamment le rapport général du Congrès international de 1909 publié sous la direction et par les soins de M. Georges Delobel, professeur agrégé au lycée Voltaire. Ce volume de 848 pages contient toutes les communications, toutes les études, toutes les discussions pédagogiques que suscita la grande conférence de 1909.

Il traite de la préparation des professeurs, de l'enseignement du verbe, des programmes et des méthodes adoptés en France et à l'étranger, de l'enseignement extrascolaire et postscolaire, des moyens employés pour maintenir et développer les connaissances acquises à l'école primaire et au lycée, et faciliter aux étudiants et aux maîtres eux-mêmes leurs études de langues vivantes. On y trouve des rapports substantiels sur la Phonétique, sur le désaccord existant pour les agrégés entre leurs études d'Université et leur tâche professionnelle, sur les séjours à l'étranger, les bourses de voyage, l'échange d'enfants, la correspondance interscolaire, les écoles françaises à l'étranger, les colonies françaises de vacances en Allemagne, les clubs de conversation et les cours spéciaux, la condition des assistants, la Guilde internationale, etc. . . . Il n'est pas un point touchant directement ou indirectement la pédagogie des langues vivantes qui n'y soit l'objet d'une étude approfondie.

Le volume ne se trouve pas en librairie. Ceux de nos collègues qui désireraient en faire l'acquisition sont priés de s'adresser à M. Dupré, professeur agrégé au lycée Montaigne, trésorier du Congrès international.*

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* Compte rendu général du Congrès international de 1909 (honoré d'une souscription du Ministère de l'I. P.) in-8° raisin ; prix 10 fr. pour la France, 12 fr. 50 pour l'étranger. Mandat-poste au nom de M. Dupré, 164, rue de Vaugirard, Paris.

REVIEWS.

A Modern English Grammar. By Dr. J. HUBSCHER and H. H. C. FRAMPTON, M.A. 304 pp. Payot and Co., Lausanne.

This excellent and thorough piece of work is really a Course intended for foreign students of English. It is a thorough application of the Direct Method, and there is not, we believe, from cover to cover, a single word other than English, except in the *brochure* containing the English-French vocabulary of Part I., etc , which is separately bound and inserted in a pocket in the cover.

The book is well illustrated. Apart from the five full-page illustrations, which are reproductions of the Object Lesson Pictures (Spring, Summer, Autumn, Winter, and Farmyard) published by W. and A. K. Johnston, there are some forty smaller pictures of English places and things, including a hop-field, a policeman, Rotten Row, Oxford Street, an English fireplace, Bretby Hall and Park, etc.

Each lesson starts with a text, mostly in continuous English, either original or from a standard author, or adapted, but often in detached and well-chosen sentences to illustrate the grammatical points which follow. Occasionally the text is in the form of a dialogue or of a letter, and deals chiefly with English *Realien*. The reading matter is followed by questions, and this by grammar based on the text. Exercises on applied grammar follow. The book is in two parts—Elementary and Advanced. There are two useful Appendixes, one dealing with certain verbs, such as shall, will, may, do, make, etc., and the other giving numerous useful examples of the use of prepositions after certain words. The *brochure* already mentioned contains a short treatise on pronunciation, and this is the least satisfactory part of the work, for, though the authors do not claim completeness, yet, according to their treatise, the sounds *e* and *a* do not exist in English (it should be mentioned that the symbols of the I.P.A. are employed), and the authors would apparently pronounce *there* as Scotchmen do. With this small exception there is little but good to be said of the book. It is well printed and attractively got up, but did the authors intentionally give as the last picture—an English Dreadnought?

Le Français par les Textes. Par V. BOUILLOT. Deux Volumes — Cours Elémentaire et Cours Moyen. 286 pp. +411 pp. Prix 1 fr. et 1.50. Hachette et Cie.

These attractive books are intended primarily for French pupils in the study of their mother tongue, but are worthy of the attention of English teachers anxious to see how our neighbours study their own language. At the same time the courses might be used with advantage in the middle and higher forms of English schools where considerable time is given to the study of French. The grammatical terms employed in the books are in accordance with the new nomenclature (1910), which, among other things, uses *passé simple* and *passé composé* instead of *passé défini* and *passé indéfini*. The length of the passages in each lesson varies from one page in the elementary course to about two pages in the more advanced, and there are numerous poetical passages. Some of the passages are accompanied by illustrations.

Each extract (in numbered paragraphs) is followed by Exercises in smaller type (rather a drawback), which are divided into three parts. In the first, difficult words are explained, and this is followed by a *Questionnaire* dealing with *Les idées* and a written exercise, generally a *Rédaction*. In the second part we have grammar questions on a portion of the *Précis grammatical* at the end of each volume, together with oral conjugation and a written exercise which is generally applied grammar. The third part is styled *Orthographe et Vocabulaire*, and consists of questions on spelling and word formation and written exercises thereon, some

of which might be classed as grammatical. A portion of each passage is set apart for Dictation. The oral exercises are meant as preparation for the written exercises. Much of the poetry is suitable for committing to memory and for recitation. It is to be noted, too, that the passages are arranged in order of difficulty as well as in grammatical order, beginning with the sounds of the language and ending with the interjection.

Voice Production with the Aid of Phonetics. By CHARLES MACAN RICE, M.A., A.R.C.M., Chaplain of King's College, Cambridge. 87 pp. Price 1s. 6d. net. Heffer and Sons, Cambridge.

We warmly welcome this practical and useful manual, which should be in the hands of all singers and speakers. Slovenliness in speech is evident on every side, and good readers are rarely to be met with. Even in churches where good reading is so essential the clergy are, in this respect, generally lamentable failures. Not one in ten can read the Lessons intelligently or pleasingly, and the whole service is too often little more than gabble. To teachers this little book should be of great help. We are particularly pleased to note that the author condemns the dropping of the rolled *r*, which he considers a more heinous offence than the dropping of one's *h's*. Chapters with numerous exercises are devoted to Breathing, Vocalization, and Articulation. In dealing with Pronunciation use is made of the symbols of the I.P.A. It is noteworthy that all singers are recommended to begin by studying the Tonic Sol-Fa scale. The last chapter is devoted to Church Reading, and contains much excellent advice. A bibliography completes this excellent book.

Selections from Malory. By H. WRAGG, B.A. Pp. 158. Price 2s. Clarendon Press.

This is an admirable selection, which, with its modernized spelling, is well adapted to school use. The insertion of extracts from modern poets is an excellent idea, which should prove, without direct teaching, how much inspiration later writers have derived from Malory. The book forms a thoroughly satisfactory introduction to English Arthurian literature.

The Plays of Shakespeare. Edited, with Introductions and Notes, by G. S. GORDON, M.A., Fellow of Magdalen College, Oxford. Price 1s. net each. Clarendon Press. (*A Midsummer Night's Dream*, pp. xxxii+72. *As You Like It*, pp. xlviii+96. *Coriolanus*, pp. xxxi+160. *Hamlet*, pp. xxxvi+143. *The Tempest*, pp. xxv+75.)

There is always room for a new edition of Shakespeare when the work bears the impress of a scholar. Without pedantry or meticulous learning, Mr. Gordon succeeds in presenting his theories about the plays in Introductions full of critical knowledge and ability, combined always with a zest and enjoyment that cannot fail to be stimulating. The result is not intended for the schoolroom, but for the mature reader who desires to obtain competent guidance to the plays and their literary treatment and history. To such, we cordially recommend this edition. The Introductions give a summary of the conclusions of scholars on the subjects with which they deal. They contain also a good deal that is new, or, at any rate, freshly put—for instance, in the treatment of Hamlet. But Mr. Gordon avoids dogmatism, and keeps alive the spirit of inquiry—in himself as well as in his readers. He has done his work well, and we can only wish that the other volumes of the series may reach an equally high standard.

As You Like It. With Questions, Notes, and Appendices. By C. R. GILBERT, M.A. Pp. 158. Price 1s. Mills and Boon.

The chief merit of this reprint is that 'there is no Introduction. The student is invited to read the play itself before he reads anything about it.' The questions at the end may be useful to private students, but no one capable of private study should need the help thus given. The notes are adequate and the appendices useful—except the last, which con-

tains old examination questions and should be omitted.

Exercises in English for Intermediate and Senior Classes. By J. MUSHET, M.A. Pp. 196. Price 2s. Edinburgh: Andrew Baxendine.

The publisher claims that these Exercises form an entirely new departure in the teaching of English. The reviewer finds them neither new nor satisfactory. The grammar is old-fashioned, with definitions which explain nothing, while the attempts at derivation are often incorrect. For instance (p. 15), *brethre* was not the M.E. plural of brother; the vowel in the plural *cȳ* is long, as well as in the singular *cū*. And why bother school-children with such matters while they are still unable, if we may judge by the preceding paragraphs, to form plurals correctly in their own everyday speech? Again, we hoped that such absurdities as *oxymoron* and *prolepsis* (p. 103) were by this time avoided by sensible teachers, and that they had also learned by experience to use with the greatest circumspection 'sentences to be corrected.' There is much else to censure in this commonplace cram-book. We content ourselves by calling attention to the sections on 'Forms of Literature' and 'Figures of Speech and Prosody' as models of how not to teach the subject.

A New English Grammar for Junior Forms. By R. B. MORGAN, M.Litt. Pp. 157. Price 1s. 6d. John Murray.

This is a sensible and practical grammar, which seems well adapted to class use, and is a happy compromise between old methods and extreme reforms. 'The terminology employed . . . is that recommended by the Joint Committee on Grammatical Terminology'; sentences are discussed before words; the function of words is examined, in order that the pupil may arrive at his own definition; analysis comes before parsing; and, to summarize, common sense before pedantry. Some teachers may think that there is too much grammatical detail for junior forms. All will agree that if grammar is to be taught, this is the way in which to teach it.

English Composition for Junior Forms. By E. E. KITCHENER, M.A. Pp. 160. Price 1s. 6d. John Murray.

Like the above, this book hails from Whitgift School, Croydon, and shows that English is systematically and carefully taught in junior forms there. The author lays great stress on oral composition and on the accompanying use of pictures, of which there is an admirable specimen lesson on Landseer's 'Stag at Bay' in Appendix II. The attention paid to word-building is perhaps exaggerated, and too much grammar is introduced if separate grammar lessons are also given. We note with pleasure, the lessons on the uses of a dictionary.

Longmans' English Course for Indian Schools. By J. C. ALLEN. Primer, Second Year and Third Year Readers, with Corresponding Teacher's Books.

These little books appear to be well adapted to the needs of Indian schools where the Direct Method is employed.

Almanach Hachette, 1913. Petite Encyclopédie Populaire de la vie pratique. Prix, Edition Simple, 1 fr. 50 to 3 fr.; Edition Complète, 3 fr. 50 to 4 fr. 50.

We have received from Messrs. Hachette a copy of the French *Whitaker*, which is a real mine of information and recreation, and should be in the hands of all French teachers who wish to keep abreast of French life and ways.

A New French Grammar based on the Recommendations of the Joint Committee on Grammatical Terminology. By E. A. SONNENSCHEIN, D.Litt. 211 pp. Clarendon Press. Price 2s. 6d.

The fact that the Joint Committee on Grammatical Terminology has issued its Report is hardly a sufficient justification in itself for publishing a French Grammar embodying its recommendations, particularly as these are not in harmony with the latest decree of the French Ministry on the *Nomenclature Grammaticale*. Many of the Joint Committee's pronouncements are highly satisfactory, but others are not by any means well received. Our advice to teachers is 'Wait and see.' The treatment of 'Case'

cannot, we think, be favourably viewed by most, and to recommend the declination of *garçon* in all cases singular and plural, the ablative excepted, is a retrograde movement with a vengeance. We respectfully decline to return to the methods in vogue in the sixteenth and seventeenth centuries. Nor does case-phrase meet any real want or necessity. It seems to us merely to pander to the fetish of the ancient classics. To call *lui* in *avec lui* and *moi* in *venez à moi* accusatives is an unnecessary absurdity. In addition, the Committee shirked the French pronouns and abolished the partitive article.

After a careful examination of Dr. Sonnenschein's work we feel bound to say in the interest of sound scholarship that, while it has some excellent points and may supply a want in introducing the new nomenclature, its treatment of the language cannot be fully approved. We fail to understand why the excellent French Grammar in the Parallel Series under the general editorship of Professor Sonnenschein himself has not been brought up to date instead. In Phonology and Accidence it is infinitely superior to the present work, which contains a large number of useful examples for the advanced student, but is not arranged with sufficient clearness and attractiveness, or easiness of reference, for the ordinary schoolboy. We consider it to be unsatisfactory too, because it fosters in a marked degree an idea that still vitiates the teaching of modern languages—namely, that the English meaning has something to do with the French construction. Statements like the following are common: 'These subjunctives express the meanings of the English verb "shall" (obligation and futurity) (p. 123). 'In phrases denoting "not any"' (p. 152). '*En* with the gerund may be equivalent in meaning to a predicative participle' (p. 181). We do not quarrel with the fact that the sounds of the language are not treated, yet to ignore the phonology of the language prevents the correct treatment of inflections and of vowel change in verbs under the influence of the tonic accent. On page 18 there is a strange admission of *aïeul* and *ciel*, and according to the rules the plural of *porte-montre* should be *porte-montres*. The meaning of the demonstratives are not made more distinct by adding *ci* and *là* as stated on page 37, ¶ 103. Further on, ¶ 105: 'When there is an addition the unemphatic form must be used.' Yet it would surely be correct to say: '*Je n'aime pas celui-là, que vous trouvez si beau.* The treatment of the French Subjunctive is very perfunctory and misleading, not to use a stronger term. The author says that 'The Subjunctive Mood has the same kind of meaning as the English Subjunctive' (which is almost as extinct as the dodo), and goes on to state that 'the following translations express the fundamental meanings of the tenses of the Subjunctive: Pres. Subj. — *il donne*, he give, he is to give, he shall give.' The futility of this is self-evident. Nowhere, we believe, is it stated that the subjunctive is the mood of conception in subordinate sentences. On page 49 (126*b*) there is a strange statement to the effect that 'in some subordinate sentences the Subjunctive is so much weakened in meaning that it may be translated by the English Indicative.' What is meant by saying that 'the Pres. Subj. denotes what is to be done'? Again we ask what the English translation has to do with the French. Turning to the syntax we find this Subjunctive with weakened meaning more fully dealt with. We cannot imagine what Subjunctive weakness is in the sentences:

Je ne crois pas qu'il ait donné de l'argent.
Je me réjouis que vous soyez venu.

