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Modern Language Teaching

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE ASSOCIATION

EDITED BY J. G. ANDERSON

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MODERN LANGUAGE TEACHING

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EDITED BY J. G. ANDERSON

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THE TEACHING OF ENGLISH IN ITALY.*

AT the beginning of a famous book, *La pratica della mercatura* (The Practice of Commerce), written by Francesco Balducci-Pegolotti towards the end of the fourteenth century, one finds a list of commercial terms in various languages which offers a curious precedent for the modern polyglot dictionaries published for the use of commercial travellers. In this list we find a number of English words relative to the trade in wool, to the Customs, to the coinage, and to weights and measures—such words, in short, as were chiefly required by the merchants who at that time came in large numbers to London in the exercise of their profession.

Those words are, we may say, the first anglicisms of the Italian language and constitute the first indication we possess of the knowledge of English current amongst Italians of the Middle Ages. It was evidently a knowledge exceedingly slender, and limited entirely to one class of persons and of words, and it shows no signs of increase with the beginning of the modern period. The Italians of those days, as the English of to-day, were, in fact, exempted from any very pressing necessity to study other languages, because their own language in the sixteenth century was touching the apex of its diffusion. Moreover, the Latin language reached also at that time to its highest value as a means of communication, and even Ambassadors coming to England were able to use either Italian or Latin without any loss to comprehension.

But leaving aside these particulars which belong rather to the antiquarian department of our subject, we may say that the century in which English really began to be studied and appreciated in Italy, not merely for practical ends, but for its own sake, and for love of the literature to which it was the key, was the eighteenth century. We find a clear indication of this new value which was beginning to be recognized in addition to the old in the words of a contemporary writer who, writing of the language, says: 'Not only can commercial men no longer do without it, English commerce being now as wide as the world, but literary people equally have need of it, since the English have extended their learning as far as their commerce.'

In the eighteenth century we find, therefore, the first didactic attempts in aid of the study of the English language, which had now become the fashion even amongst women. We find Giuseppe Baretti printing here in London his excellent vocabulary, and at Venice and Leghorn (the two Italian cities which,

* Paper read at the Annual General Meeting, January 8, 1919.

situated on the seaboard, had naturally occasion for the most frequent relations with England) there appeared about the same time the first two English grammars.

To the same period belong the first translations and imitations: at Venice Carlo Goldoni brings English characters onto his stage, writes a comedy entitled *The English Philosopher*, and another, *Pamela*, which is a rendering of Richardson's famous novel. Certain English authors, and some of their most famous compositions, become at times even the beginning of a new tendency in Italian literature. For example, Thomas Gray, whose famous 'Elegy written in a Country Churchyard' supplied a current of inspiration to various poets, including Foscolo, who felt it as something of his own, and created from it one of the masterpieces of Italian poetry—'*I Sepolchri*.' We may say of Ugo Foscolo, who was thus drawn by the poetry of Gray, who translated Sterne, and came to England to die, that he links in Italy the eighteenth and nineteenth centuries in one selfsame love and admiration for English literature. And that love we find transmitted to the Romanticists, who having abjured the iron bonds of the three unities, inherited from the French tragedians, came to find in the drama of Shakespeare their new Gospel.

From that time on, right up to our own days, there has never been lacking, across all the generations, some enthusiast, or group of enthusiasts, and true students who have assumed the task of *discovering*, as one may say, the successive masterpieces of English literature and of extending the knowledge of them amongst the Italian public. The romantic generation of the beginning of the nineteenth century had sought its nourishment chiefly in Byron and Walter Scott. The classic reaction, led by Carducci, which followed later, naturally could not, in a general way, look favourably on modern literature, and was obliged to include also that of England in this disregard. Nevertheless, it fell precisely to two friends of Carducci, Chiarini and Nencioni, to advance Italy's acquaintance with the English poets of that period—Tennyson and others of the Victorian age, and also one or two of earlier date, such as Keats and Shelley, who had been hidden from Italian recognition previously through the very splendour of their light.

All the rest belongs to chronicle rather than history, but it is sufficient to point out that the movement whose origins we have thus briefly indicated is developing rapidly, and there is perhaps no country in Europe to-day in which not only the literature but the whole of English life is studied with greater sympathy or attention than in Italy.

I have wished to offer this brief preliminary sketch not in the least from any desire to encroach on a theme indeed attractive, but outside my task of to-day. To illustrate the influence of English literature and thought, on the literature and thought of Italy, with any amplitude would be quite outside my subject, but I have felt it imperative to give you at least an idea of the importance of that general movement of public opinion which, at a certain point, has culminated inevitably in Italy in the teaching of English in Government schools. Before any Government decides to introduce the teaching of any language in its schools, as we all know, there must always be the stimulus, or at least the consent of a large part of public opinion. In the case of the teaching of English, this point was reached in Italy exactly sixty years ago.

The year 1859 was a year of great activity for Italy. It saw the glorious battles of S. Martino and Solferino, and in a different field the promulgation of a

law on Public Education which is still to-day fundamental in Italy—the '*legge Casati.*' It was this law which introduced the teaching of English in certain of the schools—those which aimed at preparing their pupils for an industrial career—the *Technical Institutes.* Public instruction thus prepared to follow the same path as we saw followed by private initiative and teaching—that is to say, it began by attributing to the English language a purely utilitarian value, and we have to wait fifty years—till our own times, in short—to see the *formative* value of the language, as an instrument of culture, truly and fully recognized. This recognition has now, however, been given by its introduction successively into the *Licei Moderni* and the Universities. In the *Technical Institutes* the instruction is naturally of elementary character, and aims at giving the pupils a purely practical knowledge of the language, such as may enable them, at the end of the third year, to read and translate it fluently and make some modest attempts at composition and conversation. Very much the same instruction is given in the *Commercial Schools* which have been founded much more recently with the exclusive object of preparing boys for a commercial career. But in the five *Higher Institutes for Commercial Studies* which exist at Turin, Genoa, Venice, Rome and Bari, and which form the natural complement to the *Scuole Commerciali Medie,* the teaching becomes very much more accurate and specific, laying special stress upon mercantile phraseology, and by that phraseology illustrating the commercial and industrial organization of the Anglo-Saxon world.

As regards the *Ginnasio-Liceo,* the introduction of the teaching of English is very recent: it dates, in fact, as an experiment only from 1911, and as a definite institution by law, only from 1913. It was, as many may remember, the Minister Credaro who conceived the idea of instituting alongside of the old *Ginnasio-Liceo,* exclusively classic, the new, so-called *Ginnasio-Liceo Moderno,* of which one of the principal characteristics was the substitution of a modern language for the teaching of Greek: this modern language might be either German or English.

In a country of strong classical traditions like Italy it will be easily understood that the placing of a modern language on a level with Greek—the implicit admission that it contained an equal educative value—was a bold experiment. It could not fail to have some critics, but the opinion of most importance—that of the parents of the pupils—declared itself at once in favour of the new departure. We have already seen how even in the *Higher Institutes for Commercial Studies* the teaching of a language had not to be limited to mere grammatical instruction, but aimed at being a means for penetrating and comprehending at least a part of the life—in this case the commercial and industrial life—of the people who spoke it. But in the case of the *Ginnasio-Liceo Moderno* we find it definitely prescribed that, after the first two years, 'the general tendency of the teaching must be to rise above the elementary, grammatical level to the *literary* level, so that the pupils may not only know the structure and mechanism of the English language, but, from the pages of its greatest writers, may learn to penetrate its spirit in the fullness of its historic significance and æsthetic expression.' Here, then, for the first time, we find a modern language elevated to the dignity of a formative instrument of culture, and its teaching, from a mere philological exercise with strictly practical aims is transmuted, as it should be, into a means for penetrating and comprehending a great civilization—in this case the civilization of the Anglo-Saxon race. For instance, in the excellent instructions

which accompany the programmes of *Ginnasi-Licei Moderni* it is expressly stated that 'the illustrations and observations which accompany the readings must aim at furnishing the pupils with a varied fund of information regarding the history, the civilization and the temperament of the English people,' thus preparing the elements for 'an historical compendium of English literature, within which will naturally be included some brief account of the relationships and general intellectual and artistic exchange between England and Italy from the fourteenth century onwards.'

After this the passage to the Universities was natural and assured, but political conditions have certainly accelerated it. In fact, in July last, the Minister Berenini declared that 'in the interests of culture no less than for certain considerations of political character, it was his intention to promote, as a branch of the Faculty of Letters, the institution of Professorships for the teaching of the language and literature of France and England.' The *Consiglio Superiore* of Public Instruction, on being interrogated, signified its entire approval, and in consequence *ten* Chairs for the teaching of the English language and literature have this year been founded at the various Universities. And this, we may say, has placed the crowning arch on the teaching of English in the State schools of Italy—which began, as we saw, sixty years ago, in 1859.

Italy, then, it is evident, has not been slow in recognizing the value of the English language, and this fact permits me, in ending, to express the hope that, in deference to the principle of reciprocity, it may be possible in England to do for the Italian language at least some part of all that is being done in Italy for English. Naturally (at the present moment) the value of the two languages in the world is very different, as Italians would be the first to recognize, yet the present war has opened to Italy a future worthy, perhaps, of her past, and so far as the value of her language is concerned, I should only require to quote the generous tribute made to it in the recent 'Report of the Committee on the Position of Modern Languages in the Educational System of Great Britain.'

The war just ended, amongst many evils, brought us at least one blessing—that of opening our eyes to the perils deriving from a general reciprocal ignorance. Permit me to express the hope that peace will not cause us to lose the fruit of that terrible lesson, but that the victorious nations may continue to dedicate a part of their energies to maintaining and increasing that intellectual comprehension which may be the only basis of a lasting peace. Unfortunately, their immediate aims attained, the peoples are all tending to relapse into the narrow sphere of their separate egoisms. But it has ever been the special task of the University world to keep open the frontiers of the spirit, and for this there is no better means than the knowledge, but the *reciprocal* knowledge, of languages. Attaining to this it may become possible for many to quote as a matter of personal experience that typical phrase of Charles Lamb which President Wilson lately cited in connection with international relationships: *'I cannot hate the man I know.'*

EMILIO RE.

INDIAN MODERN LANGUAGES.

THE Secretary of the M.L.R.A. allows me to say that his Association will admit as members serious students of the modern languages of India. Much admirable research work is being done by Indian students of their own languages. No one, however, who has tried to keep in touch with their otherwise excellent results can fail to notice that most of them are ignorant of what has been and is being done in the matter of the study of the living languages of Europe. This, especially in the case of the Indo-Aryan languages, is much to be regretted. Much time and energy are wasted over questions which have been settled by common consent in Europe. Here European students of living tongues can be of real use to their Indian friends.

On the other hand, India has something to teach us. Take the case of the great Indo-Aryan languages and literatures of Northern India. Their evolution from Prākrit and Sanskrit are an extraordinarily close parallel to the growth of the Romance languages from popular and classical Latin respectively. But while in Europe it is now practically impossible, so effectually have aboriginal languages been obliterated by the Latin vocabulary, to ascertain how many of the qualities of each Romance language (if any) are due to surviving influences of the vanished speech which preceded the advent of the Roman civilization and vocabulary, in India the process of transition is going on before our eyes and is audible to attentive ears. For instance, Bengali, which borrows its vocabulary from classical Sanskrit more freely than any other Indo-Aryan living tongue, has an initial phrasal accent which is distinctly audible when Bengalis speak English or Hindustani, and has by some been compared to a Welshman's way of talking English. It is this quality which is the ultimate cause of many of the peculiarities of the so-called 'Babu English,' just as our Germanic word-accent is the most characteristic feature of the 'Sāhibi Bāngālā,' which is the source of much amusement to our Bengali fellow-subjects. This phrasal accent is indigenous and did not come from the west with the Indo-Aryan vocabulary now used in Bengal. It has probably either a Dravidian or a Tibeto-Burman origin, as have other syntactical and phonetic peculiarities. It is still possible to study these among castes and tribes which have not yet adopted the Indo-Aryan vocabulary.

Many of the problems which can thus be examined experimentally relate to phonetics, and here European experience cannot fail to be useful to our Indian fellow-subjects and fellow-students. On the other hand, investigations of the actual process by which a classical vocabulary is adapted to the uses of a modern and living language are of interest to us. For instance, it may surprise some of us to know that when an agglutinative language comes into contact with a highly organized Indo-Aryan speech, it is not words that are usually borrowed first, but idioms and turns of speech, inflexions and adverbial terminations, adapted to the still surviving primitive vocabulary. It is at least possible that Gauls and Iberians may have borrowed their Latinized vocabulary in a like fashion, and the study of Indian historical grammar may furnish hints to our own students. Here, then, is a matter in which, not only the M.L.R.A., but the School of Oriental Studies, may be of help to modern language students in England, especially if London should some day boast a great School of Modern

Language Studies, a sister and neighbour of the Oriental School. It will perhaps be by means of a widely comparative study of living languages in Asia and Europe that we shall arrive at some workable hypothesis as the psychology of speech, idiom, and style.

J. D. ANDERSON.

ITALIAN.

THE object of this Association being to advance the study of modern languages, it seems desirable to agree which of them should be recommended as regular class subjects to be taught to the pupils in schools where boys are prepared for the Universities and the higher ranks of business life, and which languages only a small proportion of pupils can be expected to take up as extra subjects.

For centuries the only language taught in schools was Latin, to which Greek was added later; but, though not taught in our schools, the modern form of Latin which we call Italian must have been learned by many scholars, who would have acquired it in the great Italian Universities of Padua and Bologna, or from the many Roman ecclesiastics scattered through Europe. When Chaucer went as Ambassador to Genoa, and met at Florence almost certainly Boccaccio and possibly Petrarch, it seems unlikely that he did not understand the 'lingua volgare,' as Dante calls it, as well as the classical Latin. In any case, English writers from Chaucer to Shakespeare availed themselves freely of the poetry and other writings of Italian authors, and it will be remembered that when Queen Elizabeth received certain Ambassadors she first addressed them in Latin, showing her erudition, and then continued the conversation in Italian, the Court language of Europe until the great prestige and powerful influence of France under Louis XIV. caused it to be replaced by French.

Italian as well as French was regularly taught in many English families until less than a century ago; and now that there is no dispute as to the importance of French as the first modern language to be taught in our schools, there are very strong reasons for putting Italian again in the second place—that is to say, to be taught regularly in schools where two foreign languages can be taken.

The mere fact that by taking a second language of the Latin group in addition to French little time has to be bestowed on the learning of a new vocabulary is one great reason for this, when so much of a boy's school time is required for mathematics and science; but there is also the much stronger reason that our civilization had its origins in Greece and Italy, and that our philosophy, art, and literature have grown up from foundations laid in those Mediterranean countries. The revival of literature may be said to begin with Dante, whose great poem, with the incomparable music of its verse, showed that in the modern Latin speech could be expressed the loftiest ideas as well as in the classical tongue of ancient Rome. If we had not special reasons for making French the principal foreign language to be taught in our schools, this place would naturally have been taken by Italian, which, however, should certainly be acknowledged as the second in importance.

Some have advocated Spanish as the second, on the grounds that it is said to be more useful in business, forgetting that if Spanish is in America the language of many more people than is Italian, yet even there we find an Italian community of one and a half millions in Brazil,

another of one million people in the Argentine, and many smaller colonies; while in Europe Italian is not only the language of Italy and Adriatic ports comprising altogether nearly forty millions of people, but also of Italian colonies in Africa and the Eastern Mediterranean. In these Southern countries the English have surrendered the greater part of the commerce to the Germans, who wisely learned Italian whilst English boys were being taught German, so that on the whole we may expect Italian to be in the future quite as important as Spanish even for business purposes.

Members of this Association, however, and, it is to be hoped, all who are interested in educational work, will, while admitting that the usefulness of a language for business purposes should not be overlooked, protest against this being the only point for consideration in deciding what languages are to be taught in our schools; the relative values of these in giving to young minds intellectual and humanistic training are not less important.

In a memorandum drawn up by a sub-committee of this Association the pre-eminence of Italian was so clearly shown that nothing can be put forward on the subject which has not been already expounded in that report, wherein are pointed out the linguistic value of the peculiarly beautiful and harmonious tongue, and the very high position held by Italian writers from the time of Dante till the present day.

The modern like the ancient tongue of Italy conduces to eloquence and to accuracy of thought, and brings to our minds an unbroken stream of traditions, aspirations, and culture through the times of the Renaissance of learning from the remote days of ancient Rome, to which we are brought so near in our thoughts when we can walk beside the Arno or the Tiber. English writers have been inspired by Italian poets from Chaucer to Shakespeare, from Milton to Swinburne, and it is chiefly the Latin influence which has developed from the rough tongue of the Angles the English which has produced such gems as Tennyson's Lyrics.

In our school education we must not ignore the great value of the phonetic teaching of Italian, in which every letter has its sound clear and distinct, so that there could not be a better corrective of the slovenliness and inaccuracy so characteristic of the speech of many of our people than a course of lessons in the pronunciation of Italian. The adoption of Italian as the second modern language to be regularly taught in our schools would on literary grounds and as an intellectual training be a great educational gain, as it would also be for its practical usefulness in business and in travel.

It would take up too much space to discuss, in addition to French and Italian, which should be regular class subjects to be taught in a school, as hitherto were French and German, other languages which are to be encouraged, if only as special subjects or to be taken in extra classes or evening schools, but briefly it may be noted that as regards Spanish and other members of the Latin family they will be acquired with very little difficulty by anyone who has been taught Italian; and as regards the Slavonic group, it will perhaps be found that Serbian will be the most important, if as a result of the war a union of Slavonic States becomes the strongest and most progressive power in the Balkan Peninsula, in alliance with a restored Poland and a renovated Russia.

G. T. PLUNKETT.

CATALAN.

THE modernity of the nineteenth century has witnessed the anomaly of a revival of interest in old customs, languages and traditions, especially in those countries whose citizens have been incorporated with other nationalities.

Among the most fervent of these revivals may be counted that of Catalan. When the 'Catholic Monarchs' definitely included Catalonia in the Spanish political organism, the Catalonians could not forget their glorious literary past. Not even the persecutions following on the Wars of Succession and the centralizing policy of the Spanish monarchs, weakened their allegiance to their ancient tongue and literature. The regionalist tendency and the cult of Catalan tradition were both aided by the configuration of the country. The Mediterranean drew their mental outlook away from Madrid, and the proximity to France exerted a lasting influence upon both the content and the form of their language.

Catalonia has a language of its own quite distinct from Spanish (El Castellano) —a language which has never ceased to be a living language, a language in constant use; which has produced great works in prose and verse, and which to-day is enriching itself with the pearls of the past and is purifying itself from the accumulated dross of the few centuries before the present.

We must remember, too, that for four centuries Catalonia enjoyed a political autonomy, a freedom reflected in its culture as well as in its internal organization. Its ecclesiastical schools were famed beyond the borders of Spain and the marriage of Ramon Berenguer III. had opened the gates of Catalonia to the nascent literature of Provence.

The language of to-day is not a dialect of Castilian, as many perfervid Madrilenos would urge, but a variation of the Langue d'oc or Provençal. The chosen language of the troubadours was an adaptation of the various dialectal forms without any definite following of fixed rules. The name Provençal is not a happy title for a language which was spoken with but slight variation in Catalonia, Valencia, and the Balearic Islands in addition to that district in France which gave it its name. The earliest works in Catalonia were not written in the dialect peculiar to the province, but in the common literary language, and the chains of imitation once broken, Catalonia entered into its own particular splendid province. To discourse on the early Catalan literature in a short notice is not possible, but for those who are desirous of further study of this subject, the *Resenya Historica y Critica dels Antichs Poetas Catalans*, by Mila y Fontanels, and the *Estudio historico critico sobre las poetes Valencianos de los siglos XIII., XIV., y XV.*, by Ferer y Beque, are both worthy of note.

Valencia and the Balearic Islands did not conserve their own language and literature to the same extent as Catalonia, but the Renacimiento of the nineteenth century swept them along in its path and infused into these two provinces the enthusiasm of Catalonia for the relics of the past, and for the national language.

It is worthy of note, too, that the absolute Governments of Spain were always more tolerant of the local languages and customs than were the Liberals. Yet in Catalonia the dislike of Castile and its language never decreased, and even during the fourteenth century the Spanish influence in the province was not so great as to kill the study of Catalan.

Catalan poetry attained its highest form during the fifteenth century. The

court of the 'Gay Saber' at Barcelona liberated the Catalan language from the Provençal influence, and the difference between the literary and the spoken languages disappeared for a time. The coming into fashion of the Boscan school was, however, one of the causes of the decline of Catalan verse, and literary Catalan again lay dormant for a period.

The impulse given by the War of Liberation to the cause of nationality in Spain exercised a profound influence in Catalonia. A work entitled *Gramaticá y Aplogia de la Lengua Cathalana* appeared in 1814, and although written with the practical object of giving to visitors to Catalonia an insight into the language and customs of the people, the enthusiastic praise of Catalan by the author (Joseph Ballot y Torres) aided the revival of interest in the language. The appearance of the book coincided in point of time with the beginnings of the Romantic movement, and under this new influence the following twenty years saw a general interest in favour of the revival of an enthusiasm in the literary restoration of the old language.

The enthusiasm of the early writers of the revival was for the past, and much poetry was written in Catalan of very unequal merit. One ode, however, stands out as a stirring example of what is best in Catalan verse. The ode 'A la Patria' by Arribau commencing

> Adeu siau turons, per sempre adeu siau
> O serras desiguals que allí en la patria mia
> Dels nubols é del cel de lluny vos distinguia
> Per lo repos etern, per lo color más bleu. . . .

may be quoted as an example of the possibilities of the language. Arribau soon found many to take up the lyre, so long laid aside, of Catalan song. Valencia and the Islands joined in the movement, and Mallorca has since taken a prominent part in the Renacimiento.

To Victor Ballaguer, who founded 'El Catalán' in 1847, is due much of the credit for the continuance of the movement. His cry during the struggle for political freedom of 'La Corona de Aragon como recuerdo, modelo, y etemplo de patrias libertades' proved that the place of Catalonia was always in the van of progress, and in spite of his political activities he found time to devote his energies to the distribution of Catalan publications, both new and reprinted. The appearance of the 'Romancerillo Catalan' rendered inestimable service to the literary restoration, and to the author D. Manuel Mila, who was accorded the honour of election as president of the first *Jochs Florals* celebrated in Barcelona on May 1, 1859. This institution and the offer of awards for the best attempts in prose and poetry, of diplomas of 'mestre in gay saber,' caused to flourish greatly the already leafy tree of Catalan literature. Since that time the language has taken on new strength with each decade. A splendid example of the patriotic ardour which has marked the movement is the poem of Balaguer, which has earned a place among the best of Catalan poetry :

> Verge Santa d'amor patrona mia
> Dels pobres y afligitis guarda y consol
> Més pura que la elum quan naix lo día
> Més hermosa qué'l ciel quan ix lo sol.
> Tan com se veu á l'áliga orgullosa
> En la roca més alta fer son cau
> Vas escullir per ferne ton palau. . . .

The future of Catalan is full of promise. The poetry of the Valencian Llorente, the Mallorcan Aguiló, the Catalonian Verdaguer, point to a day of brightness. The efforts of Maragall and Mestre in verse, of Aller and Pusinol in prose, are directed towards a uniformity of speech which may strike a happy mean between the archaisms of the revivalists and the vulgarisms of the colloquialists.

To-day the Institut d'Estudis Cataláns is the directing genius of the movement. From this body housed in the Palace de

la Diputacio in Barcelona has issued a steady stream of pamphlets, reprints in Catalan and pure Provençal, dictionaries and grammars. The standard of its publications has been kept consistently high, and the contributions in the periodicals under review are not below this high standard.

The *Diccionari Aguilo* * is being published in sections, and forms the nucleus of an interesting and extensive study of Catalan philology. The section under notice forms the sixth of the series and includes notes on words from *elemarca* to *eagerrapoda*. The references are copious and exact, and the work is worthy of the attention of all students of Provençal and Catalan.

The *Diccionara Ortográfic* † is an attempt to systematize the orthography of Catalan. It includes a learned and clear exposition of the principles underlying the arrangement and orthography employed in the work, and as an essay in comparative mythology is of some value. (Unfortunately the width of appeal is lessened by the fact of its being written in Catalan.) The verb treatment is very full, and the work is well prepared and arranged.

To the English student of Romance, perhaps the most interesting publication of the Institut will be the *Gramática Catalana*.* In this volume the grammatical bases of the Catalan language are clearly expounded and illustrated by numerous examples. We should have preferred a fuller exposition of the verb, but with this slight exception we can thoroughly recommend this grammar.

E. A. WOOLF.

* *Diccionari Aguilo.* Materials Lexicográfico aplegats per Marián Aguiló is Fuster.

† *Diccionari Ortográfic*, precedit d'una exposició de l'ortografia catalana segons el sistema de l'I D'E. C.

* *Gramática Catalana*, per Pompeu Fabra.

MODERN TEACHING.

FAR-REACHING duties appear to have devolved upon the Modern Language Association, and more than foreseen responsibilities.

It seems that we have to champion not only the teaching of living languages, but the teaching of language by modern ways, in relation to ordinary life and by means of the laws of mind—in fact, we have to uphold New Education, in its practical and broad aims, as opposed to the old education in unintelligent obedience, prolonged drill, and narrow specialization.

A clear and definite statement of the true aims of education might well come from a language association; but there must first be a clearing away of the old lumber of prejudices and antiquated errors.

Why is there such a deep distrust of the University? I believe it is the distrust felt for 'cloistered men,' who are unversed in the varied experience of life, unable to take a broad view of life's activities and of large developments, and timid as the merely conventional always are timid outside of their narrow grooves. Yet to these we entrust the direction of education, not even insisting that they shall go through a teacher's training and experience. Such men are unwilling to give an account of their stewardship. They scorn to inform themselves on primary education, and are ignorant of its immense importance. But it is not the men whom we must blame, but the system. They follow old trails; they do as they were told to do, and despise what they were taught to despise. The University system has mishandled fine material.

The European upheaval has directed misgivings especially towards language

problems. We are ashamed, as a nation, of the fact that in 1914 only one member of the British Cabinet knew anything of the language of the most powerful Continental nation, whose ideas and desires we had such great need to know and understand. And we have the grace to regret our inability for friendly converse with French-speaking guests. This inability is truly commented on by a North of England correspondent, who writes as follows: 'French I learnt before I can remember. It has been very useful to me the last four years, when refugees are so glad to find someone who can talk to and understand them, and they tell me that they can only talk freely to one other lady and be sure of being understood (and she is French) in this town of twenty-six to thirty thousand people.' Another remark from the same source seems to me to suggest a better wisdom in educational principles than is attained to by professors: 'I have always been so glad of the smattering of Greek and Latin I got at the age of about eleven to fourteen, from an old curate who was an enthusiast. Beautiful Greek words were meat and drink to him.' Professors sneer at a 'smattering' of knowledge, ignorant of the truth that the small and delicate human mind in its few short years can at best compass but fragmentary portions of great and strong things; and yet through this 'smattering' faithfully handed on are we saved from barbarism.

The advocates for what is called 'classical education,' as necessary to be included in a complete curriculum, have not very clearly stated their case. Two large assumptions, however, appear to be relied upon in their line of defence—both false.

One is the assumption that Latin as a means of education holds the same place in comparison with the mother-tongue and relatively to modern literatures that it held four and three centuries ago. The exact contrary of this is a very noteworthy historical truth, which deserves much more than a passing word, but which no professor has deigned to formulate in outline for us. In default of references, one striking fact may be quoted. When the University of Edinburgh was founded, in the latter part of the sixteenth century, the Latin professorship was called the Chair of Humanity. It is still called so, our cloistered men not having noticed the passing of several centuries; and such chairs are comfortably padded.

The other assumption is that such 'classical' teaching involves imparting a knowledge of the great European civilizations which made history many centuries ago. But Latin and Greek grammar and composition by no means afford a glimpse of

> 'The glory that was Greece
> And the grandeur that was Rome';

on the contrary, when forced on the unwilling they are a barrier to enthusiastic quest for the vision.

The record of classical scholarship in England does not show it as very dependable. It is responsible for the barbarous pronunciation of Latin by the English. Its professors did not favourably impress the young Giordano Bruno, who subsequently to his visiting England in 1583 remarked that Oxford is 'the widow of true learning.'

In our time, classical professors appear to have little belief in the power of schooling. One of these, I notice, is willing to support the corrupt pronunciation of the prefix 'ex' as 'egs,' and to perpetuate it by spelling, regardless of what this involves, and, with the usual University reticence, gives no explanation or apology for this. Let us beware of such 'egsperts.'

The modern teacher's view of language teaching is surely this: That even a fragment of a modern contemporary language

may be of value to possess; it is a living fragment related to other living things that we know. The child who can repeat one of La Fontaine's Fables, or who can give a pretty greeting to a French neighbour, has done something; and, moreover (and this is no less important), has done something with interest and enjoyment, and is gladly willing to make further efforts. A child who has learnt to use English correctly can readily learn and enjoy many of the grand old words of ancient Mediterranean Europe which are the foundation of so much modern European language. A knowledge of these will prove a great help both in school lessons and in after-studies.

D. F. Kerr.

ANCIENT OR MODERN?

In the June number (1917) of the *Nineteenth Century*, Mr. C. E. Robinson, of Winchester College, had an article entitled 'Education in our Public Schools: A Critical Defence of our Present System,' which was virtually a defence of the Ancient Classics, and to which Mr. Cloudesley Brereton replied in the April number of last year. If Mr. Robinson is a fair sample of classical training, then that training must be condemned by its results. His absurd article might indeed be considered as a warning against Classical training or as a negative plea for the study of modern languages. Not only does Mr. Robinson show abnormal ignorance of modern languages, but he is lacking in that logical faculty by which he sets so much store, and which a Classical training is supposed to develop. It has not evidently taught him to think or to observe. Moreover, Mr. Robinson is himself a shining example of his own dictum with regard to translation from the Ancient Classics when he says: 'But as a training in English style I doubt if anything could be more useless.' Two further quotations will suffice: 'We are not quick to observe facts, nor, when observed, tenacious of their memory.' 'Classics, Mathematics, Modern Languages, and Science, have each their place and value. As a medium of intellectual training some are complementary to each other.' Might one suggest that an Englishman, and particularly a schoolmaster whose education is complete, should be able to write grammatical English, though he might not reasonably be expected to know much about the progress of French syndicalism? In the same paragraph he holds up as a model the educated young Frenchman who usually can, he avers, without intolerable confusion, converse in English on English topics, and speaks almost contemptuously of the corresponding young Englishman who is ready to talk French or read a novel by Balzac. Some of Mr. Robinson's dicta seem contradictory. In one page he maintains we are not quick to observe facts, and in the next he says that the normal boy is the slave of facts. In one place he speaks of 'that thorough comprehension of the subject-matter which is the first necessity of all proper education,' and in another he says: 'I doubt whether the subject-matter of the Classics has any real value for boys under sixteen or seventeen.' It is unnecessary to expose all Mr. Robinson's illogical and evidently biassed arguments. The *sine qua non* of Mr. Robinson's educational method would seem to be the formation of sound judgment or the power of reasoning. For him all other points are apparently of little moment. And this is to be obtained, not by Mathematics or pure Logic or History, but by linguistic study strictly

limited to Latin and Greek. Mr. Robinson's remarks on the study of History and of English show great lack of sound judgment, even when they are not absurd. He discards English as an ideal training-ground. The key of the English entrance to the house of knowledge has, he submits, yet to be found. He doubts whether the normal schoolmaster ever develops the requisite literary taste or power of literary exposition. According to Mr. Robinson, the general style of criticism of English literature is too diffuse and has not enough method in it. In his opinion the notes to English literary texts are usually hotchpotch, and a more intensive and detailed method might be worth considering but for the fact that most of our literature is not suitable for analysis by boys, being far above their heads and unsuitable to young and immature minds that can only deal with elementary ideas. 'If the full benefit is to be got from them, a boy must study each phrase in detail and understand it through and through. The significance of words and their relation to things, to ideas, and to one another, that is the master key of true learning.' But the study of the matter of English books containing the elementary ideas that are within the grasp of the English boy 'will demand no true mental effort.' So that, according to Mr. Robinson, English authors are either too hard or too easy—an absurd statement. Again, why should a detailed exposition of such books (the easy ones) succeed in case of individual lessons or very limited classes, but fail with larger classes of varying ability? Is homogeneousness of no account in a Latin or Greek class?