Returning to the accidence we meet on page 62 some old friends that we thought were dead and buried—namely, the Five Principal Parts (which may be reduced to four for verbs in *er* and *ir*). Not only so, but the remarkable statement is made that 'the first person singular of the Present Indicative cannot be found by any simple rule from the stem of the present participle.' No greater mistake could be made. If Professor Sonnenschein will consult

the Parallel French Grammar mentioned above, or *Nouvelle Grammaire Française* (Methuen), or *Première Grammaire Française* (Dent), he will find how the formation of tenses should be treated. The present tense is formed in all its persons from the present stem and from nothing else, and all the changes can be explained by simple phonetic principles, which any intelligent pupil can understand. As Clédat points out, if the exact laws of phonetic change are brought to bear on the so-called irregularities of French verbs, the number of really irregular verbs may be counted on the fingers of the two hands. The uses of the various tenses are on the whole adequately treated, but exception might be taken to a few statements. There is no doubt that the perfect, now called the *passé composé*, is replacing the *passé simple* even in the literary language. The reason given for the disuse of forms like *aimasse* (p. 124) is quite incorrect. We do not understand some of the remarks about *ne* on page 127. On page 128 we are told that French often uses the infinite with *à* or *de* instead of *que* with the Subjunctive, but the limitations are not explained. As we have already said, the Partitive Article is ignored, and the construction is dealt with under genitive case, and styled a special usage of great importance. Here again the unsatisfactory results of paying too much attention to the English are evident. 'In phrases denoting "not any" *de* alone is used.' How would Professor Sonnenschein render *I have no (not any) money to spend foolishly?* The Syntax dealing with Prepositions, the Infinitive, and the Participles strikes us as well done, but *Les droits qu'il s'est arrogés* is not an example of the past participle agreeing with the reflexive pronoun in the accusative. The chapter on the Classification of Clauses and Sentences is exceptionally good, but this cannot be said of the Order of Words which begins: 'In many respects the order of words in French is the same as in English, *e.g.*, *Le père racontait une histoire à ses enfants.* Could this not be rendered diomatically: *The father was telling his children a story* instead of literally as our author gives it? The rules for the position of the epithet require much emendation. No reference is made to the effect of emotion or rhetoric. To unfortunate wording and to a too slavish attention to English translations many of the blots in the work are due, and we regret we cannot recommend it highly notwithstanding its many good points.

BIBLIOGRAPHY.

N.B.—*All books received will be noted in this column. Such notice does not preclude a careful review should the Editor consider any book of sufficient importance or interest.*

ENGLISH.

SAINTSBURY, PROFESSOR GEORGE: History of English Prose Rhythm. xvi+489 pp. Price 14s. net. Macmillan and Co.

SKEAT, REV. W. W.: The Science of Etymology. xviii+242 pp. Price 4s. 6d. net. Clarendon Press.

LOANE, G. G.: Diaconus. Exercises in the Meaning of English. 185 pp. Price 3s. 6d. Macmillan and Co.

LANG, ANDREW: History of English Literature, from 'Beowulf' to Swinburne. Second edition revised. xxi+687 pp. Price 6s. Longmans and Co.

Home University Library: Cloth. Price 1s. net. Williams and Norgate.

KER, W. P.: English Literature, Mediæval. 256 pp.

MAIR, G. H.: English Literature, Modern. 256 pp.

TRENT AND ERSKINE, PROFESSORS: Great Writers of America. 255 pp.

FRENCH.

Texts.

Oxford Modern French Series:

DAUDET, A.: Lettres de mon Moulin (ed. Bradby and Rieu). xiv+84+28 pp. Price 2s. 6d. Clarendon Press.

Hachette's Popular French Authors:

DAUDET, A.: Le Chèvre de M. Seguin; La Mule du Pape (ed. Ruf). With vocabulary (French-English), notes, and exercises. 46 pp. Price 4d. Hachette and Co.

PERRY, C. C., AND TURQUET, ANDRÉ: Continents. Cités. Hommes. A new French Reading-book for Higher Forms. 200 pp. Price 2s. Macmillan and Co.

['For the restricted mental and linguistic outlook produced by a too exclusive study of scraps of the classics or small doses of modern authors there can be no better antidote than an account in language simple on the one hand, but pure and scholarly on the other, of some of the great historical events and characters which, because they appeal to the common interest of mankind, must also be the best subject-matter of language. . . . It is important that correct notions should be acquired of the language as a whole, apart from the special styles, delicacies, or mannerisms of particular authors' (extract from the Preface). Table des Matières: La Race humaine, l'Asie, l'Europe, Paris (au 4ième et 5ième siècles), Londres (la Grande Peste et le Grand Incendie), Vienne (le siège par les Turcs 1683), Frédéric le Grand, Napoléon, Gordon. There are notes in French. The text seems easy enough for Middle Forms.]

Miscellaneous.

BELLOWS' French Dictionary. Revised and enlarged by his son, William Bellows, with the assistance of Auguste Marrot and Gustave Friteau. (Seventh thousand.) 40+649 pp. Price 5s. net Longmans.

[A school edition of Bellows' Pocket Dictionary. All the well-known typographical features of the original work are preserved.]

Violet's Modern Language Echoes:

DE LA FRUSTON: Echo Français. French conversations on matters of everyday life. Thirteenth edition, revised by J. Aymeric. With French-English vocabulary and map. 142+72 pp. Price 2s. 6d. net; without vocabulary, 1s. 8d. Hachette and Co.

ROSSET, TH.: Exercices pratiques d'Articulation et de Diction. Troisième édition, 1912. Paper, 204 pp. (Per Hachette and Co.) Grenoble.

[The alphabet of the I.P.A. is used. The first part consists of ample exercises on the various sounds of French. The second part consists of short passages with the transcription *en regard* divided into breath groups. The third part consists of passages only.]

MARICHAL, J. P. R.: Vocabulaire Français. Elementary and Advanced. Grouped in subjects showing pronunciation phonetically (I.P.A.). xiv + 137 pp. Price 1s. 6d. Bell and Sons.

BATCHELOR AND BERTHON: Key to Dents' Further Exercises in French Grammar. 72 pp. Price 2s. 6d. net. Dent and Sons.

GERMAN.

Courses.

SIEPMANN, O.: A Primary German Course, comprising Object Lessons, a First Reader, Grammar and Exercises, with Remarks on German Pronunciation, etc. Illustrated by H. M. Brock. xli+196+(vocabularies) 77+(grammar summary) 26 pp. Price 3s. 6d. Macmillan and Co.

WESSELHOEFT, E. C.: An Elementary German Grammar. xvi+208+(appendix and vocabularies) 64 pp. Price 2s. 6d. Heath and Co.

HOSSFELD'S New Practical Method for Learning the German Language. By C. Brenkmann. Revised and enlarged by L. A. Happé. New edition. With a vocabulary. 453 pp. Price 3s. Hirschfeld Bros.

SAVORY, D. L.: Das erste Jahr des deutschen Unterrichts nach der direkten Methode. 192 pp. Price 2s. 6d. Clarendon Press.

LOTKA, HÉLÈNE: German for Beginners. 122 pp. Price 1s. 6d. Cambridge: Heffer and Sons.

Texts.

BETZ, F.: Deutscher Humor aus vier Jahrhunderten. Introduction viii pp. + text 82 pp. + notes and vocabulary 61 pp. Price 1s. 6d. Heath and Co.

RIEHL: Der Stadtpfeifer herausgegeben von D. L. Savory (Rivington's Direct Method Easy German Texts). 153 pp. Price 1s. 6d. Rivingtons.

MODERN LANGUAGE ASSOCIATION.

A MEETING of the General Committee was held at the College of Preceptors on Saturday, October 26.

Present: Mr. Pollard (chair), Miss Althaus, Mr. Anderson, Miss Ash, Messrs. Brereton, Chouville, Cruttwell, Miss Hargraves, Miss Hart, Messrs. D. Jones, O'Grady, Payen-Payne, Miss Purdie, Messrs. Rippmann, Storr, Twentyman, and the Hon. Secretary.

Apologies for absence were received from Mr. Allpress, Mr. Atkinson, Miss Backhouse, Dr. Braunholtz, Miss Hentsch, Miss Johnson, Mr. Odgers, Professor Salmon, Professor Savory, Miss Shearson, and Dr. Spencer.

The minutes of the last meeting were read and confirmed.

The resolution of Miss Althaus respecting the inquiry of the U.S.A. Bureau of Education about a universal alphabet was again adjourned.

It was agreed to continue the guarantee of £25 to the *Modern Language Review* for another two years.

The following subjects for discussion at the Annual General Meeting were agreed to:

1. The University education of the Modern Language teacher.

2. Possible improvements in Modern Language teaching.

3. The literary element in the teaching of Modern Languages.

A sub-committee consisting of Mr. Payen-Payne, Miss Purdie, Mr. Twentyman (convener), and Mr. Whyte, was appointed to consider what changes should be effected in the Hon Secretary's and Hon. Treasurer's departments, and how the membership of the Association could be increased.

Five members, who were some years in arrears with their subscriptions, were deleted from the list.

Permission was given to the Editor of MODERN LANGUAGE TEACHING to print eight extra pages in the December number.

The following thirteen new members were elected:

Mme. P. M. Anderson, Ursuline Convent, Wimbledon, S.W.

Rev. Mother Mary Angela Boord, St. Angela's High School, Forest Gate, E.

Miss Margaret Cameron, LL.A., Grammar School, Penistone, Yorks.

Miss Mabel L. Clark, LL.A., High School, Leek, Staffs.

Miss C. Coignon, M.A., County Hall, Wakefield.

Rev. Mother Mary Austin Gay, Ursuline High School, Forest Gate, E.

Mme. V. Hammond, Ursuline Convent, Wimbledon, S.W.

Miss Evelyn Jones, Secondary School, Elland.

Miss K. E. Jones, Girls' Grammar School, Batley.

Miss Margaret C. Pantin, Girls' Grammar School, Bradford, Yorks.

Friedrich K. Reichenbach, The College, Midleton, Co. Cork.

A. J. Scott, Secondary School, Wandsworth Technical Institute, S.W.

Miss Edith S. Williams, Gordon Hall, Gordon Square, W.C.

EDITORIAL NOTES.

Contributions are invited to the subject of the marking of Free Composition (see article), as well as to Mr. A. Burrell's letter on 'Nasalization' in the October number. Both these subjects should arouse much interest.

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 Association, but those whose subscription for the current year is not paid before July 1 are not entitled to receive it.

The Annual Subscription to the Association, payable on January 1, is 7s. 6d., and should be sent to the Hon. Treasurer, Mr. F. W. M. Draper, City of London School, Victoria Embankment, London, E.C.

Applications for membership should be addressed to the Hon. Secretary, Mr. G. F. Bridge, 7, South Hill Mansions, London, N.W.

The MODERN LANGUAGE REVIEW, a Quarterly Journal of Medieval and Modern Literature and Philology, edited by Professor J. G. Robertson, and published by the Cambridge University Press, is supplied to Members of the Association at a special annual subscription of 7s. 6d., *which must be prepaid*. It should be sent with the membership subscription (15s. in all) to the Hon. Treasurer. Those who wish to take in or discontinue the REVIEW should communicate with the Hon. Secretary.

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, 1, Holly Cottage, Lymington, Hants.
Loan Library: A. E. TWENTYMAN, Board of Education, Whitehall, S.W.
Magic-Lantern Slides: H. L. HUTTON, 2, College Gardens, Dulwich, S.E.
Residence Abroad (Women): Miss SANDYS, 30, East St. Helen's, Abingdon; **(Men)**: H. M. CRUTTWELL, Byron Hill, Harrow.
Travelling Exhibition: Miss HART, County Secondary School, Sydenham Hill Road, S.E.

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

The attention of members is called to the following rule:

Any member of the Association who wishes to move a Resolution at a General Meeting must send the Resolution to the Hon. Secretary six weeks before the meeting, in order that it may be submitted for approval to the Executive Committee, provided that any Resolution may be moved at a General Meeting which has received the support of fifteen members signing their names thereto, and of which one month's notice has been given to the Hon. Secretary.

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE ASSOCIATION

EDITED BY J. G. ANDERSON

VOLUME VIII. No. 8 December, 1912

MODERN LANGUAGES AND A LIBERAL EDUCATION.

I HAVE been honoured in your columns with certain criticisms by an anonymous 'Sub-Examiner.' It seems necessary to say that he has completely and perversely misunderstood the purport and tendency of my article. I have no 'concessions' to make, because I have no party to support, no personal interests to defend. If any true thing that I have said has been said before by modernists, so much the better; let it be said again, until it receives attention. It is my desire that Modern Languages should be made the instrument of the fullest, completest, and most liberal education possible. That, I conceive, is no 'amazing pronouncement,' but the object of this Journal and of the Modern Language Association.

As an examiner I cannot do much to further the accomplishment of our desire. Examiners can only adapt their tests to the teaching which exists. They cannot aspire to direct the progress of education. It would be futile, if not disastrous, to use the examinations of my Board to force education into this channel or the other. It is our business to ascertain the trend of the best current teaching, and conform to that. If examinations cannot do much positive good, yet they can do much harm. Some people think that they can only do harm. I should be sorry to believe that, since our examinations are necessary. But I am well aware that our examinations might do harm if they were much ahead of the best current teaching, no less than if they were far behind.