In short, deeming English as a school subject to be unsuitable, and judging other subjects to be defective, Mr. Robinson jumps to the amazing conclusion that 'the quickest way to instruct a boy in the careful and considered use of words and sentences is translation from another language. For if he (the boy) uses words without thought of their meaning, as in translation he is very apt to do, the rendering will turn out to be nonsense and he can be checked by his own instinct of common sense. English boys have mostly some gift of humour. . . .' Mr. Robinson must have met with exceptional boys. The writer's experience is that three out of four schoolboys will give nonsensical renderings without a blush, and even write them down. Mr. Robinson says further on: '. . . translation does exercise the mind in a constant application of logical rules, not complex and difficult, but simple and easily gripped [*sic*], yet, just because they are presented in a foreign tongue, requiring a deal of effort before they are properly realized. . . . For example, if a boy translates a sentence, "The general went forward as his reinforcements had not arrived," when he should have said, "although his reinforcements," etc., he can be shown his error in a twinkling. . . . He would never fall into such a confusion of thought in English.' Does this mean that a boy might not grasp the meaning of an English phrase when it is a translation from another language, but would not fail to grasp it if the same sentence were original? It is contrary to experience, although formerly many boys were under the impression that a French passage for translation was not intended to have sense.

But the gems of the article are contained in the passage dealing with modern languages. Colossal would seem to be the only epithet applicable to the ignorance there displayed. It is clear that Mr. Robinson is totally unaware of the aims and possibilities of modern language teaching. 'Modern languages,' he says, 'suffer as a whole from the same drawbacks as we have noted in English.

They resemble our own tongue so closely in general style and structure that when once the meaning of the words is grasped the logic of the sentences can be interpreted with the same facility. . . . Even for a schoolboy it places no great strain on the attention to read a French novel, provided he is tolerably familiar with the French vocabulary. A good memory for words is the most essential faculty: and, as we have already seen, the training of memory alone is no part of our present purpose. Nor is this all. French is not a fully inflected language; its syntax is in comparison with Latin easy to acquire, and for this reason calls for far less effort either to write or to speak it. The only real difficulty lies in two things—accent and idiom. Either of these can be got far more easily by six months' stay in Paris than by six years in an English class-room. For, truth to tell, the faculty which makes the good linguist has something very near the nature of the parrot. If a man has a memory, a good ear, and a turn for mimicry, he will not find French, Spanish, German, and the rest, much more arduous than Esperanto. And in acquiring these he will exercise his reasoning powers hardly at all. In Latin and Greek, on the other hand, each sentence is built upon a foundation of pure logic. . . . The significance of each noun, verb, and adjective, and their [*sic*] relation to the rest of the sentence, depend on the nature of their inflexions, their case, voice, mood, person, and so forth. And to produce a correct translation the mind must, consciously or unconsciously, be brought to bear on all these points, and form those trifling but necessary deductions. A Latin sentence, indeed, resembles a jigsaw puzzle.' The rabidest modern would not dare to place it in such unintellectual company. The writer is intimately acquainted with the lowest form in a certain Public School where the pupils, aged nine to ten, spend nine periods a week at Latin, and he is fully convinced that the majority of them would receive more intellectual training from a *bona-fide* jigsaw puzzle or such exercises as are generally associated with a kindergarten. To deprive these young minds of intellectual pleasure and to inflict on them what amounts to intellectual cruelty is a crying scandal. 'If the translator starts by contemplating merely the form, the logical structure of the parts, he will obtain a correct solution. . . . We have in Classics something of the same certitude of inference which is the chief mark of Mathematics. . . . To teach Classics by ear alone deprives them of half their value.' On the contrary, all the pleasure and more than half of the intellectual stimulus and training are lost if we have no idea of the pronunciation and intonation. . . . 'The dead languages must be regarded as a lesson in logic which calls for greater concentration and reasoning power than any modern language. It is no mere cant to call a man educated because he has learnt Latin and Greek. Nobody can claim that title merely because he is an accomplished linguist. For any sharp-witted ne'er-do-well who has knocked about the world can jabber in half a dozen languages by turns.' It has been a kind of hobby of the writer to study those of his intimate acquaintances who were nurtured mainly on the Ancient Classics, and he has little hesitation in saying that the majority of them have shown a narrow outlook on life, and have been more or less useless as citizens.

It may not be amiss to place here the opinion of Miss Tuke, given in a recent address to the Teachers' Guild. She said:

'The great argument used by the "moderns" is that, among all those who have spent so many long hours of their boyhood in passing through the Classical mill, only a comparatively small

proportion have reaped the benefits set forth above. They have not gone far enough. They have never risen to the point of reading with solid pleasure or ease a Greek or Latin work. Hence the æsthetic value is lost for them. The rank and file—the majority—have learned to look on these studies only as a profitless grind with little sense or meaning, so that at the most a certain hold on the accurate use of language has been obtained. If this is the case, then these studies, far from rousing and training the minds of the young, must have very definitely choked and deadened them.

'Another reproach cast against the Classics is that their study may lead to a limited, even unsympathetic, vision; that, by their means, too high a price may be set on the formal, the precise, and complete; that the individual trained through them is out of touch with modern life and thought, and runs the risk of sitting aloft, shut up in the lonely tower of intellectual superiority. . . .

'It is far easier to learn to read with ease and pleasure any modern European language that I know of than to learn to read Greek or Latin easily. On the other hand, to write a foreign language well can never be an easy matter, and French has been thought of as "easy" because no attempt has been made to write it correctly. Many French specialists with whom I have discussed the question agree in thinking that, as regards this language, no Englishman need hope to write it with any certainty of full success.'

The following additional pronouncements by Mr. Robinson are very amusing, fatuously so: 'It is easier beyond all question to make a form of thirty boys think hard and continuously over a Latin prose than on any other subject.' 'In History lessons . . . it is impossible to compel a boy to think.' 'If one boy is set to construe, the rest must be following his efforts in a critical fashion.' 'By the time a man has reached the University he is able to read without extreme labour all the original documents (of Ancient History) that exist.'

By the courtesy of the Editor of the *Nineteenth Century* some of the most interesting points in Mr. Brereton's rejoinder are here given:—

But our differences with Mr. Robinson are not merely differences about curricula, but also about the age at which the various subjects should be commenced. Mr. Robinson would begin Classics at ten years of age; many of us would defer even the teaching of Latin till a good knowledge had been secured of the mother-tongue and of one modern language. And finally, Mr. Robinson would apparently make the period from ten to sixteen one long drudgery and *corvée*.

This is indeed a fundamental point, since it is clearly our conception of the nature, capability, and bent of the normal boy which really regulates our choice of subjects and method of presenting them. . . .

1. To begin, then, with Mr. Robinson's reading of boy nature. Mr. Robinson's central point seems to be that the normal boy up to sixteen to seventeen is not a reasoning animal. . . . According to Mr. Robinson, words, and preferably words in an unknown tongue, are the best media of inducing thought in the small boy of ten. One would have thought that facts or, at least, words in the mother-tongue would supply more interesting media from the boy's point of view. The latter, however, is not Mr. Robinson's opinion, and we will deal later with his objections to the suitability of the mother-tongue. But a word must be said here on his extraordinary attitude towards facts. He says that 'we are not quick to observe facts nor, when observed,

tenacious to their memory'—a sentence which he might give his class to parse, as he thinks English so easy a language. Surely it is a commonplace on the Continent, and even in England, that we English are, above all, of a concrete type of mind, one that in Emerson's words despises theories and grovels before a fact. . . .

It is, indeed, just this ignorance of the fact-loving nature of the average English boy that makes Mr. Robinson pen such an astounding sentence. And yet it is not so astounding, since the boys he has to deal with have already had their natural curiosity and love of facts 'steam-rollered' out of them owing to the premature specialization they have undergone in the preparatory schools, for which the subjects set at the entrance scholarships in Public Schools are largely to blame. . . . This collecting of facts and their classification, whether into laws or rules of grammar, for purposes of future deduction is the only way of insuring that the boy's reasoning is to him a real mental process, instead of, as it often is, a mere juggling with counters more or less unintelligible to him. Hence, again, the need of selecting for the formation of his reasoning powers subject-matter which is suitable to his age and abilities. The theory that it does not matter what you teach, but how you teach it, is a pernicious half-truth. The subject-matter *has* a value which must be taken into account; a sound knowledge of the facts can alone insure a sound judgment. You cannot dispense with the former. . . .

2. But apart from any future utility, the subject-matter is important because, if suitably chosen, of the interest it is capable of inspiring in the average pupil. What a boy learns with interest, he learns with appetite. . . . Mr. Robinson apparently disbelieves in the possibility of exciting real interest in the average pupil. The latter must simply work because he must. . . .

3. In a sentence which for its question-begging epithets could with difficulty be surpassed, Mr. Robinson tells us: 'The fully trained mind . . . may be trusted to adapt itself to fresh conditions, and, though handicapped at the start, to gain a swift mastery over details.' A fully trained mind means, apparently, a mind principally trained on Classics. We have, then, here a theory of formal training laid down with a fullness that recalls the old Stoic paradox, that if a man were a good Stoic, then he was necessarily a good cobbler, carpenter, king, or anything else he might desire to be. . . . The mischief is that this theory of omniscient judgment too often leads its exponent to despise expert knowledge in every subject in which he is not an expert. Either he has learnt to despise all subject-matter, and so despise all knowledge, or fallen into the opposite fault of thinking that the knowledge he has acquired is alone the knowledge that counts. . . .

4. But probably the most severe criticism one can make of Mr. Robinson's plea for his particular method of teaching Classics from ten to sixteen lies in the fact that it lays overwhelming stress on the intellectual aspect to *the serious detriment and loss of the æsthetic and moral aspects*, which—as Mr. Clutton Brock has pointed out—should be regarded as factors of equal importance in any sound system of education. The æsthetic and moral aspects are frankly abandoned by Mr. Robinson when he says: 'I doubt whether the subject-matter of the Classics has any real value for boys under sixteen or seventeen.' . . .

I now pass to a consideration of the subjects that he weighs in the balance and finds wanting.

History.—Mr. Robinson rules out History as too inconclusive as a science for training the mind, while the other, the greater side of History, the Human, he seems largely to ignore, obsessed by the idea that the end-all and be-all of educa-

tion is a training of the logical faculty. . . . On the contrary, if the pros and cons of History are set before the pupils, or they themselves are encouraged to find them out, one can hardly imagine a better training in judgment, as, indeed, was long ago urged by Montaigne.

Moreover, History is full of materials for that æsthetic and moral education on which Mr. Robinson is so unaccountably silent, thanks to its crowded panorama, in which the picturesque, the pathetic, the tragic, the heroic, follow one another in endless procession. Here is enough and to spare to fire the 'imagination' of the pupil, even if it be not of the 'synthetic' kind. . . . Considering the number of boys that leave the Public Schools at this age, is it not a terrifying thought that these boys, if brought up on Mr. Robinson's system, must go out into the world avowedly ignorant not only of the broadest lines of Continental history, but also of the constitutional, economic, and social history of this country, a knowledge of which is growing ever more indispensable for the solution of after-the-war problems?

English.—I pass to English. Here, again, Mr. Robinson is frankly pessimistic. His reasons are curious. 'Our teachers,' he says naïvely, 'know very little about it. . . . There are real grounds for doubting whether the requisite standard of literary taste or the adequate form of literary exposition could be at all *developed in the normal University student who becomes a Public Schoolmaster*' (italics mine). If this be true, could any more damning indictment be found of the system which Mr. Robinson desires to see maintained? There is, in fact, no doubt that the excessive number of Classical masters in the Public Schools who are unable to teach any other subject effectively is one of the chief obstacles to the much-needed reform of their curricula. . . .

He does, indeed, suggest that so far as style is concerned it should be formed by a study of English masters and the creation of a real tradition such as the French possess. It is a pity he did not go further and propose a direct study of the French, but that might probably have spoilt his arguments about the easiness of French. In any case, we may be grateful to him for having knocked on the head the absurd theory that English is best learned through Latin or Greek or any other foreign medium. The forces making for a proper teaching of English are only just being mobilized. . . . Before, however, a satisfactory result is reached, a vast deal more time must be given to English in the Public and preparatory schools, and excellence in the mother-tongue must receive more weight in scholarship than in the past. . . .

Modern Languages.—The paragraph on Modern Languages is the most astounding part of Mr. Robinson's article. Of French we are told that its syntax is, in comparison with Latin,* easy to acquire, and for this reason it calls for far less effort either to write or speak it—as if syntax was the only element to consider!

Again, as regards writing the French language, there are many factors which have to be taken into account which are not so prominent in other modern languages, and notably the question of style. English sentences that go literally into a more fluid language like German have often to be recast before being put into French. *Cela ne se dit pas!* How Mr. Robinson, who recognizes the existence of a tradition in French composition,

* Here Mr. Robinson finds himself in company with Mr. Livingstone, who in a book containing many excellent things about classical education exhibits the same extraordinary views on French and French syntax, which he says is 'lax and individualistic.' He, however, puts himself out of court by carefully explaining that the French for 'If you come you will see' is '*Si vous viendrez, vous verrez*'—a mistake a Fourth Form boy would blush at.

reconciles his views with saying that French is easy to write, is difficult to see. It is, in fact, this appalling fallacy that French is easy, that everything goes straight into French, and other dicta of Mr. Robinson and his friends, that largely account for the relatively low standard of Modern Languages in this country, and the need for aiming at a far higher standard in the future, which should be certainly attainable if the proper amount of time were given in schools to the subject.

But the acme is reached when Mr. Robinson writes: 'If a man has a memory, a good ear, and a turn for mimicry, he will not find French, Spanish, German, and the rest, much more arduous than Esperanto'!

Esperanto is a logically constructed language with no exceptions; French, to those who really know it, is a language bristling with idioms and subtle refinements due to the genius of the race. Does Mr. Robinson realize there are something like thirty ways of ending a letter in French in order to express different degrees of intimacy or cordiality? Judging by the praise that Mr. Robinson awards to Latin and Greek for being built on a foundation of pure logic, and considering that the subject-matter from his point of view does not matter at this stage for boys of ten to sixteen, one cannot resist the temptation of suggesting to him that Esperanto might prove an even more perfect logical mill for his pupils in place of Latin and Greek, which do possess a certain number of inconvenient exceptions!* Let us state once for all that the function of the Modern Language teacher is to turn out, not a mere 'linguist,' but a *scholar*, one who can write and speak the language like an educated Frenchman, and is well acquainted with its literary masterpieces, whose value as cultural agents Mr. Robinson passes over in silence. Nor is France the only country with a splendid literature. In fact, were it not for the inordinate time given to Classics in the Public Schools, it would be possible to realize far more than in the past this scholarly ideal, whether in French or in other modern tongues which are, or ought to be, taken in school.

It is, in fact, time that this caricature of what the teaching of French is, or ought to be, should be definitely knocked on the head. Emphatically it is not the sole acquisition of colloquial French, though a knowledge of good colloquial French is one of the necessary adjuncts to understanding and appreciating to the full literary French. The words 'parrot,' 'jabber in half a dozen languages,' and the like, prove that Mr. Robinson totally misconceives the function of the Modern Language teacher. . . .

According to Mr. Robinson's own admission, Latin and Greek fail to teach us how to write our own language. In the long run that will be one of the main functions of the adequately equipped teacher of English. But in the meanwhile French, properly taught and with a proper amount of time allotted to it, should not only help us to work out the rules for the composition of our language, but in its conscientious scrutiny of every word and phrase, in its sense of making every essay a coherent and logical whole, it should also help to provide, in addition to other matters, that severe logical training that Mr. Robinson so desiderates. In fact, French prose possesses over Latin and Greek one incontestable advantage. While our only court of appeal in the Classics is the tribunal of authors dead

* A good deal too much stress is often laid on the advantage of studying languages with elaborate systems of terminations. There are other means of grammatical identification than that of form, notably that of function. Terminations are only the caudal appendages of words. Identification by means of terminations takes us about as far as an attempt to classify apes and peacocks by their tails.

and gone, in the case of French we can also appeal to the living tradition, which is nearest of all to the nation. French supplies, in fact, just that training in accuracy and clearness that we English require, while its literature combines many of the excellences which are to be found in Latin and Greek. . . .

The arrogant assumption of Classics, 'of Eclipse first and the rest nowhere,' must give way to a juster recognition of the Modern Humanities as providing alternative courses of study for different types of boys. Pupils should be classified according to their bent, and not according to their supposed need of different subjects. Early specialization in Classics (the worst form of specialization) will have to go. . . .

More modern conceptions of boy nature and of teaching methods are needful in many schools. To quote only a few points specifically suggested by Mr. Robinson's article, the stress laid on merely logical training requires to be supplemented by greater insistence on the æsthetic and moral* side. The importance of the subject-matter and our English passion for the concrete also demand more recognition. More should be done, even with boys of ten, in continuing the education of the senses in the way of developing the powers of observation and of training the motor activities, instead of at once starting on a premature training of their logical faculties on more abstract lines. And, lastly, the all-embracing theory of general training, that pretends that a man trained in one special course of study is fit to form an opinion on every subject under the sun, needs to be reduced to far more modest proportions.

ENGLISH HOLIDAY COURSE IN DENMARK.

This Summer Course was on lines similar to those adopted at the Rättvik and Lysekil Courses of 1915 and 1916 (see M.L.T., xi. 6 and xii. 6), but the English *milieu* on this occasion was created at Saxkjøbing, on the Island of Laaland, where one of the two organizers, Miss Verey, was domiciled, and thus in a position to make the necessary arrangements for the reception of the students. In this she was ably seconded by the leading townspeople, energetically headed by the Mayor, who did all in their power to make the Course a success. Another factor which added its quota was the comparative abundance of foodstuffs in Denmark; this accounted, at least to some extent, for the shoal of applications for admission from neighbouring Sweden, where the food rations had been uncomfortably low. But the limited accommodation procurable made it necessary to refuse over 100 applications. Ultimately 125* were admitted to the main meeting in July, and 70 to the overflow Course in August, which was in connection with the Danish State Course and appealed more directly to Danish students. Taking the two meetings together, the numbers were—49 Danes, 16 Norwegians, and 130 Swedes. As usual of recent years, the males were in a minority (about 36 per cent.).

The main meeting covered the month of July, students being admitted for either three or four weeks or the calendar month. A staff of ten teachers was secured from Denmark (six) and Sweden (four), and worked under the direction of the present writer, who helped Miss Verey to organize the meeting. The unavoidable absence of one or two more 'old hands' at H.C. work left a gap that was regrettable, but the substitutes worked with praiseworthy energy and enthusiasm. A large proportion of the 'students' were highly qualified teachers of English; twenty came to the July Course alone with Swedish State Exhibitions,† and not a few had taken part in previous Holiday Courses (London and elsewhere).

* Five of these stayed but a short time, owing to illness and other causes.

* This, of course, solely refers to the teaching, and 'moral' is used in its broadest sense. (*Vide* Clutton Brock's book already quoted.) We are most of us agreed that, so far as character-training goes, the English Public Schools are the first in the world.

† And ten to the August Course.

Their co-operation was of great assistance in the smooth working of the Course, for the border-line between teacher and taught was in some instances assumptive rather than perceptible. In the higher sections the standard of work touched a high level, and the members of the staff had consequently to be allotted to sectional work with a certain discrimination. Despite this, it was possible to arrange a time-table that varied substantially from week to week. The general routine was as follows: 9 to 11, Classes for Reading (phonetic and plain texts, and plays), Conversation, Reproduction, Commercial Correspondence, and Oral Translation; 12 to 1, Lecture. The lectures were held in the town theatre, which also served one evening a week for a lantern lecture, which in its turn was followed by a dance. One of these dances blossomed into a fashionable fancy-dress ball, while a most excellent students' concert postponed the commencement of another until quite a late hour. The classes were held partly in two school buildings, partly in rooms at an hotel, and consisted of ten sections, into which the students were drafted according to their wants and attainments. Meals were taken in common (hours, 8, 12.30, and 6.30) at the two principal hostelries, and subsidiary meals at the pastry-cooks' were diligently patronized by young and old alike. The local grocers and confectioners can also look back upon a record season. Other distractions were provided in the shape of visits to places of interest in the neighbourhood, receptions and garden-parties at Miss Verey's house, and excursions of an informal kind. For one of the longer excursions a number of carriages were placed at the disposal of the holiday-coursers by the residents of the district, and refreshments provided in a forest *en route*. The not very distant sea invited those who had brought cycles to refresh themselves in the waves after the labours of the day.

A feature of the Saxkjøbing Course of 1918 was the unusually large share in the conduct of the work that devolved on women teachers. Miss Verey herself lectured on Kipling, Holidays and Holy-days, and the Public School Spirit, and gave some readings from modern authors. Miss Leitch, of Aberdeen, expounded the new theories on heredity, explained flying machines (with the help of lantern slides), sketched the position of women workers after the war, and revealed the secrets of militant suffragists. Mrs. Schönfeld Vanner gave her experiences of life at an English public school for girls. These lectures formed a distinct contrast to the writer's course of lectures on lyric poetry, to the theory of phonetics threshed out by Mr. Alexander (Uppsala), to the latter's lantern lecture on Oxford, and to the former's two lectures on English Historical Scenes and Monuments (illustrated).

In the reading and translation classes the teachers already referred to divided the work equally with Mr. Allwood, Mrs. Fuhrken, Mr. and Mrs. Lissant, and Miss Welin. Mr. Allwood also conducted church services of an exegetic nature on Sundays, and initiated a large congregation of students and visitors into the intricacies of the Book of Common Prayer.

The August Course, with a somewhat reduced staff,* fulfilled its functions as an overflow meeting for less advanced pupils. Here, as in July, much inconvenience was caused by students arriving on different dates and staying for different periods. As long as this is countenanced—and it seems to be an insurmountable difficulty in Scandinavia—no Holiday Course can be entirely satisfactory. Unfortunately, no large Course can seemingly be organized by private initiative unless the promoters are prepared to sacrifice some of the fruits of past experiences to the predilections of its patrons.

One most satisfactory aspect of the Saxkjøbing Course was the pronounced sympathy with the ideals of freedom: the general tone brooked no reactionary discords.

G. E. Fuhrken.

Gothenburg.

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* Newcomers were Mr. Shaw Desmond, Miss Forchamer, Miss Heepe, and Mrs. Norden. Of the Swedish contingent, only Mr. Allwood remained. Miss Leitch remained for one lecture. Mr. Desmond came for a single lecture. Miss Heepe gave one recitation.

FROM HERE AND THERE.

[The Modern Language Association does not endorse officially the comments or opinions expressed in this column.]

SPELLING REFORM.

PRESIDING at the annual meeting of the Simplified Spelling Society (held in January at University College, London), Professor Walter Ripman said that spelling reform was important, because our present spelling involved a great waste of the time of school children and was an obstacle to the spread of English as a world language. The Society had launched a petition asking for a Royal Commission on the subject. Such a Commission would inquire in the first place whether a simplification of English spelling would be advantageous. Then would come the much more difficult question as to the form the simplification should take. In the first place, what form of speech should be represented? We could not look forward to a spelling which would lead to one kind of English in one place and to a different kind in another place. Just as our stage did not change its dialect according to the country in which it performed, but had the same English speech in Dublin, Melbourne, London, or New York, so we required a standard of speech before we could have a really uniform and satisfactory spelling. The next question would be as to what symbols should be used to represent the standard speech. The scheme of the Simplified Spelling Society used only existing letters, but the question would arise whether any new letters should be added. Here there were many considerations to be taken into account, and the Society had received many suggestions on the point; but not all those suggestions were practicable and valuable. With regard to a proposed new letter, it had to be considered whether it would be clearly legible even in small type, and whether it was artistic in form. He thought the details of the reform had by now been sufficiently discussed, and that it was no longer a time for pushing individual schemes. As to its own scheme, the Society was quite willing to sink this completely, if the Commission that it asked for chose another one, even though the scheme so laid down fell short of the Society's ideal.

Subsequently Miss L. Walsh (Honeywell Road School, Battersea) spoke, and there was an interesting demonstration by children from this school; Miss Parker and Miss Renwick showing how the little pupils were taught to read with the simplified spelling, and how easily the transition to the ordinary spelling was made. Miss Thompson, Lyons Council School, Durham, and Miss McConnochie, Clepington Road School, Dundee (who have both successfully experimented with simplified spelling) followed, and Mr. A. P. Graves told several amusing stories illustrating some results of our present spelling. One was as follows: A provincial policeman, in the course of his nightly beat in Nebuchadnezzar Street—which leads into High Street—chanced upon a dead horse, and later, at the station, set about writing a report of his discovery. But he must needs spell 'Nebuchadnezzar.' As he wrestled, wrote, and erased a sergeant came in. 'How do you spell Nebuchadnezzar?' 'Nebuchadnezzar,' repeated the sergeant—'N-e-b-u——' A pause. 'N-e-b-u-k—— Here, don't bother me; do your own work.' Robert returned to the problem in vain. Eventually he started to his feet, flung off his coat, turned up his sleeves, and made for the door. 'Hi! Where are you off to in that get-up?' 'I'm going out,' was the reply, 'to drag that blooming horse into High Street.'

Mr. Mohammed Sadiq spoke of the importance of English spelling reform to the natives of India, and a general discussion followed.

CORRESPONDENCE.

[The opinions expressed in this column are those of individual contributors, for which the Association takes no responsibility.]

LANGUAGE CHARTS.

I HAVE been hoping for some time to get some important initial work done by our Association for the promotion of Language science. I have waited in vain, and I hope I may now be allowed to urge that there are, to begin with, two simple but very necessary helps towards grasping the import and scope of language study which ought to be supplied.

1. We ought to have a clear language-map of Europe, as complete as possible in convenient

size, and probably in four or six parts or pages. Outside of Anglo-Saxondom, at least a few philological maps are included in school atlases. But the little island nation which has grown so large has not increased in wisdom as much as in stature. England, with all thy faults, I love thee still: but England is terribly faulty in education.

It would be easy for us to push this portion of our subject. While the boundary-lines of the political map of Europe are being washed out every day in this month of November, 1918, the language lines are permanent from generation to generation, and only less indelible than the everlasting mountains and rivers.

2. A systematic formulation of the alphabets of European nations, for comparison, is very necessary. A series of charts, each in the same tabular form, showing the alphabets, with well-chosen key words, of three to five languages, in each page, would give what is needed. For simplicity and convenience, the vowel chart should be in a first series, the consonant chart in a second series. A broad and elastic classification of the symbolized sounds, based probably upon Italian (or possibly upon ancient Latin), would give the form required in a first column of the tabulated page. Some indication must be added of the frequency of any sound classified, that its proportionate importance may be estimated. The names given to the alphabet letters should be stated. I hope that the English stand alone in giving the name 'aitch' to the aspirate 'h,' though I believe we do not stand alone in the misuse of that letter.

I am aware that some work of comparative classification, based on a phonetic system, has been done by the International Phonetic Association, of which Mr. Robert Morris Pierce's 'Chart of the Universal Alfagam' is in evidence west of the Atlantic (Language Publishing Co., 143, West 47th Street, New York; post paid, 37 cents). But this chart, however excellent in its lines, appears to me to be too technical for general use.

For the columns of English sounds, Mr. A. D. Wilde's tables would prove useful helps.

Those who love the progress and widening of the science of language, as being the greatest factor in the progress of human civilization, will surely agree with me that the work I urge could easily be done, by contributions of tabulated information from members who are fortunate in not being isolated, and who are within reach of reference libraries.

Hoping for editorial support in this matter,

D. F. KERR.

REVIEWS.

[*The Association does not make itself officially responsible for the opinions of reviewers.*]

Practical Russian Grammar, Part I. By R. T. CURRALL, M.A. Pp. 248. Price 6s. net. Harrap and Co.

This is the best-arranged and most practical Russian Course we have seen. The section (20 pp.) dealing with pronunciation is particularly well done and the pronunciation is given in phonetic script of every word in the exercises and of the Russian exercises as well. Another difficulty in Russian, the 'Aspects' system of the verb, is given with so great clearness that it should present nothing too formidable for the ordinary learner.

A Short Italian Dictionary. By ALFRED HOARE, M.A. Volume I.—Italian-English. Abridged from the Author's Larger Dictionary. Pp. xxvi + 443. Price 9s. net. Cambridge: At the University Press.

Such a handy, well-printed volume, with rounded corners in limp cloth binding which lies open at any place without coaxing, will be welcomed by all Italian students, whose numbers are steadily increasing. It is particularly rich in idiom and contains all words found in ordinary reading. Proper names are given in the body of the work. Pp. ix to xxvi are devoted to the conjugation of Italian verbs.

A Matriculation French Free Composition. By F. A. HEDGCOCK and HENRI LUGUET. Pp. 203. Price 2s. 6d. net. Bell and Sons.

This is an excellent and original piece of work. It consists of modern passages which may be used either for *Lecture expliquée* or as Unseens. These are followed by Notes in French and a *Questionnaire*. The questions are framed so that the answers must be of some length and may lead up to short compositions on paper. Then there are English sentences for translation into French and *Sujets à développer*. The work to be done amounts to an intensive study of each passage, which varies in length from two to four pages. Some are poetical passages and several are taken from recent books. There is a vocabulary of the more difficult words. The book is well printed.

Selected Letters of Madame de Sévigné. Edited by A. T. Baker, M.A. Pp. lxviii+108+39. Price 3s. 6d. net. Manchester: At the University Press (Longmans and Co.).

Professor Baker has here edited another excellent volume for the Manchester University Press School Series, which will be found equal to if not better than his *Avare*. The Introduction gives an interesting and very full account of the political and social aspects of the time and of Madame de Sévigné's friends and contemporaries. No less instructive is the account given of her life and letters. The notes are adequate and there is a very good critical bibliography. The editor has wisely not attempted to give a comprehensive selection of the letters, but has well chosen those which will lead the student to ask for more. No thorough appreciation of the seventeenth century is possible without a study of the letters of Madame de Sévigné. We can thoroughly recommend this preliminary study to all students of the *Grand Siècle*.

Living French: A New Course in Reading, Writing, and Speaking the French Language. By R. T. Holbrook. Pp. 480. Price 6s. 6d. Ginn and Co.

This manual goes, we are pleased to find, on the assumption that French is a living spoken language. The introductory chapter deals thoroughly with French sounds and symbols, quantity, stress, intonation and other points connected with pronunciation. The earlier lessons are based on a text (*Les Pensées de Riquet*) of which both a phonetic transcription and a translation is given. Each one is accompanied by copious grammatical explanations and sentences to be translated into French. This Course would seem to be intended and would be suitable for older pupils just beginning the language. The book is excellently printed.

The Teaching of the French Verb: Being an Outline Method for the Presentation and Practice of the Tenses and Moods. By E. G. Waterhouse. Pp. 32. Teachers' College Press, Blackfriars, Sydney.

This book gives full details like the preceding of how to teach the tenses of the French verb by direct association. It is practically a detailed application of the method used in *Cours du Lycée Perse*. Use is also made of graphs similar to those used in Anderson's *Nouvelle Grammaire Française*.

The Initial Stage in French by the Direct Method: A Handbook for Teachers. By E. G. Waterhouse and J. A. Snowden. Pp. 92. Sydney: W. A. Gullick (Records of the Education Society, No. 29).

We have here the minute details of fifty-two lessons in French pronunciation for beginners of eleven to twelve years of age. It is a thoroughly sound piece of work, and any teacher who wishes to use the direct method and is in doubt (most are) how to proceed cannot do better than purchase this book. It is on similar lines to Miss Allison's *Petit Cours préparatoire*, but proceeds more slowly and with more detail. We can thoroughly recommend the book.