I cannot enforce my views by administrative action, and if I could I should not think it right to do so. But I have the ordinary resources of a citizen. I can lay my opinions before the public; and, if they are reasonable, they may have some

effect. I therefore welcome the invitation of your Editor and the hospitality of MODERN LANGUAGE TEACHING.

A liberal education should work, as it were, on two planes. On the lower plane, education should aim at developing all the faculties of the mind up to a certain point. Language, literature, history, geography, mathematics, experimental science, appeal to different faculties, none of which should be allowed to remain undeveloped. The training of the body and its co-ordination with the mind is another essential part of education. Due and equal attention should be given to each one of these branches until a certain adequate proficiency is reached. But with this foundation of education I am not at present concerned.

On the higher plane, education should aim at developing any special faculty or aptitude that the pupil may possess. Those special aptitudes are many; but they may be very roughly classified as either literary or scientific. This is not the place, nor am I the person, to deal with scientific education at school. This paper, therefore, is only concerned with the boys who show aptitude for accomplishments which may be classed as literary, for want of a better comprehensive term.

For the sake of convenience, we divide education into subjects. We are apt to forget that, although there are many subjects in education, there is only one mind to be educated. The success of education consists in establishing a proper co-ordination between the several subjects in the mind, so that each strengthens, supports, fills out, and explains the others. It is difficult in practice to keep this end in view where, for instance, language and mathematics are concerned. The co-ordination takes place in the well-educated mind, but it is not the result of a conscious effort of the teacher or the learner. But on the literary side, taken as a whole, the possibilities of co-ordination are evident. Language is the key to literature, literature illuminates history, history explains literature, geography is necessary to the comprehension both of history and literature, and itself receives new life when it is associated with one of the other subjects. No literary education can be regarded as complete which does not develop all these sides and bring out their essential unity. The success of literary education depends on the perfect co-ordination of all these elements.

In modern teaching history is too often made a separate 'subject.' There is at Cambridge a very lively and popular school of history of which I have some knowledge. It is a very good school as such schools go, and no one is the worse for going through it. But you can get a first class in that Tripos without possessing a scholarly knowledge of any foreign language, without reading any of the masterpieces of literature which illuminate the history of the time

when they were produced, and without any systematic study of geography in its bearing on history. History has been isolated, separated from the study of language and literature, to the great disadvantage of history and of education.

The teaching of language has always been prone to fall into a similar error. The men of the Renaissance threw themselves upon the study of the newly-discovered Greek, and the newly-disinterred masterpieces of Latin and Greek, not for the mere love of those languages, though they are worthy to inspire great love, but for the sake of the books that are written in them, and the rich and illuminating history that they disclose. But then and later the study, and especially the teaching, of language became too often an end in itself. Ever since the Renaissance the philologer has been encroaching upon the humanist. Accurate scholarship is invaluable, but it is precious as a means, and not as an end—as a means to the comprehension of poet, historian, orator, philosopher, and ultimately as a means of self-expression.

Let us take, as an example of a bad system, the first part of the Classical Tripos as it was when I took it in 1882. It was, on the face of it, an examination in language and nothing else, except for a contemptible paper in history; but it was redeemed by the accident of circumstance. In order to learn the languages and do the papers one had to read the books, and the books were, almost without exception, worth reading. The examination was framed as a test in language, but the preparation required wide and protracted excursions into literature and history. The humanist came into his own by an indirect path.

I conceive that the study of Modern Languages is likely to be a successful instrument of liberal education in so far as language, literature, and history are linked up together, and made to support and illustrate each other. There is an abundance, a superabundance, of masterpieces in French, there is an abundance and a superabundance of masterpieces in English, there is a sufficiency in German. Many of these can be made good text-books for teaching the language, and all can be made to illustrate the history. But we shall never get far if we rely exclusively on the works that can be read in school. It is essential that boys and girls should be persuaded to read for themselves, and that suitable books should be placed in their hands or within their reach.

The demands thus made upon the teacher are great, though I do not think they are excessive. The teacher of French or German requires not only an exact and scholarly knowledge of the language which he teaches, but also a wide acquaintance with its literature and the literature of his native tongue. Having these, he should also know the essentials of the history; not, perhaps, the details of campaigns

and political intrigues, but the general trend of events and developments, the framework and the spirit of the societies of which the literature is the flower. The ideal is that Modern Languages and English and history should all be taught by the same man; but, failing this, the teachers of the various subjects should be in constant touch to support and supplement each other.

It is the great reproach of our universities that they have not yet developed a modern school in which modern subjects are taught and tested in proper co-ordination. Such a school should be a school of English, French, German, Italian, Spanish, and, perhaps, one or two other languages. A general training in history should form part of it, a wide first-hand acquaintance with masterpieces of literature should be necessary to achieve distinction, and candidates should be invited to specialize in the history, language, and literature of two foreign countries at their choice. I am well aware that the man who, with a well-trained mind, sets out to master a subject for himself often achieves better results than are achieved by the best system of instruction. No doubt, there are many in the profession of modern language teachers who have achieved such results, but more and more will be required; and until a great school of modern humanities is set up our educational system will be defective in its most essential part.

But we cannot wait until the universities have discovered that Modern Languages, history, and literature, taken together, are the natural basis of modern humanism. The teachers will continue to work out their own salvation, encumbered on the one hand by the absence of incentive, objective, and recognition, and on the other hand by the desire of the parents for something that they consider useful. But what of the tests? Can we, the examiners, who examine for scholarships at the universities and for civil service appointments, not extend our scope? Should our tests for boys of eighteen or nineteen still be tests in language alone, in translation, composition, and conversation, or can we without danger be more ambitious?

There is one test which is sometimes added by examiners to which I attribute no useful influence—that is, a paper in the history of literature. The knowledge that is obtained by a study of a textbook on literature has no value in my eyes. If questions are to be asked on literature, they should be questions on the books which the students should have read and are likely to have read. The Oxford and Cambridge Joint Board have already made a tentative advance in this direction, which I welcome, but I should desire to go further.

I have thought of a rotation of prescribed periods, with masterpieces selected to illustrate each. I have had schemes prepared to carry out this idea—excellent schemes they were and I am sorry that they cannot be used at present; but, unless

all the examining authorities combine, I do not think that this plan could be adopted with advantage.

The test which I should like to impose would be a general paper on the history of France, say from Henry IV. to Louis-Philippe, and another on the history of Germany from Frederick the Great to Bismarck. These should not be papers which could be answered from a textbook, either a textbook of history, or a textbook of literature, or both together; but papers intended to test the first-hand knowledge and intelligent study of the masterpieces of literature in the period. It would be assumed that the student had read for himself, or had been taught in school, a fair number of the masterpieces; that he had been encouraged to place each book in its historical surroundings; to explore and explain all political, historical, and social allusions; that he had assimilated and compared what he had read—in short, that he had approached the history through the masterpieces of literature, and had used the history to illuminate the literature.

Such papers would be difficult to construct, but not impossible, provided that the knowledge and reading of the candidates corresponded. But the chief difficulty would arise from the multiplicity of texts, all having a claim to recognition. The candidates could not be expected to have read all the books on which questions might reasonably be set. We should have to establish a convention: that boys would be expected to have read some of the works of certain authors, others, no less distinguished, being left for later study, or study not tested by examination.

In scholarship examinations for classical candidates papers are set of exactly the kind that I have in mind. Here the convention that I postulate exists. Candidates of eighteen or nineteen are expected to have read some of the works of Cæsar, Virgil, Horace, Herodotus, Thucydides, Homer, the dramatists. I do not pretend to make a complete list, but they are not expected to have read Lucan, Lucretius. Juvenal, Plato, Aristotle, Pindar. Is it possible to establish such a convention for schoolboy-reading in French and German? If so, is there any means by which the desirable range of reading can be indicated until the convention is fully established by practice? This is the question towards the solution of which (as an examiner) I desire the assistance of the Modern Language Association and the readers of MODERN LANGUAGE TEACHING.

STANLEY LEATHES.

P.S.—Since writing the above I have had the pleasure of reading Mr. Tilley's article, which is a most valuable contribution to the discussion for which I hoped, and still hope. Trusting that others will also take up the theme, I will defer consideration of Mr. Tilley's suggestions—not, I hope, *sine die*.—S. L.

PROFESSOR SKEAT.

As our readers will already have learned, the Rev. Walter William Skeat, Professor of Anglo-Saxon in the University of Cambridge, died on October 6, when he had all but completed his seventy-seventh year. Professor Skeat was by far the most widely known, and one of the most distinguished, of the representatives of modern philology in this country. In this journal it will be appropriate to mention that he was a member, and a former President, of the Modern Language Association. In modern foreign tongues he made no pretension to thorough scholarship, his studies in this direction having been mainly subsidiary to his two special interests—English etymology and Middle English literature. The value of his services to English philology is nowadays sometimes underestimated by scholars. It is easy to see the defects of his work; it is not equally easy to make fair allowance for difficulties that no longer exist, or to recognize how large a part of our present knowledge we owe, directly or mediately, to his labours. The first edition of his *Etymological Dictionary of the English Language* was a wonderful advance on all that had been previously done in the same kind. Professor Skeat's enthusiastic interest in questions of etymology remained undiminished to the very last. He was always eagerly learning, and always ready to reconsider his published views in the light of any new facts or arguments. The many corrections in each of the successive editions of his *Concise Etymological Dictionary* attest his anxiety to bring his work into accordance with the latest results of philological research. Only last year he published a laboriously revised edition of his larger dictionary.

Professor Skeat's editions of early English texts form an important part of the material which in the nineteenth century was first rendered available for the historical study of the English language. By the general public the name of Professor Skeat is chiefly associated with his edition of *Chaucer*, but although that work has abundant merits, it is not his masterpiece. His really great achievement was his edition of *Piers Plowman*. It is to be hoped that some day a more perfect edition will be produced, and possibly many of Professor Skeat's views may be found to require correction; but all future criticism of the poem must rest on the foundation laid by his industry and sagacity.

In devotion to truth, openness of mind, frankness in acknowledging his own mistakes, and cordiality of appreciation of the merits of other workers, Professor Skeat was the model of what a scholar should be. And—in view of certain unfortunate remarks in the obituary which appeared in the *Times* two days after his death—it must be added that the writer of this notice has

reason to know that he is only one of many who feel that in Professor Skeat they have lost one of the most faithful and warm-hearted of friends.

H. B.

THE APOTHEOSIS OF FRENCH POETRY.*

Of the two most recent apologists for French poetry, Professor Gerothwohl shows us that we may find in French verse many of the qualities with which we are familiar in English, and the absence of which we are apt to make a charge against French; while Professor Legouis attempts to put before us the differences between French and English conceptions and execution, and to induce us to accept for French verse the French point of view and technique as complementary to our own. Both are fully justified in their purpose and successful in their treatment; much more so than their predecessor, Mr. J. C. Bailey, who began his *Claims of French Poetry* in a very different spirit—with a disparagement of Racine in truly Arnoldian temper. Mr. Bailey meted out to the expectant reader the old platitudes: 'The monotonous beat of the rhymed couplet of Racine;' 'rhetoric rather than . . . poetry;' 'want of *l'épithète rare*;' 'there are no *sunt lacrimæ rerum*, no *amica silentia lunæ*, in Racine;' '*Andromaque* is cold;' 'formal elegances;' 'no large utterance,' and so forth; and pleads, as against Racine, for the 'lightning flash of Villon's pathos; Marot's ease and humour; Ronsard's grand air . . .; the exquisite dreaming of Chénier or La Fontaine; Heredia's incomparable mastery of style; Victor Hugo's fine ear for the music of the universe.'

To appreciate Racine, to feel the beauty of his verse—both Professor Legouis and Professor Gerothwohl have understood that this is a *sine qua non*. An ear that is deaf—like Stendhal's—to the evocation of the Fall of Troy in *Andromaque*, to Phèdre's cry of jealous despair on learning of Hippolyte's love for Aricie, to the haunting and exquisite music of so many of Racine's lines—

'Souveraine des mers qui vous doivent porter . . .
J'entends le vieux nocher sur la rive infernale . . .'

—such an ear is deaf to all French poetry.

It is difficult, however, to accept Angellier as a representative poet of to-day, or to believe, with Professor Legouis, that 'l'étudier pourrait bien être le meilleur moyen de pronostiquer ce que sera notre littérature poétique dans les années prochaines.' What of the poets treated of in M. Tancrède de Visan's remarkable *Attitude du Lyrisme contemporain*, and others of the same

* *Défense de la Poésie française.* Par Émile Legouis (Constable and Co.). *English and French Attitudes towards Poetry.* By Professor Gerothwohl, in *Fortnightly Review*, May, 1912.

group? What of Viélé-Griffin—the intensity of his passion consuming the thin garment of his verse? What of Stuart Merrill, whose words, choice and rare as they are, melt away unnoticed in their music? What of Paul Fort, who has caught, as no one else ever did before him in France, the real note of the *Volkslied*—the voice of natural and artless people overheard in their sorrow and joy? These, rather than Angellier—despite such lines in the *Amie perdue* as

'Le parc noircit ; au bout de l'immense avenue
Expire dans le ciel la dernière jonquille'

—are the real inheritors of the great and ever-evolving tradition of rich poetry, that runs unbroken from Ronsard to Leconte de Lisle.

Unbroken! Yes. The eighteenth century even is full of sweetness and grace, with here and there a really lyric cry. The true note is behind the prettiness and fragility of Léonard. For example:

'Elle avait un chapeau de rose,
Un corset blanc,
La collerette à demi-close,
Le sein tremblant,
Les cheveux flottans autour d'elle,
Et les pieds nus :
Dans ce désordre, elle était belle
Comme Vénus.'

There are lines even in Voltaire's *Henriade* that are not without appeal; those praised by Diderot as specially harmonious in his *Salon* of 1767, among others:

'Le moissonneur ardent, qui court avant l'aurore
Couper les blonds épis que l'été fait éclore . . .', etc.

We laugh too much at the unread eclogues and elegies and descriptive epics of the eighteenth century. About some of them there is a chastened beauty we seek in vain in what we are more apt to consider poetic. It is unreasonable to mock at the formal garden because we love the moors and mountains. Le Nôtre expressed his soul in the hornbeam avenues and basins of Versailles. We are romanticists in the English-speaking world; we prefer the gloom and violence and lush rankness of a Hugo to the sunny walks and orderliness of the eighteenth century we malign. Arnold asked for 'sweetness and light,' and would not have it when he found it.

One of my *livres de chevet* is the dainty, morocco-bound Cazin edition of Bertin (1785). I suppose the Chevalier de Bertin is utterly unknown to-day in England; but his elegies are full of charm and haunting, fleeting sweetness, and the deep sunlit peace of the *jardin français* and the French countryside broods upon them:

'Depuis ce tems je brûle ; aucun pavot n'appaise . . .
Un feu pâle et tremblant, mourant à nos côtés . . .
Thèbes n'est plus : tout ce vaste rivage
N'est qu'un amas de tombeaux éclatans.
Sparte, Ilion, Babylone et Carthage
Ont disparu sous les efforts du tems.
Le tems, un jour détruira nos murailles
Et ces jardins par la Seine embellis ;
Le tems, un jour, aux plaines de Versailles,
Sous la charrue écrasera les lis.'

In the seventeenth century, besides Racine and the other great

names, there are Théophile de Viau, Tristan l'Hermite, Saint Amant, Racan, Adam Billaut, the carpenter-poet of Nevers—whose first editions look down on me as I write—and a score more. Théophile has great lines:

'Que Pâris et sa ville ont brûlé pour Hélène . . .
Les morts gisans sous Pélion,
Toutes les cendres d'Ilion. . . .'

La Maison de Sylvie is indeed, almost all, poetry of the highest. Witness:

'Ici loge le roi des rois:
C'est ce Dieu qui porta la croix,
Et qui fit à ces bois funèbres
Attacher ses pieds et ses mains
Pour délivrer tous les humains
Du feu qui ard dans les ténèbres. . . .'

And everywhere in Théophile there are passages of a strangely modern beauty, like

'La charrue écorche la plaine;
Le bouvier, qui suit les sillons,
Presse de voix et d'aiguillons
Le couple de bœufs qu'il entraîne.'

I should like to put in a word for Brébeuf, the translator of Lucan, whom in the next century the Abbé Joannet is for ever quoting in his most interesting *Elémens de Poésie françoise* (1752), and who won the praise of La Grange-Chancel. Then there is Le Moine's *Saint Louis*. 'Nous n'avons aucun ouvrage en nostre langue' said Rapin, 'où il y ait tant de poésie' (I quote the 1686 edition of Rapin's *Réflections*).

Professor Legouis has gone to the *Song of Roland* for the joyous peal of its silver bells. The *Pilgrimage of Charlemagne*, which is earlier still, has its full proportion of golden mosaic:

'La grant eve del flum passerent a Lalice . . .
La rose i est florie, li alborz et l'aiglenz . . .
Tel nen out Alixandre ne li vielz Costantins
Ne n'out Creissenz de Rome qui tante honor bastit . . .
Sa fille od le crin bloi qu'at le vis bel et cler
Et out la charn tant blanche come flor en estet . . .
Por l'amor del sepulcre que il at aoret. . . .'

These and many other lines have music and colour, and a blare of trumpets and clanging of cymbals, and all the light and glory of an age of faith and hope and wonder; above all, if read as they should be read—and we may regret that Professor Legouis has left his examples from the *Roland* in the original barbarity of the Anglo-Norman scribe's orthography—with the sonorous diphthongs and nasalized vowels of Old French (*ai*, *oi*, *ou*, *ãn*, etc.) to the beat of jongleur's iambic chant.

T. B. Rudmose-Brown.

NARRATION FRANÇAISE.

COMPTE RENDU STÉNOGRAPHIÉ D'UN ESSAI DE CORRECTION.

La scène se passe dans la salle de cours d'une université anglaise. Le professeur va rendre compte de la première composition française de l'année. Pour ne décourager personne, car ce sont pour la plupart des élèves de première année, il l'a choisie facile. C'est une narration—et fort simple : 'La mort d'un chêne.' Sur la chaire se dresse une pile de cahiers. Les quelque trente étudiants qui sont présents semblent attendre l'heure du jugement sans trop d'angoisse. Un certain malaise se lit pourtant sur le visage d'un ou deux 'freshers.' Ils découvrent, mais un peu tard, qu'ils ont peut-être apporté à ce devoir une hâte funeste. Mais bah ! le juge n'a pas l'air bien terrible : il évite scrupuleusement les noms propres dans ses critiques : 'Only those whom the cap fits need wear it,' et si on a parfois la menace de ce bonnet d'âne suspendue sur la tête, c'est une consolation de sentir qu'on est seul à le savoir. . . . Puis un moment de honte est vite passé !

Mr. B. 'Par quoi fallait-il commencer ?'

A cette question insidieuse, dix réponses partent en salve : 'Par faire un plan !' Le professeur fronce les sourcils comme les héros d'Homère.—Hélas ! c'est lui qui est en faute. (Déjà !) N'a-t-il pas lui-même donné vingt fois ce conseil : 'Faites d'abord un plan.' Mais ce 'd'abord' était relatif : il aurait dû préciser.

Mr. B. avec un signe de dénégation énergique : 'Avant le plan ?'

Plusieurs voix. 'Il fallait trouver les idées.'

—'Et avant cela ?'

Ebahissement général : 'Eh quoi ! c'est se moquer, remonterons-nous donc au déluge ? Toutes les rhétoriques ne sont-elles pas d'accord et l'invention ne précède-t-elle pas tout autre travail ?' On s'attend à une révélation.

—'Il fallait lire le titre.'

(Horrible truisme !) *Le chœur des désanchantés, in petto :* —'Mais nous l'avons tous lu, votre titre !'

—'Oui, certes, mais en courant, et c'est là ce que je vous reproche. Le titre, c'est la source d'où jailliront vos idées. Le titre, il faut le retourner en tous sens pour bien en saisir la signification s'il est complexe, pour bien voir tout ce qu'on peut lui faire rendre s'il est simple. Il fallait donc le prendre au premier mot, "la mort" et commencer par vous demander, avant toute autre chose s'il y a pour un chêne plusieurs sortes de mort, et quelles elles sont. De la façon la plus naturelle d'abord, il peut mourir de vieillesse ; il peut aussi être frappé à mort par l'orage ; il peut encore être abattu par la main de l'homme. Voilà déjà de quoi choisir. Nous laisserons de côté les tremblements de terre, les incendies, la maladie, etc., que sais-je encore ?—Faisons donc mourir notre chêne de la mort qui nous paraîtra la plus intéressante maintenant que nous pouvons décider à bon escient. Quelle est-elle ?'

Les voix de la classe sont partagées : 'Nous contenterons tout le monde

et nous traiterons les trois sujets séparément. Dites-moi maintenant quels sont ceux qui s'étaient posé la question préliminaire ainsi que je viens de l'indiquer ?'

Une ou deux mains se lèvent timidement.—'Vous voyez bien que pour la majorité d'entre vous mon conseil n'était pas superflu.'

'Nous avons analysé le mot "mort"; je vous fais grâce de la préposition et de l'article. Passons à "chêne." Vous savez tous ce que c'est qu'un chêne ?'

—'Evidemment.'

—'*B.*, voulez-vous venir m'en dessiner un au tableau ?'

B., trop modeste, se récuse: 'Je ne sais pas dessiner.'

—'Excuse excellente ! Mais je prétends qu'avec tout le talent d'Harpignies (et son expérience en moins!) vous seriez encore incapable d'en représenter un correctement. Je vous défie de faire de mémoire un croquis passable de l'Hôtel de Ville ou du "Parish Church" devant lesquels vous passez tous les jours.'—Plusieurs étudiants relèvent le défi, saisissent alertement un crayon, tirent deux ou trois lignes et le reposent sans bruit, 'trying to look unconcerned.'—'J'ai gagné mon pari, j'en étais sûr : j'avais essayé moi-même ! C'est que trop souvent nous confondons "connaître" et "savoir." Il importera donc, si c'est possible, d'aller voir un chêne sur pied et de le peindre d'après nature.' 'Il s'agit de regarder tout ce qu'on veut exprimer assez longtemps pour en découvrir un aspect qui n'ait été vu et dit par personne. Pour décrire un feu qui flambe et un arbre dans une plaine, demeurez en face de cet arbre et de ce feu jusqu'à ce qu'il ne ressemble pour vous à aucun autre arbre, à aucun autre feu.' 'Le conseil en est bon, mais il n'est pas nouveau : c'est en propres termes celui qu'adressait Flaubert à Maupassant. Ni l'un ni l'autre ne sont de petits garçons et nous ne saurions nous mettre à meilleure école.

Il est certain en effet que le spectacle d'un chêne que vous aurez vu, de vos yeux vu, vous inspirera des réflexions personnelles et des détails pittoresques auxquels vous n'auriez jamais songé auparavant. Le gros écueil d'un devoir comme celui-ci—et de maint autre—c'est en effet de tomber dans le lieu-commun, la banalité, le convenu. Je ne pourrais pas compter sur mes doigts ceux qui m'ont parlé des petits oiseaux. Oh ! ces petits oiseaux ! je les attendais, et comme ils ont été fidèles au rendez-vous ! Il y en avait une nichée dans presque tous vos devoirs.'

N. —'Mais c'est pourtant un détail exact, un fait !'

—'La belle raison ! Allez-vous me dire que Napoléon avait deux yeux, une bouche et des oreilles sous prétexte que c'est historique. Il ne faut dire que ce qui en vaut la peine. Il y a des oiseaux dans tous les arbres et ce qui convient à tout ne convient à rien. Vos détails doivent être, non seulement vrais, mais choisis, car l'art, vous le savez, est un choix. Il faut

qu'ils caractérisent, qu'ils individualisent. Mais avançons :

I. Le chêne meurt de vieillesse.

Il faut le situer, ce chêne, dans le temps (dites la saison) et dans l'espace (dites où il se trouve). Il faut que je puisse le voir se dresser devant mes yeux et me le figurer comme vous le voyez vous-mêmes. Quelle saison choisirez-vous donc ? L'hiver ou l'automne, si vous tenez à traiter le fond de votre tableau dans le même ton que le premier plan. L'été ou le printemps, si vous désirez produire un effet de contraste. Ce dernier procédé sera sans doute plus facile, mais plus convenu, 'a little cheap,' et moins artistique. Tracez ensuite le portrait de l'arbre lui-même. Montrez la lente décrépitude du vieux chêne au moyen de détails caractéristiques de son aspect extérieur. Son écorce est fendue, se détache par lambeaux, manque par places—on voit le bois dénudé comme de la chair à vif—ce bois lui-même s'effrite sur le bords des plaies. On trouve sous l'écorce des colonies d'insectes. Le tronc sonne creux. Les oiseaux. . . .

Les élèves restent interloqués : 'Tu quoque !'

—'Oui, les oiseaux, certainement; tous les détails sont bons à condition expresse d'ajouter un trait utile au tableau. . . . Les oiseaux qui le hantent sont des chouettes, des hiboux, aussi des chauves-souris (voyez mes ailes !) Ces détails sont intéressants. Pourquoi ?'

—' Parce que ce sont des oiseaux qui font leur nid dans les trous des vieux arbres et qu'on les trouve surtout là. ' The hollow oak their palace is.'

—A merveille ; mais n'y a-t-il pas d'autres raisons ?'

—' Ce sont des oiseaux de mauvais présage, précurseurs de la mort.'

—' Justement, ils s'emparent du chêne avant qu'il ait fini de mourir comme les vautours tournoient sur un champ de bataille avant même que les blessés aient rendu le dernier soupir. Il n'est pas nécessaire de dire cela si brutalement, mais il n'y a aucun mal à en évoquer l'idée. Souvent les choses qu'on laisse entendre, qu'on suggère à demi sont celles, précisément, qui frappent davantage le lecteur. — Peut-être faudrait-il ajouter quelquechose sur ses feuilles. Il n'est pas improbable qu'elles aient aussi certains caractères particuliers et intéressants. Les feuilles d'un arbre sur le point de mourir de vieillesse sont sans doute différentes de celles d'un arbre en pleine vigueur. Peut-être sont-elles moins vertes, plus petites : je n'en sais rien, il faudrait aller y voir. En tous cas, certaines branches sont dénudées déjà et trahissent la mort prochaine. Le chêne n'a plus assez de sève pour toutes : il semble que son cœur ne batte plus assez fort pour envoyer le sang qui porte dans tous ses membres la nourriture puisée dans les profondeurs de la terre. Ce sont les branches du haut, les premières, qui se déssèchent : des

touffes de gui pâlissent au sommet. Petit à petit la vie se retire et gagne les branches inférieures. N'en va-t-il pas souvent de même chez les hommes ?'

K. —' Oui, on commence généralement par devenir chauve !'

—' Vous faites semblant de ne pas me comprendre. J'entends que l'homme aussi, souvent, meurt par la tête. Rappelez-vous Maupassant dont je vous parlais tout à l'heure —et combien d'autres. Mais, ce parallélisme avec l'homme, je ne l'ai amené que pour faire surgir d'autres idées intéressantes. Nous avons vu que cette mort de l'arbre est graduelle—celle de l'homme est au contraire en général très soudaine. Est-ce la seule différence ?'

D. —' Non, elle est non seulement graduelle, mais très lente.'

—' Quoi encore ? Comment se comporte un animal au moment de mourir ?'

M. —' Il se débat avec la dernière énergie.'

—' C'est le cas de le dire. Dans certains patois de la France on dit que l'animal " fait sa toile " par allusion aux gestes désordonnés des tisserands. Mais si, dans leur agonie, les bêtes se débattent, si elles crient, c'est qu'elles souffrent. La mort des arbres est au contraire sans douleur et silencieuse comme. . . . Comme quoi ?'