French Prose from Calvin to Anatole France. By R. L. Græme Ritchie and James M. Moore. Pp. 326. Dent and Sons.

This volume should make a welcome Reading Book for Higher Forms or University Students. It is a *Morceaux choisis* adapted to the requirements of English students. It is prefaced by an excellent criticism (16 pages) of French Prose. A short account of the life and work of all the authors precedes the passages selected. All the passages are of sufficient length to give the student an idea of the style. The passages are well chosen. We should have liked to see some authors such as Paul Louis Courier represented. Possibly the editors did not consider the subject matter suitable.

Le Français des Français de France: Conversations en cours d'aimée. Par Johanne de la Villèsbrunne. Pp. 152. Price 2s. 6d. Oxford: At the Clarendon Press.

Although divided into chapters headed *Une partie de Tennis, En Yacht, Les Régates à Dinard, Une Promenade au Bois*, etc., this is no ordinary conversation book with stilted phrases introduced in an unnatural way in order to bring in some idiom or other. The conversations ring true and are genuinely French. Not only so, but a thread of interest runs through them all in the way of a love idyll with a happy ending.

Studies in Literature. By Sir Arthur Quiller-Couch. Pp. 327. Cambridge: At the University Press, 1919.

Whatever 'Q' gives us he generally manages to make interesting and stimulating. The volume before us is unusually so. Two chapters have particularly arrested our attention. In the first we have a preliminary discourse on 'Classical and Romantic' (a second volume is promised, where a fuller treatment of this subject will be given), the sum and substance of which is that 'pure loveliness' is the thing which matters, and that there is much literature which may be styled either 'romantic' or 'classical.' Pope is not 'classical' but 'conventional'—pseudo-classical, as the French say. Sir Arthur thinks most of our mistaken notions on the subject are due to Germans and to German criticism, which 'confuses and nullifies criticism all over Europe.'

The explanation given is remarkable. It is that Germans, who never have had and are never likely to have a great literature of their own, do not approach a great masterpiece with the humility of mind, the self-distrust, the prostration of worship of the true artist. They explain every work of art as the product or by-product of some philosophy or other. The late Paul Albert, in discussing what Romanticism meant to various parties, ends his statement with the sentence: 'For the German it meant God only knows what.' Professor Quiller-Couch concludes his lecture thus: 'All things considered, I advise that it may help our minds to earn an honest living if we dismiss the terms classical and romantic out of our vocabulary for a while.'

The last lecture, 'Patriotism in Literature,' contains many home truths, and is well worth the study of teachers of English. The lecture is in two parts. In the first the author notes that, as in Horace, the most patriotic of Latin poets, patriotism in English literature is implicit; 'there is a certain shyness—often translating itself into irony—shared by our nation with great nations of the past when it comes to talking of that sacred emotion, love of one's country.' Hence, while the German soldier is for ever singing *Deutschland über alles*, the English soldier rarely gives us *Rule Britannia*, only some nonsense jingle instead. The second part of the lecture deals with the German dogma: True Patriotism consists in Self-assertiveness; and particularly with the way in which this self-assertiveness has influenced the study of English literature at home. It is indeed highly discreditable to the English schools of our Universities that they have allowed themselves to be hypnotized by assiduous German scholars, who have fostered the illusion that English is to be treated as a dead language, 'a dead possession of a decadent race.' It is not necessary to believe that the Germans have imposed this hallucination deliberately or with malice prepense. They do it because they cannot help themselves. Congenitally by the mere structure of his vocal organs a German is unable to read our poetry, and, says 'Q,' 'those who can neither speak nor write in a language cannot understand it perfectly.' (He had already stated that no German ever wrote good English.) He further asserts 'no foreigner can ever quite penetrate to the last excellence of an unfamiliar tongue,' and no modern can enter 'the last shrine of beauty in a chorus of Sophocles.' He quotes P. G. Hamerton's example of a German's pronunciation of four lines of *Claribel* to show how the musical secret of the poem may be lost:

> At eve ze beedle boomess
> Azwart ze zickhead lon,
> Ze hollo ghrot hrepliez
> Hwhere Chlaribel hlow hliez.

The trouble here is no doubt mainly the 'glottal stop,' which the author describes as an 'ancestral habit which has not yet evolved even labials beyond the throat.' Professor Quiller-Couch, however, admits that some Frenchmen write English as to the manner born, and adds that the easiest language both for English and French is Italian. 'It is our fault,' says 'Q,' 'that we treat our beautiful breathing language as a dead thing. On all that side of the study which allowed them scope *they* have taken infinite pains, while the immensely more delicate, more significant, more difficult side—difficult to us, impossible to them—we have let go by default. Is it any wonder, then, that their general hallucination of culture has spread with a deeper infection of self-conceit, of self-deceit, over a study in which we have accepted them for task-masters whom nature forbade to be more than hewers of wood for us and drawers of water?' As an instance of this arrogance there is reproduced from *The Times* the special prologue spoken by the Fool at a performance of *Twelfth Night* given recently in the Old Theatre at Leipzig, in which the main idea is that Shakespeare's spirit has migrated to Germany during the war. We quote a few lines:

> A fugitive, he seeks his second home,
> This Germany, that loves him most of all,
> To whom before all others he gives thanks,
> And says: Thou wonderful and noble land,
> Remain thou Shakespeare's one and only home,
> So that he wander not, uncomprehended,
> Without a shelter in the barren world!

It is well, thinks 'Q,' that the pricking of this bubble of arrogance, the exorcising of such a devil, the lancing of the swollen tumour, the salvation of the race, should be in the hands of the young, and not in those of our professors and lecturers, who have neglected the trust committed to them of treating our language as a living thing. 'But when does ever a nation live to whom its language is no longer a living thing?' Again: 'But it is ill for a country when its destiny passes into the guidance of professors. . . . If our teachers of English had only—would only even now—treat our mother-tongue as a living tongue, our pride in it as a pride of practice, our use of it as a quick and perfectible art! How much can they yet do with their knowledge if they will repent and understand and become, if not as little children, then at least as men of the world.'

Of the other articles or essays in this volume, *Swinburne*, *Charles Reade*, *Coleridge*, and *Matthew Arnold* have been published elsewhere. The reader will find much that is interesting and instructive in the chapters: *Some Seventeenth-Century Poets*, *The Poetry of Thomas Hardy*, *The Poetry of George Meredith*. But we prefer *Ballads* and *The Horatian Model in English Verse*, which are both stimulating and illuminating. Most precious of all is the enthusiasm which is brought to bear on every subject. We can recommend this volume to all lovers of the mother-tongue.

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GUYON, CH.: Nouveaux Récits Historiques. Edited by Marc Ceppi, with Vocabulary. Pp. 91+26. Price 1s. 8d. net. Bell and Sons.

CEPPI, MARC: Easiest French Reader. Pp. 83+20. Price 1s. 6d. net. Bell and Sons.

FRAZER, Lady: La Victoire par les Couleurs et autres Saynètes. Pp. 53. Price 1s. 9d. Clarendon Press.

RACINE: Andromaque. Edited by E. J. A. Groves, with Introduction and Notes. Pp. xv+50+8. Price 10d. net. Blackie.

MICHELET: Prise de la Bastille. Edited by L. A. Barbé. Pp. viii+39+8. Price 8d. net. Blackie.

DAUDET, A.: Tartarin sur les Alpes. Edited by W. Peirce. With Introduction, Notes and Vocabulary. Pp. xix+180+83. Price 3s. New York: Holt and Co. (Bell and Sons).

BALZAC: Stories from. Edited with Notes and Vocabulary by D. L. Buffum. Pp. xxi+300+167. Price 4s. 6d. New York: Holt and Co. (Bell and Sons).

DE LA VILLÈSBRUNNE, JEHANNE: Le Français des Français de France. Pp. 152. Price 2s. 6d. Clarendon Press.

GERMAN.

OEHLMANN, H. M.: Schritt für Schritt: Ein Buch für Anfänger. Pp. 151. Price 3s. net. Ginn and Co.

ITALIAN.

HOARE, ALFRED: A Short Italian Dictionary. Vol. I. Italian-English. Pp. 443. Price 9s. net. Cambridge University Press.

GRILLO, E.: A New Italian Grammar. Pp. 295. Price 6s. net. Blackie and Son.

SPANISH.

BALSHAW, H. C. L.: A Spanish Reader. Pp. 125+75. Price 3s. 6d. Murray.

Memoria Correspondiente a los anos 1916 y 1917. Pp. 309. Gratis. Madrid.

IBÁÑEZ, V. BLANCO: Capítulos Escogidos. Edited by E. Alec Woolf, with Notes and Vocabulary. Pp. 126+61. Price 2s. net. Harrap.

ISAACS, JORGE: María (Novela Americana). Edited, with Exercises, Notes, and Vocabulary by R. Hayward Kerriston. Pp. 127+82. Price 3s. 6d. net. Ginn and Co.

SPENCER, F. E.: Trozos de Historia: A Spanish Historical Reader. Pp. 210. Price 3s. 6d. net. Ginn and Co.

DORADO, C. M.: Primeras Lecciones de Español. Pp. xvi+307. Price 4s. net.

[Interesting beginners' book: a mixture of old and new methods. Stories from Spanish folklore, rimes, riddles, games, and songs with music. Printing very good. Illustrations excellent.]

RUSSIAN.

MINDEL, A. S.: Russian Commercial Correspondence. Pp. 89. Price 3s. 6d. net. Manchester University Press (Longmans and Co.).

KRILOV: Select Fables. Pp. 64. Price 1s. 3d. net. Oxford Plain Texts. Clarendon Press.

UNDERWOOD, E. G.: Russian Accentuation. Pp. 71. Price 3s. 6d. net. Blackie.

UNDERWOOD, E. G.: A Russian Vocabulary. The 1,000 Commonest Words, with English equivalents. Pp. 95. 2s. 6d. net. Blackie.

UNDERWOOD, E. G.: A Russian Notebook. Pp. 100. Price 3s. 6d. net. Blackie.

Russian Poetry, Selections of. Edited, with Notes, by B. A. Rudzinsky. Pp. 102. Price 2s. 6d. net. Blackie.

CURRALL, R. T.: Practical Russian Grammar. Pp. 248. Price 6s. net. Harrap.

FORBES, N.: Fourth Russian Book. Exercises on First and Second Books. Part I.—English-Russian Exercises. Pp. 117. Price 2s. net. Clarendon Press.

VARIOUS.

KITTSON, E. CREAGH: Theory and Practice of Language Teaching. Pp. 186. Price 4s. net Oxford University Press.

DUHEM, JULES: The Question of Alsace-Lorraine. Translated by Mrs. R. Stowll. Pp. 206. Hodder and Stoughton.

MODERN LANGUAGE ASSOCIATION.

ANNUAL GENERAL MEETING.

THE Annual General Meeting was held on January 8 and 9 at University College. It was well attended, and the discussion on 'Advanced Work in Modern Studies' was keen and very helpful. It is impossible to get this ready for publication in the February issue of MODERN LANGUAGE TEACHING. Lord Lytton wrote to apologize for being unable to deliver his Presidential Address through pressure of work in connection with the Peace Conference, and to offer to deliver it at some future date. In the afternoon of the 8th two papers were read. Mr. Bullough's on 'Educational Co-operation between the Allies' was very interesting and suggestive. It is strange that in that part of his lecture which dealt with foreign professors he should have omitted to mention the Association's recent lengthy report on the subject. Dr. Emilio Re's paper on 'The Teaching of English in Italy' was read in his unavoidable absence by his wife, Signora Re-Bartlett. We hope to publish both these papers shortly. In connection with Dr.

Re's paper the following resolution was moved by Mr. Bullough and unanimously passed: 'That this meeting expresses the hope that in the interest of the permanence of the friendly relations existing at present between Italy and Great Britain, the teaching of Italian in this country be encouraged, as some response to the great efforts made in Italy to develop the study of English as set forth in Dr. Emilio Re's paper read at the Annual General Meeting of the Modern Language Association.' The morning of January 9 was taken up with the discussion of resolutions on the Report of Government Committee and on the Report of the Reconstruction Committee. The Memorandum and Rules of the New Constitution will be sent to all members. The result of the discussion on the first-mentioned subject is as follows:

The following resolutions on the Report of the Government Committee on the Position of Modern Languages in the Educational System of Great Britain were passed:

1. That this Association welcomes the Report of the Government Committee on Modern Languages as a masterly survey of the subject, and expresses its conviction that the interests of the country demand that the recommendations made therein should be put into execution by the authorities concerned.

2. That this Association wishes to call special attention to the proposals for a large increase in the modern language staffs of the Universities, for the broadening of the scope of modern studies at the Universities suggested in Recommendation 18, for the interchange of professors with foreign countries, for the establishment of a substantial number of modern language scholarships at the Universities and post-graduate travelling scholarships, for the foundation of institutes for linguistic study, and for the adoption of the scheme of the Treasury Committee on the Examination for Class I. of the Home Civil Service.

3. That amongst other valuable suggestions for reform the Association wishes to draw particular attention to the following, being convinced that their adoption by the authorities concerned would conduce to the improvement of language teaching:

I. Conclusions.

22. We consider that the great differences in capacity to benefit by the study of languages should receive full recognition in Secondary Schools. Those few who, after a full trial, fail to show progress in the first language attempted should abandon the study of foreign languages and devote their time to other subjects, receiving their literary education through the medium of English. The next class should endeavour to master one language, preferably a modern language. Others may attain command of two or three or even four languages at school. Inferior talents will profit by concentration on a limited objective. A sufficient interval should be allowed to elapse between the beginning of a first language at school and the beginning of a second.

23. Those pupils who are unable to attain to the active use of a language may, nevertheless, learn to read one accurately and fluently. Those who may master one or more can with advantage learn one or two others for reading purposes only. The method of teaching languages for reading only should be the subject of experiments.

25. Good instruction in the principles and use of the English language is the best basis for the study of foreign languages. Conversely, the teaching of foreign languages should be made to develop the mastery of the mother-tongue.

26. If only one foreign language is likely to be learnt, a modern language should be preferred.

27. A second foreign language should not be begun unless and until there is a good prospect of satisfactory progress in the first. If a second language be taken, it should not necessarily be Latin.

28. The congestion of the time-table in Secondary Schools appears to us partly due to the attempt to teach the majority more languages than they can hope to master even for reading purposes.

29. But any language that is taught should receive an adequate allowance of time. Otherwise the time given will be wasted.

31. The study of a language for commercial purposes must be based on the systematic acquisition of its principles and practice. The special terminology can be best acquired after the business has become known by practical experience.

II. Recommendations.

10. That phonetics form part of the training of all entrants to the public service whose duty will lie in foreign countries, and that, with this in view, special assistance should be given to institutions for phonetic research.

23. That school teachers of modern studies should be encouraged to qualify themselves for University posts.

27. That the authorities should take measures to diminish the evils arising from late entry, from irregular entry, and from early and irregular leaving, especially in those secondary schools where the average school life is shortest.

29. That in every school giving instruction in modern foreign languages a good reference and lending library of books be built up.

30. That teachers of modern languages be granted facilities to visit foreign countries from time to time, and that periodical leave of absence, on full pay with an allowance for expenses, be given for this purpose.

31. That the system of interchange of assistants between British and foreign schools be largely extended, and so developed as to include other languages than French and German.

32. That classes for modern languages should not be unduly large.

34. That means be taken to encourage visits of school-children to foreign countries, the interchange of children between foreign homes and British, and, if possible, the interchange of school-children between Britain and friendly neighbouring countries.

BOARD OF EDUCATION,
LONDON, S.W.,
November 13, 1918.

SIR,

With reference to your letter of the 1st ultimo, I am directed to state that in the absence, owing to war conditions, of the statistical returns ordinarily compiled by them, the Board are unable to supply figures as to the numbers of pupils in grant-aided Secondary Schools who are receiving instruction in the modern languages named by you. German is taught in some 370 to 380 of these schools, or about 40 per cent. of the total number of schools on the grant list. Modern languages other than French and German are practically confined to Spanish, courses in which have recently been organized in a considerable number of schools, particularly in Lancashire. There are also several courses in Russian of a more or less experimental kind, in some of which the results are reported as promising.

I am, sir,
Your obedient servant,
J. W. MACKAIL.

G. F. Bridge, Esq.

REPORT OF GENERAL COMMITTEE FOR 1918.

The number of members elected during the year was 194. It is a very long time since so large a number has been elected in a single year. Losses amount to fifty, so that the net gain is 144.

This large accession of new members is due in great part to the efforts made by our members who conducted the summer holiday courses at Bedford College, London, Durham, and Aberystwyth to bring the claims of the Association to the notice of teachers. From a meeting of the students at Aberystwyth resulted the formation of a Branch for Wales.

The Association has suffered a great loss in the death of Hardress O'Grady, who, as long as his health permitted, was a very active and valuable member. Equally do we deplore the death of John David Whyte, of Haileybury College, one of the original members and founders of the Association, and for several years Hon. Treasurer. We have also to regret the death of Lieutenant J. M. Edgar, of Bridgwater Endowed School, killed in action last spring; of James Cooke, who was an assistant master at St. Dunstan's College, Catford, for twenty-eight years; and of Miss Storr-Best, assistant mistress at Nuneaton High School; also Dr. Marseille, of the Leys School, a member since 1893.

In the War which is now, we trust, concluded, eighty-nine members of the Association, so far as is known, have served in His Majesty's Forces, and fourteen Frenchmen have served with their national army. Of these twenty Englishmen and three Frenchmen have laid down their lives. Seventeen members, including four ladies, have served in non-combatant services. These figures must be taken as approximate only.

Revised Regulations for Advanced Courses have been issued by the Board of Education, showing changes in the direction suggested by the Association and other bodies in 1917.

By invitation of the Association and other bodies an address was given on February 23 at Bedford College by M. Hovelaque on 'La France pendant la guerre.' A lecture in Spanish was also given to members by Señor José Barragán on March 23.

The Examinations Sub-Committee, which in 1917 was successful in inducing the Cambridge Syndicate for Local Examinations to institute an examination on Direct Method principles as an alternative to the ordinary Senior Local, has been endeavouring to collect evidence of a demand for such an examination in order to be able to approach other examining bodies with a strong case.

A Press Sub-Committee has been endeavouring to obtain publicity in the press for the Report of the Government Committee on Modern Languages. An account of its work has appeared in the magazine.

The Association has taken part in a Conference arranged by the Froebel and Junior Forms Society on the conditions for the pass degree at London University, Miss Hart being our representative.

The Committee welcomed the foundation of the Modern Language Research Society, and offered to insert reports of its meetings in the magazine. The Society having invited the M.L.A. to nominate a representative on its Committee, Miss Butler, of Girton College, has been appointed.

The Midland Branch has held four meetings during the year. At the first, held at the Wyggeston Boys' School, Leicester, on February 16, Dr. Storr-Best read a paper on 'Russia, as I saw it in 1916,' and Mrs. Storr-Best added a contribution on 'Russian Nationalities.' The second meeting was held at Nottingham on May 11, when Dr. Rouse opened a discussion on 'Organization in Secondary Schools with Reference to Modern Language Teaching.' There was a large attendance. At the third meeting, also at Nottingham, on June 15, Professor Weekley read a paper on 'War and Words.' The fourth meeting was held at Leicester on September 21, when Mr. Bullough read a paper on 'Languages and Business.'

A successful Inter-School Oral Competition in French, organized by the Branch, was held in July. Five schools sent competitors.

The Yorkshire Branch held its Annual Meeting on November 30, 1917, when Miss Lowe, of Leeds Girls' High School, read a paper on 'The Growth of National Epics.'

Towards the end of February Miss Allison gave a 'Séance de Gramophone.'

The West London Branch has been revived and has held a meeting, at which M. Henry Davray, Hon. Secretary of the Anglo-French Society, spoke.

No report has been received from the Lancashire Branch.

A special General Meeting of the Association was held on September 3, at which resolutions on the future work and policy of the Association were passed, and a Reconstruction Committee appointed. The Report of the Committee will be submitted to this meeting.

The Committee has learnt with much satisfaction that at the recent Joint Session of the Headmasters' Conference and Headmasters' Association, Mr. Nicholson succeeded in getting a resolution passed to the effect that it was desirable that it should be possible to obtain a University degree in Arts without a knowledge of Latin, and in securing the substitution of 'usually' for 'always' in the resolution, 'If a second language is taught in a school, it should always be Latin.'

The committee has pleasure in reporting that Mr. Stanley Leathes, C.B., First Civil Service Commissioner, has accepted the Presidentship for 1919. Mr. Leathes' work as Chairman of the Government Committee on Modern Languages gives him a special claim to a hearty welcome from the Association.

REPORT OF THE M.L.A. SUB-COMMITTEE FOR SPANISH.

The Spanish Sub-Committee met at regular intervals during the year.

Connection has been established with the 'Residencia para Ampliacion de Estudios' in Madrid, and, with the conclusion of the war, it is hoped that such connection may be maintained and amplified, and that, with the wider dissemination of information, many students may be disposed to study in Spain. The Sub-Committee is now compiling such information on residence, conditions, opportunities for study, etc., as may be useful to members of the M.L.A. interested in Spain and South America.

A Book List is being prepared, and a 'Catalogue Raisonné' of Spanish books is in contemplation. Information will be obtained when courses likely to benefit students of Spanish are formed. This information will be published in MODERN LANGUAGE TEACHING as soon as possible, after details have been received from the various bodies concerned.

The question of the supply of Spanish literature in England is under consideration. The committee is in touch with the Royal Society of Literature, which is arranging for a central depôt where such literature might be obtained more easily than at present. The Secretary of the Sub-Committee has also been in communication with Spanish publishers on the subject. The information obtained will be incorporated with the Book List.

Representations have been made to examining bodies on the question of Spanish with a view to maintaining a definite standard of attainment.

In order to prevent overlapping, the Sub-Committee has got into touch with the Anglo-Spanish Society, which in many respects has a programme similar to that of the Spanish Sub-

Committee. The Spanish Sub-Committee has waited since May, 1918, for the Anglo-Spanish Association to appoint a date for a joint meeting of the committees, but the matter is not yet arranged. This, in some measure, has retarded the work of the Sub-Committee, for in several respects the aims of the two bodies are identical.

The Sub-Committee has been able to provide information on various points to teachers, and offers its help to those members of the M.L.A. desiring information on matters within the purview of its work. Enquiries should be addressed to the Secretary of the Sub-Committee.

E. Alec Woolf.
Hon. Sec.

REPORT OF THE M.L.A. SUB-COMMITTEE FOR ITALIAN.

The Italian Sub-Committee held a number of meetings in the course of the year, in the first place to prepare, at the request of the Executive Committee of the British-Italian League, the regulations for an Entrance Scholarship to be offered by the League, of the value of £50, tenable at any University providing an honours course in Italian. These regulations were accepted by the League, and the first award has been made to Miss Cave, of Bedford College, in July last, on the results of an Examination governed by these regulations.

The Sub-Committee further arranged three Conferences of Teachers of Italian, which took place at King's College, Strand, in April, July, and October. The object of these Conferences was to establish contact with teachers at present available, to confer on topics of common interest, and to prepare for an organized study of Italian by a discussion of the teaching apparatus (grammars, text-books, readers, etc.) at present obtainable, and by drafting lists of books suitable for school libraries of different types.

As in the case of the Russian Sub-Committee, the Italian Sub-Committee considered the Report of the Standing Committee for grammatical terminology, and after submitting their report to the Standing Committee, took part in a joint meeting with them.

Lastly, the Sub-Committee considered the holding of a Summer School of Italian in August, 1919, for which Girton College, Cambridge, very generously offered to make provision. The Sub-Committee undertook to draw up the programme for the School, details of which it is hoped to publish early in 1919.

Edward Bullough.
Hon. Sec.

REPORT OF THE M.L.A. SUB-COMMITTEE FOR RUSSIAN.

Political conditions have militated strongly against any useful work which the Sub-Committee might undertake in the course of this year.

The Sub-Committee therefore confined its activities, pending an improvement in the international relations of Russia, to collaboration with the Standing Committee for Grammatical Terminology. Two meetings took place in the course of the year, one to consider the Report of the Standing Committee from the point of view of the teaching of Russian Grammar, the second, at a Joint Conference with the Standing Committee, to lay their views before the latter. A satisfactory agreement was reached with the Standing Committee on this occasion.

Meanwhile preparations have been in progress to associate the Russian Sub-Committee with certain wider schemes for the development of the study of Russian in this country, to which it is hoped to give effect in the course of the next spring.

Edward Bullough,
Hon. Sec.

The following twenty-two new members were elected on January 9:

Miss Isabel S. Allen, Bolton School (Girls' Division), Lancs.

Miss L. E. Armstrong, B.A., University College, W.C. (Phonetics Department).

Mlle. Georgette C. Bosset, L. ès L., B.A., King Edward VI.'s Grammar School, Chelmsford.

Miss Blanche Cay, Wellington School, Ayr, Scotland.

Harmon Cloak, High School for Boys, Hereford.

J. R. S. Coole, Bablake School, Coventry.

Miss N. M. Coppinger, B.A., Adelphi House Secondary School, Salford, Manchester.

Miss W. E. Delp, Doc. de l'Univ. de Paris, Royal Holloway College, Englefield Green, Surrey.

Miss M. Duckitt, B.A., High School, Darlington.

Miss Easton, Girls' High School, Barnsley.

Rev. L. T. E. Emery, B.A., Oscott College, near Birmingham.

R. L. Hayward, B.A., Caterham School, Surrey.

Miss Jeanie Jack, St. Bride's School, Helensburgh, Scotland.

Miss D. Jenner, Intermediate School for Girls, Newport, Mon.

J. W. Kirby, B.A., Roan School for Boys, Greenwich, S.E.

Miss Marjorie Lawrence, L. ès L., Girls' High School, Barnsley.

BALANCE SHEET, 1918.

	£ s. d.	£ s. d.
Sundry Accounts owing:		
Black for M.L.T. (estimated)	170 0 0	
Clay for M.L.R. guarantee def.	25 0 0	
		195 0 0
Subscriptions in advance	39 0 0	
,, ,, (M.L.R.)	3 0 0	
		42 0 0
Reserve for Holiday Courses		18 9 0
Credit balance as per 1917 Balance Sheet	16 1 9	
Add Excess of Income over Expenditure for year to date	43 1 4	
		59 3 1
		£314 12 1

	£ s. d.	£ s. d.
Cash at Bank on Current Account		187 16 1
Investments:		
Consols, £152 19s. 2d. valued at	91 16 0	
War Stock	20 0 0	
		111 16 0
Subscriptions in arrear (estimated)		15 0 0
		£314 12 1

RECEIPTS AND PAYMENTS ACCOUNT, 1918.

Dr.	£ s. d.	£ s. d.
To Balance, 1917:		
At Bank	177 12 4	
Cash in hand	1 2 10	
		178 15 2
Subscriptions:		
Arrears	30 14 6	
Current	324 10 0	
Advance	38 5 0	
		393 9 6
Review Subscriptions:		
Current	54 0 0	
Advance	3 0 0	
		57 0 0
Interest on Investments		5 5 10
Sundry receipts		1 2 3
		£635 12 9

Cr.	£ s. d.	£ s. d.
By M.L.T. (Black)		152 2 2
M.L.R. (Clay) 1917	45 9 5	
,, 1918	54 0 0	
		99 9 5
,, deficit guarantee		25 0 0
Printing and Stationery (Hodgson)		67 8 0
Postage		13 11 3
,, (Annual Meeting)		4 1 8
Committee meetings		2 17 6
Grants to Branches:		
Lancs. and Cheshire	2 0 0	
Midland (preliminary expenses)	1 0 0	
Welsh	2 0 0	
		5 0 0
Grants: Special—		
Spanish Sub-committee	3 3 0	
French Lectures	3 13 3	
Guarantee fee Conf. Ed. A.	3 0 0	
Gram. Term. Committee	5 0 0	
		14 16 3
Office Allowances:		
Hon. Secretary	50 0 0	
Hon. Treasurer	10 0 0	
		60 0 0
Sundry expenses		3 10 5
Balance at Bank		187 16 1
		£635 12 9

We have examined the above accounts with the books and vouchers of the Association and find them to be correct and in accordance therewith.

December 7, 1918.

A. M. SAVILLE, *Hon. Treasurer.*

R. PROWDE, H. N. ADAIR } *Auditors.*

J. D. Maillard, M.A., County School for Boys, Penarth.

Miss J. E. Parsons, Greycoat Hospital, Westminster, S.W. 1.

Miss Gladys Phillips, B.A., County Secondary School, Sydenham, S.E.

Miss A. Roles, B.A., County High School for Girls, Sale, Cheshire.

Miss B. C. Seth-Smith, B.A., Clovelly, Kepplestone, Eastbourne.

C. W. Wordsworth, B.A., Brighton College.

The following new members were elected on November 30:

H. H. Abbott, M.A., Royal Grammar School, Worcester.

A. J. P. Broodbank, B.A., Polytechnic, Regent Street, W. 1.

Miss S. G. Cooke, M.A., County School, Holywell, Flint.

Miss L. E. Farrer, B.A., Doc. de l'Univ., 14, Prince's Square, W. 2.

Miss M. E. Holt, County School, Llanrwst, Denbigh.

Miss Ethel Johnson, L.L.A., Head Mistress, Convent of Notre Dame, Northampton.

Edmund D. Jones, M.A., Intermediate School, Barmouth.

Miss G. D. N. O'Connor, B.A., Clunie Cottage, Beaconsfield.

Miss F. P. Patton, B.A., The Manse, Ballymena, Co. Antrim.

F. W. Porter, Technical Institute, Newport, Mon.

S. G. Stafford, City of London College, Moorfields, E.C.

EDITORIAL NOTES.

All contributions must in future be sent in at least one month before date of publication.

MODERN LANGUAGE TEACHING will, till further notice, be published six times yearly—viz., on the 15th of February, March, May, and October, and on the 1st of July and December. The price of single numbers is 8d. net; the annual subscription is 4s. 6d. Orders should be sent direct to the Publishers, A. and C. Black, Ltd., 4, Soho Square, London, W. 1.

Contributions and review copies should be sent to the Editor of MODERN LANGUAGE TEACHING, ST. JOHN'S SCHOOL, LEATHERHEAD.

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. A. M. SAVILLE, 54, Heybridge Avenue, Streatham, S.W. 16.

Applications for membership should be addressed to the Hon. Secretary, Mr. E. G. UNDERWOOD, Eton College.

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 attention of Teachers is drawn to the collection of French and German School Books, carefully selected by a Sub-Committee, and known as the Travelling Exhibition. It may be inspected on applying to Mr. Twentyman, Board of Education, Whitehall. A Catalogue (sent *gratis* members) has been issued of all sections except Reading Texts, of which a separate and minute detailed list is being prepared. For particulars of conditions on which the Exhibition may be loaned apply to Mr. Mansion, as below.

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 under-mentioned subjects should be addressed to the persons named:—

Exchange of Children: Miss BATCHELOR, Bedford College, Regent's Park, N.W.

Magic-Lantern Slides: H. L. HUTTON, 2, College Gardens, Dulwich, S.E. 21.

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

Travelling Exhibition: J. E. MANSION, B. ès L., 10, Sudbrooke Road, Wandsworth Common, S.W.

Scholars' International Correspondence: Miss JULIA TITTERTON, M.A., Municipal Secondary School for Girls, York.

N.B.—Applicants for correspondents are requested to enclose list of pupils, giving names, ages, and addresses, and a stamp for reply. A fee of 3d. for each child is payable.

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

It is urgently requested that all Postal Orders be crossed.

The Modern Language Review

A Quarterly Journal devoted to the Study of Mediæval and Modern Literature and Philology

Edited by J. G. ROBERTSON, G. C. MOORE SMITH, and J. FITZMAURICE-KELLY

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THE OFFICIAL ORGAN OF THE MODERN LANGUAGE ASSOCIATION

EDITED BY J. G. ANDERSON

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MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE ASSOCIATION

EDITED BY J. G. ANDERSON

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SIMPLIFIED SPELLING FOR FRENCH.