K. —' Comme leur vie.'

—' Très juste, la longueur, le calme et la dignité de leur mort s'harmonisent parfaitement avec la durée, la dignité, la nature même de leur existence. Aussi cette mort nous semble-t-elle plus poétique. Voyez-vous d'autres raisons ?

—. . . .

—' Levez-vous, *W.* Bien ! Si vous mouriez tout à coup — *quod omen dii avertant !*—qu'arriverait-il ?'

W. —' Je tomberais.'

—' C'est cela même. Eh bien ! les arbres, eux, restent *debout* jusque dans la mort. Ils sont à eux-mêmes leur propre pierre funéraire.'

K. —' Un arbre qui est une pierre funéraire ?'

—' Vous avez raison, la métaphore est un peu trop osée : je vous sacrifie volontiers mon image. Mais l'idée est bonne tout de même, il suffirait de la rendre autrement. Vous touchez du doigt le danger qu'il y a à se laisser emporter par sa pensée sans en surveiller l'expression . . . et la nécessité impérieuse de faire un brouillon vingt fois remis sur le métier.—Passons. Quand un animal meurt son corps se décompose rapidement. Pour l'arbre au contraire, l'anéantissement n'est pas complet. Sa faiblesse, après sa mort est encore assez forte pour servir de soutien. Sur un vieux tronc desséché vous pourrez voir encore grimper le lierre verdoyant. Cette mort qui sert de soutien à la vie, n'en trouvez-vous pas l'idée poétique ?'

Savez-vous aussi qu'en France, je le crois du moins, et peut-être est-ce la même chose ici, le bois mort appartient à tout le monde ; mais comme il n'a presque pas de valeur il n'y a que les vieux misérreux qui aillent le ramasser. Si vous voulez, faites les voir rapide-

ment qui viendront bientôt, courbés sous le triple faix du fagot de la misère et des ans.—Il faudra aussi quelques mots sur le fond. Suivant que vous aurez choisi l'une ou l'autre des saisons, vous montrerez votre chêne en hiver, mort comme toute la nature, tout semblable aux autres arbres, mais endormi, lui, d'un sommeil dont aucun printemps ne pourra le tirer. Si vous avez au contraire choisi le début de l'année, faites-nous voir parmi la joie du renouveau ce squelette triste et morne qui semble un spectre au banquet de la nature.—Mon expression est emphatique et prétentieuse, il faudrait lui donner une forme plus discrète, naturellement.

Vous le voyez, voilà de quoi bien remplir nos quatre pages. Tout cela devait être traité avec une émotion contenue et le recueillement qui sied devant la disparition d'un être vivant, d'un témoin du passé, qui a fait partie de notre sol, de notre patrie, plus intimement encore que nous-mêmes, qui a connu nos ancêtres, les vicissitudes de notre histoire et dont les branches largement étendues ont béni plusieurs générations.

II. Le chêne déraciné par l'orage.

Désirons-nous, au contraire, faire mourir notre chêne de mort violente? La scène aura un tout autre caractère : la vérité exigeant la rapidité et la vigueur dans le style comme dans la pensée. Bien entendu, il y aurait quelques traits communs au premier sujet, mais je n'insisterai que sur les différences.

Montrez d'abord la robuste maturité de l'arbre dans toute sa force. Les années, loin de l'avoir affaiblie, semblent plutôt l'avoir accrue. Il parait indestructible. Mais il ne suffit pas de le dire, il faut nous le *faire voir*. Mettez sous nos yeux son tronc énorme, ses branches tordues et noueuses comme les muscles d'un Hercule, ses racines, main gigantesque qui plonge dans les entrailles de la terre, étreint le sol. Elles sont si vigoureuses, ces racines, qu'elles font parfois éclater le roc.

Si nous étions La Fontaine, deux vers nous suffiraient pour évoquer l'image de

> 'Celui de qui la tête au ciel était voisine
> Et dont les pieds touchaient à l'empire des morts.'

Mais tout le monde n'est point poète : contentons-nous des moyens que la nature nous a donnés. Consolons-nous d'ailleurs, c'est là non seulement du La Fontaine et du meilleur, c'est encore la fable que préférait le maître lui-même. (Walckenaer, *Hist. de la Fontaine*, liv. iii., tome i., p. 298.)

Décrivez ensuite, et prestement, une journée brûlante d'été, la chaleur lourde, puis l'obscurité qui graduellement voile le ciel. Faites nous sentir la brise, légère d'abord. Tâchez si vous pouvez d'en préciser la nature par les effets. Cette brise qui précède les orages souffle, vous l'avez remarqué, d'une façon particulière : on sent en elle comme

une force contenue et menaçante. Viennent alors les premières gouttes de pluie qui tombent rares, lourdes et larges '*the first of a summer-shower*,' comme dit Byron. Le vent se lève : à sa voix répond celle des bois. Dans la forêt chaque plante a son mouvement, chaque arbre a son chant. Bernardin de Saint-Pierre et André Theuriet vous en diraient long là-dessus. Mais ne vous attardez pas : ce n'est pas là le fond de votre sujet : ne perdez pas de vue le titre : 'La mort d'un chêne.' Ainsi les premiers souffles font plier les jeunes arbres ; le chêne lui, frissonne à peine : 'tout lui semble zéphir.' Le vent redouble, le chêne résiste, il en a vu bien d'autres ! Son corps est comme celui d'un guerrier vaillant, couvert de blessures aujourd'hui cicatrisées. Le vent s'acharne, faites-moi entendre ses sifflements, le fracas des branches cassées, les tourbillons aveuglants de poussière (il y a une route tout près) et les feuilles arrachées qui fouettent le visage.

La lutte devient épique : elle résume et symbolise le conflit de la terre et du ciel. Cependant ne poussez pas trop ce symbole. Par instants le vent semble se calmer : on dirait qu'il se repose et reprend haleine. Alors se tait la voix de la forêt qui gémissait : on cesse d'entendre un instant ces accents (ne dites pas 'accents,' ou tout au moins amenez le mot) profonds et mélancoliques, cette plainte confuse comme celle d'une foule suppliante et qui nous étreignait le cœur. Mais on sent encore dans les arbres un frisson de terreur. De nouveau le vent s'acharne et hurle plus fort. Le tonnerre éclate et roule :

'Far along
From peak to peak, the rattling crags among
Leaps the live thunder.'

Déjà le squelette du chêne craque avec un bruit sinistre.... Enfin, en une poussée dernière, l'ouragan ramasse ses forces, les concentre pour un suprême effort et fait tant qu'avec un fracas terrible il déracine l'arbre centenaire.

C'en est fait. Voilà devant nous ce Titan de la forêt jeté à terre par la force invisible, impalpable, presque abstraite du vent. Ne voyez-vous pas dans cette lutte, dans ce triomphe, un autre symbole que celui dont je vous parlais tout à l'heure ? La victoire de la persévérance, de la force également impalpable et invincible de l'âme et de la volonté sur la force physique, la force brutale : la domination de l'esprit sur la matière ?

III. Le chêne abattu par l'homme.

'Il nous reste à parler de la mort causée par l'homme. Je m'y arrêterai davantage, car c'est celle qu'ont choisie la plupart d'entre vous. Mais comment expliquez-vous ce choix, *N.* ?'

N. —' C'est la mort la plus naturelle !'

—' Vous employez les mots les uns pour les autres ; vous voulez dire : c'est celle qui se présente la

première à l'esprit parce que c'est la plus fréquente, n'est-ce pas ?'

N. —'Oui, Monsieur.'

—'Eh bien ! n'est-ce pas justement la moins naturelle ? et n'est-ce pas déjà une idée que ce contraste ? Mais commençons par quelques indications générales. Il importe, quand l'homme intervient dans notre récit et pour donner l'illusion de la réalité, l'impression même de la vie, d'apporter plus de précision encore dans le décor sans toutefois perdre de vue l'unité d'intérêt. Il va de soi qu'il n'est pas nécessaire de me donner le nom de la forêt, ni celui des bûcherons à moins cependant que ces détails, par leur nature propre, ne rehaussent la valeur du récit. Au fait, pourquoi me dire que ce sont des bûcherons qu'on voit apparaître Laissez-moi plutôt le plaisir de la découverte : montrez-les moi la hache sur l'épaule et portant des cordes en bandoulière. Dites-moi maintenant, *K.*, à quelle heure se passe la scène ?'

K. —'Le matin, je suppose, mais ça n'a pas beaucoup d'importance !'

—'Evidemment, si c'est ainsi que vous le dites ; mais si vous faites remarquer que l'aube est encore grise, que les bûcherons commencent la journée plus tôt qu'à l'ordinaire, n'en aurai-je pas conclu déjà qu'il s'agit d'un gros chêne ?'

D. —'J'avais mis qu'on voit au loin scintiller leurs haches dans la brume. L'idée me paraît jolie.'

—'Est elle exacte ? D'abord scintiller n'est pas le mot propre, puis, s'il y a de la brume, on ne les voit pas de loin (il faudrait au moins dire 'brume légère') ; les rayons du soleil, en outre, ne peuvent jouer sur le taillant des haches dont l'humidité aura terni l'éclat.'

D. —'Oui, je vois, mon détail n'est pas assez réaliste.'

—Dites qu'il n'est pas vrai. . . . Et consolez-vous en pensant que personne n'est réaliste. Pour être réaliste, il faudrait tout dire, et le secret d'ennuyer. . . . Entre ceux qu'on est convenu d'appeler *réalistes* et les autres, il n'y a qu'une différence de degré dans la négation.

Nous voyons donc arriver nos trois bûcherons : deux jeunes et un vieux : le père et ses deux fils, sans doute. Ils ont le teint hâlé, les traits durs. Dites-nous pourquoi, *R.* ?

R. —'Parce qu'ils passent toute leur vie au grand air, exposés aux intempéries.'

—'Est-ce là tout ? Réfléchissez. La physionomie de l'homme ne trahit-elle pas souvent ses occupations, sa profession tout autant que son caractère ? Cette rudesse des traits ne peut-elle être due à leur métier, à ce métier où l'on viole constamment la nature et qui endurcit le cœur de l'homme ?'

N. —'Cela me paraît un peu exagéré !'

—'Façon de dire que c'est vrai au fond : nous pourrions passer légèrement. Ils arrivent au pied de l'arbre et un instant se reposent à son ombre. Inutile ici de décrire le chêne si vous me dites qu'on

avait espéré que sa vieillesse, sa beauté, sa majesté le sauveraient.

'En voyant les trois hommes poser leurs cordes à terre et ôter leur veste pour se mettre à l'œuvre, notre pensée se reporte malgré nous à. . . . A quoi *V.* ?'

V. —'A rien, monsieur.'

—'Vous n'êtes pas imaginatif. Vos lettres doivent avoir toute la saveur concentrée de celles que Carlos d'Espagne adressait à la reine sa femme (notez que je ne dis pas "sa reine," c'est de l'anglais "his queen").'

V. —'Il fait grand vent et j'ai tué six loups.'

'—A la bonne heure, au moins vous avez de la mémoire. Si vous en aviez davantage, vous vous rappelleriez certains vers que nous avons lus ensemble :

'Escoute, Bucheron, arreste un peu le bras ;
Ce ne sont pas des bois que tu jettes à bas.'

Plusieurs voix — 'Le poème de Ronsard.'

—Ce n'est pas un poème, c'est une poésie, une élégie pour être précis. 'Contre les bûcherons de la forêt de Gastine.'

'Et si Ronsard n'avait pas existé ? Oubliez-vous donc les druides ? (Il y en a pourtant encore en Angleterre !) et leur culte des grands chênes ? Quel temple plus beau, quel autel auraient-ils pu choisir plus voisin du ciel que ce dôme de rameaux sacrés ? Nous avons changé tout cela. Ils vénéraient les chênes, nous les abattons : autres temps, autres mœurs.'

D. —'Pourtant, on nous dit que la grande découverte des artistes du XIX^e^ siècle, est celle de la nature, . . . le sentiment de la nature.'

—'Il a toujours existé et on le découvre tous les jours. Les Egyptiens pratiquaient déjà le totémisme. A tous les instants depuis des siècles on en aperçoit des aspects nouveaux. Seulement les anciens avaient divinisé la nature, nous nous sommes rapprochés d'elle en la rapprochant de nous : nous l'avons humanisée.'

K.—'J'ai dit au long fruit d'or, mais tu n'es qu'une poire !'

—'Oui, il y a là un certain hémistiche qui a eu une fortune bien surprenante depuis Victor Hugo.

Le frémissement des feuilles de chêne dans les forêts dodonnéennes apportait aux humains la voix de Jupiter : ce n'est plus qu'un écho de nous mêmes que nous allons chercher maintenant dans la nature. Mais nos souvenirs, si poétiques soient-ils sont impuissants à conjurer le destin. Malgré nos regrets l'ingratitude triomphera, le sacrilège sera consommé. La mort de notre chêne a été décrétée par un propriétaire qui ne l'a peut-être jamais vu.

Décrivez alors rapidement la joie de la nature ensoleillée, le chant des petits oiseaux. . . .

—'Comment ! les petits oiseaux encore ! mais nous croyons que. . . .'

—'Vous avez parfaitement raison, faites-moi cependant la charité d'attendre la fin de la phrase . . . le chant des petits oiseaux qu'in-

terrompt tout à coup le premier coup de hache. Vous voyez que je ne les ai amenés que pour les faire taire aussitôt, mais ce détail sert à préciser la scène.'

N. —'J'ai mis : " A ce moment un aigle s'envole du front de l'arbre roi. . . ."'

—'L'idée est juste, mais je n'aime guère "le front de l'arbre roi."'

—'Pourtant :

"Mon front au Caucase pareil."'