ONE of the main uses of a phonetic script is to facilitate mastery of the nomic. When the young learner is familiar orally with a great number of words and sentence-types, and can read the phonetic text fluently and impeccably, he is ripe for introduction to ordinary texts. It is generally supposed that the difficulty of the learner's new task is determined by the character of the new orthography. To a certain extent this is, of course, true, but it seems more probable that for young learners rapid and effective conquest of the nomic script depends, above all things, on the relationship between that script and the initial phonetic alphabet. The golden rule is as follows: As far as possible, symbols and groups of symbols common to the two systems should have the same values. As associations of ideas formed in the first period necessarily persist into the second, habits once formed should not be wantonly set aside. If, for example, the learner has got into the habit of automatically associating the letters 'm,' 'e,' with the French word currently written 'mes,' it is unreasonable and psychologically unsound to ask him to reassociate those same letters, within the borders of one and the same language, with the word currently written 'me.' The tongue disciplined to a *forward* movement at the bidding of the symbol 'y' can easily be trained to execute the same manœuvre to command of the letter 'u,' but only on the strict condition that the letter 'u' has not previously, during its career as a phonetic symbol, been united in unholy wedlock with a sound produced by a *backward* movement of the tongue. It is clear that no phonetic code built up on a give-and-take cosmopolitan basis can fulfil the condition I have just stated. In his article 'Phonetics,' contributed to the *Encyclopædia Britannica*, Professor Sweet, though describing the alphabet of the A.P.I. as 'a failure' from the international standpoint, seems to regard it as 'well suited' for French, owing, doubtless, to the fact that in this language the scientific 'unit of sound' and the national conception of what constitutes a 'unit of sound' are coincident. Sweet probably wrote without reference to the special needs of school-children. But it is of them that I am thinking just now, and I therefore ask the reader, particularly the teacher of French, to examine with me in detail the bearing of the Passy code on the current orthography. For this purpose I have drawn up parallel groups of words. Under A, I group some typical phonetic forms which, in virtue of the principle of association of ideas, must necessarily react adversely upon the

correct reading of the types of words from the current script grouped under B. Marks of length are omitted from the phonetic forms.

A.	B.
me (mes)	me
sale (salé)	sale
repɑ̃ (répand)	repent
notr (nôtre)	notre
sote (sauter)	note
du (doux)	du
buʃe (boucher)	bûcher
eblui (ébloui)	lui
peizan (paysanne)	paysan
mjɛn (mienne)	mien
glas (glace)	glas
debat (débatte)	débat
fin (fine)	fin
fis (fils)	fis
ekrit (écrite)	écrit
vid (vide)	nid
dom (dôme)	nom
on (aune)	on
gros (grosse)	gros
sot (saute)	sot
emus (émousse)	émus
disut (dissoute)	sut
true (trouer)	grue
pur (pour)	pur
travɛrs (traverse)	travers
vɛrt (verte)	vert
bavard (bavarde)	bavard
sɥit (suite)	suit
navige (naviguer)	tige
suje (souiller)	sujet
ase (assez)	case
asi (assis)	asile
gid (guide)	gîte

Most of the trouble arises from (*a*) the misuse of the symbols 'e,' 'u,' 'j'; (*b*) the retention of 'o,' 'g,' 's'; (*c*) the fact that certain final consonants, while normally silent in the current script, are fully pronounced in the phonetic.

Passy was unduly optimistic when he wrote: 'Quand une fois on lit couramment l'écriture phonétique, il suffit de quelques heures pour apprendre à lire l'écriture ordinaire.' Unfortunately, the more completely a child masters the first script, the greater is his embarrassment in face of the second. In present school practice there is a perpetual *va-et-vient* between the scripts, an added reason for avoidance of overlapping.

In the article previously referred to, Sweet says: 'The ideal orthography for printers is one which is absolutely uniform . . . and absolutely unchangeable.' Is not this also the ideal orthography for children? The recurrence of the same word under various graphic forms (ʒətɔ̃, ʃtɔ̃), or adorned with headpieces (larmwar, l'armoire) or tailpieces (grɑ̃t e fɔr, grand et fort), is a mere source of confusion, an effectual bar to the extended use of phonetic readers, and is the main reason why phonetic texts are prematurely abandoned. When one remembers that the function of a beginner's text is to serve as a peg on which to hang souvenirs of the 'master's voice,' and that, as Passy observes, 'the eye sees a word as a whole rather than as a succession of letters,' it seems pretty clear that insistence on a narrow phonetic notation is mere pedantry. The case is amply met by a 'simplified orthography' as phonetic as is consistent with absolute fixity, each word being printed as pronounced in isolation by a careful and deliberate speaker. In composing a new notation we must remember that we cannot have new type for the asking. The following suggested scheme of simplified spelling is therefore made up of materials at present available. The Passy values have been retained wherever possible.

1. *Front Vowels.*—a (la); ɛ (sel); ə (dé); i (si).

2. *Back Vowels.*—ɑ (âne); ɔ (homme); ω, preferably closed at the top (dos); w (sou).

3. *Mixed Vowels.*—œ (peur); ə (le); ɸ (peu); u (du).

4. *Nasal Vowels.*—ɑ̃ (an); ɛ̃ (fin); œ̃ (un); ɔ̃ (don). It is to be hoped that in

time we may get four clear symbols without diacritics.

5. *Consonants.*—ʃ (si); ch (chez); ʒ (gai); j (je); ŋ (signe). The forms g, s, are not utilized; the other consonants retain the Passy values.

6. y (pied, soleil) replaces the Passy j; w represents both the vowel in 'sou' and the first vowel elements in 'fouet,' 'moi'; u represents both the vowel in 'du' and the first vowel elements in 'lui,' 'muet.'

7. When the consonants m, n, t, d, are *final in the word* they are printed 'de,' 'me,' etc. The symbol 'e' is always final, and has no phonetic value whatever.

8. The boundaries between separate words are respected. Thus, the apostrophe is retained in 'l'ami.' The apostrophe serves to indicate that the elided vowel does not occur in the current text.

9. 'Length' is not indicated.

10. Accessory phonetic signs extraneous to the fixed orthography:

(*a*) The suppression of ə, owing to speed or position, is indicated by the sign [:]. Thus, une jetée, la jetée [une jətə, la j:tə]; je ne fais rien [jə n: fɛ ryɛ̃].

(*b*) The resurgence of final ə is indicated by placing ə *after* the word, and in smaller type, thus: tabl, but tabl ə rõde; juʃte, but juʃte ə ʃyɛl.

(*c*) *Consonnes de liaison* are indicated in the same manner—*e.g.*, ils ont un ami (il z õ t œ̃ n ami); de larges horizons (də larj əz orizõ). All other desirable phonetic information should be banished to footnotes, or form the object of special exercises based upon the simplified text.

11. Order of the letters for the compilation of vocabularies: a, ɛ, ə, i, ɑ, ɔ, ω, w, œ, ø, ɸ, u, ɑ̃, ɛ̃, œ̃, õ, b, ch, ʃ, d, f, ʒ, j, k, l, m, n, ŋ, p, r, t, v, y, z.

12. Names of the letters; vowels as pronounced, consonants, bə, də, də final, etc. The alphabet should be learnt off by heart, like an ordinary alphabet.

SPECIMEN.

il i avɛ t ωʃi, dɑ̃ la chɑ̃br ə də dame, œ̃ tapi a flœr, ʃur ləkel jə m: rwle z avɛk dəliʃ, ə œ̃ pıti kanapə dw ə prɔfõ, dõ j: fəzɛ tɑ̃tω œ̃ batω, tɑ̃tω œ̃ ch:val w une vwatur. la dame ɑ̃ nwar, œ̃ pɸ ʒrɑʃ, jə krwɑ, ətɛ trɛ dwʃ ə n: mə ʒrõdɛ jamɛ. la dame ɑ̃ blɑ̃ avɛ ʃə z ɛ̃paʃyɑ̃ʃ ə ʃə bruʃk:ri, mɛ z el riyɛ ʃi jəlimɑ̃! nw fəzyõ bɔ̃ mənaj tw lə trwɑ, ə j'avɛ ź arɑ̃jə dɑ̃ ma tɛte k'il nə vyɛ̃drɛ jamɛ k: mwa dɑ̃ la chɑ̃br ω maʒω.

Teachers ought to have at their disposal simplified texts of all kinds, 'courses,' readers, picture-books, stories, etc., in sufficient quantity to keep learners occupied for one or two years, both in school and out. French would then rapidly line up with Spanish as one of the 'easy' languages, and French studies would take a great leap in advance. The miserable results at present achieved during the first few school terms are due not so much to sheer difficulties of enunciation (though these are often very great) as to the inability of the learner to 'place' his stock of sounds amongst the numerous orthographic competitors. The struggle ought to be deferred until an extended knowledge of the tongue has been acquired. The learner would then be able to grapple with the enemy on an equal footing. The transition from the 'simplified spelling' would be an extremely simple affair from the point of view both of spelling and grammar. Nor would the student, arrived at mental maturity, be debarred from utilizing the admirable works in which the original Passy script is employed, such as Passy's *Sounds of the French Language* and Mrs. Daniel Jones's *Lectures Phonétiques*. For, as M. Passy observes, 'Les personnes qui *savent déjà lire* [italics mine] apprennent à lire l'écriture phonétique en quelques minutes, une demi-heure au plus.'

SAMUEL SMITH.

'RECONSTRUCTION.'

WHEN I met the General Committee of the Association for the last time on January 25 I had no opportunity of explaining why I wished to resign my office. How this happened it is unnecessary to discuss. It has had for me, at least, this advantage, that I can address my remarks to a wider audience and give my reasons for resignation to the whole membership of that body which I have served as Secretary to the best of my poor ability for twelve years, or only one year less than half its entire lifetime.

The length of that period constitutes, of course, my only claim to be heard. I have but slender academic attainments and no academic position, but I have been a member of the Association since its foundation, and I have watched more closely than any other member its proceedings during the past twelve years. I shall write fully and frankly, because I believe that the greatest need of the Association is free, full, and frank discussion. Nothing has so diminished my confidence in the Committee as the apparent incapacity of members to express any opinion on the questions laid before them. Nothing so bewildered me as the readiness with which the general meetings of September 3 and January 9 swallowed—no other word is possible—proposals which, whether judicious or not, were certainly striking innovations. Whether this is due to lack of independence of mind, excessive modesty, or mere timidity, I do not know, but the effect is disastrous. Not only are questions not thrashed out, but the whole atmosphere becomes charged with insincerity—not, indeed, the insincerity of people who say what they do not think, but the scarcely less ruinous insincerity of people who will not say what they do think. It is impossible at the present moment to say what the majority of members think about 'reconstruction,' or whether they think about it at all. Mere passive acceptance of a proposition does not constitute thought, and no one can have confidence in the future of a society all but a handful of whose members are purely passive. Solidarity that is due to mere mental inertness is not worth a rush. More important to the Association than solidarity, more important than programmes, machinery, or money, is frank and wholesome criticism of all proposals and suggestions that are made, even if the authors are Board of Education officials, professors, or fellows of colleges.

The story of the Reconstruction Committee begins with the ordinary meeting of the Executive Committee in June last, when Mr. Bullough asked for a special general meeting to consider the proposals for the future of the Association he had made in MODERN LANGUAGE TEACHING. There was no particular reason why the proposals should not have been considered in the ordinary way by the General Committee in September, and passed on to the general meeting in January. However, let that pass. The special meeting was duly held on September 3, but it must have been obvious to those present that the assembly was practically little more than a gathering of the 'reconstructionists.' The number attending, indeed, was not bad, being about seventy, though how many of these were whipped up from a Holiday Course then being held in London it might be indiscreet to inquire. But it was singularly unrepresentative; of schoolmasters, for instance, there were only four or five present. Schoolmasters, we all know, are bad at attending meetings, but I have never known the number at a general meeting so small as this. How many University men teachers were

present I do not clearly remember, but there were certainly very few. The discussion was feeble, disjointed, and fragmentary, and none of the 'reconstructionists' threw any clear light upon their proposals. When the financial question was mooted the audience merely smiled, and passed, smiling, a vague and futile resolution. Finally, a Reconstruction Committee of nine was appointed to 'devise ways and means' of carrying the 'reconstruction' into effect. Let us see how they did their work.

But first a word about the constitution of the committee. Amongst the original nine there was no schoolmistress and just one schoolmaster (besides the then Chairman, who sat in an *ex-officio* capacity). Six were subsequently added by co-option —that is, the committee increased their number by two-thirds, a most unusual proportion. The qualifications of some of these six for their task would not be easy to define. No attempt was made to compensate by co-option for the original want of balance, and the committee as finally constituted contained no schoolmistress and only two schoolmasters, besides the Chairman, both of them Eton masters! It is not too much to say that three-quarters of the membership was unrepresented on the committee.

However, no one would have inquired too closely into the constitution of the committee if the results of their deliberations had been satisfactory. Let us turn, therefore, to the report.

The committee was commissioned to 'devise ways and means for carrying into effect' nine resolutions (omitting the first, which was merely general and introductory). Of these resolutions, four were: (1) That relations be established with the relevant Government departments; (2) that the co-operation of the business world be secured; (3) that contact be established with the Workers' Educational Association; (4) that contact be established with other bodies at home and abroad interested in or dependent upon the study of modern languages.

To these four resolutions there is no reference in the report.

Another proposal was that the co-operation and participation of the Universities be secured. To this the only allusion is a suggestion that a University Committee be appointed, a committee which, as a matter of fact, already existed, having been appointed in June, 1917, on the understanding that it was to begin active work as soon as the war was over.

Next come the suggestions for establishing a Statistical and Inquiry Department and a Propaganda Department. The 'ways and means devised' by the committee for carrying out this proposal were: (1) That the General Secretary should have clerical assistance—which, as a matter of fact, he had from the day he took office till war conditions made it impossible; (2) that two members should be decorated with the pompous titles of Director of the Department of Statistics and Inquiry and Director of the Propaganda Department respectively. As if titles were 'ways and means' of accomplishing a difficult task!

We come next to the resolution proposing a reorganization of MODERN LANGUAGE TEACHING. The sole suggestion here is that there should be four sub-editors, two for Schools and two for Universities. About the character and scope of the magazine or the nature of its contents, or the means by which valuable contributions are to be secured, not a word. The naive belief in machinery that inspired the proposal for 'Directors of Departments' apparently inspired this proposal too. However, the suggestion, though it does not carry one any great distance, may be in itself not a bad one, but it could have been made just as well at any ordinary committee meeting.

But in nothing did the Reconstruction Committee display their weakness so much

as in their financial proposals. An increase in the financial resources of the Association, they said, quite truly, was a fundamental condition of success. Their suggestions for securing this increase were: (1) The institution of a kind of membership which already existed; (2) increase of membership to be brought about by increase of attractions; (3) begging. The additional attractions suggested were: (1) The supply of information to members going abroad, which has always been part of the Association's work; (2) the production of a *Year's Work in Modern Languages*, which, if it is like other books bearing a similar title, will probably appeal to only a few members, and cost more than it will bring in; (3) the establishment of a scheme (of what kind is unexplained) for helping members to procure foreign books; and (4) a circulating library. This last is undoubtedly a sound proposal, but the Reconstruction Committee deserve no credit for it. It was put before the Executive Committee the year before last, and accepted by them. Arrangements for housing were made with another society, and only the cost of shelving, at that time prohibitive, prevented a start being made. The minutes will be found under date September 29, 1917, where also is a proposal for securing books. It is but a modest suggestion, and would probably bring in no great number of volumes. The bottom fact of the situation, of course, is that language teachers can have a library whenever they like to pay for it, but not before. A shilling a head would be sufficient to start the collection, and an annual shilling enough to extend it. It may be added that the suggestion of the Reconstruction Committee that members should be asked to make donations from their own shelves was considered and rejected. It had been tried long ago and found wanting, because the books presented were, as may easily be understood, not the books wanted. It will probably happen so again, though the members of the Reconstruction Committee can easily prove the contrary by sending really valuable volumes from their own libraries.

Of the paragraph in the Report dealing with the Association as a reforming agency nothing can be said; it is too hazy and colourless even to discuss.

There is another question connected with this report on which it is impossible to avoid reflection, though the subject is not altogether a pleasant one. At the general meeting on January 9 I pointed out various mistakes about the work of the Association which occurred in the document. The worst of these was the statement on p. 4 represented in the following sentence: 'In order to increase the membership, membership must carry with it privileges beyond that of being able to participate in an annual debate of more or less academical interest.'

The statement is doubly false; our debates have not been of 'more or less academical interest,' and members have many advantages besides that of attending an annual meeting. The question is how such a sentence could ever have been passed by the committee. Some of the members of that committee are amongst the oldest members of the Association, and know well how much it has helped teachers; two or three are, or have been, connected with activities which are carried on for the benefit of teachers. When one remembers this, the conclusion forced upon one is that the text of the report was never considered by the committee at all, but that the document was drafted by one or two members, after some suggestions had been made in committee, and was then sent for signature to the others, who appended their names without proper examination of its contents. Now, if this was so, was it honest? The sentence I have quoted is not a mere slip or venal error; it is a libel upon the Association

calculated to do it injury amongst teachers. It was the duty of every member of the committee to satisfy himself that the charge was true before he (or she) endorsed it. A moment's consideration would have shown that the charge was false, and anyone who failed to give that consideration was guilty, to say the least of it, of most extraordinary carelessness. Such a fact as this shakes one's confidence in the committee altogether.

I have been criticized for not accepting a seat on the Reconstruction Committee. I gave two reasons to the meeting for the course I took: the first that the position of the Honorary Secretary would be a point for discussion; the second that I was not in sympathy with most of the proposals made. But there were two other reasons in my mind which I did not give, but which I give now: the first was that I thought it unlikely that the deliberations of the committee would produce any useful result; the second that I suspected that the committee would not be a reality. The first point I hold that I have proved, and the second remains still a strong suspicion.

Why should there have been a Reconstruction Committee at all? There was no proposal laid before the general meeting on September 3 which could not just as well have been laid before the General or Executive Committee. There is no proposal which has been advanced a single step by this pompous procession of special general meeting, Reconstruction Committee, ordinary general meeting, this flitting of shadowy phantoms across the stage. The whole thing has been nothing but a gigantic piece of circumlocution. Except that the Association has got an office* (though it has no one to sit in it), every question is exactly where it was when Mr. Bullough's article appeared last May. Not a single practical step has been taken. The 'reconstructionists' are like men lost in a forest, who wander in a circle and find themselves back at the place from which they started.

Nothing shakes confidence in a movement so much as the substitution of words for actions. What I should have liked to say to the meeting on September 3 would have been something like this: 'If you want to do these things, why do you not do them instead of talking about them? If you want to "establish contact" with the Workers' Educational Association, why do you not send two or three representatives to the office in Harpur Street—only a few minutes' walk from University College—to have a talk with the secretary? I am sure he would be glad to see you; only it would be well to send some practical men with concrete suggestions in their pockets, because working men are not easily taken in by fine talk. And if you want to "establish contact" with Government departments, why not write to them without more ado? If anyone wants to collect statistics and information, why does he not set about it? The compilation of statistics, no doubt, is difficult, and the Association has never had much success in that direction, but you must surely know that some very successful inquiries have been made at various times and the results published. One of the most thorough was the inquiry into the teaching of phonetics at the Universities, the results of which were tabulated and published in MODERN LANGUAGE TEACHING for March, 1911, and also separately. This work was carried out by a lady on her own responsibility, without even a commission from

* But not apparently that address in London which the Reconstruction Committee declared to be 'essential to its work and reputation.' At least, in MODERN LANGUAGE TEACHING for February the Hon. Secretary's address is given as 'Eton College.'

the committee. A considerable amount of useful information also was collected by the committee on training, and published with their report. Another member drew up an exhaustive summary of examination regulations, which was sent in to the Government Committee. More recently the editor of MODERN LANGUAGE TEACHING has done good work in printing syllabuses of advanced work done in schools. No doubt there is much more of this kind of work that ought to be done, but it will not be any easier to do it, nor will it be better done, when you have something called a "department." A "department" is merely a fine name for a man or woman, or possibly two or three men or women. And if you want to improve your magazine, why do you not write articles for it, instead of passing resolutions? There are seventy of you here, but I do not believe that there are seven who have ever written a column for MODERN LANGUAGE TEACHING. Why this inertness and passivity? It is regrettable to have to say it, but the fact is that you all give me the impression of people who want, not to work, but to make other people work.'

I might have gone on to warn the audience against putting any faith in grandiose schemes and pretentious programmes, and to show from my twelve years' experience of the Association that such things never get beyond being schemes and programmes. Such is actually the fact. The rule in the Association is the more smoke, the less fire; the more cry, the less wool. Three examples may be given. In 1908 a Membership and Propaganda Sub-committee presented a list of eight suggestions to the committee, all of which were accepted, and only one of which was carried out. In 1911 some very large proposals for the development of the magazine were adopted by the Executive, but not one proposal was ever put into effect. Finally, there is the Russian Sub-committee, which started in 1916 with a commission to give advice to the Board of Education, to training colleges, and examining bodies, and 'to form a list of teachers suitable for various types of schools on which persons shall be placed in virtue of their academic or other qualifications, but without necessarily guaranteeing their special teaching capacity.' The reports of the sub-committee reveal the fact that no advice has been given and no list drawn up, and the sub-committee has now descended to the humbler, but probably more useful, task of discussing grammatical terminology. This unfortunate sub-committee has, indeed, done one other thing. It has held a meeting of teachers of Russian, mainly Russians, at which an astonishing resolution was passed asserting that Russian teachers who had had only a school education should be considered eligible for posts in England. This was published in the educational press under the heading 'Modern Language Association,' and the paragraph must have given the impression that the Association was in favour either of admitting unqualified foreigners to schools or of lowering the standard of the qualifications required for teachers.* By a curious coincidence this occurred just at the time that the London Education Committee had decided to appoint in future no one to a post in any of its secondary schools who did not possess an Honours degree.

No; grandiloquent articles and pretentious programmes have never been of any use to the Association. All the genuine solid work that it has done has been done quietly. The continual stimu-

* A lame attempt to explain this away was made at the next general meeting. It was asserted that the resolution referred to technical institutes only. But technical institutes are not mentioned in the account of the meeting given in MODERN LANGUAGE TEACHING. Besides, why should technical institutes have unqualified foreigners foisted upon them as teachers?

lation of interest in method by means of discussions in the magazine and at meetings; the removal of that sense of isolation which Mr. Fisher said the other day was the teacher's deadliest enemy; the influencing of examining bodies; the representations made to the Board of Education; those made to the Universities, which resulted in the establishment of examinations in French and German for teachers who have no diplomas; the inspection of holiday courses both abroad and, for phonetics, in England, and the compilation of reports on them which were accessible to teachers; the organization of addresses and lectures, both at annual meetings by distinguished professors from Paris and at other times and places by well-known Frenchmen, Italians, and Spaniards; the publication of lists of books for the modern language teacher's library; the formation of a travelling exhibition of textbooks, which probably in the future will be very useful as a collection of specimen textbooks; the compilation of the catalogue of that library, a valuable list of reliable schoolbooks; the organization of the exchange of children and scholars' international correspondence; and, finally, the organization of a number of minor activities designed to help teachers—*e.g.*, lantern slides, lists of families abroad taking English guests—all these things were done without fuss or noise, without trumpets or limelight. So it has been, too, with the recruitment of new members. Some years ago an appeal to join the Association, drawn up by a member whose position was such that frank discussion of his proposals would have been disrespectful, was sent out to several hundred modern language teachers. It was couched in somewhat pompous and inflated language; its printing and circulation cost between £10 and £15; and it brought in hardly more than a dozen new members. But one lady working at a Holiday Course in 1917 secured over twenty members, and three members who conducted Holiday Courses in 1918 secured about fifty at no expense except for the reprinting of prospectuses and forms of application.

What is the 'Reconstruction of the Modern Language Association'? Has anybody any clear idea? I doubt it. None of the leading 'reconstructionists' appears to possess the art of coherent and lucid statement, and discussions have been too weak and disjointed to bring out anything into clear relief. The report of the Reconstruction Committee is, as has been shown, little more than a resurrection pie of old plans and suggestions. But one or two things emerge.

First, there is to be propaganda. Parents and the public services are to be enlightened. Greater public attention must be secured for modern languages. In fact, the idea seems to be that an agitation in favour of modern languages is to be carried on up and down the country. Of this policy all that can be said is that its progress will be watched with interest, especially by those who have not yet discerned in the committee of the Association those qualities of push, vigour, masculine aggressiveness, and inflexible tenacity needed for success in such an undertaking.

Another idea floating about in the nebular haze which it is hoped will soon solidify into concrete shape is that something is to be done inside the Universities. If anything of this kind is possible, by all means let it be done; there is certainly plenty of scope. At the last general meeting, for instance, there was a general demand that University intermediate examinations should not be allowed to act as obstacles to advanced courses. Only why should not a start have been made last summer? A sub-committee of University teachers appointed for the very purpose of considering University ques-

tions already existed; all that was needed was to call it together.

In the general fog enveloping 'Reconstruction' one or two other shapes may dimly discerned—

> 'If shapes they may be called that shape have none
> Distinguishable in member, joint, or limb.'

Apparently it is proposed to put business men, Government officials, and working men on the Council as co-opted members.* Certainly in the new rules power is given to the Council to co-opt persons who are not members of the Association. In future, therefore, the Association will be governed, not by its own members, but by a mixed body of members and non-members. This is a startling innovation. Amongst the 300 educational societies whose names appear in the *Journal of Education* every year, there is probably not one which admits members of the outside public to its governing body. Modern language teachers must reconcile this novelty with their self-respect as best they can: for my part, I can only say that the fact that this revolutionary proposal was passed without discussion did perhaps more than anything to destroy my confidence in the Association.

It is difficult to believe that such a mixed Council as has been foreshadowed will prove a success. Most of those who have had experience of committees will probably agree that if a committee is to be a practical working body three conditions at least must be fulfilled: (1) It must be homogeneous; (2) it must have a well-defined objective; (3) it must meet frequently enough for the members to get to know one another well, and for the whole body to attain a corporate consciousness and a sense of responsibility. In the case of the new Council none of these conditions will be fulfilled. It will be heterogeneous; it will have before it a miscellaneous collection of aims and ends connected together by only a slight thread; it will meet only three or four times a year, and on one of these occasions somewhere remote from its ordinary meeting-place.

But another proposal, even more destructive of the independence and self-respect of the Association, has been made by the 'reconstructionists': it is that the Association should live on charity. In the report of the Reconstruction Committee the proposal assumes the form of a suggestion that appeals for funds for definite objects should be made. Whether this is laudable or not depends entirely on what those objects are. No one would object to an appeal to all and sundry for the creation of a fund to make advances to students who wish to reside abroad, as is suggested in the report. But at the general meeting of January 9 Professor Waterhouse, speaking apparently for the Reconstruction Committee, went much farther than this, and in answer to a challenge to say where the money for the many needs of the Association was to come from, spoke of 'getting it from those who have it,' or words to that effect—at least, until such time as the success of the Association and its many attractions has caused the influx of thousands of members. Now the Association will require to pay the rent of the office and the salary of at least a whole-time office secretary, to further subsidize MODERN LANGUAGE TEACHING, and to buy books for its library. These are fundamental needs. At present, as our Treasurers have constantly pointed out, we just pay our way. For further funds we are to rely on an increase of members. Now it must be remembered that out of the 7s. 6d. subscription only about 3s. will be available for the general expenses of the Association, as 4s. will probably be required for the magazine (it

* This has never been clearly stated. Very little has been clearly stated; one has had to pick up what one can from hints and stray remarks.

costs, with extras, 3s. 6d. a head now), and each additional member costs sixpence (roughly) in postage and printing. One hundred new members, therefore, give an available income of £15, and it will take nearly 700 to produce an available £100. More than this will be required for office purposes only,* and apparently until the day comes when every language teacher in England and Wales has joined our ranks the Association is to live by begging. I can only say that if modern language teachers are going to stoop to the ignominy of asking rich men to pay the salary of their office secretary and to buy books for them, I shall be glad indeed that I have ceased to be their Secretary.

Of the business methods of the 'reconstructionists' the history of the taking of the office may stand as an example. The first news of the proposal that reached me was contained in a letter from Mr. Bullough. He did not tell me where the office was, still less did he invite me to go and look at it, though at that time the presumption was that I should have to work in it; he did not say whether his selection was approved by anyone but himself, but he asked me for a contribution towards its rent! I naturally declined to help to pay the rent of an office I had not seen. The Executive Committee was treated in the same dictatorial way—or treated worse, as the matter was not even mentioned to them. Whether the Reconstruction Committee was favoured by being consulted on the subject there is no evidence to show. To conclude this astonishing story, Mr. Bullough laid his proposal before the general meeting on January 9. He told us what the rent was and what accommodation there was, and on the strength of this very inadequate information the meeting took the office. It is doubtful whether a single person in the hall, except the proposer and the Chairman, had seen the rooms. Any teacher who has to explain to his class the meaning of 'buying a pig in a poke' will certainly find an illustration ready to his hand. One does not know whether to be more amazed by Mr. Bullough's assumption of dictatorial powers or the meeting's placid toleration of that assumption.*

My remarks so far have been principally destructive criticism, and I should like to add a few words of constructive suggestion. It may very well be, as Mr. Bullough said in his article last May, that there is a good deal of discontent with the Association. Much of this is no doubt unreasonable, being but the vague unrest of people who have never tried to think what an association of teachers can do and what it cannot do. Much also is due to the restrictions on the Association's work caused by its poverty, and would disappear if members would consent to pay another half-crown yearly. But for a certain amount of more reasonable dissatisfaction some basis may be found in the proceedings of recent years. The weak-kneed vacillation over the question of the employment of foreign teachers—a vacillation for which some of the most prominent 'reconstructionists' have been largely responsible—is not calculated to inspire respect. No one can feel much confidence in an association which spends three years in drawing up a report, adopts it at its general meeting, then decides to take no action, and persistently shelves the question whenever it is brought up. Then the General Committee has never shown any capacity to even discuss large educational questions. It is a melancholy fact that the only occasion in recent years when it has

* Even allowing for the £60 hitherto paid to the officers for office expenses.

* On the question of the desirability of taking an office I say nothing, as I am conscious that I am not in a position to form an impartial opinion.

shown any animation or vitality was when the question of the retention of Germans in the society was on the agenda. It has persistently shirked any consideration of the problem of the choice of languages. It has never given any lead to the educational world on the subject of German, for the inclusion of a memorandum on German in a series dealing with four languages cannot be called a real lead. That the committee should make any attempt to help modern language teachers to preserve their balance of mind during the recent convulsions of thought and feeling has never been even suggested. Again, the Association has never dared to assert the possibility of a liberal education without Latin and Greek, the general meeting of 1917 refusing to vote that 'the organization of modern humanistic studies without Latin and Greek is one of the educational needs of the moment.' As additional causes for dissatisfaction may be suggested the proceedings of the Russian Sub-committee and the recent fiasco of the Press Sub-committee.

I should like, then, to see the Association, as a body of educational experts, take a decided line on the great educational questions I have mentioned. But if that be deemed useless or undesirable, there still remains for it a large field of usefulness in helping teachers and others and in improving teaching and examinations. Only the other day, for instance, the National Home Reading Union asked us to assist in drawing up a list of French books suitable for their members, but practically nothing was done. A little while ago I received a request for advice about the problem of foreign languages in an institution where the main subject was science, but I had nothing to send; the question has never been seriously considered by the committee. Then, again, there is the watching of examinations. Good work has been done, as has been said earlier in this letter, in influencing examining bodies, but much more might be done. The papers set in the principal examinations taken by schools should be viewed every year by a sub-committee. The regulations of the new examination of the Oxford and Cambridge Joint Board in Modern Studies have never been even looked at by the committee; the writer of this paper put them on the agenda once, but nobody showed any interest. We had an invitation once from the Civil Service Commissioners to make suggestions on the best method of including the history and literature of foreign countries in the syllabus for Class I. examinations, but it met with a very half-hearted response. The whole problem of the higher work in modern languages has, indeed, been scarcely touched by the Association, though it is one peculiarly suitable for a mixed company of school and University teachers. Advanced Courses are an unexplored wilderness, guidance in which is being sought by many travellers. Will the Association do anything to help them? The continual complaint against modern language teachers is that they do not read solid literature with their pupils. When is the Association going to draw up its 'Suggestions for the Reading of a Sixth Form in French and German'? There are many other pedagogic questions awaiting investigation—for instance, that of the private student recommended to our consideration by Sir Henry Miers in his presidential address, and that of the acquirement of a purely reading knowledge of a language to which the Government Committee has called attention. Finally, there is the enlargement and systematization of the information available for teachers who wish to study abroad, and the maintenance of other activities. These are, I believe, some of the tasks which the Association might essay with best hope of success, and

which the teaching profession, education authorities, and the educational world generally, look to the Association to perform. If it be said that there is nothing in the schemes of the 'reconstructionists' which conflicts with these suggestions, the answer is that the Association is not strong enough to combine academic and pedagogic work with the carrying on of an agitation up and down the country, and the two things are so wide apart that they demand workers of two different types. We have few members who have any leisure, and fewer still who are prepared to make the work of the Association the first claim upon their leisure.

I have tried to discuss the 'reconstruction' as fully and frankly as possible. I have only to add an expression of regret at having been compelled to sever my connection with the Association. I hope I may have been of some use to it and to the many members who have written to me for information or advice. To give such help, or find someone else who could give it, has always been a source of great pleasure to me. I shall miss the work of the Association, but it is clearly better that I should go than that I should attempt to work with a body with which I am out of sympathy, and whose methods of action I do not understand, and with men in whom I have not confidence.

G. F. Bridge.

SUGGESTIONS FOR A REGIONAL STUDY OF FRANCE, THROUGH FRENCH LITERATURE.

The following is an extract from a paper which appeared in the summer number of the *Geographical Teacher*. A desire has been expressed by several members of the M.L.A. to have it reprinted here, because of the interest it certainly offers to Modern Language Teachers, and our best thanks are due to Professor H. J. Fleure (Aberystwyth), whose courtesy enables us to give it now to our readers. Obviously, the list drawn up at the request of Professor Fleure has no claim to be exhaustive. I have had in preparation for some time a full list of works in old and modern French Literature more particularly connected with the various regions of France, and I shall be glad to receive suggestions from members of the M.L.A.

The regional study of France offers great possibilities, which I do not propose to discuss now. The work of one writer, or group of writers, might be taken as the centre or starting-point for a wider study of the geography, history, and civilization of the region, or, by a reverse process, as a means of illustrating lessons on the geographical, historical, and human features of the region. A study of some typical regions might present the best way of making the pupils familiar with the foreign country, its history, the life and manners of its people. The difficulty generally experienced is the absence of suitable texts. May I express the hope that this may encourage teachers to undertake editions of works of great interest, although little known in this country, and thus increase the number and variety of books at present available?

J. L. André Barbier.

Aberystwyth.

At this time when we mourn the death of the French geographical leader, M. le Professeur Vidal de la Blache, it is becoming that we should pay a tribute to our great ally for her valued pioneer work in human geography. M. Vidal de la Blache led the way in several

matters, and he further trained up a whole school of able disciples and colleagues to expand his work.

His series of school textbooks, published by Armand Colin, as well as those of M.M. Schrader and le Gallouédec, published by Hachette, are valuable as models for us.

The *Atlas général* of M. Vidal de la Blache is of unique value, for it combines a broad survey of modern conditions with an epitome of world-history as given through well-selected maps. The *Atlas de Géographie Historique* of M. Schrader is a most useful amplification, and would be a valuable adjunct to courses in history as well as in geography; its explanatory paragraphs are an important feature. Of course, Reclus' *Géographie Universelle* still stands as a classic, and many teachers will have access to the English translation.

The general studies of geography in the French language include three books of special educational importance:

A. de Lapparent: *Leçons de Géographie physique*, Paris, Masson, 1901. Still very useful, especially on the geomorphological side.

E. de Martonne: *Traité de Géographie physique*, Paris, Colin, 1913. Very distinct from the above and more concerned with factors of climate, zones of vegetation, etc.

J. Brunhes: *La Géographie humaine*, Paris, Alcan, 1912.

Perhaps one of the most interesting developments of French geography has been its encouragement of study of the home country, and here we have amongst the most notable books the following:

P. Vidal de la Blache, *Tableau de la géographie de la France*, Paris, Hachette, 1908.

A. Demangeon, *La Picardie*, Colin, 1905. A model of fine exposition.

R. Blanchard, *La Flandre*, Colin, 1906.

C. Vallaux, *La Basse Bretagne*, Cornély, 1907.

Fèvre and Hauser, *Régions et Pays de France.*

L. Gallois, *Régions naturelles et noms de pays*, Colin, 1908.

A. Vacher, *Le Berry*, Colin, 1908.

Ch. Passerat, *Les Plaines du Poitou*, Delagrave, 1909.

J. Sion, *Les Paysans de la Normandie orientale*, Colin, 1909.

R. Blanchard, *Grenoble*, Colin.

J. Levainville, *Rouen*, Colin, 1913.

M. Sorre, *Les Pyrénées Méditerranéennes*, Colin.

J. Levainville, *Le Bas Maine*, Colin; *Le Morvan*, Colin.

P. Vidal de la Blache, *La France de l'Est*, Colin, 1918.

A great deal of further information on these lines will be found in a bibliographical pamphlet, recently published, entitled *La Science Géographique*, Paris, Larousse, 0 fr. 50.

The *Collection Larousse* of illustrated books on various countries is valuable; see *La France*, Joussot, 2 vols., 56 frs.

For those teachers who may be attracted by the methods of M. le Play, one may mention specially his *Ouvriers européens*, and the two volumes by M. Demolins entitled *Comment la route crée le type social* (Didot; 7 frs. for the two volumes). The latter is a work to be read critically, but their suggestiveness is almost unparalleled. This group of workers has a valuable bibliographical pamphlet obtainable from the Société de Vulgarisation de la Science Sociale, 56 Rue Jacob, Paris VI., in return for the same nominal sum as is mentioned for the pamphlet above. The journal of this group is *La Science Sociale*, and much of value is found in its files. We need not mention detail of historical bibliography, but must refer to the three great works:

Histoire de France. E. Lavisse. 18 vols. Hachette.

Histoire Générale. E. Lavisse and G. Rambaud. 12 vols.

Histoire de la Langue et de la Littérature française. Petit de Julleville.

Few literatures are fuller of intimate geographical interest in the actual country than that of France, and we subjoin a list of books of literary value kindly prepared by Professor J. L. André Barbier (Aberystwyth). It would be of great service to education if some publisher would bring out more of these literary works in a way and at a price

that would make them generally available for school and university students. If we may single out one particular work of this type for special comment, it is the beautiful *Souvenirs d' Enfance* of Ernest Renan. The second part of the book, being concerned with Renan's experiences in theological seminaries and with matters of religious criticism, is less adapted for educational use, but a cheap edition of the first part would be most valuable.

SHORT CLASSIFIED LIST OF WORKS IN MODERN FRENCH LITERATURE, DESCRIBING THE COUNTRY, LIFE, AND PEOPLE OF THE VARIOUS REGIONS OF FRANCE.

Many of the following works would need to be edited to meet the requirements of British Schools or Universities:

I.—*Northern France.*

(i.) Flanders:

Balzac, *La recherche de l'absolu.*
Pierre Hamp, *L'Enquête.*

(ii.) Bassin parisien.

1. Picardy:
   Alexandre Dumas, *Vingt ans après.*
   Alfred de Vigny, *Cinq Mars.*
   Léon Duvauchel, *La Tourbière, L'Hortillonne.*
2. Valois:
   Gérard de Nerval, *Sylvie, Contes et Légendes du Valois.*
3. Champagne:
   Alphonse Baudouin, *Sylvestre Flahot, roman forestier.*
4. Berry:
   George Sand, *La petite Fadette, La mare au diable, Promenades autour de mon village,* etc.
   Hugues Lapaire, *Le Courrandier, Le Pays berrichon,* etc.

   Sologne:
   Alain Fournier, *Le grand Meaulnes.*

   Touraine:
   René Boylesve, *Mademoiselle Cloque, La Becquée.*
5. Normandie:
   Barbey d'Aurevilly, *L'Ensorcelée, Le chevalier des Touches, Un prêtre marié,* etc.
   Gustave Le Vavasseur, *Dans les Herbages, nouvelles.*
   Paul Harel, *Souvenirs d'auberge, A l'enseigne du grand Saint André.*
   Gustave Flaubert, *Madame Bovary.*
   Guy de Maupassant, *Contes.*

(iii.) Rhine region.

1. Alsace:
   Edouard Siebecker, *L'Alsace, récits d'un patriote.*
   Erckmann-Chatrian, *Contes et romans alsaciens.*
2. Lorraine:
   André Theuriet, *Sous bois, Les enchantements de la forêt,* etc.
   Maurice Barrès, *La colline inspirée, Colette Baudoche.*
   E. Moselly, *Jean des brebis, Terres lorraines.*
   Raymond Schwab, *Mengeatte.*

II.—*Between the Alps and the ocean.*

(i.) Bourgogne:
   Edouard Estaunié, *L'empreinte, Un simple,* etc.
   Lamartine, *Le tailleur de pierre de Saint Point, Confidences, Mémoires,* etc.

Franche Comté:
   Henri Bouchot, *Contes franc comtois.*

Savoie:
   Amélie Gex, *Vieilles gens et vieilles choses, histoires de ma rue et de mon village.*
   Henri Bordeaux, *Le pays natal, Les Roquevillard,* etc.

(ii.) Auvergne:
   Gabriel Marc, *Contes du pays natal.*
   Eugène Marchand-Gerin, *La Nuit de la Toussaint.*

Limousin:
   Edouard Michaud, *En Limousin, nouvelles,*
   Jean Nesmy, *L'Ivraie, L'âme limousine, Au pays de la Chabrette, nouvelles.*

Cévennes:
F. Fabre, *Le chevrier*, *Monsieur Jean*, etc.

III.—*Western France.*

(i.) Poitou:
André Lemoyne, *Les sauterelles de Jean de Saintonge*, *Le moulin des prés*, *La mare aux chevreuils.*
Vendée:
Balzac, *Les Chouans.*
René Bazin, *La terre qui meurt.*

(ii.) Anjou:
Balzac, *Eugénie Grandet.*
Bretagne:
Chateaubriand, *Mémoires d'Outre Tombe* (first books).
Emile Souvestre, *Les derniers Bretons*, *Le foyer breton.*
Hippolyte Violeau, *Récits du foyer*, *Veillées bretonnes.*
Joseph Rousse, *Les lieutenants de Charette*, *Drame et récits bretons.*
Paul Sébillot, *Contes populaires de la Haute Bretagne*, etc.
Anatole le Braz, *Au Pays des Pardons*, *Le gardien du feu*, etc.
Charles le Goffic, *Le crucifié de Kéraliès*, *Morgane*, *L'âme bretonne*, *Sur la côte*, etc.
Pierre Loti, *Pêcheurs d'Islande*, *Mon frère Yves*, etc.
Renan, *Souvenirs d'enfance et de jeunesse.*

IV.—*Southern France.*

(i.) Provence:
Paul Arène, *Jean des Figues*, *Au bon soleil*, *Domnine*, etc.
Jean Aicard, *Le roi de Camargue*, *Maurin des Maures*, etc.
Mistral, *Mémoires.*
Alphonse Daudet, *Lettres de mon moulin*, *Numa Roumestan*, *Le petit Chose*, etc.
Louis Bertrand, *L'invasion.*

(ii.) Gascogne:
Camille Delthil, *Lucile Chabaneau*, *Les deux Ruffins.*
Emmanuel Delbousquet, *Le Mazareilh*, *L'Ecarteur*, *Miguette de Cante Cigale.*

(iii.) Quercy:
L. Cladel, *Mes paysans.*
Bouscassié, *La fête votive de Saint Bartholomée*, *Porte-glaive.*
E. Pouvillon, *Cosette*, *L'Innocent*, *Les Antibel*, etc.
Périgord:
E. le Roy, *Jacquou le Croquant.*

ADVANCED WORK IN MODERN STUDIES.

The discussion was opened by Mr. H. Nicholson, Headmaster of Watford Grammar School, who said:

I must express my regret that I am unable to deal more adequately with the question of Advanced Course work. The subject is new; my experience of it is largely confined to the first year of the Board's two years' course, and as headmaster I have been seriously overworked. I have had an increasing number of boys and a decreasing staff, for out of my staff of twenty-eight, only seven are left.

I will point out at once the changes introduced into the 1918 regulations. English is now a group subject, and Latin is an additional subject. The Board now makes it clear that the two languages chosen need not be studied to the same standard. History, political, constitutional, social, and economic, is insisted on. The general result is greater freedom. The Board insists on the observance of two principles in drawing up schemes—organic unity and correlation with history. In Circular 1,023, p. 2, l. 6, the Board warns us that schemes have been referred back 'on the ground that they do not embody the principle of coherently grouped studies.' Again, we read that 'a very common fault is the absence of any attempt at correlation of history with the period of modern literature chosen for special study.'

History, in my course, is the basis; the literature is chosen to throw a vivid light on to the history. There is a danger, obviously, in attempting to carry this principle of correlation too far; we may be led to choose second-rate literature that does correlate, rather than first-rate literature which does not. Much of the greatest imaginative literature does not correlate. Shall we leave out Goethe's *Iphigenie*, because it does not correlate with the history scheme, but read his *Götz*, because the latter play can be made to correlate?

I will give my time-table; it has been approved by H.M. Inspector. The Board lays it down that from two-thirds to three-quarters of the time-table must be devoted to the "group subjects." At Watford we assign ten periods each to French and German language and literature, and six to the history of the two countries. As to subsidiary subjects, we give three periods to English history and literature, five to Latin, five to mathematics, and one to games. Each lesson is of forty minutes' duration; three of the ten periods devoted to French are allotted to composition and exercises, seven to reading, conversation, etc.; similarly with the German periods.

Authors differ in difficulty, pages differ in size; but we may say that twenty-five pages a week is good going. This makes 250 pages a term, allowing for revision, test papers, etc.—that is, 750 pages in a year.

In order to enlarge the scope of our reading we can divide our books into two groups: (*a*) intensive reading; (*b*) rapid reading, read largely by the pupils for themselves. In (*a*) we can take *Tartuffe;* in (*b*) *Le Bourgeois Gentilhomme.*

Perhaps we might draw up a third group of very easy reading, but we ought to leave time for the desultory reading of magazines, etc.

In the first flush of enthusiasm we are inclined to put in all Goethe, Schiller, Lessing; all Corneille, Racine, and Molière. So some careful calculation is a necessary check. If the ground covered must be so limited, the selection must be carefully made; there is no room for second or third rate stuff.

The *A.M.A.* for December gave several courses in modern studies. Members can refer to these for themselves. My course at Watford is organized as follows: History is the basis; it is taught in English by the history specialist; there are four lessons and two private study periods weekly. Any attempt to teach history in the foreign language would limit us to simple matter treated in a simple manner. But with boys of sixteen to eighteen we want to face the complex problems and treat them as profoundly as is possible at this stage. This, of course, will not exclude the use of books, historical readings in French and German, such as are used in French and German schools. These can be used for work in the foreign language. History, then, is the basis; the modern language expert fits in such literary masterpieces as will correlate. They must, therefore, be largely historical novels, biographies, autobiographies, letters, historical ballads, and historical dramas. It would be well for the M.L.A. to issue a bibliography of suitable books. Parts of these works might be read in English translations; it is impossible, for example, to take the whole of Scheffel's *Ekkehard* in German.

In the library will be placed serious books of reference along with lighter reading and magazines.

The following is a list of the German books intended to be used in the first year of my course at Watford: Freytag, *Die Ahnen*, Volume I. *Reinecke Fuchs*, a modern prose version; Scheffel's *Ekkehard;* Walther v. der Vogelweid (Siepmann Series); Vilmar, *Das Niebelungenlied;* Freytag, *Minnesang und Minnedienst zur Hohenstauffenzeit;* C. F. Meyer, *Das Amulet, Gustav Adolfs Page;* Schiller, *Wallenstein;* Goethe's *Götz; Die Quitzows*, by Wildenbruch; Schiller, Goethe, selected poems; *Oxford Book of German Verse.*

A special course of Latin for modern side boys, such as is suggested by the Board of Education, is a very difficult problem. It is an uncharted sea. I offer a few suggestions, and ask for help and co-operation: Terence, used by schools throughout the Middle Ages (*cf.* Molière at the Collège de Clermont); Horace, *Ars Poetica*, leading to Boileau; Tacitus, *Germania, Annales;* Apuleius, *Golden Ass, The Marriage of Cupid and Psyche* (very queer Latin); *Gesta Romanorum*, from which comes, *e.g.*, the story of the three caskets in the *Merchant of Venice;* Thomas à Kempis (beautiful Latin); Erasmus, *Colloquia, Letters;* Sir Thomas More; Bonaventura, *Life of St. Francis;* Matthew Paris; Giraldus Cambrensis. The S.P.C.K. has published very useful cheap texts.

The biggest stumbling-block in the way of such an Advanced Course is the London Intermediate Examination in Arts. At present there is no inducement to take an approved 'Second Examination.' It is impossible to combine an approved 'Second Examination' with London Intermediate Arts. We have the Board pressing for Advanced Courses, with moderate specialization between sixteen and eighteen, 'mainly concentrated on a group of co-ordinated studies'; and we have the London Intermediate preventing any specialization. The Advanced Course requires two-thirds to three-quarters of the time for the group subjects—*e.g.*, French and German. That leaves one-third at most for the additional subjects. But for the Intermediate we have compulsory Latin, with the same standard for modern language students as is exacted from classical students; either mathematics or science; and English. The English for 1920 is outlines of English literature from 1500 to 1800, together with Chaucer's *Prologue* and *Monk's Tale, Hamlet* and *Cymbeline*, Locke's *Conduct of the*

Human Understanding, and Palgrave's *Golden Treasury*, Book III. For the London degree in classics or modern languages or history there is one narrow gateway—the Intermediate Examination in Arts.

To make the Advanced Course a success, there must be an organic relation between it and the University; for this the authorities must quickly find a solution. At any rate, success in an approved 'Second Examination' should excuse candidates from the Intermediate. There would then be three clear years for a University Honours Course. Unless a solution is found, it is folly to draw up beautiful schemes, because boys will simply refuse to bother about Advanced Course Examinations, which under present conditions lead nowhere. If the University of London honestly cares about advanced studies in modern languages, it must find a solution at once.

Miss Theedam (Mary Datchelor School), quoting from the Board's Circular 1,023 and from the report of the Modern Language Commission, said that 'the proportion of refusals to grant Advanced Courses was much the largest among modern studies, mainly owing to *failure on the part of the school authorities to grasp fully the meaning of advanced work*'; and, further, that the Universities complained that students did not come to them so well grounded as in the past. These were serious criticisms, indicating grave dissatisfaction. One cause, she thought, was that children came to secondary schools at a later age than formerly, from less cultured homes, and with practically no knowledge of English grammar or habits of correct speech. She advocated better teaching of grammar in elementary schools, or earlier transfer to the secondary school. Actually, the study of English grammar and French grammar were begun simultaneously—a plan which almost all teachers would agree was very unsatisfactory.

Much time, she thought, was often wasted in the middle school, where mere fluency in the making of simple sentences was considered sufficient, and no work of any literary or linguistic value was attempted.

In the upper school, the standard of work aimed at was inevitably affected by the examinations taken. That of examinations equivalent to matriculation was much too low, especially in the oral test. In one examination of which the speaker had experience a candidate could practically pass on reading, comprehension, and dictation, without speaking one word! Many pupils who had passed this examination were quite unfit to embark on the work of an Advanced Course. Moreover, it was impossible to do satisfactory work of an advanced character with pupils who had to bring five different subjects up to the standard of London Intermediate, an examination which must be taken from school by pupils who could only afford to spend two years at a University. It was imperative that this examination should be altered or abolished, or that the Board's Second Examination should be accepted in its place. Until this was done, we could not hope that our pupils would ever follow the wise counsel of the Board, and 'read great masses of the best authors, not only drama, poetry, fiction, but also history, travels . . . because they love them and are eager for knowledge.'

In conclusion, the speaker urged that we cannot hope to do satisfactory advanced work in modern studies in our secondary schools until we have, first, better prepared material sent to us from our elementary schools; secondly, a more speedy rate of progress in our middle school; and, finally, more leisure for specialization in the last two years of school life.

The Wolverhampton Girls' High School was recognized for an Advanced Course in modern studies in January, 1918. The following are the French and history schemes used in the course:

ADVANCED COURSE SYLLABUS, 1917-1919.

FRENCH.—French composition, essay writing, dictation, general syntax of grammar, reading, conversation, translation from English into French and French into English.

Literature—First Year.—General history of French literature, 1558-1770, Lanson's literature as basis; 1558 is chosen as a starting-point to correlate with the English scheme. Special study of Corneille, *Le Cid;* Racine, *Athalie;* Molière, *Les Précieuses Ridicules*, *Les Femmes Savantes*, *L'Avare;* La Fontaine, *Fables*, Book I.; Mme. de Sévigné's *Letters;* extracts from Bossuet and Boileau.

Second Year.—General history of French literature, 1770-1850, using Stewart and Tilley, *Romantic Movement in French Literature*, with the accompanying Anthology, the latter specially for poems by Lamartine, de Musset, Gautier, Vigny (or *Oxford Book of French Verse*). Special study of Victor Hugo, *Hernani*, *Ruy Blas*, *Préface de Cromwell*, *Notre Dame de Paris* (private reading); Balzac, *Eugénie Grandet*, *Père Goriot* (private reading).

HISTORY—*First Year.*—A. *English history* treated generally, 55 B.C. to A.D. 1485.

Second Year, treated generally, 1485 to present day.

Special attention will be paid throughout the course to the development of the constitution

and the development and expansion of the British Empire.

B. *European History—First Year* (*First Term*). —An introductory study in broad outline of the making of the European nations, 323-1190.

Second and Third Terms.—Detailed study of the age of Louis XIV. will be taken side by side with the other period (1190-1453) to correlate with French and English literature. In the mediæval period (1190-1453) special emphasis is laid on French history; the making of the monarchy in France will be viewed side by side with the monarchy at its zenith.

Second Year.—Outlines period is brought up to 1610, and a detailed study of the revolutionary period taken (1715 to present day) to correlate with French literature.

Object. — To give girls sufficient European history to view the history of England in its proper relationship to European; to provide an historical background for the special periods of French literature they are studying.

ENGLISH—*Literature* (*History of*), 1917-1918. —First term: Outlines of history of literature during O.E. period. Second term: Some leading literary forms during M.E. period (to middle of fourteenth century), with illustrations. Third term: An introduction to the period 1625-1660.

1918-1919.—Study of the period 1625-1660.

Works Studied — 1917-1918. — First term: Shakespeare's *Coriolanus* and Chaucer's Prologue to *Canterbury Tales*. Second term: (Shakespeare given up for an additional French lesson); Chaucer's *Nonne Prestes Tales*. Third term: *The Knightes Tales*.

1918-1919. — Ben Jonson, *Poems;* Milton, *Comus* and all shorter poems; Browne, *Religio Medici;* Herrick, *Poems;* Dorothy Osborne, *Letters*.

Composition.—Study of style, specially seventeenth century, and contemporary English prose as illustrated by modern Parliamentary oratory, etc.; study of prosody (elementary) and the writing of verse; essay writing; debates.

Advantages of Advanced Course.—1. Correlation. Some idea of the value of this can be obtained from the schemes given above; and in the history of the drama, the inclusion of Aristotle in classics, of Shakespeare and Milton in English, and of Racine, Corneille, and Victor Hugo in French, may be mentioned.

2. The staff concerned with the Advanced Course have fewer lessons than before—from sixteen to nineteen a week—and therefore more time for reading and for getting more deeply into their subject. Also, they have more chance of qualifying for active membership of such bodies as the recently formed Modern Language Research Association.

3. A well-planned scheme of work is provided for girls who are not going to college; formerly this was not always the case.

4. The girls who are preparing for college have the advantage of well-correlated schemes, of more lessons, of more of the mistresses' time and thought.

Difficulties arising from being recognized for an Advanced Course.—1. Owing to the complex examination system of England, too many examinations have to be considered. This causes an overcrowded scheme, and probably overwork on the part of the girls. They have so much reading to do that there is a tendency to 'absorb' out of all proportion to the amount of original thought they produce. All, at the end of the two years of Advanced Course work, are expected to pass the Higher Certificate of the Joint Board or Northern Universities (I speak of a Midland school) Examination. If only this certificate would serve as a passport to different colleges, Universities, and careers, all would be well! But this is not yet the case. Some of our girls will, therefore, also have to take the Birmingham Intermediate Arts Examination; others must try different scholarship examinations; and then, if they carry out their desire to go to Cambridge, will also have to take the Cambridge Higher Local Examination (for scholarship purposes), and the programme for this is utterly different from the Advanced Course scheme.

2. Another difficulty is that of a girl anxious to specialize in science and mathematics, who yet must conform to the programme of a course in modern studies!

3. Then our school library is as yet inadequate for the work expected, and there is no good library in the town. French books, too, at present take an incredible length of time to come from France.

4. It is difficult to teach the first and second year Advanced Course girls together. Either the first year people do not profit fully from the lessons, or they act as a drag on the others.

Until, therefore, we have improved libraries, especially in modern languages, and fewer examinations to consider, this Advanced Course in modern studies will lose much of the inspiration and success which ought to accompany it.

Miss Rose Wells (Mrs. C. H. C. Osborne), of Berkhamsted School, and late of Gresham's School, Holt, supported the Board in desiring that history should be the central subject in an Advanced Course. For history, properly regarded as the study of European civilization, and not as

the separate study of French, German, or English history, is the best link between the subjects. Boys at Holt often expressed their appreciation of the sense of unity in their studies that such a scheme gave them. At Holt, round a two years' course of outlines of European history were grouped English literature, general English reading, and French. In French, each term a distinction was made between books chosen for the study of language and that of literature, the latter being correlated with the history scheme. Private reading by the boys was an integral part of the French scheme, and a typical list of books read by a single boy showed the wide reading possible by a boy not naturally good at languages.

Mr. C. H. C. Osborne, of Berkhamsted School, and late of Gresham's School, disagreed that it was necessary to subordinate languages to history, or *vice versa*. It was a pity that the Modern Language and Historical Associations seemed suspicious of encroachment by one another. The correlation of literature with history should not mean the reading of historical novels or the choice of books for purely chronological reasons. It should mean the reading of foreign classics as, in the words of the Report of the Committee on Modern Languages, 'one of the most important sources of historical enlightenment,' as the means of acquiring a knowledge of the manners, the way of thought, the ideals, and all the atmosphere of a people; in other words, as the most direct key to national character. A great part of the history of a nation is to be found in its highest literature. But if history was to be the central subject in an advanced course, it must be the broad outlines of the history of Europe. No intelligent correlation of modern languages was possible with English history or with the arbitrarily chosen periods of European history allowed by examining bodies to-day.

Mr. Ripman said that Miss Theedam, in the course of her clear and interesting remarks, had expressed dissatisfaction with the present standard for a pass in French at the First School Examination. It should be borne in mind that such a standard was not one that could be arbitrarily fixed, but was determined by the average capacity of the candidates. It might appear low to teachers accustomed to sending in pupils of more than average capacity, or of an age above the average; but, considering the present percentage of rejections in the subject, any marked raising of the standard would have serious consequences, especially as, for the many candidates who offered no other foreign language, failure in French meant failure in the whole examination. A rather higher standard in French could probably be instituted if the examination were for girls only, just as the standard in mathematics might be stiffened if all the candidates were boys. Any such differentiation according to sex was not at present contemplated. He had listened with great interest to Mr. Nicholson's paper, but was inclined to think that he had assigned to modern literatures a rather secondary part in the modern studies course. He did not agree with Mr. Nicholson in thinking that in selecting literary works the determining factor should be their use as illustrative material for the study of history. He objected to the historical tail wagging the literary dog. The books read should be chosen for their intrinsic value, and in reading them there should always be regard to the social and political background.

Mr. Ripman then referred to a matter with which several speakers had dealt—viz., the recognition of the Higher Examination certificate. He regarded it as ill-advised to press for its recognition as equivalent to the Intermediate Examinations, because he did not think that these should be taken at school in any form. To make it possible for work that was nominally of University character to be taken at school was a grave mistake, as it lowered our ideals as to the standard of University work. It would be much better to plead for the raising of the matriculation age to eighteen. There was, after all, no reason why the undergraduates of the newer Universities should be younger than those at Oxford and Cambridge. If it were urged that it was a question of money, the obvious answer was that maintenance grants should be available for those who needed them between sixteen and eighteen, and who had shown promise at the First Examination. It was equally true that grants were required during the period of University study for all those who needed them and had done well at the Higher Examinations. The existing competitive scholarship system had done more harm than good; the funds might be better applied in helping towards these maintenance grants. There might be some difficulty in making this change, but, whether or not money was available from this source, it should be recognized by the State that, after spending untold sums for destructive purposes, it was time to devote millions to instructive purposes. We must give every opportunity to the good brains of the coming generation. No intelligent boy or girl should be prevented from going to the University by lack of means; money spent in helping them was the finest national investment.

Miss Pope emphasized two points:

1. According to the regulations of the Board

of Education, surely literature was literature, not merely subsidiary to history, as the opener had seemed to indicate—*i.e.*, that poetry, drama, fiction, etc., was to be studied for its own value, and not only to throw light on social condition.

2. University teachers welcomed the appearance of the higher courses, because in this work previously they had been hampered by the narrowness of reading of their students.

Miss Stent said: I entirely disagree with Miss Theedam's suggestion that the standard of examinations should be stiffened; this would necessitate the working for examinations more closely than ever, and I hope this is not the feeling of the meeting. For some years I have tried to ignore examinations as they at present exist, and as far as they can be ignored, and to teach on a broader scale. Rather than to see modern language examinations stiffened, I should like them to be broadened, too, and certainly for the oral test to be a larger and an obligatory part of the examination. I do agree with Miss Theedam that before beginning a foreign language children should know the grammar of their own; but if the English teachers are not able to do this, then, I say, let the modern languages teachers have the children as early as possible.

Miss Ryan (Cork) thought it was quite illusory to try to correlate history with literature by prescribing historical novels or even history as written by Michelet, the Romantics being so often unhistorical, and that between Advanced Courses as outlined and University work proper there seemed to be some danger of overlapping and therefore of waste.

Mr. A. E. Orange said that he was under the impression that the Headmistresses Association had already taken active steps to secure the equivalence of the Higher Certificate and the University Intermediate Examinations, and then, after a little discussion as to terms, moved the following resolution: 'That this meeting is of the opinion that there is immediate and urgent necessity that the Universities should accept the second approved examination in lieu of the Intermediate (or equivalent) Examination with a view to the immediate prosecution of a University Honours Course of three years.'

The resolution was adopted by a considerable majority.

Miss Ash expressed her agreement with the member of the Historical Association as regards the need for giving their proper value to each of the two subjects, history and modern languages, and added the hope that, whichever subject was the dominant one in the Advanced Course, due importance should be given to the study of literature as such, and not merely in so far as it threw light on history. She then spoke of the great assistance she found in her work from the fact that the history mistress in her school taught European history in the middle and upper forms. The correlation of the work thus obtained in the middle school made her feel the want of it the more in the higher forms, where they were preparing for the C.H.L. The syllabus of this examination made no attempt at correlating the two groups of studies, and the work lost thereby both in interest and in value.