—'Je vous loue de connaître si bien La Fontaine, mais je vous blâme d'oublier qu'il écrit en vers. Au reste si votre devoir est tout entier sur ce ton, je m'incline naturellement : ce sont les disparates qu'il faut éviter avant tout. . . . Ainsi tous les oiseaux effarouchés se sont tus on dirait que dans les arbres la brise aussi s'est tue et que l'émotion retient l'haleine des feuillages.— Silence précurseur des grandes catastrophes. Les jeunes chênes du voisinage s'émeuvent : un frisson court sur leurs feuilles (Supprimez si vous ne trouvez pas cela assez sincère). Quoi ! le vieil ancêtre va donc mourir ? On le croyait éternel. Pourquoi ? Parce qu'il est maintenant tel qu'on l'a toujours vu. Parce qu'on ne lui imagine pas plus de fin qu'on ne lui connaît de commencement. . . .

C'est le vieux bûcheron qui a porté le premier coup. C'est un honneur qui est de tradition dans la famille. Mais le bois est si dur, l'écorce si cuirassée par le temps que le fer a rebondi, 'on the hardest-timbered oak' (détail à vérifier). De nouveau la hache s'abat et fait une entaille, car le vieillard n'a pas compris cet avertissement, il ne sent pas qu'il convient mal à sa vieillesse d'attaquer la vieillesse—et que peut-être une cognée redoutable et qui ne tardera guère l'abattra bientôt lui aussi : comme le chêne il sera sans défense. . . .

Suit la description de l'abattage proprement dit : cordes, craquement, chute. Je n'insiste pas : c'est là ce que vous avez le mieux vu.

Le chêne gît maintenant sur le sol et ses feuilles qui étaient naguère sa couronne de gloire ne sont plus que la parure de son deuil. Emotion du spectateur à voir ainsi disparaître le passé. . . .

J. —'Nous avons déjà dit cela quand le chêne est mort de vieillesse.'

—'C'est vrai, mais les sujets se touchent par plus d'un point. Précisons cependant en ajoutant une idée nouvelle . . . à voir ainsi le passé disparaître *sous la main de l'homme.* Il semble qu'il y ait là pour une âme sensible comme un acte de vandalisme (vous pourriez ici, mieux peut-être que plus haut placer votre réminiscence des Gaulois : l'action ne serait pas suspendue).'

C. —'J'aimerais à montrer que la nature punit le vieux bûcheron et qu'un de ses fils est blessé à mort par la chute de l'arbre.'

—'Ce serait une vengeance et la nature n'est point vindicative—c'est le propre de l'homme. Pourtant

votre proposition contient en germe une idée très raisonnable mais dont l'application dépasse la portée de notre sujet. Le châtiment vient en effet à son heure. Quand les hommes cupides ont abattu tous les arbres d'une région, le régime des eaux s'en trouve bouleversé, des inondations désastreuses s'ensuivent. Rappelez-vous la crue dévastatrice de la Seine, il y a deux ans. . . . Reprenons :

Exprimez la tristesse qui s'empare de vous à regarder cette grande plaie de la forêt, à voir disparaître cet ancêtre vénérable, ce patriarche des bois au milieu de sa glorieuse et verdoyante postérité. . . . Mais cette postérité, n'est-ce pas justement la consolation que nous offre la nature. La vie si brusquement arrachée à ce vieil arbre renaît partout; elle est déjà ressuscitée autour de lui. Cette mort n'a été qu'une petite interruption dans la longue chaîne de la vie de son espèce.

Dès demain les oiseaux chanteront de nouveau, dans quelques jours la mousse recouvrira son tronc, pansera la plaie de la forêt, comme fait la neige qui, dit Lowell, 'heals every wound of the landscape,' — d'autres voyageurs viendront qui n'auront point connu le vieil arbre, qui resteront impassibles comme la nature elle-même. Parallèle avec l'homme. Sur les réflexions qu'inspire la scène, lisez V. de Laprade—*La mort de l'arbre.*

Pourtant est-il bien vrai qu'il va disparaître ? Peut-être de son bois richement veiné fera-t-on quelque stalle d'église, quelque précieuse statuette, quelque table magnifiquement sculptée. Il aura la joie de servir à l'artiste et sous des doigts habiles, il renaîtra à ce qui peut être pour lui la vie spirituelle : la vie de l'art. C'est ainsi qu'il ne mourra pas puisque les œuvres faites de sa substance seront durables et apporteront la joie dans le cœur des hommes. Nous aussi nous nous perpétuons par nos œuvres. . . .

Je crois en avoir assez dit pour montrer quelques-unes des ressources du sujet et de quelle façon les idées se fécondent et naissent les unes des autres comme des cellules qui se subdivisent. . . . Je ne me suis guère préoccupé que de l'invention et ces idées, je les ai jetées devant vous toute nues et toutes frustes—il faudrait en développer certaines, en résumer, ou en supprimer d'autres, changer leur ordre parfois, boucher des trous, retrancher des excroissances, équilibrer, relier tout cela enfin, mais sans éviter de parti pris les heurts, qui, dans la seconde partie notamment, peuvent concourir à la vérité du récit. . . .

Il s'agissait ici d'une description. Il fallait donc vous adresser particulièrement aux sens, au sens de la vue, comme le ferait un peintre ou un sculpteur. Il faut que chaque mot suggère une ligne, une couleur, qu'il y ait dans votre composition des lumières et des ombres pour créer le relief, des demi-teintes pour le modeler, que chaque phrase enfin contienne une idée exclusivement

propre au sujet. Mais ce n'est pas tout, loin de là. Votre tableau fini, lorsque vous avez fait surgir devant nous ce que je ne veux pas appeler une reconstitution vivante de la mort, je veux connaître l'impression que cette scène a produite sur vous. Vous avez non seulement de la mémoire et de l'imagination (comme vous l'aurez prouvé dans la première partie du sujet) mais une sensibilité aussi : vous réagissez au contact de la nature. Le choix des détails, des lignes, des couleurs, du fond, votre sentiment esthétique vous le suggère. L'impression que doit produire la scène, c'est votre sensibilité qui vous permet de l'éprouver et qui vous aide à la traduire. Et c'est ainsi que se manifestera doublement votre originalité.

F. BOILLOT.

DISCUSSION COLUMN.

WHAT COMMAND OF ENGLISH SHOULD A CHILD POSSESS BEFORE BEGINNING THE STUDY OF A FOREIGN LANGUAGE?

All contributions should be addressed to—
Rev. W. OSBORNE BRIGSTOCKE, Berkhamsted School, Herts.

Cette question est internationale. Elle peut en effet s'appliquer à toutes les langues et à toutes les nationalités, et se présente, à ce point de vue, avec le prestige d'une question sociale d'une importance considérable.

La MODERN LANGUAGE TEACHING a posé la question dans son numéro du mois d'octobre, 1912, et sollicite l'avis des professeurs qui s'intéressent à l'enseignement des langues vivantes ; nous acceptons avec plaisir de donner le nôtre avec la plus grande impartialité, trop heureux que nous sommes de pouvoir collaborer à la solution de cet important problème.

A notre avis, avant de commencer l'étude d'une langue étrangère, nous croyons qu'il est indispensable pour l'élève de bien connaître la partie élémentaire de sa langue maternelle.

Cette partie élémentaire peut se diviser en trois branches :

1°. La phonétique.
2°. La phrase grammaticale.
3°. La composition élémentaire.

Pour l'étude des sons nous ne sommes pas partisan des signes phonétiques, qui sont différents des signes orthographiques, et qui ne servent qu'à compliquer la tâche déjà si difficile de l'élève.

Le professeur, de par sa fonction, devra posséder des éléments de phonétique et inculquera sa science directement à l'élève.

L'élève, lui, grâce à la sensibilité de ses jeunes organes et à sa force d'imitation, répétera bientôt dans la perfection les sons sortis de la bouche du maître.

De nombreux exercices de lecture et des dictées prouveront au professeur que son enseignement a porté ses fruits en donnant les bons résultats prévus.

Les mots seront enseignés en observant une progression grammaticale rationnelle de manière à arriver assez vite à la formation de la phrase simple, c'est-à-dire, celle qui ne contient que le sujet, le verbe et le complément ou l'attribut.

La phrase sera développée sous toutes ses formes ; les exemples seront nombreux et variés, et les explications grammaticales élémentaires seront données par le professeur dans un langage clair et simple qui sera facilement compris des élèves.

En observant une progression un peu

lente mais très sure le professeur arrivera ainsi à la formation de la phrase plus complète et aussi plus variée au fur et à mésure que le vocabulaire augmentera et qu'il enseignera des parties nouvelles du discours.

Lorsque l'élève possédera un vocabulaire assez étendu et qu'il sera maître de la phrase, l'heure sera venue d'aborder la composition simple, qui sera sans le moindre à-coup tout à fait à la portée de ses aptitudes.

La phrase est une partie de l'idée, et le développement de l'idée n'est autre chose que la composition. L'élève arrivera donc vite, sans effort apparent, à décrire des objets, une image, ou une scène de la vie qu'il aura vue ou qu'il aura vécue.

On lui apprendra alors des histoires, des contes, des morceaux choisis, qu'il devra reproduire sur le papier par ses propres moyens.

Nous pensons, avec juste raison, qu'il ne sera pas bien difficile pour l'élève de reproduire par la plume ou verbalement une histoire qu'il aura lue ou qu'il aura entendu raconter, car

> 'Ce que l'on conçoit bien s'énonce clairement,
> Et les mots pour le dire arrivent aisément.'

C'est à notre avis, à cet endroit précis, c'est-à-dire lorsque l'enfant sera maître de la phonétique, de la formation de la phrase sous toutes ses formes et de la composition élémentaire qu'il devra commencer l'étude d'une langue étrangère.

L'étude de la langue étrangère devra se faire, autant que possible,—en tenant compte, bien entendu, des différences du langage, des circonstances et du milieu moins favorables,—sur un même plan pratique et en adoptant la même progression grammaticale qui a été suivie pour l'étude de la langue maternelle.

Une méthode faite sur ce plan devrait être très appréciée des professeurs et des élèves. Elle aurait en effet de réels avantages sur la méthode par les traductions qui ne donne aucun résultat pratique et sur la méthode strictement directe, qui est trop difficile à enseigner et à comprendre, et qui est loin de donner les résultats que l'on attendait d'elle.

Voici quelques-uns de ces avantages :

1°. L'enfant apprenant une langue étrangère avec une méthode qui serait faite sur le même plan que celle qui lui a servi d'apprendre sa langue maternelle trouverait cette méthode simple et claire, le développement lui étant déjà familier.

2°. L'enfant qui connaîtra suffisamment la partie élémentaire de sa langue maternelle pourra rapprocher et comparer les langues au point de vue de la phonétique, de la construction de la phrase et de la composition ; il en tirera sûrement un enseignement utile et profitable.

3°. La comparaison des langues procurera un travail intelligent et intéressant, et offrira des avantages incontestables au point de vue grammatical et philologique.

La méthode idéale serait pour nous la méthode 'directe comparée.' C'est-à-dire qu'elle aurait tous les avantages de la méthode directe et de la méthode par les traductions sans en avoir les inconvénients ou les imperfections.

Elle serait directe, sans l'être tout en l'étant.

Notre idée verra certainement le jour si les gouvernements et les professeurs veulent bien la préconiser et l'encourager.

JEAN PAILLARDON.

FROM HERE AND THERE.

THE *Times* has been advocating the study of ITALIAN. This has led to some correspondence. Professor Oelsner writes: 'In former ages there was scarcely a notable Italian book that was not translated into English at the earliest opportunity ; and some of these versions are, as is well known, masterpieces of English literature.' Mr. Geoffrey Drage, after pointing out the importance of Dante, writes: 'Some of

the most useful works on modern social and labour problems are written in Italian, for in Italy some of the most valuable social experiments have been successfully made.' Mr. J. P. Steele, M.D. Edinburgh, LL.D. St. Andrews, writes: 'To the youth well grounded in Latin, the acquisition of French, Italian, and Spanish, is an easy game, provided as he is with nine-tenths of the vocabulary of each of those languages.' That 'nine-tenths' is a fine touch.

Professor EDWARD ARBER was killed in Kensington on November 23 by a taxi-cab. He was born in 1836, was educated largely at the evening classes at King's College, became in 1854 a clerk in the Admiralty, in 1878 Lecturer in English at University College, London, and in 1881 Professor of English at Mason College, Birmingham. He resigned this post in 1894.

Professor Arber is best known for his reprints. The first of these was issued in 1868. In 1877 he began a series containing larger works and his 'English Garner.' Between 1875 and 1894 he spent his leisure hours on a transcription of the Register of the Stationers' Company (1554-1640). The University of Oxford conferred upon him in 1905 the degree of D.Litt. He is the last of the band of pioneers who made possible the study of all English literature.

Dr. T. H. WARREN, President of Magdalen College, and Professor of Poetry at Oxford, has been appointed to deliver the Leslie Stephen Lectures at Cambridge. The subject will be 'Gray's Letters.'

Sir A. T. QUILLER-COUCH, the new King Edward VII. Professor of English Literature, has been elected to a professional Fellowship at Jesus College, Cambridge.

The following incident, which has the merit of being true as well as of illustrating the attitude of many teachers towards correct pronunciation, is given in a contemporary: A boy who had been spending his long holidays in France was called on to read at the first French lesson of the term, and tried to produce the intonation and stress of the country he had just visited. He had not read many lines before he was interrupted by his teacher. 'Now, my boy,' said the latter, 'we don't want any of that side here. We'll have it pronounced in the ordinary way, *if* you please.'

In the *English Review* for November, Mr. S. M. Murray attributes the greater efficiency of Scottish secondary education, as compared with the education in English public schools, to the prominence given in England to school games and to the apathy of English parents.

A Caen official desires as companion to his daughter (age 16) a young English girl who would pay a moderate sum for board, etc.—just enough to cover expenses. He has good relations in Caen society. Write to Miss A. Lee, 62, Beaconsfield Street, Blyth, Northumberland.

CORRESPONDENCE.

NASALIZATION AND TWANG.

APART from the weight of 'Phonetic' testimony against Mr. Burrell's theory that 'nasal obstruction of any kind increases and does not lessen twang,' I find it particularly hard to believe, because I have known intimately several cases of inveterate 'mouth-breathers' who are entirely free from twang of any kind. One of these was operated upon by a London specialist; the obstruction in the nose having been removed, she now breathes normally; but neither before nor after the operation could she have been accused of 'twang.'

The question, however, so interested me that I wrote to Professor H. C. Wyld (Liverpool) asking him if he could throw any light on the subject. I have received the following reply, which by his kind permission I am enabled to submit in the interest of Modern Language teachers generally and in that of your correspondent in particular. L. H. ALTHAUS.

Professor Wyld writes:

As regards the question in your letter of November 6, I fear I have no time to engage in correspondence in journals just now. I can, however, say a few words on the point. 'Twang,' if by that term is meant nasalization of sounds which ought not to be nasalized, or, more generally, *undue* or *excessive nasalization*, is usually, I presume, the result of opening the passage which leads from the throat to the nose. I can't conceive that nasalization can possibly take place unless this passage is open, so that the air-stream can pass through the nose. This opening is not inconsistent with a partial or perhaps a complete stoppage of the nose itself. In this case a certain nasality would still be heard, provided the passage from the throat were open, though of course the nasality would not be so complete as when the nose passage itself were free, so that the air-stream could pass through it; and you get this imperfect nasalization in a bad 'cold in the head.'

The causes in children (of nasalization) may be the bad habits learnt from those who taught the child to speak, or from the native dialect. Or they may be of a physical nature implying a defect which does not allow a proper closure of the passage from throat to nose. I believe I have discussed the American twang somewhere, though I can't now remember where. The theory of Puritan habits of speech which led people, as it is alleged, 'to blaspheme through the nose' (Hudibras) is well known. More probable is the suggestion that American nasalization is due ultimately to climate in some way. It is stated that nasalization is characteristic of the American Indian languages. In this case it might be suggested that the habit was learnt by the early settlers from the natives of the American continent. But as social intercourse between the two races could hardly have been close or intimate enough for the speech habits of one to affect the other, it seems more likely that nasality was induced in both cases by a common cause—perhaps climate. It is for physiologists to tell us how this could be, or to prove that it could not be. With my own students who are afflicted with 'twang,' I have in several cases been successful in mitigating it, by making them realize how it was physically caused, teaching them to control the opening and closing of the passage from the throat to the nose, and making them practise pronouncing all sorts of combinations of vowels and consonants alternately with a closed or open passage.

REVIEWS.

Matter, Form, and Style. By HARDRESS O'GRADY. 2s. Murray.

I was at first not favourably impressed with this book, because of its own faults of style: As p. 10, 'it is their nature to'; p. 12, 'make allowances for the fact that,' and other such paraphrases; 'witnessed' for 'saw,' p. 13; 'happenings,' p. 27; 'appeals to you,' and the wordy rewritten story on p. 16. But on reading further I see cause to change my opinion. The author's principles are excellent, and his exercises are both many and useful. Take this, for instance: 'Although the form and style be excellent, there can be no good writing if the subject-matter is unreal to the writer.' He must write what he has seen, heard, felt, what he knows or believes. Again: 'Reading aloud is the finest test there is of good writing.' 'The pause is regulated by the sense, not by the stops'—but why not recommend that the stops should mark the sense, as they used to do? Again: 'All good writing depends

on vivid seeing and hearing.' Simplicity, logical arrangement, and proper choice of words, are also urged on the writer; and in each subject there are plenty of exercises and specimens to show either how to do it or how not to do it.

I would certainly recommend all who have anything to do with teaching composition to read this book. Its principles apply to all composition, Latin and Greek included. It may seem to be no novelty to ask for truth and simplicity, and to demand that the subjects be within the writer's experience: but is it not a novelty? Do all English teachers suit their subjects to their pupils? Do none of them habitually choose bookish subjects, for which we must read up, or trite subjects; and would none be shocked at the thought of asking their pupils to describe an inkpot, a cricket-bat, a barrel-organ, and to do it briefly? Would not most classical teachers be shocked at the thought of wandering away from Julius Cæsar and his camp to describe every movement used in opening a pocket-knife?

W. H. D. ROUSE.

Tableau de la Littérature française au XIX^e Siècle. Par F. STROWSKI. ix+538 pp. Paris: Paul Delaplane. 1912.

Comme M. Strowski l'indique avec raison, la difficulté de donner une histoire de la littérature du XIX^e siècle provient de ce que la perspective de ce siècle ne nous apparaît pas encore: il est trop près de nous, 'chacun des maîtres de ce siècle revêt à nos yeux une importance prépondérante et démesurée'; chaque œuvre éveille en nous trop d'antipathie ou de sympathie pour que nous puissions la juger à la véritable valeur et lui assigner la place qu'elle mérite; telle pièce qui a excité un engouement énorme ne sera peut-être mentionnée qu'avec dédain par les critiques du XXV^e siècle, si tant est qu'à cette époque on s'occupe encore de littérature et de classifications littéraires.

Cette difficulté Monsieur Strowski l'a évitée en s'efforçant de donner seulement un *tableau* des différents courants de la littérature française au XIX^e siècle et en plaçant, comme il le dit lui-même, 'entre ces chapitres qui sont comme les fresques mouvantes d'un "cinématographe" une série d'autres images "animées" d'un caractère plus intime, les images individuelles de la formation et de la carrière des grands écrivains, en essayant toujours de rattacher strictement les œuvres à l'instant précis de cette carrière qui les a produites.'

Et grâce à ce procédé, Monsieur Strowski a réussi à donner un manuel intéressant, vivant et personnel qui n'a pas le cachet brillant et artistique de celui dû à Monsieur Lanson, mais que feuilletteront avec profit les étudiants et tous ceux qui s'intéressent à la littérature.

La partie la plus neuve de ce manuel est celle consacrée à la période contemporaine (p. 453) où l'on ne peut guère faire qu'un reproche à l'auteur, c'est d'être incomplet. Mais à ce reproche il répond d'avance en nous prévenant par le titre en tête de la cinquième partie qu'il ne nous présentera que quelques traits généraux de cette période. De sa tâche, telle qu'il l'a délimitée, il s'acquitte tout au moins avec beaucoup de sérieux et de bonne volonté. On ne peut cependant s'expliquer l'omission de quelques noms tout à fait *représentatifs* comme ceux de MM. Paul Meyer, le *Rex Romaniæ* actuel, Antoine Thomas, Alfred Jeanroy, Fernand Baldensperger, Abel Lefranc et L. Lévy-Bruhl. Espérons qu'une prochaine édition donnera à Monsieur Strowski l'occasion de réparer ces oublis et de mentionner avec quelque détail l'œuvre de Joseph Texte (1865-1900) qui a tant fait pour l'étude de la littérature comparée.

L. BRANDIN.

Tales from Molière. Arranged by MARC CEPPI. 1912. 195 pp. Bell. With vocabulary and notes, 2s.; text only, 1s. 6d.

This is a similar compilation to the same editor's *Contes français*, in which he made La Fontaine's fables suitable for reading by young pupils. The present book starts with a life of Molière of four pages and then gives abstracts in conversational form of six plays—*Le Bourgeois Gentilhomme*, *L'Avare*, *Les Précieuses Ridicules*,

Les Fourberies de Scapin, *Le Malade imaginaire* and *Le Médecin malgré lui*. There is a *questionnaire* at the end, and this is followed by a vocabulary of the more difficult words and scanty notes. What help the student would get from: 'Pour que tout le monde soit content: Subjunctive after a locution of aim,' is difficult to imagine. But the simplification of Molière's not very difficult plays has been capably done, and those teachers who like simplified classics will find this book suit their methods.

Exercises in French Free Composition for Upper Classes. By R. R. N. Baron. 167 pp. Mills and Boon. Price 1s. 6d.

This is a useful book, and it comes to us at an opportune moment, as free composition is to be compulsory at the London Matriculation after January next. It does not pretend to replace free compositions based on a text read in class, but to supplement them. First, we find grammatical exercises, such as those involving a change of tense, gender, or number in an extract; this is followed by exercises of paraphrasing pieces of verse and rendering them into suitable prose. Anecdotes are given to be developed, or to be related by another speaker; letters are given to which replies are to be supplied, or subjects for letters are suggested. And then, finally, we come to the free composition proper—the mere title of an essay is given, and the essay has to be composed entirely by the pupil. Some of these titles have been taken from papers of French examinations. Altogether we can repeat, a useful book at a reasonable price.

A Rudimentary French Composition Book. By C. A. Fairgrieve. 83 pp. Harrap. Price 1s.

The idea of this book is not a bad one. It will vary the monotony of continually reproducing material from the French textbook. The book is divided into two parts: in the former we get a short tale given in French, and beneath each tale we have the same facts to translate into French, but in different words. In the second part there is no French extract given. There are plentiful notes and a vocabulary to each piece. The only danger would be that the pupils, young as they might be, would learn to rely too much on this help. The equivalents are usually correct, and the printing and arrangement of the book are excellent.

Continents, Cités, Hommes. A new French reading-book. By C. C. Perry and A. Turquet. 200 pp. Macmillan. Price 2s.

This book is a reader of a new type. The authors believe that to endeavour to teach language through literature—*i.e.*, through extracts from the best authors—is to aim at two different targets and to hit neither. Nor do they believe that language can be taught by newspaper extracts or portions of the latest fiction. Therefore they have composed a reader on some of the great historical events and characters which appeal to all nationalities. At the end of each section there are notes in French on certain difficulties of syntax, vocabulary, and general knowledge. But the authors do not hesitate to give the English equivalent wherever this makes for clearness. The great experience that M. Turquet has of preparing students for the severest French tests has served him well in selecting and annotating his material. This book must be of service to all candidates for higher examinations.

Science French Course. By C. W. Paget Moffatt. Pp. 305. Clive, 1912. Price 3s. 6d.

This book is meant for the use of students who have to read scientific subjects in French and who have had little or no grounding in the language. It is very well printed, and divided into five parts—the first three are mere reprints of French grammar to be found in other works of the same firm. The fourth contains elementary readings in science and natural history; while the fifth part—a little less than half the book—contains the scientific reading matter that the ordinary student needs. It is to be doubted whether any science student needs 120 pages of French grammar, for almost

every one of them has done some French in former days. But he does want a large variety of reading containing the terms of the various branches of science. Most of those who have to teach such students are always complaining of a lack of material. Mr. Paget Moffatt's book has been long in coming, and now it is found to contain but little fresh matter. Nor has it notes on the difficulties—scientific or grammatical—that beset the text, nor even a vocabulary of scientific terms. It has, however, an index to the grammatical part.

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Violet's Echoes of Modern Languages:

WOLFRAM, L.: Deutsches Echo. German conversations on matters of everyday life. Ninth edition, revised. With German - English vocabulary and map. 132 + 67 pp. Price 2s. 6d. net; without vocabulary, 1s. 8d. Hachette and Co.

[N.B.—Gramophone records of these Echoes may be obtained.]

KRUMBACH, R. J.: Sprich lautrein und richtig? Kleine Ausgabe für Schüler. 50 pp. Price M. 0.60. Leipzig: Teubner.

QUIEHL, K.: Französische Aussprache und Sprachfertigkeit. Ein Helfsbuch zur Einführung in die Phonetik und Methodik des Französischen. Fünfte

Auflage. 304 pp. Price M. 5. Leipzig: Teubner.

Various.

MONTEVERDE, R. D.: A New Spanish Reader on Modern Lines. 219 pp. Price 2s. 6d. net. Blackie and Son.

[The undermentioned *Livres d'Étrennes* sent by Messrs. Hachette and Co. are very attractive, and suitable as gifts. *Les Merveilles du Monde* is a marvel of colouring and illustration. *Lecture pour Tous* is the annual bound volume of the well-known monthly serial, which should be in every school library. *Mon Journal* and *Janot Lapin* are intended for younger people.]

Les Merveilles du Monde. Les Prodiges de la Nature. Les Créations de l'Homme. 20 planches en couleur; 700 photographies en noir. Cartonné toile pleine. 25 frs.

Lectures pour Tous. Quatorzième année 1912. Revue universelle et populaire illustrée. 1004 pp. Toile. 9 frs.

Mon Journal. Recueil hebdomadaire. Illustré de gravures en couleurs et en noir. Pour les enfants de 8 à 12 ans. 827 pp. Toile. 10 frs.

Janot Lapin. Illustré en couleur. 46 pp. 1 fr.

The following books recently published abroad are likely to be of special interest to Modern Language Teachers, and may be obtained from Messrs. Hachette and Co., 18, King William Street, Charing Cross.

MONTESQUIEU: Textes choisis et commentés. Par Fortunat Strowski. Bibl. française. Br., 1 fr. 50; cart., 2 fr. 25.

MOLIÈRE: Le Dépit amoureux. Les Précieuses ridicules. L'École des Femmes. Préf. et notes de M. Mornet. In-16, 1 fr. 25.

SÉVIGNÉ (MME. DE): Choix de Lettres. Préf. et notes de M. Mornet. In-16, 1 fr. 25.

RACINE: Phèdre. Esther. Athalie. Préf. et notes de M. Mornet. In-16, 1 fr. 25.

RACINE: Andromaque. Les Plaideurs. Britannicus. Préf. et notes de M. Mornet. 1 fr. 25.

RACINE: Bérénice. Bajazet. Mithridate. Iphigénie. Préf. et notes de M. Mornet. 1 fr. 25.

Plon-Nourrit et Cie. Renaissance du Livre. Tous les chefs d'œuvre de la littérature française.

BEAUCOUDRAY (R.-G. DE): Le Langage normand au début du XX^e siècle. Noté sur place dans le Canton de Percy (Manche). Préface de Charles Joret. Large 8vo., paper cover, 7 fr. 50. A. Picard.

ASTIER, P., ET CUMINAL, I.: L'Enseignement technique, industriel et commercial en France et à l'Etranger. 2^e édition. Revue et augmentée. 7 fr. 50. Dunod et Pinat.

FAGUET, EMILE: Ce que disent les Livres. Royal 8vo., broché, 1 fr.; relié, 1 fr. 50. Hachette.