Mr. Gregory was much interested to hear that those teaching in the Advanced Course at Wolverhampton had no more than from twelve to fifteen periods a week. Such work could not be properly done without a considerable reduction in the number of weekly periods. Whatever a teacher's qualifications might be, he could not do this advanced work satisfactorily without concurrent study and preparation; indeed, many men, excellently qualified linguistically, would have to submit themselves to a severe course of study in order to gain the necessary qualifications. Were the teachers engaged in this work getting a reduction of hours? He doubted whether they were, and, of course, few schools were sufficiently staffed at present to admit of such a reduction. It was true the £400 grant made the addition of one teacher possible; but was this actually being done? And in the case of large schools, would the addition of one teacher be sufficient?

Mr. Richards said that in schools of the county secondary type Advanced Courses had little chance of success until they were linked up with the University Course. Boys would not remain at school till the age of eighteen in order to follow an Advanced Course unless it led up to an examination which would be of some use to them. At the speaker's school the Board of Education refused to recognize the work of the Inter-Arts class for the purposes of an Advanced Course in modern studies, though the Advanced Course in science and mathematics was combined with preparation for the London Inter-Science Examination. The result was that a Modern Studies Course had been grafted on to the Commercial Department, the chief subjects, other than modern languages, being economics and history. The period of French literature to be studied was to be confined to the nineteenth century; this meant that boys would leave school ignorant of the masterpieces of the great classical period of French literature.

The proper place for boys up to the age of

eighteen was the school, not the University. The true solution was to be found in the raising of the age for matriculation as well as the standard of the examination, so that pupils could proceed to the University after taking an Advanced Course without having wasted their time on work which was of no use to them or which would have to be done again at the University.

RESOLUTION PASSED AT THE CLOSE OF THE DISCUSSION.

'That in the opinion of this meeting it is urgently necessary that the "second approved examination" should be accepted in lieu of University, Intermediate, or equivalent examinations, with a view to students entering at once on a University Honours Course of three years.'

Moved by Mr. A. E. Orange, Worcester Grammar School.

INFORMATION TO MEMBERS.

THE Executive desires to draw the attention of members to the proposal to assign definite topics to the University and School Committees for the purpose of consideration, investigation, and report. The following topics have been so assigned:

1. Collation of Modern Language Courses (U.).
2. Satisfactory Methods of Examining in Literature (U.S.).
3. Satisfactory Tests of the Power of Writing the Foreign Language (U.S.).
4. The Teaching of Foreign Literatures in Schools (S.).
5. Co-ordination of Language, History, and Geography in School Teaching (S.).
6. Co-ordination of Language, History, and Geography in University Teaching (U.).
7. Delimitation of Teaching between School and University (U.S.).
8. Inquiry into the Organization of University Departmental Libraries (U.).
9. Modern Languages and Business (U.S.).
10. Entrance Scholarship Examinations (U.S.).

U. = University Committe; S. = School Committee.

It is not intended that all of these subjects should be, or could be, covered within one year, but it is felt to be desirable to proceed with them on the basis of an order of priority, and generally to keep in view even those which cannot be dealt with immediately.

The Executive feel that an opportunity should be given to every member of the Association who feels strongly the importance or urgency of the discussion of any topic which he or she may have at heart. Such members are therefore invited to submit such subjects to the Secretary, together with a memorandum on them, with a view to their being dealt with by one or other or by both committees. Members will receive every opportunity of presenting their point of view in a discussion of such topics by being invited to attend meetings of the committees for that purpose. The Executive ventures to appeal to all members to contribute in this manner to the work of the Association.

* * *

In reply to inquiries made both at the Board of Education and at the Foreign Office concerning the possibility of teachers proceeding to France during the summer for purposes of study, information has been received to the effect that, while both the above Departments are aware of the need and importance of such residence abroad, the matter rests for the present still with the military authorities, and no definite reply can for the moment be given. It is hoped, however, that with the progress of peace negotiations a more definite answer will be possible in the course of the next two or three months. Any such information will be issued in these columns.

* * *

The Chairman desires to call the attention of members to the following letter which he received from the Serbian Minister of Public Instruction in reply to a Memorandum submitted to the Serbian Government last autumn on behalf of the Entente Committee of the Royal Society of Literature:

MINISTÈRE DE L'INSTRUCTION PUBLIQUE ET DES CULTES,
DU ROYAUME DE SERBIE, No. 480.
January 3, 1919.

SIR,

I am very grateful to you for your kind letter of October 22, and for the accompanying Memorandum setting forth the proposals of the Sub-Committee for Educational Collaboration.

I need hardly assure you that I am in most

hearty agreement with the principles elaborated, and I think it is scarcely necessary to add that our people are most keen—indeed, feverishly eager—to learn not only the English language, but also all they can about Great Britain.

The whole of Serbia is wanting to understand much more about the British people from every point of view. It would not be difficult to find work for a certain number of British teachers, and we look to you to help us in this matter.

I should like to write to you more in detail in the course of a certain brief time. At the moment we are engaged in clearing away all the débris which these years of war have left behind. When we have settled down just a little more we shall turn to you for your kind assistance in grappling with the whole question.

I have the honour to be, Sir,
Yours most faithfully,
(Signed) L. Y. Davidovitch.

The Chairman would be glad to hear of any teachers who might be disposed to undertake work in Serbia for a limited period. It is not likely that, in view of the distracted state of the country, arrangements could become effective before at least six months, but any offers will be duly registered for future reference. Names should be sent to the Secretary, 23, Southampton Street, Bloomsbury Square, W.C. 1.

FROM HERE AND THERE.

[*The Modern Language Association does not endorse officially the comments or opinions expressed in this column.*]

The following parody of Victor Hugo's well-known lines will appeal to readers in London no less than to those in Paris. They are by Roland Dominny, and appeared recently in the *Echo de Paris*:

Les Taxis-Maîtres.

Mon père, ce chauffeur au langage si doux,
Conduisant un taxi qu'il aimait entre tous
Pour son puissant moteur et son bruit de tonnerre,
Parcourait lentement, un soir, pendant la guerre,
Les sombres boulevards que recouvrait la nuit.
Il lui sembla, dans l'ombre, entendre un faible bruit.
C'était un malheureux sortant de chez Larue,
Qui se tenait, tremblant, sur le bord de la rue,
Et qui criait: 'Taxi, pstt, taxi, par pitié!'
Mon père, ému, freina, stoppa près du pauvre homme
Et l'autre ayant promis une assez forte somme,
Lui dit: 'Tiens, monte donc, chez toi je te conduis.'
Il stoppe, le client, d'un mouvement fébrile,
Saisit dans son veston quelques billets de mille
Et les tend à mon père, en disant: 'Tiens, voilà!'
C'était donner si peu que mon père trembla,
Et que le taxi fit un écart en arrière.

* * * *

'Donne-moi quand même un pourboire,' dit mon père.

♣ ♣ ♣

'THE ANGLO-FRENCH REVIEW.'

All those who have at heart the development in all its branches of the intellectual and economic *entente* between England and France will be interested to learn that on February 21 was published the first number of the *Anglo-French Review*, under the editorship of M. Henry D. Davray, the well-known representative of French propaganda and the scholarly translator of Meredith, and of Mr. J. Lewis May, the translator of Anatole France's masterpieces. As will be seen by the list of contributors to the first number, the *Review* is not conducted in any narrow or propagandist spirit, but with the idea that a complete and permanent intellectual alliance between the two countries is the best guarantee for the future peace and happiness of the world. Teachers of French in the upper forms of schools and in the Universities, who regard the teaching of a language as more than a mere matter of grammar, will find the *Review* of great help, as it will enable them to supplement the ordinary subjects of study by articles from first-rate authorities on important questions of the day.

♣ ♣ ♣

Modern Language Teachers will be glad to hear that Mdlle. S. Lund is again ready to continue her Cours de Français et de Phonétique at Pouar-Brûn, Côtes-du-Nord, Brittany. Inclusive terms, 300 francs per month, laundry and fires extra. For those interested in art, M. Henri Motte offers lessons in painting. The advantages of study at Trégastel, with its unrivalled opportunities, not only for working at phonetics, but for being corrected *in speaking*, are too well known to need recommendation.

♣ ♣ ♣

The following is an extract from a letter recently received from a well-known Swedish professor :

'As this is the first time I write to an Englishman after the turning of the tables in the war, I feel I must give voice to the immense relief and comfort the successes of my friends have afforded me. Indeed, I am delighted to have lived to see this consummation brought about, and I feel as if I would thank every Englishman and Frenchman for the almost superhuman sacrifices they have made to deliver the world from the most terrible nightmare that ever beset it. I can only wish now that the deliverance may be complete and thorough. You will perhaps understand from this that I am one of those who follow what is going on in these days with bated breath. There is a chance now for me to see Old England again next summer after four years' separation, which seems a long time for one who used to run over almost every year.'

* * *

Monsieur Paul Mieille has sent us his latest brochure advocating French and English as dual international languages. We give below the full text of his petition. The arguments in his report are practically a résumé of his article which appeared in *M.L.T.* in 1915. May we express the conviction that, once French and English, especially the latter, have adopted a phonetic spelling, the question will be practically solved. Whether intentionally or not, those who favour Esperanto and other artificial languages are anti-Entente.

PÉTITION AUX GOUVERNEMENTS ET AUX PARLEMENTS ALLIÉS.

Ardemment convaincu des immenses bienfaits qui résulteraient pour l'humanité tout entière de l'*internationalisation* du *français* et de l'*anglais*, devenus conjointement les langues communes ou langues secondes du monde civilisé ;

Persuadé que la 'Société des Nations' voulue par les hommes d'Etat alliés, souhaitée par les peuples et conséquence logique du triomphe de la Justice et du Droit, ne pourra être viable et durable que si elle se fonde et s'appuie sur un certain nombre d'institutions internationales au premier rang desquelles se place 'l'unité de langue' ;

Ayant, au cours de ces années de luttes et de sacrifices, acquis la conviction que l'expansion mondiale de la langue française—en coopération intime avec la langue anglaise—serait à la fois notre meilleure défense contre la concurrence rancunière et jalouse de l'Allemagne, et l'instrument le plus puissant de notre développement économique ;

Usant du droit de pétition que la constitution reconnaît à tous les Français ;

Le soussigné a l'honneur de faire parvenir aux Gouvernements et aux Parlements alliés la supplique ci-dessous :

A Monsieur le Président du Conseil,
Messieurs les Présidents,
Messieurs les Ministres,
Messieurs les Sénateurs,
Messieurs les Députés.

J'ai l'honneur de soumettre à votre haute considération la proposition ci-dessous, qui, annexée au rapport ci-contre où elle est exposée, vous est adressée, sous forme légale de 'pétition' ou de 'supplique' et sera déposée, en tant qu'il sera possible ou permis, sur le Bureau des Parlements alliés :

Le Pétitionnaire—

Demande, qu'à défaut ou à côté d'une initiative gouvernementale tendant au même objet, une Commission de Sénateurs, Députés ou Membres des Parlements alliés, soit constituée au moment où s'ouvriront les négociations de paix, dans le but :

1°. D'étudier la possibilité de l'adoption par les Alliés d'une 'langue commune' ou 'langue seconde,' sous les espèces de 'l'Alliance linguistique franco-anglaise.'

2°. D'élaborer un projet d'union linguistique interalliée et d'en rechercher les voies et moyens.

3e. De donner mandat à la Commission de poursuivre, tant auprès des Gouvernements alliés respectifs qu'auprès des Parlements, la ratification, par le Congrès de la Paix, du projet d'union linguistique élaboré par elle.

4°. D'en faire, de sa propre initiative ou sur l'initiative gouvernementale, l'objet d'un projet de loi, quand sortira des délibérations du Congrès de la Paix, sous quelque forme que ce soit, la première esquisse de la Sainte-Alliance des Peuples.

Le Pétitionnaire—

Supplie respectueusement les Membres des Gouvernements et des Parlements alliés de ne pas rejeter sa demande comme utopique, mal fondée ou de réalisation impossible, sans l'avoir au moins étudiée ou fait étudier.

Il expose respectueusement—

Que, loin d'être ou d'apparaître chimérique, sa proposition a reçu l'approbation d'un grand nombre d'hommes éminents par leur science,

leur dévouement au bien public, leur patriotisme et leur esprit d'initiative.

Que l'occasion est unique dans l'histoire du monde de réaliser, au grand avantage de l'Entente et des Alliés, avec un profit immense et certain pour la cause du Droit, de la Justice et du Progrès—le vœu de tout ce qui a compté, compte ou comptera, parmi ces 'hommes de bonne volonté' qui sont les pionniers de l'humanité en marche vers le mieux être. . . .

Et confiant dans l'esprit de 'Justice et de Droit' qui les anime,

Le Pétitionnaire a l'honneur d'être, avec un profond respect . . .

Signé PAUL MIEILLE,
Professeur au Lycée de Tarbes.

CORRESPONDENCE.

[The opinions expressed in this column are those of individual contributors, for which the Association takes no responsibility.]

FRENCH CHAIRS AT OXFORD AND CAMBRIDGE.

FROM information I have recently received it would appear that our older Universities are still 'in the bonds of iniquity' so far as Modern Languages are concerned. Chairs of French are about to be established in both. At Cambridge in January last the matter was discussed in the Senate, and according to *The Cambridge Magazine* Dr. Kenny, in the course of his remarks, said:

'He hoped it might not be irrelevant, in view of the importance of the appointments that would have to be made, if he reminded the Senate and the Council of what happened at Oxford thirty years ago, when it was proposed to establish a school of Modern Languages there. The great Master, Jowett of Balliol, urged the importance of seeing that living languages were taught only by men of the country wherein they were spoken. "For," said he, "the true and living voice of a language—the expression, the intonation, the manner, the inspiration of it—can only be communicated by a teacher to whom it is native and inherited." He ventured to think that that was advice it might be well for them to bear in mind.'

It is impossible to protest too strongly against sentiments such as these, which betray complete ignorance of the aims and claims of modern language study in a University. The business of the University is to turn out scholars not linguists. *Pace* Dr. Jowett, the points mentioned are by no means the most important, although I am prepared to admit the necessity of being able to speak the foreign language fluently. Moreover, the foreigner may be, and generally is, incapable of communicating the pronunciation, the intonation, etc., simply because they are with him unconscious and subjective. Do we want a 'Courier' Tripos? I trow not. In order that an English student may profit to the fullest extent by the culture that any foreign language affords, the professor must be an Englishman, who alone can be fully in sympathy with the student's attitude, and who alone can extract from the foreign literature what the student requires. Would Dr. Jowett have admitted that but little culture was to be derived from the study of Latin and Greek because the pronunciation, intonation, etc., were unknown? No doubt much is lost if a language is treated as dead. Yet at the University stage the student should already be in possession of the spoken and written language, and learning to speak should not form part of University work.

With regard to the Marshal Foch Chair of French at Oxford, I understand that the University has accepted a condition which no self-respecting University should accept, namely, that the appointment of the professor should be made by the University of Paris. In other words, the Chair of French at Oxford is to be virtually a *succursale* of the French University. I hope, for the sake of our self-respect, that I have been misinformed.

In conclusion, may I point out that such appointments are in defiance of the recent Report of the Government Committee? I say nothing of the University Chairs Report of the Modern Language Association. I conceive it to be the duty of our Association to protest forthwith and vigorously against such a University policy. This would do much to raise the Modern Language Association in the estimation of English teachers, 'a consummation devoutly to be wished.'

J. G. ANDERSON.

REVIEWS.

[The Association does not make itself officially responsible for the opinions of reviewers.]

Essays in Romantic Literature. By GEORGE WYNDHAM. Edited, with an Introduction, by CHARLES WIBLEY. Pp. xli+438. Price 12s. net. Macmillan and Co.

A delightful book by an English gentleman of the old type. The Introduction tantalizes us as much as does the book itself, for the glimpses that the editor gives us of the author, who was a politician through a sense of duty as well as a soldier, but who was at heart a lover of literature, make us yearn for a full biography. The book is tantalizing because the essays it contains are apparently part of a work on romantic literature which he had planned, but of which premature death prevented the completion. The essays as printed in the book are: 'The Springs of Romance in the Literature of Europe,' 'The Poetry of the Prison,' 'Rousard and La Pléiade,' 'North's Plutareh,' 'The Poems of Shakespeare,' 'Elizabethan Adventures in Elizabethan Literature,' 'Sir Walter Scott.' The chapters which he contemplated writing were: 'The Chroniclers and the Crusades,' 'Chaucer,' and the 'New French Romantics.' We can only surmise that by the last-mentioned title he meant the romantics of the nineteenth century. Mr. Wyndham's ideas on romanticism are at any rate original. In his first essay he discusses when and where romance first appeared. At first he demurs to giving a definition of romance, 'about which there is no general agreement,' and almost at once proceeds to give a negative one when he boldly advances the disputable (he admits it) proposition that the Greek and Roman classics are not romantic. But he weakens his argument somewhat by admitting that certain classical writings are romantic—the earliest and the latest—the small amount of romanticism they possess being due to travel and to contact with strange peoples. He appeals to the testimony of Professor Ker, who in his *Dark Ages* says: 'Classical literature perished from a number of contributory ailments, but of these none was more desperate than the want of romance in the Roman Empire, especially in the Latin language.' Anyhow, he asserts that in the fifth century Latin Gaul was entirely unromantic, yet it was destined to be the nursery-ground of romance. According to Mr. Wyndham this appeared not earlier than the second half of the eleventh century, and probably in Great Britain. Its first work was the *Chanson de Roland.* Various influences are mentioned which prepared the field—the coming of the Breton Celts, of the Franks, of the Arabs (Southern France), which events were followed by the establishment of the Normans in France and the conquest of England by the same. Norman French, having ousted Latin, which became less and less common, gained the position of the official language of England. The great causes which led to the development of romance were the political career of Henry of Anjou and his marriage with Eleanor of Poitou. The author shows how the 'dry sources' of some Latin chronicles, until then lying dormant, were galvanized into life by these events, giving us Roland's song and the romances of Alexander, Troy, Thebes, and Arthur. To use his own words: 'Latin was transfigured into romance by the twilight of the West, the mirage of the East, and the uncouth strength of the North in the direct proportion to the commingling of the West, East, and North in the politics of the eleventh and twelfth centuries.' The Eastern, Saracenic influence came through Eleanor's marriage with Henry, who was virtually overlord of Western Europe. Mr. Wyndham then attempts a definition. 'Romance is a tissue . . . a deliberate weaving together of many-coloured strands. . . . These strands in the fabric of romance became romantic when they struck more modern and wholly alien modes of thought by their strangeness, and when a reaction was produced in the minds that were startled by that strangeness.' To sum up, 'the distinction between classical and romantic is found in the diversity of their attitude towards the strange, and especially towards the strange in mythology. Classical periods eschew strange mythologies, romantic periods welcome them. The classical world aimed at unity by exclusion, the romantic world at unity by comprehension.' Further on he says: 'The reaction of the mind when confronted with the strange is in some sort a recognition of ignored realities. Romance is an act of recognition.'

In 'The Poetry of the Prison' we have a sympathetic appreciation of Charles d'Orleans and of François Villon, to the latter of whom a more reasonable attitude is shown than is usually the case. But the field in which George Wyndham revelled, in which he showed a re-

markably critical insight, was in the French literature of the sixteenth century. His essay on 'Ronsard and La Pléiade' is a brilliant piece of work. In it he suggests that 'La Pléiade' may have exerted a much greater influence on Elizabethan poetry than is generally supposed. We can guess the delight with which he would have hailed the closer *entente* brought about by the present war with Germany, which, according to Mr. Wibley, he was convinced would come. Speaking of the reparation made to the Elizabethan poets and to 'La Pléiade' by their respective compatriots of the beginning of the nineteenth century, he asks: 'Can he make that reparation international? . . . May not the democratic understanding embraced in the twentieth century by the two Western nations lead to a yet larger traffic between their several possessions in "the realms of gold"? Let us celebrate our friendship with France by annexing her lyric heritage, and courting reprisals on our own. The moment is propitious. It prompts a renewal of that contact with contemporary endeavour, coupled with a reversion to past achievement, which precipitated the Renaissance. Let this be done. Then the poets of the two lands, endowed with the most ancient and glorious traditions of song, may raise again their "Hymns to Divine Beauty" in conscious antiphonies from either shore.'

Space forbids us to deal with the two bulkiest essays in the volume, 'North's Plutarch' and 'The Poems of Shakespeare.' He treated the former as an English work of the sixteenth century, not knowing the Greek original. North himself only knew Amyot's translation of a Latin rendering. As Mr. Wibley says, the merit of the essay owes much to the fact that Wyndham was a soldier and a politician. He found in it a reflection of his own mind. 'The Poems of Shakespeare' is marked by sincerity. He ever keeps in view the music and beauty of the poem, avoiding those problems which delight the soul of the German critic. In the last essay on 'Sir Walter Scott,' the shortest, but to our mind the most stimulating and delightful, we have a concise but illuminating criticism of one who, however great as an author and an artist, was still greater as a man, 'an example of valour to all men and all lands for ever.' There is a touch of genius in Mr. Wyndham's criticism of the place in literature held by Sir Walter, who did more than anyone else to hasten the classico-romantic controversy, and 'to give impulse and area to the Romantic School.'

Cambridge Readings in Literature. Edited by GEORGE SAMPSON. Book II. Pp. 248. Price 4s. 3d. Cambridge: At the University Press. 1918.

We can congratulate Mr. Sampson on having produced an interesting and stimulating 'miscellany' which is sure to bring both pleasure and profit to the reader. The volumes in this series aim at steering a middle course between too vague general knowledge and a too narrow selection. Some of the passages are intended for reading aloud by the pupil, others by the teacher, and some again for silent reading. Some idea of the wide range of authors represented may be gained if we mention a few: Blake, Tolstoy, Cervantes, the Bible, Yeats, Voltaire, Arnold Bennett, T. E. Brown, Henry Newbolt, Kinglake, Burns, Addison, Marvell, Drayton, Hilaire Belloc, Keats, etc. The extracts are preceded by short biographical sketches. The volume is considerably enhanced in value by a number of reproductions of famous artists: 'Salisbury,' by Constable; 'The Gleaners,' by Millet; 'Sussex Downs,' by Copley Fielding; 'Simplon Pass,' by Turner; 'Rydal Water,' by Ruskin, etc. We do not remember having seen Book I., but we shall look forward with much interest to the succeeding volumes, which, if equal to the present one, will do much to further a taste for good literature.

Tales of the Sorbonne. By RACHEL FOX. Pp. 167. Price 2s. 6d. net. Methuen and Co.

These tales are not fictitious. They are the impressions of a lady who was one of the earliest English post-graduate students in Paris. The author has considerable literary ability, and her sketches show a sympathetic understanding of some interesting aspects of Parisian life. 'A Sixth-Floor Salon' is a pathetic picture of the joys and sorrows of a French lecturer and his wife. 'A Student's Tale' gives us a vivid sketch of the difficulties and disappointments, as well as the pleasures and rewards, of the English student in Paris. Delightful, too, is the presentment of Paul Meyer and of *Une Explication de Texte* in the chapter headed 'The Culture of Paris.' We have derived much pleasure and profit from reading this book.

Grammaire Élémentaire de l'Ancien Français. Par JOSEPH ANGLADE. Pp. viii+275. Prix 4 frs. Librairie Armand Colin, 103, Boulevard St. Michel, Paris.

We can thoroughly recommend this treatise to all beginners of the study of Old French texts. It contains all that is essential for that study, and omits the superfluous. Even advanced

students will find it extremely useful, as everything is put clearly and succinctly. The book is well printed, and arranged so that any point can be quickly investigated. The book is divided into three parts: Phonetique (76 pages), Morphologie (80 pages), and Syntaxe (113 pages). The last division seems to us particularly well done and the examples aptly chosen.

L'Argot de la Guerre d'après une Enquête auprès des Officiers et des Soldats. Par ALBERT DAUZAT. Un volume in 18 (Librairie Armand Colin, 103, Boulevard St. Michel, Paris) broché. 3 frs. 50.

The inquiry of which this interesting volume is the result was held during the first six months of 1917. The number of words treated and explained amount to about two thousand, of which an alphabetical list is given at the end. Of these words, one-third has come into being during the war just ended; another third came from previous wars or military barracks. The matter is arranged methodically and scientifically in chapters with titles such as 'Les Emprunts,' 'Les Changements de Sens,' 'Les Changements de Forme, l'Ironie,' 'Les Argots Speciaux,' etc. Even the ordinary reader with a little knowledge of French will find much to interest and amuse him. As is perhaps natural, flying seems to be responsible for the largest quantity of new and humorously expressive slang. The machine itself is called *coucou, caisse à savon, cage à poules,* and *cercueil-volant.* The similes used for the various movements are bold: *planer comme un fer à repasser, atterrir comme un poisson dans un cent de clous, se poser à terre comme une fleur, effleurer la marguerite* (of the bad flyer), *bigorner à terre, se mettre en boule, se retourner les pinceaux* (= arriver les jambes en l'air), *casser du bois.* The steering apparatus is called *manche à balai;* the mechanician, *bec dans l'huile;* a fog, *coton;* while *revenir sur cinq pattes* means to return with five cylinders intact.

A New Italian Grammar for the Use of Schools, Commercial Colleges, and Universities. By ERNESTO GRILLO. Pp. 295. Price 6s. net. Blackie and Son, Limited.

We should have liked much more information on pronunciation and stress. This part of the grammar is very meagre. Otherwise, we can recommend the book to beginners. The printing is good, and the matter of both accidence and syntax is clearly arranged. The verb is excellently treated. There are exercises in the old style at the end of the book, as well as words arranged in groups according to subject.

Racine: Andromaque. Edited, with Introduction and Notes, by T. B. RUDMOSE-BROWN, Professor of Romance Languages in the University of Dublin. Pp. 167. Price 3s. Oxford: At the Clarendon Press.

La Fontaine: Selected Fables. Edited, with Introduction, Notes, and Vocabulary, by CÉCILE HUGON. Pp. 205. Price 3s. Oxford: At the Clarendon Press.

These are apparently the first volumes of a new series. They leave nothing to be desired from the point of view of typography, and are well and neatly bound. Both have fairly complete lives of the authors. After some details about the early criticisms and staging of the play, Professor Rudmose-Brown gives an excellent analysis of *Andromaque,* and this is followed by Brumoy's comparison with the play of Euripides as well as Racine's two Prefaces. In the *Life* we get a clear and adequate explanation of Racine's dramatic system. Some information regarding the social and political life of the age would have enhanced the value and interest of the volume. The notes are adequate, and deal only with real difficulties. Miss Hugon's notes give too much help, and are sometimes unnecessary. She has an interesting and helpful chapter on the fable as a form of literature and La Fontaine as a literary artist; also a useful chapter on the main points of grammar in so far as they elucidate the fables chosen, which are about seventy-five in number. On the whole the choice is an excellent one, containing several which we have not noticed in other selections.

Rhyme and Revolution in Germany: A Study in German History, Life, Literature, and Character. 1813-1850. By J. G. Legge. Pp. xxiv + 584. Price 15s. net. Constable and Co.

The student of history and the politician will find this work of research very helpful and suggestive. The ordinary reader will vote it fascinating and its facts almost incredible. The book consists mainly of copious extracts from German authors translated into prose or verse and connected by a thread of narrative or criticism. The author's aim is to show us by the testimony of Germans themselves that they are not a simple, guileless folk led astray by that arch-plotter Bismarck or by Prussian militarism, but that they developed most of their present-day characteristics at a much earlier time and many of these during the period under consideration. A careful perusal of Mr. Legge's pages should convince us of the pernicious effects of the German model which has, alas! cast its baleful influence on various departments of public life

and particularly on those of education and literature. The author makes the Germans themselves give a vivid account of the exciting period which is so necessary for us to study if we wish to understand the drama that has unfolded itself during the last four years and is still unfolding itself. We find here plenty of evidence that the characteristics shown by the modern Germans are at least a century old. The bombastic utterances of the ex-Kaiser have been a feature not only of his ancestors on the throne but also of the whole German people. So with their brutality and fanaticism.

The English reader will be surprised to learn that the cultivation of hate as a virtue is of much older date than the present war. Here is a stanza from Herwegh's *Song of Hate* published in 1841:

For love can win us naught we prize,
Salvation's not in love;
Hold thou, O Hate, the last assize,
Throned high our foes above!
On tyrants all thy sentence just,
Then ours to deal the blow—
Too long in love we've put our trust,
We'll see what hate can show!

The last two lines form the refrain to each stanza. In the following lines from another poem by the same author we have not only hate but violence of language amounting to blasphemy:

Cross from tomb and temple tearing,
Beat to blades for freemen's bearing,
God in heaven will allow.
Truce to song! Let all the singing
Iron be on anvil ringing!
Steel is your redeemer now!

Arndt, the poet, who wrote a pamphlet entitled *Über Volkshasse*, was the author of a poem *The Boy Robert's Vow* which contains the following:

I swear a hot and bloody hate
And anger that shall ne'er abate,
'Gainst Frenchmen all, the giddy crew,
Whose injuries my land may rue.

O Thou, who, throned above the skies,
Bid'st hearts to beat and suns to rise,
Almighty God, be near me now
And help me keep intact this vow!

It may be news to many that colonial expansion both eastwards and westwards was mooted in the decade 1840-50 as well as the desire to possess a fleet. The latter was closely connected with the question of Schleswig-Holstein. We give two stanzas from Herwegh's *The German Fleet*:

To thee all lands their tribute bear;
The sea shall as thy fief be known,
And every tongue in benison
One Empire shall declare.

A tradesman shall no more the purple wear
Who dares the purple from the Kaiser tear!
Seize it, it is thine own.

Seize it, and grip the steersman's oar;
Firmly the great world's history guide;
With timbers rent tho' low she ride
The ship of Fate restore!
God's chosen one, His trust, thee we implore,
Speak to us, when shall German ships once more
Belch forth a full broadside!

One of the marginal notes made by the poet against the last stanza was: 'Every German ship built is a death-arrow in England's heart.'

Fully two-thirds of the book is devoted to Revolution and the years 1848-9. There the student will find another striking feature of German ethics of which we have read so much in recent years and learn that *Schrecklichkeit* is no new thing. He may note too that for a German freedom means something different from what it connotes for us. It means freedom to dominate others. Their patriotic songs such as *Deutschland über alles* and *Die Wacht am Rhein* are evidence of this sentiment. This volume would make an invaluable *vade mecum* for the members of the Peace Conference. It might be a wholesome corrective to the idealism that seems loath to draw the monster's fangs, yet would not hesitate to cripple the strong arms that alone made victory possible.

Historia de Espana y Su influencia en la Historia Universal. Por D. Antonio Ballesteros y Beretta. Vol. I. Salvat, Barcelona. 10 pesetas.

History is progressive. The unceasing labours of archæologists, explorers and other delvers into the field of Ancient Truth, are continually adding to our stores of knowledge. Our conceived opinions are influenced by new theories, and even the study of what might be thought to be a well traversed region, that of the Prehistoric, is very different from what it was only a few years ago. Our increasing knowledge of early mediæval times, and the new orientation which we obtain of that hitherto despised age, inspires in us a greater respect for the man who travelled those dim years. Historical research has always been in the forefront of literary study in Spain, and this volume does infinite credit to its author. Sr. Ballesteros is not unknown as an original historian, but in this work he has acted perhaps the harder part, that of the sedulous compiler. To write an original work on so wide a subject, based on personal research, would be the work of a lifetime, and might not be as successful as this. 'A History of Spain' (in reality this might be

called 'A History of Civilization in Spain') can only be the result of the investigations of the authorities on each special feature of each period. The true historian of a country is he who, ignoring his own subjectivity, makes use of all the authenticated material which these authorities have provided for him, indicates the sources of his information, and demonstrates the path to further knowledge—in short, the history of a wide period should be a collation and a compilation. The great difficulty in this case is to avoid dulness, or, avoiding this pitfall, to achieve continuity. Yet the reader of such an history should be able to be certain that the facts are scientifically accurate, and that he should be in a position to acquire further knowledge should he require it. Such a work, literary in form yet abounding in scientific matter, has not hitherto existed in Spain. Manuals are too small, larger works are out of date. For this reason do we welcome this volume.