VINET, ALEXANDRE: Chrestomathie française ou choix de morceaux des meilleurs écrivains français. Nouvelle édition. Revue et augmentée par Eugène Rambert et Paul Selppel. Fischbacher.

Tome I., Littérature de l'Enfance. Demy 8vo., 3 fr. 50.

Tome II., Littérature de l'Adolescence. Demy 8vo., 4 fr.

Tome III., Littérature de la Jeunesse. Demy 8vo., 5 fr.

BRUNETIÈRE, FERD.: Histoire de la Littérature française classique (1515-1830). Tome II., Le XVII^e siècle. Broché, 7 fr. 50; relié 10 fr. Delagrave.

DELCASSO: Les Chants de l'Enfance. 50 Morceaux de Chants faciles et gradués. Cours élémentaire et moyen. Cart., 75 c.

MIRMAN, M.: Les Mots, les Propositions, leur Nature, leurs Formes, leurs Fonctions. 1 fr. Figuière et Cie.

COTTIER, CH.: Histoire abrégée de la Littérature française. 3^e édition. Revue et augmentée. De la littérature depuis 1850 à nos jours par A. Taverney. 4 fr. Fischbacher.

BEZARD, J.: La Classe de Français. Journal d'un Professeur dans une

Division de Seconde. Volume 18/12 de 320 pp., avec 5 belles planches photographiques hors texte et un autographe. 2e édition. 3 fr. 50. Librairie Vuibert.

—— De la Méthode littéraire. Journal d'un Professeur dans une classe de Première. Volume 18/12 de 738 pp. 5 fr.

MAQUET, CH., et FLOT, LÉON : Cours de Langue française. Exercices sur le troisième degré, 2e partie, exercices écrits, exercices oraux, composition française.

MAQUET ET FLOT : Complément du Cours de la langue française. 3e année. Enseignement primaire supérieur. Crown 8vo., boards, cloth back. 1 fr. 50. Hachette. (See *Bibliography*, May, 1912.

PAGES, G. : Histoire sommaire de la France, de 1610 à nos jours. Classe de septième. 222 gravures et cartes. Crown 8vo., boards, cloth back. 2 fr. Hachette et Co.

BOUILLOT, VICTOR : Le Français par les Textes. Cours élémentaire, 1er degré, illustré. Price, cartonné, 90 c. Hachette.

BOUILLOT : Le Français par les Textes. Cours supérieur et complémentaire. Crown 8vo., boards, cloth back. 1 fr. 80. Hachette et Co. (See *Bibliography*, May, 1912.)

LAMARTINE. Par René Doumic. Collection des Grands Écrivains français. 2 fr. Hachette.

POTEL, M. : Les Auteurs français contemporains. Choix. Cours supérieur. 2 fr. 25. Didier.

MALET, A., et J. ISAAC : Cours d'Histoire (Le Monde au XIXe Siècle). Price 2 frs. Hachette.

JOANNE, P. : Guide du Musée du Louvre. 6 planches, 33 gravures. Price 1 fr. Hachette.

PELLISSIER, G. : Le XIXe Siècle par les Texte (Lectures Classiques). Price, paper cover, 5 frs. ; bound, 6 frs. Delagrave.

ABRY, E., AUDIC, C., et CROUZET, P. : Histoire illustrée de la Littérature française. 324 illustrations. Price 5 frs. H. Didier.

BRUOT et BONY : Méthode de Langue française. Deuxième livre, premier degré, grammaire d'après la méthode d'observation, vocabulaire théorique et pratique, elocution, lecture, récitation, poésies, exercices et textes suivis. Nombreuses gravures. Price 80 c. Colin.

CLÉDAT : Dictionnaire Etymologique de la Langue française. Crown 8vo. 612 pp. Price, cloth, 4 frs. Hachette.

VOLTAIRE : Théâtre choisi (Larousse). Price 1 fr.

[Belle édition de Bibliothéque, contenant *Zaire*, *Alzire* et *Mérope*, avec étude sur le théâtre de Voltaire, notes et notices par H. Legrand, agrégé de l'Université.]

MODERN LANGUAGE ASSOCIATION.

A MEETING of the Executive Committee was held at the College of Preceptors on Saturday, November 30.

Present : Messrs. Pollard (chair), Allpress, Anderson, Brereton, Miss Johnson, Messrs. Kittson, Payen-Payne, Miss Purdie, Mr. Twentyman, and the Hon Secretary.

Letters of apology for absence were received from Miss Althaus and Professor Rippmann.

The Chairman and Mr. Twentyman were appointed to audit the accounts.

Miss Purdie and Mr. Twentyman were appointed Scrutineers of the election to the General Committee.

The arrangements for the Annual General Meeting were completed.

The following members were elected :

Miss Rose Mickleburgh, Girls' High School, Oswestry.

Paul G. E. Düring, Elmira, 8, Capel Road, New Barnet.

Miss Mary G. Lewis, Municipal Secondary School, Weymouth, and 26, Northampton Road, Wellingborough.

Miss Marion Barfield, B.A., County Secondary School, Newport, I.W.

Miss C. G. Hardy, Girls' Grammar School, Market Drayton.

The addresses of the following members are missing. Anyone who would apprise the Hon. Secretary of the present whereabouts of any of them would confer a benefit upon the Association.

The address in parenthesis is the last known address in each case:

Mrs. de Candole (Burlington School, Boyle Street, W.).

Cecil A. Carter (King's College, Bangkok).

Miss Chocqueel (56, Culmington Road, Ealing).

Miss E. M. Cross (38, Park Avenue, Dublin).

C. E. Delbos (Downside School, Bath).

Miss Harcourt (Haus Sesam, Wiesbaden).

K. G. Macleod (Elstree).

T. A. Marionnaud (Charente, France).

A. E. Marley (101, Roterbaum Chaussée, Hamburg).

Miss O'Carroll (92, Blowers Green Road, Dudley).

H. A. Prankerd (Liverpool College).

Mlle. Parrach (Parc de Neuilly, près Paris).

As Convener of the Finance Subcommittee, I have been asked by the Executive Committee to appeal to those members who do not pay their subscriptions by banker's orders to endeavour to do so in the future. The whole work of the Association would be improved, and its expenditure lessened, if members paid their subscriptions promptly during the first month of the year. Payment by banker's orders is automatic; it saves the member the trouble of writing a cheque or of buying a postal order, and it saves the Honorary Treasurer the trouble of sending a notice that the subscription is due. The tedium of petty detail which forms the greater part of the Honorary Treasurer's work would be considerably lightened if members paid before any notice was sent to them, and not after the first, second, or third reminder. And the Honorary Treasurer would have more time to devote to more important matters which need his attention. It may be well to remind members that MODERN LANGUAGE TEACHING is not sent to any member whose subscription is six months in arrear, and that, by resolution of the Executive Committee, all subscriptions to the *Modern Language Review* must be prepaid.

DE V. PAYEN-PAYNE.

PROGRAMME OF THE ANNUAL GENERAL MEETING, 1913.

Wednesday, January 8.

9.45 a.m.—General Committee Meeting.

10.30 a.m.—General Meeting: Report of General Committee, Hon. Treasurer's Report and Statement by Chairman of Finance Committee, Reports of Editors of Publications.

12 noon.—Presidential Address: Mr. R. W. Macan, M.A., D.Litt., Master of University College, Oxford.

2.15 p.m.—'The Literary Element in the Teaching of Modern Languages.' Mr. J. E. Michell (Westminster School), and Miss Ash (St. Paul's Girls' School). Mr. E. C. Kittson (Whitgift School, Croydon), will open the discussion.

4 p.m.—Interval for tea (see below.)

4.30 p.m.—Address by Sir Hubert Jerningham, K.C.M.G.: 'Rostand.'

7.45 p.m. for 8 p.m.—Annual Dinner at Holborn Restaurant.

Thursday, January 9.

10.15 a.m.—'Modern Language Courses at the Universities, with Special Reference to the Needs of Teachers.' Miss Elfrida Fowler, Miss Tuke (Bedford College), Professor Milner Barry (University College, Bangor).

12 noon.—Address by M. Cazamian (Maître de Conférences de Langue et de Littérature anglaises à la Sorbonne): 'Quelques aspects de l'évolution morale de la France contemporaine.'

2.30 p.m.—'Suggestions for Improvements in the Teaching of Modern Languages,' Mr. Cloudesley Brereton.

8 p.m.—General Conversazione at the University of London.

The meeting will be held at the University of London, Imperial Institute, South Kensington, and will form part of the organized 'Conference Week,' a full programme of which will be sent to members of the Modern Language Association.

In the discussions, openers will be allowed twenty minutes; other speakers, five minutes.

The price of tickets for the dinner will be 6s., exclusive of wine.

Application for these must be made to the Hon. Secretary, 7, South Hill Mansions, Hampstead, N.W.

Members are requested to send a remittance with their application. Early notice of the tickets required will greatly facilitate the arrangements.

Information about the arrangements for the General Conversazione and for refreshments during the meetings will be found in the General Programme for the week.

A ticket for the Conversazione will be sent gratis to each member who applies for it before Saturday, January 4, to the Hon. Secretary. Extra tickets can be had at the cost of 1s. each, if applied for before the same date (see General Programme, p. 4).

Tea during the meetings will *not* be provided by the Association.

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YORKSHIRE BRANCH.

A Committee Meeting was held at 17, Ashwood Villas, Headingley, on June 19, 1912.

Present: Professor A. W. Schüddekop (chair), Miss Backhouse, Messrs. Hodgson, Todd, and the Hon. Secretary.

The minutes of the last meeting having been read and confirmed, the following recommendations with regard to the constitution of the Branch were made:

That a General Meeting be held either before or after the first Ordinary Meeting of the session in October to decide (*a*) Upon the term of office for officers; (*b*) to elect members of committee and officers.

That for this purpose nominations shall have been invited and the names of the existing (temporary) committee given.

That nine members be elected by ballot: Three to serve for three years; three for two years; and three for one year.

Suggestions were made for the programme of the session, 1912-13, which were duly carried out by the Hon. Secretary; and in response to invitations the following lecturers kindly promised papers:

Professor A. T. Baker (Sheffield) on 'Old French Literature,' illustrated by lantern slides; Mr. L. von Glehn (Perse School) on 'Free Composition'; Professor Freund (Sheffield) 'Der arme Heinrich' and on 'Hartmann von Aue, und Goethe's Iphigenie'; Professor H. C. Wyld (Liverpool) 'The Modern Study of Modern Languages.'

Professor Baker gave his very interesting lecture at the Leeds University on October 29, after the General Meeting, Professor Paul Barbier fils, in the chair. As the dates of the other three lectures have all been changed since the notices went out, members are requested to notice that: Professor Wyld's lecture will be given at the High School for Girls, Wakefield, on Saturday, November 30, at five o'clock.

Professor Freund will lecture at the Leeds University on January 31, 1913 (Friday), and

Mr. L. von Glehn, at the Leeds University on Saturday, March 15.

At the General Meeting on October 29, at the Leeds University, Mr. S. C. Hodgson in the chair, the minutes of the last meeting having been read and confirmed, it was proposed and seconded that—

The term of office for officers should be that of the Parent Association.

The nominations for President having been read, Professor Schüddekopf was unanimously re-elected, if he would consent to serve.

As Vice-Presidents : Professors Barbier, Baker, Moorman and Miss Lowe were elected and have all consented to serve.

As Hon. Secretary : L. H. Althaus was re-elected, and the following members of committee were voted for :

To serve for three years : M. P. Andrews (Hipperholme), Miss Backhouse (Bradford), Mr. S. C. Hodgson (Leeds).

To serve for two years : Miss Robertson (Leeds University), Miss Gunnell (Leeds Univeristy), W. Dazeley (Bingley).

To serve for one year : Mrs. Connal (Leeds), Mr. Groves (Bradford), Mr. Dawes (Castleford).

The position (three years, two years, one year) was decided by the number of votes received by each candidate. Those receiving the greatest number to serve for the longest period.

L. H. Althaus,
Hon. Secretary.

NORTH LONDON BRANCH.

The first meeting of the new session was held on Friday, October 18, at Southwood Hall by kind permission of Miss Rowe. Mr. Cloudesley Brereton opened the discussion by some very interesting remarks on 'Further Improvements in Modern Language Teaching.' A somewhat lengthy discussion followed, in which eight to ten members took part. Mr. Brereton answered all questions and gave a great deal of help and many valuable suggestions There was an unusually large gathering, which was most useful for the short business meeting which preceded the discussion. The Committee retired after two years' service ; the constitution of the Branch was revised and the following rules drawn up :

1. That a committee of three should be chosen annually in October.

2. That one member should retire each year and not be re-elected until after the lapse of a year.

The members of this Branch thank Miss Rowe for her kind help and hospitality, and Mr. Brereton for his valuable suggestions.

E. C. S.

[N.B.—The report of the November meeting is unavoidably postponed. The next meeting will be held on February 28 at Burwood, Shepherd's Hill, Highgate.]

INTERESTING ARTICLES.

Times Educational Supplement : (November 5) Modern Languages in Education (Mr. Leathes' Reply to Critics) ; (December 3) Frœbel, Muson, Montessori.

School World : (November, 1912) The Methods of Teaching Reading in the Early Stages (Benjamin Dumville).

Journal of Education : (November, 1912) The Character-Forming Influence of Vocational Education (Cloudesley Brereton) ; (December) The Montessori Method ; The Knell of Formal Training (C. J. Whitby, M.D.).

Modern Language Notes : (November, 1912) The Force and Function of 'Solch' (G. O. Curme).

The Schoolmaster : (October 26) Richard Busby ; (November 2) Excelsiocracy ; (November 30) The Philosophy of Wordsworth.

Educational News : (November 15) The Montessori Method ; (November 22) The Dunce (Dr. W. Barr).

Everyman : (November 8) Educational Symposium (Oscar Browning) ; (November 15) John Knox's Influence on Scottish Education (Lord Guthrie) ; (November 29) The French Renascence (Dr. Sarolea) ; Jane Austen (Augustus Ralli).

Educational Times : (December) Rediscoveries.