The period treated covers the earliest ages to the end of the Visigothic Kingdom, and comprises chapters on the Prehistoric, the Neolithic and Bronze Ages, the first Colonists, the Carthaginians, the Romans, the Empire, Roman Civilization, Christianity, the Visigoths and Visigothic Civilization. There is a long index of authors he consulted, and the worth of this volume is enhanced by the copious references. The labours of such luminaries as P. Fidal Sita, Marcelino Menendez, y Pelayo, Hubner, and Juan Menéndez Fidal, to mention but a few, are freely utilized, and the result is effective in the extreme.

The last chapter, on the Visigothic Civilization, is the most illuminating. The existence of the varying diverse civilizations gradually approaching fusion is a peculiar phenomenon of this period. What might have been the resultant had not the Moorish invasion intervened? Each day brings forth fresh discoveries, and Visigothic literature in especial is attracting the attention of modern investigators. Salmerson's bibiographical study of San Isidro (1915) and the Schmekel thesis in 1914 are both of importance, and both are utilized by Sr. Ballesteros. The religion of the Visigoths and their liturgy are matters of keen speculation, but to enlarge upon so wide a field of research is not possible. Here let it suffice to say that this chapter, no less than the whole book, is as interesting and as recent as any reader could hope.

The volume is profusely illustrated, and the plates are of especial beauty. In normal times one would remark on the high standard of book production achieved here, and in these days one cannot but admire the beauty of this work, which reflects credit on all concerned in the publication.

MODERN LANGUAGE ASSOCIATION.

WEST LONDON BRANCH.

THE meetings of the Branch were so badly attended during the early part of the war that it was decided to suspend activities until conditions became more normal. A happier state of affairs having come to pass, a meeting was held, by kind permission of Miss Grey, at St. Paul's Girl's School on December 6. Mr. Payen-Payen, the Chairman of the Branch, was in the chair. There was a large audience who listened with the keenest interest to an enlightening and spirited causerie on 'La France pendant la Guerre—et après,' given by M. Henry D. Davray, joint Honorary Secretary of the Anglo-French Society. M. Davray showed how France had first been imbued with the love of liberty through England, and that, in spite of the Revolution, a respect for order and tradition was ingrained in the French race as in ours. He also showed how the present greatness, strength, and prosperity of France was the work of the Republic, and gave a moving account of the revival of what he considered best expressed as 'un sentiment religieux,' which has been, perhaps, the most striking characteristic of 'La France pendant la Guerre.' He explained how complementary were the two countries, economically and commercially, and ended by an eloquent appeal to all—but to teachers especially to do everything in their power to develop the good understanding between the two countries still more after the war.

Cordial votes of thanks were passed to Miss Gray, M. Davray, Mr. Payen-Payen, and Mrs. Loveday, for many years the Secretary of the Branch, now about to leave for Australia.

It is proposed to hold at least one meeting a term during the present year, and those who are interested in the work are invited to communicate with the Branch Secretary, A. L. Hargraves, 28, Park Mansions, Battersea Park, S.W. 11.

MIDLAND BRANCH.

A general meeting was held on Saturday, February 1, at 3 p.m., at Nuneaton High School, by kind permission of Miss TANNER, who was unfortunately unable to be present. In spite of bad weather, members came from quite distant places—Nottingham, Derby, Wolverhampton, Loughborough, and Market Harborough.

Miss Hart gave a most interesting demonstration lesson to a class of girls belonging to the school. Before the lesson she explained briefly how 'free' composition can be made the principal means of instruction in a foreign language, but everyone felt that the practical exposition of these principles by the giving of an actual lesson was a great improvement on a purely theoretical discussion. The free use of the blackboards round the classroom made all members who did not possess the necessary blackboard accommodation exceedingly anxious to introduce them into their schools, as it was easy to see how valuable blackboard work is as an economy of time and corrections. Miss Hart was most cordially thanked for her kindness in coming to Nuneaton at considerable inconvenience to herself.

After tea a business meeting was held, at which the Hon. Sec. announced the constitution of the Committee for 1918-19, as follows: Chairman, Edward Bullough, Esq.; Hon. Sec., Miss M. Barfield (Nuneaton H.S.); Hon. Treasurer, M. A. J. Tarver, Esq. (Trent College); *Committee:* Dr. Storr Best (Sheffield), Miss Linnell (Burton-on-Trent), Miss Downes (Loughborough), Miss V. G. Levay (Derby). The Hon. Treasurer's financial statement was passed. It was decided to hold another Inter-Schools contest if sufficient entries were received, and a sub-committee was appointed to arrange the syllabus: Miss Barfield (Convenor), Miss Cox (Ashby), Miss Griffith (Lincoln), Miss Lloyd (Nuneaton), Miss Webb (Heanor).

Will any M.L.A. members in the Midlands who would like particulars of the contest please write to the Hon. Sec. at Nuncaton High School as soon as possible?

It was resolved to ask all schools that took part in the last contest to pay a share of the deficit that resulted. This share amounts to 5s. 3d. for each school. It is hoped that a larger number of candidates this year will make the financial side of the contests a bigger success.

It was suggested that another meeting should be held before Easter, preferably at Loughborough, where the cancelled November meeting was to have been held.

After some further general discussion of Branch activity, a hearty vote of thanks to Miss Tanner was carried with acclamation, and the meeting closed at 6.30.

MARION BARFIELD,
Hon. Sec.

EDITORIAL NOTES.

All contributions must in future be sent in at least one month before date of publication.

MODERN LANGUAGE TEACHING will, till further notice, be published six times yearly—viz., on the 15th of February, March, May, and October, and on the 1st of July and December. The price of single numbers is 8d. net; the annual subscription is 4s. 6d. Orders should be sent direct to the Publishers, A. and C. Black, Ltd., 4, Soho Square, London, W. 1.

Contributions and review copies should be sent to the Editor of MODERN LANGUAGE TEACHING, IDTHORPE HOUSE, HURSTBOURNE TARRANT, ANDOVER.

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. A. M. SAVILLE, 54, Heybridge Avenue, Streatham, S.W. 16.

Applications for membership should be addressed to the Hon. Secretary, Mr. E. G. UNDERWOOD, 23, Southampton Street, Bloomsbury Square, London, W.C. 1.

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 attention of Teachers is drawn to the collection of French and German School Books, carefully selected by a Sub-Committee, and known as the Travelling Exhibition. It may be inspected on applying to Mr. Twentyman, Board of Education, Whitehall. A Catalogue (sent *gratis* to members) has been issued of all sections except Reading Texts, of which a separate and minutely detailed list is being prepared. For particulars of conditions on which the Exhibition may be loaned apply to Mr. Mansion, as below.

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 required. Names of families should not be sent unless the member can recommend them from personal knowledge. Full particulars should be given.

Communications on the under-mentioned subjects should be addressed to the persons named:—

Exchange of Children: Miss BATCHELOR, Bedford College, Regent's Park, N.W.

Magic-Lantern Slides: H. L. HUTTON, College Gardens, Dulwich, S.E. 21.

Residence Abroad (Women): Miss SAUNDERS, East St. Helen's, Abingdon; (Men) the Hon. Secretary.

Travelling Exhibition: J. E. MANSION, 10, Sudbrooke Road, Wandsworth Common, S.W.

Scholars' International Correspondence. JULIA TITTERTON, M.A., Municipal Secondary School for Girls, York.

N.B.—Applicants for correspondents are requested to enclose list of pupils, giving names, ages, and addresses, and a stamp for reply. A fee of 3d. for each child is payable.

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

It is urgently requested that all Postal Orders be crossed.

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Modern Language Teaching

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE ASSOCIATION

EDITED BY J. G. ANDERSON

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MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE ASSOCIATION

EDITED BY J. G. ANDERSON

VOLUME XV. No. 3 June, 1919

EXIT 'MODERN LANGUAGE TEACHING.'

As no reports of the meetings of Council or of the Executive Committee have appeared during the present year, it will probably surprise most members of the Association to learn that with this, the third issue of Vol. XV., MODERN LANGUAGE TEACHING ceases to exist, and its present Editor bids good-bye to its readers. He regrets that having been informed of the Council's decision just as MODERN LANGUAGE TEACHING was going to press, time and space forbid him to do more than to thank the Association for its indulgence during the eight years of his editorship, and to express his great obligation to the sub-editors and many contributors who have helped to make it interesting. Unfortunately, just when MODERN LANGUAGE TEACHING was becoming a success financially the war came to interrupt it. During the last four years it has been carried on with difficulty.

But a new organization requires a new organ, and the first number of MODERN LANGUAGES, the successor of MODERN LANGUAGE TEACHING, will appear in the autumn, and the Editorship will be undertaken by Mr. Underwood, the Hon. General Secretary, at the Association's headquarters.

Mr. Eric G. Underwood, who joined the Association in 1916, and who formerly held a commission in the Rifle Brigade, is a graduate in First Class Honours of Christ Church, Oxford, and studied at the Universities of Paris, Lille, and Bonn; he refounded and was first President of the Oxford University French Club, Secretary of the Oxford University German Club, and produced *L'École des Femmes*, the first production in Oxford by a University Society of a French classical play; he has been editor of the *Onlooker*, and a contributor to the *Westminster Gazette*, the *Daily News*, and other papers. He was co-editor with Dr. Nevill Forbes of Tolstoy's *Prisoner of the Caucasus* and other Russian texts, and till recently an assistant master at Eton College.

Members are requested to note that there will be no July issue of MODERN LANGUAGE TEACHING, and that the total number of issues of the Association's organ for 1919 will therefore be five, though it is hoped that from 1920 onwards there will be at least six numbers each year.

UN POÈTE DE FRANCE : PAUL FORT.*

Si Peau d'Ane m'était conté, Poèmes de France, Que j'ai de Plaisir d'être Français, L'Alouette et *La Lanterne de Priollet* constituent respectivement les XVII^{ème}, XIX^{ème}, XX^{ème}, XXI^{ème}, et XXII^{ème} tomes de la série des *Ballades Françaises* de Paul Fort ; et ces cinq volumes ont vu le jour de 1916 à 1918. Cinq volumes de poèmes en deux ans, combien y a-t-il de lecteurs, même bien intentionnés, qui soient capables de suivre un poète à cette vertigineuse allure créatrice ? Et nous avons là, dans cette abondance même de son génie, une première explication du fait que Paul Fort est à la fois un poète trés connu et méconnu et pour tout dire—puisque aussi bien il s'en plaint lui-même parfois, sans amertume sinon sans tristesse—un poète peu lu, trop peu lu en tout cas. Si seulement Paul Fort était l'homme d'un poème, s'il avait écrit son *Sonnet d'Arvers* ou son *Vase brisé*, voire même pour remonter plus haut la 'pauvre feuille desséchée' de Mr. Millevoye ! S'il était au moins le poète d'un livre et qu'il eût écrit ses *Fleurs du Mal* ou ses *Trophées !* Mais non, vingt-deux volumes, à suivre—demandons-le aux Muses—de vingt-deux autres au moins. On peut préférer celui-ci ou celui-là parmi ces vingt-deux volumes, mais aucun avec assez de certitude pour le prôner et l'imposer comme 'celui qu'il faut lire' ; Paul Fort se prête mal au choix, et il se prête mal à l'anthologie : quelque soient les poèmes qui sont élus, il semble qu'on aurait pu tout aussi bien en choisir autant d'autres tout aussi parfaits : c'est le panier de cerises de Mme. de Sévigné. Ajoutez, pour compléter les signes de ce noir augure, qu'il n'est pas le poète d'un genre, mais passe avec une égale aisance et une maîtrise déconcertante de la chanson au fragment épique, du biniou et du tambourin à la grand lyre et saura même au besoin emboucher la trompette guerrière et sonner du clairon français ; et qu'enfin il déconcerte le lecteur non prévenu en n'allant pas à la ligne—suprême outrage ! —quand il arrive au bout du vers. Car ce poète s'est avisé que la strophe était un tout organique, le véritable élément prosodique ; il s'est avisé que le rythme du poème devait se modeler plus librement sur le rythme de l'émotion, et que dans le même poème le poète pouvait passer à son gré de la prose à la prose rythmée et de la prose rythmée au vers proprement dit ; et que le vers lui-même pouvait être ou bien rimé ou assonancé ou n'être ni l'un ni l'autre, et avoir ses muettes élidées ou prononcées à peu près comme elles le sont dans le langage courant. Qu'il ait raison de penser ainsi, l'observation de ce qui se passe quand on lit à haute voix des vers ou quand l'orateur sous l'effet de l'émotion—comme dans le whouil gallois—passe du ton et de l'allure de la prose à une sorte de chant rythmé le prouve également, et les savantes recherches du laboratoire de phonétique de l'abbé Rousselot semblent le confirmer. Mais l'honnête lecteur n'entend pas voir

* *Si Peau d'Ane m'était conté.* Préface de M. Maeterlinck. Emile Paul, Editeur, 100, Rue du Faubourg St. Honoré, Place Beauvau, Paris.

Poèmes de France (*Bulletin Lyrique de la Guerre*) 1914-1915. Préface d'Anatole France. E. Payot, Editeur, 106, Boulevard St. Germain, Paris.

Que j'ai de Plaisir d'être Français ! suivi de *Temps de Guerre.* E. Fasquelle, Editeur, 11, Rue de Grenelle, Paris.

L'Alouette—Fantaisies à la Gauloise sur la Vie, la Guerre, et l'Amour. L'Edition, 4, Rue de Furstenberg, Paris.

La Lanterne de Priollet ou l'Epopée du Luxembourg. Emile Paul Frères, Editeurs, 100, Rue du Faubourg St. Honoré, Paris.

Le tome XVIII de la série des *Ballades Françaises* est constitué par un suite de poèmes accompagnant des gravures sur bois du graveur Vibert : *Deux Chaumières au Pays de l'Yveline.*

briser ainsi une habitude si commode et s'indigne, quand il lit de la poésie, d'avoir à se servir de son oreille plutôt que de ses yeux et d'être appelé à retrouver, à recréer en quelque sorte le poème après le poète.

Paul Fort souffre ainsi la peine de ses qualités. Comme le dit trés justement Maeterlinck: 'Paul Fort est peut-être le seul poète intégral que nous possédions,' ce qui ne veut pas dire qu'il soit le meilleur ni le plus grand, mais il est tout poète et ne peut être que poète. Dans son dernier livre il raconte l'enfant qu'il était, cette école de la rue Vaugirard où dispensaient la science au peuple des marmots la mère Poupon et la redoutable Ténèbre; comment il revivait, il *était* successivement tous les héros de l'Histoire et de ses histoires: capitaine, saint, peau-rouge, explorateur. Un sucre d'orge dans la bouche, il recréait ainsi le monde en le rêvant: non sans danger! car il lui arrivait, mêlant dans cette recréation l'histoire sacrée et la profane de parler—à l'indignation de la Ténèbre—de 'Carloman dans sa baleine'; ou bien une paire de soufflets appliquée d'une main osseuse rappelait sur terre l'enfant perdu dans les constellations . . . mais pas pour longtemps, car, stoïque il repartait de plus belle dans le monde qu'il imaginait. 'On ne peut être toujours enfant et ni toujours être poète' dit quelque part Paul Fort. On en douterait à le lire, car les rudes leçons de l'expérience ne l'empêchent pas, rêveur éveillé, de tout recréer chemin faisant, et de le recréer à sa façon. Sa fantaisie qui ainsi le guide ignore les cloisons étanches entre 'réalité' et 'invention'; une mythologie charmante de nymphes et de naïades, de satyres et de sylvains s'en vient tout bonnement peupler les bosquets, rivières et prés de son Ile-de-France; si *Peau d'Ane* lui *était conté* il aurait, n'en doutez pas, un plaisir extrême, mais le plaisir est plus grand encore à le reconter. Dans le livre paru sous ce titre voici par ex. le *Poème du Toit de Chaume* qu'il écrit dans l'Yveline d'Ile-de-France aux premiers mois de l'été:

'*Les constellations montent des toits de chaume. On a coupé les foins. Toute la plaine embaume et fait un dieu stellaire et bon de l'être humain qui respire enivré, le cœur sous les deux mains. . . .*'

Deux chaumières qui brûlent, la foule paysanne dans la nuit lui évoquent, lui rappellent une autre foule, la foule terrible des jacqueries moyen-âgeuses, et cette autre longue lutte par l'ironie et la chanson de la nation terrienne, gauloise, révolutionnaire contre les rois, les grands, les diplomaties, et les pédantismes. Le combat aussitôt s'anime et prend corps, et, se disputant le cerf de St. Hubert qui s'y est réfugié, tous les héros de la chanson se rangent en bataille sur le toit du poète, du Grand St. Eloi à Pandore et à son brigadier, de Cadet Roussel aux bœufs de Pierre Dupont, et ils accablent des joubarbes du faîte la troupe des rois chasseurs, de Charlemagne à Napoléon suivis des neuf présidents. . . . La seule erreur est de croire que ce poème qui leur est dédié sera jamais lu par les paysans de France, même par ceux de l'avenir.

Le poète se promène-t-il aux pays de Loire—Touraine, Vendômois, Blésois—nous avons *Que j'ai de Plaisir d'être Français*. Tout, trés naturellement, s'y tourne en ballades: les petits incidents de la route: le tram de Blois à Vendôme qui à chaque station s'arrête pour charger les tonneaux du vin local, une visite au manoir de Guitry qui n'y est pas, l'arrivée à Vendôme où l'on cherche en vain l'hôtel dans la nuit froide, et les grenouilles de Sologne au marché; l'histoire: les Valois et leurs châteaux, les cloches des abbayes des forêts pleurant d'anciens deuils et d'obscurs effrois, Amboise la sanglante et les huguenots, les soldats de l'amiral fuyant Marchenoir en flammes dans la fin

du jour, Moncontour et 'le jaune Anjou,' Chinon et Jeanne, et 'Bloé l' pays qu'on parle ben;' la littérature: la rose de Ronsard à Vendôme et les rossignols que Mme. de Sévigné entendit à Blois; sans oublier, chemin faisant, les amours du poète et de Germaine Tourangelle, brouilles et raccomodements, tristesses et regrets.

Mais c'est dans le long poème de *La Lanterne de Priollet* que le lecteur—habitué à plus de 'restraint' et à une sage économie dans l'usage de la faculté imaginative en poésie française—risque d'abord d'être déconcerté jusqu'à en perdre pied. Rêveries du poète au petit jour ses yeux errant sur les feuillages du Luxembourg, souvenirs de ses jeux dans le paradis du jardin et des leçons dans la triste école toute proche, l'ancien conflit qui recommence entre les esprits familiers qui lui tenaillent l'âme—le Satan Mémoire et le Démon Naguère—et le bonheur présent, son amour qui le veut tout entier; l'héroïque résolution d'en finir, et comment mieux en finir qu'en précipitant les tentateurs du haut de la lanterne de Priollet, ladite lanterne dominant tout Paris; la veillée d'armes dans la lanterne, Paris et l'éloge de Paris, le Paris du travail et de l'héroïsme aux jours d'angoisse, le Paris des vertus populaires; une promenade rue Mouffetard et le départ de conscrits; Hamlet au Luxembourg avec tout le peuple des ombres qui hantent le jardin historique, et un déjeuner chez les amis Priollet . . . un mélange certes unique de fantaisie échevelée et de détails familiers, de bon sens narquois et de rêverie mélancolique. . . .

Il est plus aisé sans doute d'aimer à première vue les courtes 'ballades' où Paul Fort excelle, ces chansons par exemple où il reprend un vieil air populaire —comme un musicien s'empare d'un naïf thème de chanson—et l'harmonise, le développe—juste assez—avec un art exquis et une grâce parfaite. Telle, dans son *Peau d'Ane* la 'Chanson des filles du roi d'Espagne':

> *'La terre et l'horizon,*
> *Le ciel et trois pigeons,*
> *La mer et les moutons,*
> *La guerre et ses canons,*
> *L'amour sommeille. . . .*

'Derrière chez mon père y a un-z-olivier doux, y a un-z-olivier doux. Les filles du roi d'Espagne sont endormies dessous. Las! J'aime celui qui m'aime, ô gai, gai, gai, j'ai le cœur tant gai. J'aime celui qui m'aime, ô gai, gai, gai, j'ai le cœur tant gai. J'entends le dieu d'amour sonner sons, sons, mille sons. La terre et l'horizon. L'amour sommeille.

'Les filles du roi d'Espagne sont endormies dessous, sont endormies dessous. La première dit "mes sœurs!" dit "mes sœurs, il est jour."

'Las!' etc.

Et de même encore le volume *L'Alouette* qui est tout fait de ces riens charmants. Ici Paul Fort ne reprend pas de vieux airs, mais comme dans *L'Amour Marin* il crée lui-même, dans l'esprit de la chanson populaire, d'autres chansons qui auront un jour—Jacques Dalcroze l'affirme —la gloire de devenir anonymes. Catulle Mendès, il est vrai, n'en croyait rien; mais il est permis de douter de l'autorité de Catulle Mendès en fait de naïveté—il avait l'âme fort peu naïve—et de lui préférer celle du bon chansonnier suisse. Rythme net et qui saisit et entraîne dans un mouvement de danse, raccourcis hardis d'expression, humour et malice. Parfois c'est une élégante fantaisie comme cette japonaiserie qu'on se souvient d'avoir tant admirée, enfant, sur le coffret de laque de quelque tante ou cousine:

'Sur la branche qui sombre, se relève et le berce, dans le sein rose et l'ombre d'un cerisier de Perse, au clair de la rosée où naît le point du jour est venu se poser le ramier lourd d'amour. . . .'

Et, la page suivante, un rythme sautil-

lant, alerte, qu'on entend scandé par le biniou ou le flageolet villageois :

'*Le bonheur est dans le pré. Cours-y vite, cours-y vite. Le bonheur est dans le pré. Cours-y vite, il va filer. . . .*'

Parfois une ombre de mélancolie, plus souvent une verve gaillarde comme dans la 'Ronde des filles de Ste. Catherine' :

'*Nous dansons autour des bancs, coiffe à coiffe et jupe à jupe. Volent, volent nos rubans. Prenez garde à la culbute. . . .*'

* * * * *

Fantaisies Gauloises sur la Vie, la Guerre, et l'Amour, annonce en sous-titre *L'Alouette*. Paul Fort est en effet un poète gaulois. De l'esprit gaulois il a le meilleur : le bon sens et le sens de la mesure, la bonhomie malicieuse et ce chant clair, aérien, courageux de l'alouette au-dessus du sillon; il en a aussi le plus discutable : une défiance des hautes régions, une spiritualité incertaine ou un peu courte, une sensualité trop aisément satisfaite ; le coq aussi est un oiseau gaulois. Mais disons d'abord que Paul Fort est autre chose et plus qu'un poète gaulois, il est un poète de France et, mieux encore, poète d'Ile-de-France. Anatole France est le romancier français tel que les étrangers aiment à se le figurer, Paul Fort pourrait être le poète français tel que les étrangers peuvent prendre plaisir à se l'imaginer. Champenois né à Reims en face de la cathédrale, il est essentiellement le poète des vieilles provinces et de ces 'pays,' cœur et sourire de France : pays d'Aisne, d'Oise, d'Ourcq, et de Seine, Champagne et Rhémois et, plus encore, Ile-de-France, Yveline, Valois (sans oublier Paris même qui tient une grande place dans son œuvre comme dans son cœur). Nul n'a mieux dit leur grâce et leur élégance, leur nature toute modérée et toute mêlée d'histoire, leurs paysages nobles, discrets et humanisés, leurs villes : la douceur des jours et la magie des nuits sur leurs vieux jardins et leurs ponts, leurs roses, leurs vols de pigeons et leurs pierres grises ; et la beauté même de ces noms : Coucy-le-Chateau, Saint-Jean-au-Bois, Jouy-en-Josas, Recloses et Vélizy, Nemours, Senlis et Mortcerf : '*O Nemours tout douleur, ô Senlis tout sourire, tourterelles et lys adieu, beaux noms chantants ! Je me donne à présent, j'appartiens à Mortcerf,*

'*Mortcerf le son du cor et tout l'automne en fresque. . . .*'*

Ses pointes les plus hardies le mèneront en Normandie ou en Gâtinais. Les grandes plaines tristes, les villes noires et fumantes, les causses stériles et les déserts n'ont place dans son œuvre ; la mer et la montagne, il les a imaginées, comme il a imaginé—superbement d'ailleurs—l'antiquité des *Idylles héroïques* et des *Hymnes ;* et il semble qu'il ait assez vite et de plus en plus complètement quitté ce domaine commun de haute poésie pour s'en tenir à ses terres et à ses ciels d'élection de France gauloise et de France française.

L'impression d'ensemble, l'impression simplifiée qu'on garde de Paul Fort est celle du poète de cette nature charmante, claire et modérée. Et dans le domaine du sentiment aussi, on a cette impression qu'il est le poète des demi-pentes et des collines, qu'il évite les hauts sommets comme les abîmes ; on songe à cette définition que donnait un jour Matthew Arnold du génie français—définition qui comme toutes les définitions semblables ne peut être du reste et au mieux qu'une demi-vérité : 'l'homme sensuel moyen ;' et l'on se demande si Paul Fort ne serait

* Et de même au pays de Racine :

'*D'autres fleurs, d'autres fleurs encore émaillaient le pays valois, que je voyais naître à l'aurore, vers lesquelles je tendais les doigts,*

'*Rêvant de grouper haut dans l'air, en une cueillette dorée, Crépy, Dampleux, Crouy, Villers, Longpont et son prieuré,*

'*Ou, sous quels plus doux noms encore, ces boutons d'or, ces bleuets bleus, Troësnes, Faverolle, Yvors, Bourg-fontaine, Ecoute-s'il-pleut !*'

pas cet 'homme sensuel moyen' qui aurait reçu des fées à son berceau le don divin de poésie. Et si, en dépit de la maîtrise de sa technique, en dépit des mille nuances de son ardeur et de ses mélancolies et de ses beaux cris lyriques, sa poésie ne s'impose pas plus indiscutablement et n'entraîne pas plus impérieusement l'adhésion du cœur, n'est-ce pas là qu'il faudrait en définitive en chercher la raison dernière? En dépit de tout ce riche et souple déploiement de fantaisie, n'y aurait-il pas absence—ou faiblesse—de cette imagination supérieure qui illumine les secrets de l'âme, réveille en l'homme le sens de la noblesse de sa destinée et de la suprême réalité de la vie? Au poète ordinaire sans doute on ne demande que l'amusement d'une heure, mais 'il sera beaucoup demandé à qui il a été beaucoup donné,' et le lecteur n'attend pas le Jour du Jugement pour porter cette haute attente et en quelque sorte réclamer son dû dans le jugement que plus ou moins consciemment il fait des vrais poètes. Sans cette haute moralité, sans cette spiritualité essentielle, on peut être un poète intégral mais on ne peut être un grand poète. Paul Fort ne souffre pas la peine que de ses qualités. Il apparaît souvent comme un trouvère charmant qui, par delà les poètes postérieurs dont il n'ignore aucun, se rattache par un lien subtil mais trés réel à la vieille France. Il a du Jean de la Fontaine—en qui survivait, au siècle des perruques, tant du XVI^{ème} et de la plus ancienne poésie; il aime Racine et il appelle quelque part Villon son seul véritable maître. Mais il n'a pas toujours la haute discipline et le choix sévère de Racine, et il n'a pas l'âpre douleur, le trait serré, la signification humaine du réalisme de Villon. Il ferait penser plutôt à Charles d'Orléans, un Charles d'Orléans d'aujourd'hui, infiniment plus riche de science, de complexités et de mélancolie, mais avec ce tour inévitablement élégant et quelquechose aussi de la trop facile abondance du prince poète; un *trouveur* vraiment, trouveur de rythmes et de chansons, d'images et de charme tout au long de la route où se promène et parfois flâne et s'attarde un peu sa fantaisie.

Ces réserves à peine risquées, on est pris d'un remords. Cette sensualité même de Paul Fort—qui, étant si naturellement en dehors du plan chrétien et si étrangère au sentiment du péché en acquiert une sorte d'innocence et de santé—cette sensualité est autre chose que gauloise. A lire au hasard les grands poèmes de *Montagne* . . . des *Idylles héroïques* ou des *Hymnes de Feu*, on se sent emporté par un souffle puissant bien au delà des Bérangers et de toutes les bérangeries: un souffle panthéistique anime le poète de Gaule; ce malin champenois, ce clair chanteur, ce gaulois au fin parler et au rire gras, ce mousquetaire au sombre feutre et à la cape élégante a en lui du faune antique, l'ivresse dyonisiaque l'a entraîné dans le cortège du dieu. Le panthéisme sans doute échoue à satisfaire l'âme humaine qu'il enivre plus qu'il ne la nourrit; la nature, seule consultée, cache Dieu plus qu'elle ne le révèle; il n'en reste pas moins que ce panthéisme qui est partout dans l'œuvre de Paul Fort est une émotion de qualité religieuse qui en élève et élargit le sensualisme, même si elle n'en transforme pas la nature: car c'est par un abandon où les sens 's'épousent' et 'pensent' librement que le poète atteint à cette extase où par la communion et dans l'amour il recrée l'univers et ainsi se divinise: '*Et ne voyez-vous pas que les hommes seraient dieux s'ils voulaient m'écouter, laisser vivre leurs sens dans le vent, sur la terre, en plein ciel et loin d'eux?* . . . *Tout l'univers alors* (*récompense adorable*) *serait leur âme éparse, leur cœur inépuisable.* . . .' C'est à moitié souriant, mais à moitié seulement que *La Lanterne de Priollet*, cette *Epopée du Luxembourg*, de la rue

Mouffetard, de l'avenue de l'Observatoire et autres lieux non moins Parisiens voit chacun de ses chants précédé de pensées des mystiques d'Orient. Peut-être est-ce là un des secrets du charme—simple en apparence seulement—de Paul Fort que ce fin dessinateur* des paysages d'Ile-de-France et des aspects de Paris ait en lui ce sens et cet amour de la vie universelle, de la grande âme des choses, et que dans cette transparence et cette allégresse françaises Pan s'incarne à nouveau pour dire un de ses airs les plus pénétrants. '*Tout mon corps est poreux au vent frais du printemps. Partout je m'infinise et partout suis content. . . .*' En ces deux vers Paul Fort se définit parfaitement ; et le livre dont ils sont tirés, il l'a appelé *Vivre en Dieu.*

* * * * *

Si haut qu'on lui sonne l'éloge d'un poète, il n'empêche que le lecteur hésite toujours avant de faire le plongeon dans l'œuvre ; et quand on lui offre vingt-deux volumes—ou ne serait-ce que les cinq derniers—ce lui est un prétexte à n'en prendre aucun ; ne sachant par où commencer, dans le doute il s'abstient. A qui se sent attiré par Paul Fort mais hésite à s'engager, on peut recommander l'anthologie publiée récemment par le *Mercure.** Il n'y a pas d'Anthologies qui soient parfaites, mais dans ces poèmes empruntés aux vingt premiers volumes de Paul Fort, on sera sûr de trouver un jaillissement de poésie en un sens inégalé aujourd'hui, une abondance de rythmes et une richesse de sentiment, une profusion enfin de ces images dont Maeterlinck disait qu'elles étaient 'des fulgurations, des ellipses foudroyantes, qui ramassent en un mot tout l'éclat, toute la vie, tout la puissance d'un tableau ;' et il serait étrange que, dans cette anthologie qui à première vue semblerait faite de l'œuvre de plusieurs poètes, beaucoup ne trouvent pas le sentier sous-bois ou la grand route, le pavé du Roy, par où pénétrer plus avant dans le monde enchanté des Ballades Françaises. Terminons donc en reprenant ce vœu qu'il exprimait dans son dernier livre et en l'appliquant plus spécialement à lui et à son œuvre :

'*. . . Ah ! que j'ai donc espérance, doux pays, ma France, de te voir après nos guerres*

'*Chassant tous ces redresseurs de l'Art en sa fleur et sans plus te laisser faire,*

'*Aimer la gaillarde voix, rêveuse parfois, la voix nette, cristalline,*

'*Des libres muses gauloises qu'on bafoue et toise au nom du divin Racine. . . .*'

PIERRE CHAVANNES.

* Le mot est impropre sans doute, car Paul Fort ne s'attarde pas à *dessiner* longuement ses paysages, il n'en fait pas la description ; et bien qu'il ait le trait vif et heureux, c'est par l'atmosphère même de sa poésie, par ce je ne sais quoi de clair, de 'gentil' et d'aérien qu'il en donne l'impression et suggère l'âme de sa nature d'Ile-de-France.

* *Anthologie des Ballades Françaises* (1897-1917) avec un *Appendice* comprenant : 1°. Dates d'édition, titres et divisions des vingt volumes des Ballades Françaises ; 2°. Quelques opinions sur l'œuvre de Paul Fort ; 3°. Quelques définitions de la forme des *Ballades Françaises ;* 4°. Bibliographie. Un vol. in-8 de 386 pages. 4 fr. 50. *Mercure de France*, Editeur, 26, Rue de Condé, Paris.

FRENCH AND ENGLISH.

[THE following extracts taken from various numbers of the *Journal des Débats* and supplied by Mr. Payen Payne will, we hope, be found interesting to our readers. —ED.]

PARLEZ-VOUS FRANÇAIS?

En Angleterre et en Amérique ces trois mots sont la désignation burlesque des livres scolaires français et, comme la bouffonnerie est souvent heureuse, celli-ci a fait le tour du globe.

En France: 'Parlez-vous français?' me paraît une question sérieuse que tout directeur de journal devrait poser d'abord à un écrivain. De braves gens, qui, de très bonne foi, vantent sans cesse notre belle langue française, 'image du clair génie latin,' traitent indignement le français. C'est souvent ignorance de la grammaire, c'est souvent aussi snobisme.

Les gens de sport parlent comme ils peuvent: on ne songe pas plus à leur reprocher leur anglais qu'aux médecins leur grec: je leur en veux seulement d'avoir fait accroire à quelques personnes qui sont presque du monde qu'il est élégant de signer Geo quand on s'appelle Georges, ce qui est à peu près aussi distingué que de signer Totor ou Nénesse. Mais les gens de sport ne sont pas les seuls coupables. Je voudrais lâcher l'homme de *Fâcheux* sur les propriétaires d'hôtels qui mettent des *ic* sur leurs enseignes (au lieu d'y mettre *Hôtel de la Reine Argyre* qui ravirait les Américains); sur les boutiquiers qui se croient relevés par leurs Fashion House, Mode House, ou même Cheap House; sur les entrepreneurs de publicité qui nous assènent des génetifs de juxtaposition: 'un tel *ses* cafés,' 'Montmorency *sa* forêt.' Tout cela vient de l'odieux effort que fait le monde moderne non pour grandir mais pour se grossir et va de pair avec le progrès architectural auquel nous devons les maisons du boulevard Raspail.

Le vrai scandale et le vrai danger ne viennent cependant pas du commerce, qui changera sa langue quand on changera la mode, mai de la presse qui, elle, est responsable et inexcusable. Les journaux, en effet, sont pleins de mots anglais ou d'expressions anglaises jetés sans l'ombre de raison d'une langue dans l'autre. On nous parle d'attaques *sévères* ou d'attaques *stériles*, de gens qui *assument* des commandements, d'autres qui *sous-estiment* ceci, ne *réalisent* pas cela et en conséquence portent des jugements *incorrects;* Constantin *colludait* avec les Bulgares; tout récemment 160,000 fusils ont été *délivrés* à l'armée américane, et cette livraison—ou cette délivrance—sera prochainement *supplémentée*. Il y a des gens qui croient bien faire de dire *traffic* quand ils veulent dire circulation, *condition* au lieu d'état, et *prévaloir* au lieu de régner. J'ai eu bien de la peine à m'habituer au Sud-Afrique et au Sud-Amérique: il faudra maintenant dire adieu au joli et gai nom de Midi, comme on l'a dit à Septentrion, car les journaux nous imposent le Sud de la France et Tartarin n'est plus ridicule. Quelquefois il y a un peu d'hésitation devant le néologisme: une Académie vient de déférer *standardisation* à un tribunal, mais le plus souvent on ne voit qu'un grand contentement de soi chez les gens qui se servent de ce jargon.

Pourquoi les journaux se font-ils les complices de cette mode ridicule? C'est non seulement parce qu'ils sont obligés d'enregistrer beaucoup de nouvelles concernant l'Angleterre et les Etats-Unis, mais aussi parce que la plupart des agences sont anglaises, et que neuf sur dix des télégrammes qui parviennent aux bureaux de rédaction sont en anglais. Et qui lit et

traduit ces télégrammes ? Je n'en sais rien—j'ai vu plusieurs fois des étrangers supposés polyglottes chargés de ce service —en tout cas se sont des gens qui ne savent bien ni l'anglais ni le français et se débattent entre deux incertitudes dans la somnolence du travail de minuit. Il y paraît : le français devient une mosaïque barbare et souvent les télégrammes sont inintelligibles. Combien de fois lisons-nous que toute une série de conclusions tirées d'un document anglais important est inexacte, *parce que la traduction en était extrêmement fautive.* Il est surprenant que des discours de M. Lloyd George ou du président Wilson ne soient pas traduits par les soins du gouvernement.

Au lendemain de l'offensive allemande de mars, on nous a donné un grand discours de M. Lloyd George dont le passage capital était incompréhensible. Tout récemment, on a traduit dans toute la presse française un *over against* de M. Wilson par *contre :* or, cette expression veut dire en regard de, vis-à-vis de, et le contre-sens était redoubtable. Souvent, des nouvelles son dénaturées par la faute des traducteurs. Il y a deux ou trois mois, un grand journal du matin nous a étonnés par l'annonce que les congrégations religieuses irlandaises s'opposaient à la conscription. Il y avait en anglais *Irish congregations ;* or, le mot *congregation* n'a jamais le sens d'ordre religieux : il désigne l'assemblée des fidèles assistant à un office religieux de n'importe quel culte. Plus récemment, j'ai vu des gens ouvrir de grands yeux en lisant que le président Wilson avait reçu et harangué un certain nombre d'éditeurs et de journalistes mexicains ; ces deux corporations ne voyagent guère ensemble. La vérité est que *editor* désigne un directeur de journal et personne d'autre. Qui n'a soupçonné une erreur quelconque devant l'affirmation que tel ou tel homme d'Etat a déclaré ceci ou cela avec emphase ? *Emphatically* ne veut jamais dire qu'*énergiquement ;* l'*emphasis* est l'accentuation d'un mot ou d'une syllabe. J'assistais l'hiver dernier à une conférence d'un journaliste anglais ; un ancien ministre français y était dans une place d'honneur ; il savait certainement assez d'anglais pour suivre l'orateur, mais il l'encourageait aux bons endroits d'une manière qui d'abord fit sourire et peu à peu devint d'un comique irrésistible. *All right ! All right !* répétait-il, et c'était comme s'il eût dit : convenu ! entendu ! bon !

L'allemand paraît mieux su en France que l'anglais, non parce qu'il est plus difficile, ce qui n'est pas, mais parce qu'il décourage les bonnes volontés indiscrètes. L'anglais semble inviter tout le monde, mais sa facilité apparente est pleine de pièges. Les *territorials* anglais, il y a quatre ans, n'étaient pas de vieux soldats, mais bien des *boy-scouts* militarisés. *A two-storied house* paraît ne pouvoir signifier qu'une maison à deux étages ; en réalité, cette expression signifie simplement une maison à étage : le rez-de-chaussée compte. *Young people* ne signifie pas des jeunes gens, mais des gens jeunes ; j'ai vu un jour une bonne religieuse rire aux larmes en voyant dans un prospectus de couvent anglais que *old girls* se réunissaient tous les dimanches : elle voyait une assemblée de vieilles filles où il n'y avait que d'anciennes élèves. *A hundred* ne veut pas dire une centaine, mais cent, et il faut le savoir quand on lit la traduction du communiqué anglais ou américain. *Actually* est une source d'erreurs quotidiennes : il ne veut *jamais* dire actuellement, mais véritablement et même en toute vérité. *Presently* se met où le latin met *mox. Largely* signifie en grande partie ; *nervous* veut dire timide et *timid* veut dire peureux comme en française classique. *Education*, c'est l'instruction ; *extravagance*, c'est la prodigalité ; *tact*, c'est le doigté ; *populace*, c'est la population. *Aperient* ne veut pas dire un apéritif ; grands dieux ! non : demandez à M. Diafoirus ; *trivial*

veut dire ordinaire ; *a visit*, c'est un séjour chez des amis ou dans un pays étranger ; *to catechize*, c'est interroger sévèrement ; *apology* veut dire excuse et *excuse* veut dire prétexte. Il y a des centaines et peut-être des milliers de mots anglais aussi décevants et j'en ai commencé un recueil qui pourra servir à quelques confrères.

En attendant, il y aurait urgence à ce ques les personnes qui traduisent de l'anglais apprennent cette langue au lieu de se persuader qu'elles la savent et surtout il importerait que les directeurs de journaux qui font, à la lettre, la langue courante du pays, fissent un peu la police de leurs colonnes. Il est possible que deux ou trois hommes capables remplaçant aux agences des traducteurs insuffisants feraient, à eux seuls, régner la correction où la cacophonie est maîtresse. Dans un pays où les choses simples paraîtraient simples à faire, le gouvernement payerait de gros gages à des hommes destinés à protéger ainsi le patrimoine commun, ce que les hommes ont de plus cher, leur parler national ; mais où sont les pays où le bon sens parle assez haut pour se faire obéir ? Il y en a peut-être.

ERNEST DIMNET.

SAVEZ-VOUS L'ANGLAIS ?

M. D. Cannon, membre étranger de l'Académie d'Agriculture de France, nous adresse les très intéressantes observations suivantes, que lui a suggérées la lecture du 'spirituel article' de M. E. Dimnet, intitulé : 'Parlez-vous français ?' (*Journal des Débats* du 30 janvier).

'A ce titre, aurait pu s'ajouter : et savez-vous l'anglais ? car c'est la rage d'employer cette langue sans bien la connaître qui fait en grande partie le sujet de l'article. Cette langue est, en effet, semée de chausse-trapes pour celui qui entreprend de la traduire sans l'avoir longuement pratiquée.

'Un exemple récent des surprises auxquelles les fortes mêmes sont exposés, c'est le titre d'une traduction de l'ouvrage de Rudyard Kipling : *Plain Tales from the Hills :* titre rendu "Simples contes des collines." Or ces *collines* sont tout simplement les plus grandes montagnes du monde : les Himalaya !

'Le traducteur de Kipling aura pris le mot *hills* en son sens spécial, prosaïque, de petites montagnes. Mais en termes généraux et aussi en style imagé, on dit plutôt pour l'ensemble des hauteurs de la Terre : *hills* que *mountains :* exemples, la phrase poétique : *the everlasting Hills*, et celle de la traduction autorisée du 121e psaume : *I will lift up mine eyes unto the hills.*

'Dans le même ordre d'idées, quoique le mot *town* signifie une ville quelconque, et le nom *city* une grande ville, l'habitant de Londres ne parle que de son *town : He lives in town : they come to town.* Et, chose paradoxale, de même qu'à Paris, la *city*, ancienne cité, maintenant grand quartier des affaires, n'est qu'une petite partie centrale du *town.* Les Américains emploient plus volontiers le mot *city* en parlant de leurs grandes villes.

'C'est que l'Anglais aime surtout la simplicité dans les expressions. Quelquefois, dans son horreur pour le prétentieux, il verse dans l'extrême opposé, le bas ou le trivial. Ainsi, dans l'Inde, on pratique un magnifique sport, la chasse du sanglier à cheval et à l'épieu. Elle demande beaucoup d'adresse et n'est pas exempte de danger, car on y passe souvent, au galop, par des terrains difficiles, en pente rocailleuse, et le sanglier, peu patient de son naturel et muni de défenses aiguës, fait tête quand il est las de courir et charge volontiers. Eh bien, ce sport qui autrefois aurait été considéré comme *noble*, l'Anglo-Indien l'appelle *pig-sticking :* terme désignant ordinairement l'action d'un boucher qui égorge un cochon !

'M. Dimnet parait désapprouver l'emploi du verbe "delivrer," regardant une livraison de fusils. Mais Littré et Larousse tous deux définissent ce mot, en second lieu il est vrai, comme livrer, remettre *des marchandises*.'

M. Cannon termine par cette conclusion dont rien ne justifie la modestie: 'Si vous trouvez dans ces lignes des anglicismes, comme je m'en doute, auriez-vous la bonté de les signaler? Ce serait un exemple de l'extrême difficulté, pour ne pas dire l'impossibilité, de parler ou d'écrire tout à fait correctement deux langues; à moins d'avoir été élevé dans les deux pays respectifs.'

SUR LA NOTATION PHONÉTIQUE DU FRANÇAIS.

J'AI lu avec intérêt l'article de M. S. Smith paru dans le numéro de mars dernier sous le litre *Simplified Spelling in French*: je serais heureux s'il devait amener la réforme de certains défauts de la notation phonétique courante. Je pense comme M. Smith, et sans doute, d'autres professeurs de français ont senti de même, que plusieurs des symboles employés diffèrent inutilement de la valeur des lettres de l'alphabet français. Pourquoi par exemple un *y* pour figurer un son qui en français est toujours écrit à l'aide de la même lettre *u*? Et pourquoi encore *j* représente-t-il un son où il n'entre dans aucune des orthographies qui y correspondent?

La transcription phonétique aide à l'orthographe usuelle, dit excellemment M. Smith; en rapprochant le plus possible l'une de l'autre, nous accroîtrons cet avantage et pourrons de plus convertir à l'emploi de textes phonétiques ceux qui, contrairement aux faits, craignent encore par là de nuire à l'orthographe de l'élève. Mais un autre grand avantage de l'emploi de textes phonétiques est, on le sait, d'éviter ou de corriger des fautes de prononciation dont l'orthographe usuelle est la cause, en présentant à l'œil en même temps qu'à l'oreille la notion de *son* comme distincte de la notion de *lettre*. Je dirai tout de suite que je ne rappelle ces vérités bien connues de la plupart que pour m'opposer au *ch* que voudrait adopter M. Smith; j'accepterais n'importe quoi, excepté *ch*, excepté deux lettres pour un seul son; gardons le *f* de Passy; il est familier, il n'a rien de désagréable. Je garderais aussi le *g*, l'*s*, l'*o* avec la valeur que leur accorde Passy et qui est celle qu'ils ont très souvent, je n'ose dire le plus souvent, dans l'orthographe usuelle; M. Smith y verra peut-être une dérogation à son système, mais a-t-il remarqué qu'il garde *f* qui parfois dans l'orthographe représente le son *v*, et *t* qui souvent devant *i* a la valeur de *s*?

Ce ne sont là d'ailleurs que des détails, mais la même raison qui me fait rejeter le *ch* me fait m'opposer absolument à l'emploi de *e* comme symbole s'ajoutant aux mots terminés par l'un des sons *m*' *n*, *t*, *d*, car d'abord pourquoi pas l'employer pour *tous* les sons consonnes finaux? M. Smith répondra: je pense à l'orthographe. Il semble qu'il y pense à la fois trop et pas assez; pour tous les autres mots ayant une terminaison de consonne autre que *m*, *n*, *t*, ou *d*, la difficulté orthographique demeure, et d'autre part il oublie les mots comme *éden*, un *fait*, *net*, *sept*, *huit*, *brut*, *sud*—et il y en a d'autres—qu'il ornera d'un *e* final qui ne se prononce guère et ne s'écrit jamais; enfin il en arrive à cette fantaisie: 'ʒyste e sjel.' Encore un coup, dans tous les cas, tenons-nous à la première grande règle: un seul symbole pour un son, un son par symbole.

Je ne veux pas m'arrêter à d'autres légères observations qui se présentent à l'esprit en lisant l'article de M. Smith;

je suis entièrement avec lui pour une révision de la notation phonétique du français, pourvu que cette révision soit raisonnable, pratique et non anti-scientifique. Pour arriver à un résultat, il lui faudra vaincre d'abord ceux pour qui l'habitude déjà vieille sera une raison de résistance; et puis surtout il aura contre lui, les livres, les nombreux livres existants et leurs nombreux éditeurs. . . . Seul l'assentiment actif de tous les professeurs qui emploient la phonétique pourrait mener à bien cette petite révolution; peut-être y aurait-il lieu à établir un referendum à ce propos. Simple idée que je soumets en toute sympathie à M. Smith comme je lui soumets ces quelques remarques sur son intéressante suggestion.

L. CHOUVILLE.

SPELLING REFORM.

TWO ALTERNATIVE SCHEMES OF VOWELS.

IT is eminently desirable at the present juncture that Reformers of Spelling should come to an agreement on a scheme acceptable to all, but those who set foot on the difficult ground of Spelling Reform find the field already invaded by numerous adventurers, some of them only to be noticed as fantastic, but the majority ranged under three more or less conflicting banners, inscribed with principles which it would be most unjust to condemn as prejudices, for each contains a portion of sound reason along with its inherent inadequacy.

One band proclaims the cause of Latin values, or, to use the term they themselves prefer, Romic. Its members insist that, as the English alphabet is the Latin one with little change, the Latin values of the vowel signs should be restored; thus English would be in consonance with the chief languages of Europe. The advantage of this plan is manifest; its insufficiency almost equally so, when it is considered that Latin offers only five vowel symbols, while English has at least eighteen vowel sounds to be expressed; moreover, that some of the commonest English vowels, *e.g.* those in Hat, Hit, Hut, have no equivalents in Latin languages. Romic partizans endeavour to get out of the latter difficulty by saying that these English sounds are 'Romic enough.' This seems like a collapse of their principles.

Another group, recruited mostly in America, professes a 'scientific' aim. The Simplified Spelling Bureau of New York cherishes a strictly phonetic scheme, which it refuses to divulge for the present, while it hopes to promote reform by issuing a few words at a time. Most of the partizans of 'science' make a point of arranging the vowels in couples, one long with one short. This can be done in some cases if the distinction between 'open' and 'close' is ignored — the American ear seems to be less sensitive to this difference than our own—but it cannot be applied universally unless the facts are distorted to fit the theory. It may also be remarked that when a change from short to long or *vice-versa* actually occurs it does not act in this direction. Note the difference of the vowels in Elizabeth and Elizabethan, Vine and Vineyard. How is it that the *a* of Path passes so easily into the *a* of Pat? The word Castle may be pronounced either way; the English say âsk, the Americans ăsk. Yet these vowels lie widely apart in a phonetic diagram. Or how is it that *u* (and *o* through *u*) has passed in so many instances into the neutral vowel? 'Science' neglects to observe these facts. The scientific analysis is therefore both faulty

and defective. Indeed, it is hardly to be expected that a product of use like a language can be pressed into a symmetric scientific pattern.

A more conservative party wishes to maintain close connection with the old system, merely reducing it to consistency. Besides claiming merit for advocating reform as against revolution, it points out with some reason that, supposing a reform established, yet all men for some time, and scholars for all time, would still wish to read books printed in the old style; which would be difficult if the change were subversive. In point of fact, a scheme of this kind has not yet been effected; the Simplified Spelling Society of London has broken down badly over the treatment of the various *u* sounds.

The criticism of these several principles indicates the course that a sound line of reform should take. It will ignore the ill-founded pretensions of these theories, but will respect their lawful claims. The latter constitute, as it were, the natural features of the country through which the projected line has to run. The new railway should as far as possible run parallel to the mountain-chains and river-courses of the terrain rather than traverse them by repeated tunnelling and bridging. But across the lesser spurs and branches a way must be forced. The result will be reasonable and practically efficient, but not of geometrical precision.

It may be laid down as axiomatic for good spelling that every sound should have one invariable sign, and every sign one invariable sound; also that the spoken language gives the standard to which the written or printed expression must conform. The application of these rules to English has been so long neglected that a genuine rectification must at first seem somewhat violent to minds saturated with the old style; but with slight familiarity the reflection will rise that the violence has not been so great as might have been expected. The difficulty of the problem lies in the peculiarity of the English vowel sounds. They are numerous beyond the custom of other languages, and the long do not correspond to the short. The only classification they admit of without contention seems to be the following, illustrated by the words here stated, while the numbers appended will serve for the purpose of reference:

Six simple short sounds: 1, Pat; 2, Pet; 3, Pit; 4, Pot; 5, Put; 6, Punt.
Six simple long sounds: 7, Path; 8, Pale; 9, Peel; 10, Pole; 11, Pool; 12, Pause.
Four genuine diphthongs: 13, Pile (7 and 3); 14, Pout (7 and 5); 15, Poise (4 and 3); 16, Pure (3 and 11).
Two peculiar sounds occurring only with a stopped *r*: 17, Pert; 18, Pair.

Remarks: A stopped *r* is one not followed by a vowel in the same word; 6 is commonly known as the neutral (it is a 'mixed' sound, neither 'back' nor 'front'); 17 is regarded by the Americans as the same as 6; they pronounce for them both a back sound distinct from either. The diphthong in 16 is found short in unaccented syllables—*e.g.* torture. This seems to constitute almost the only true pair of long and short in English. There is perhaps one more vowel, the utterly indefinite sound found in some unaccented syllables — *e.g.* the latter syllable of Palace.

The vowel problem therefore is to make the five Latin symbols represent eighteen distinct English sounds with as little addition and modification as possible; but in reality it is not quite so difficult as it appears in the bald statement. The four diphthongs may be expressed by the elements of which they are composed. Also the two sounds marked 17 and 18 do not need distinctive vowels, as the *r* is a sufficient determinative. Again, there are already two recognized forms of both *a* and *u* (a, *ɑ*; *u*, *ʋ*), which are available.

The number to be provided for is thus reduced to ten.

The means available for making up the deficit are these: (1) Diacritics; (2) Digraphs; (3) New Forms. Diacritics are open to many objections. Accents are troublesome in writing, printing, and typing, and unsightly in reading. They are apt to be left out in practice, as indeed the well-known A.F.A. scheme of America recommends, thus introducing another anomaly. Digraphs, as conventional, not real diphthongs, are defenceless against the assaults of the 'Scientific' because of their falsity. On the other side it may be noticed that in German—*Fas est et ab hoste doceri*—the utterly irrational forms *ei* and *eu* do good practical work. New forms are more revolutionary and harder to adopt, but they make a cleaner cut and offend neither phonetics nor Latin values; nor, if chosen with care, even the old style.

After this statement of difficulties and means the field is open for constructive work.

It was the opinion of the late W. W. Skeat that the key to the simplification of English Spelling was to be found in the introduction of a new form for the neutral vowel (6). His authority is weighty, and his judgment in this case incontrovertible. This sound is not Latin, scarcely European. It is short, simple, and distinct; therefore not properly represented by a digraph or a marked sign. No reasonable solution remains except a new form. The inverted *e*, often used for it, gives a bad script form, liable to be confused with *o* or *s* in different handwritings—ɔ or ω seems more satisfactory. They are altered *u's*, which is appropriate, because in English this vowel is derived from *u*, though very unlike it in sound; the script form is plain and easy.

The comparative ease of the remainder of the route, when once this initial act of violence is effected, seems to show that this beginning is the right one. Henceforth there will be several alternatives in details; indeed, it is now possible to construct an alphabet without any further new signs, but this would not be the most coherent one. So the quest may continue.

Let the *A's* and *U's* now fall into their places. The more complicated forms (a) and *u* are naturally claimed by the long sounds of Path and Pool; the simpler forms *a* and *v* are left to the short sounds of Pat and Put.

Among the long vowels the sound in Pause (12) only may be judged to be generally non-Latin. It therefore requires a new sign. In Swedish it is å. In English the form ø seems suitable.

Not reckoning the diphthongs and the stopped combinations, there are still six sounds to be considered, three long and three short (2, 3, 4, 8, 9, 10), with three Latin signs still in hand—*e*, *i*, *o*. At this point the prospect offers two diverging routes—(1) Is the English language alone to be considered? or (2) must it be fitted out in accordance with the long-hoped-for universal scheme of vowels?

(*A*) Taking English alone, the short vowels in question are so much more frequent in occurrence than the long, that they have the right to the familiar signs —*e*, *i*, *o*. Thus Pet, Pit, Pot. For Pail, Peel, Pole, some substitute must be devised. The long *o* may be represented by ɔ like the top of g, or possibly by *œ*, though this latter is opposed to present usage. The digraph *oa* does not suit the words derived from Latin. 'Goat' is passable, but 'noat' for 'note' is unendurable. For the vowels of Pale and Peel the present forms in Vein and Grief give a suggestion—*ei* and *ie* fill the gaps; but they should be made with the *i* undotted, that they may be considered, not as digraphs, but as simple forms for long vowels.

Also to suit English habits *y* may be

substituted for the diphthong *ai*. It is very familiar (as in Try) for this sound, and it is not irrational, for this sound is the practical augmentation of the short open *i*. Compare 'Sign' and 'Signal.' *ú* may be written for *iu* also; it is plainer to read and does less violence to the original Latin form, as 'Stúdent' for 'Stiudent.' The sound in Pert is as near to the *e* in Bell as to any other vowel. It may therefore remain in the digraph *er*; 18 naturally follows 8, and Pair will be written Peir.

(*B*) But the long English vowels mostly are equivalent to the Latin sounds; the short, except *u* (5), are not. Therefore, if English is to fall into line with a universal scheme, the long vowels must have the existing forms, and the short must find others. *E* and *O* must represent the long vowels 8 and 10. Halved forms, ɛ and ɔ, must suffice for the short 2 and 4. It seems difficult to manage *i*. *i* long and ɪ short is not far from right. The *r* digraphs are then ɛr and *er*. The diphthongs will keep their full forms.

The two schemes are now:

A.

Short: ɑ, e, i, o, v, ɔ.
Long: a, eɪ, ɪe, ʊ, u, ø.
Diphthongs: aɪ (*or* aj), au, oi, ú, -er, -eɪr.

B.

Short: ɑ, ɛ, ɪ, ɔ, v, ɔ.
Long: a, e, i, o, u, ø.
Diphthongs: aɪ, au, ɔɪ, ɪu, -ɛr, -er.

Or in words:

A.

Pɑt, Pet, Pit, Pot, Pvt, Pɔnt.
Path, Peɪl, Pɪel, Pʊl, Pul, Pøz.
Paɪl (*or* Pjl), Paut, Poiz, Púr—Pert, Peɪr.

B.

Pɑt, Pɛt, Pɪt, Pɔt, Pvt, Pɔnt.
Path, Pel, Pil, Pol, Pul, Pøz.
Pail, Paut, Pɔɪz, Pɪur—Pɛrt, Per.

An extract from Tennyson is appended, written according to both schemes. It exhibits all the vowel sounds given above. It may be noted that the 'B' scheme saves 15 per cent. in the number of characters compared with accepted style.

Nothing has here been written about the consonants. They present a separate and easier problem, which would only encumber the heavier problem of the vowels, if introduced here. Also nothing has been said about script, because of the difficulty of representing its forms in print. It is easier to devise a good print form than a good script form, but it will be seen that those given above are readily rendered in script.

According to Novalis there are three classes of philosophers. The first is the Eclectic, the second the Scientific, and the third the Idealist. In this case the Simplified Spelling Society of London represents the first; the Simplified Spelling Bureau of New York the second. But where is the third philosopher? and what would he say on the subject of Spelling Reform?

EXTRACT FROM TENNYSON'S 'ULYSSES.'

A.

Dheɪr lyz dhe port; dhe vesel pɔfs her seɪlz;
Dheɪr glum dhe dark brød ɜɪez. My marinerz,
Sʊlz dhat hav toild, and røt, and thøt widh mɪe: . . .
Dhe long deɪ weɪnz, dhe slʊ mun clymz, dhe dɪep
Mʊnz raund widh meni voisez. Cɔm, my frendz,
'Tiz not tu leɪt tv leɪt tv ɜɪek a núer werld.
Pvsh of, and siting wel in order smyt
Dhe saunding fɔrʊz; for my perpos hʊldz
Tv seɪl beyond dhe sʊnset, and de badhz
Of øl dhe western starz, ɔntil I dy.

B.

Dher laiz dhɛ pɔrt; dhɛ vɛsel pɔfs her selz;
Dher glum dhɛ dark brød siz: Mai marinɛrz,

Solz dhat hav tɔild, and røt and thøt
widh mi: . . .
Dhɛ lɔng de wenz, dhɛ slo mun claimz,
dhɛ dip
Monz raund widh mɛni vɔisez. Cɔm,
mai frendz,
'Tiz nɔt tu let tʊ sik a niuɛr wɛrld.
Pʊsh ɔf, and siting wɛl in ɔrdɛr smait
Dhɛ saunding froz; fɔr mai pɛrpɔs holdz
Tʊ sel biyɔnd dhɛ sɔnsɛt, and dhɛ badhz
ɔv øl dhɛ wɛstern starz, ɔntil I dai.

W. Gundry.

INFORMATION TO MEMBERS.

SPECIAL NOTICE TO MEMBERS.

With a view to the effective carrying out of the work of Reconstruction, the active assistance in secretarial and propaganda work of a considerable number of members of the Modern Language Association or others interested is required as soon as possible.

Those who are able to help in any way are requested to communicate at once with the Hon. General Secretary at the Association's headquarters.

Assistance is especially required from those living in (1) the London area, (2) Glasgow, (3) Belfast, (4) Dublin, (5) Manchester, (6) Birmingham, (7) Norwich, (8) Bristol, (9) Southampton.

Any recommendations or suggestions as to the Association's reorganization or to its publications will be gladly received.

All letters should be addressed—

Eric G. Underwood, Esq.,
Hon. General Secretary,
The Modern Language Association,
23, Southampton Street,
Bloomsbury Square,
London, W.C. 1.

* * *

1. Members are reminded that all communications should be sent to the Hon. General Secretary (Mr. E. G. Underwood) at the office of the Association, 23, Southampton Street, Bloomsbury, W.C. 1. This address is the official meeting-place of the Committees, Sub-committees, and of the Council. The Hon. General Secretary can be met there by appointment. A small room is at the disposal of Members if they wish to arrange for any interview or meeting with a fellow-member in London. Tea is obtainable by ordering it from the caretaker.

2. The Executive Committee believes that it would be voicing the sentiments of all Members of the Association in inviting them to contribute towards a souvenir for Mr. Bridge as a memento of his long and faithful services to the Association. All contributions, however small, towards that object should be sent to Mr. R. H. Allpress, City of London School, Victoria Embankment, E.C. 4, not later than June 30.

3. The Executive hope, with the consent of the Council, to publish in due course a list of meetings of the Executive Committee, the Council, and the School and University Committees for the year to enable Members to make arrangements ahead and to keep the dates free.

4. In January a meeting was held at the rooms of the Royal Society organized by the Humanistic Council and the Scientific Societies Association, assisted by a large number of other societies engaged in the production or distribution of knowledge, among them also the M.L.A. The object of the meeting was to discuss the foundation of a popular journal to be called *The Progress of Knowledge*, to be published every month at an annual subscription of 5s. The scope of the journal is to cover the ground both of scientific and humanistic studies, to present the most recent discoveries and ideas stated by the most eminent representatives of the various subjects in an attractive and popular form. The journal would aim at being read not only by readers deprived of the opportunity of securing first-hand knowledge, but also by those whose scientific or specialized interests prevent them from keeping in touch with the latest development in other subjects. The proposal received the whole-hearted support, not only by the Societies represented at the meeting, but also from the delegates of the W.E.A., who promised the liberal aid of the working-class public with which they are in touch. The size of the paper is intended to be roughly that of a number of the *Spectator*, and articles could be published either singly or in series running through several numbers.

The M.L.A. has accordingly been invited (1) to make known among its members the scheme outlined above, (2) to secure subscriptions from among its members and those with whom they

may be in touch, and (3) to assist actively by contributions to be published in the journal. The Association has been asked to submit to the Governing Body of the journal, appointed at the meeting in January, suitable topics for presentation in the journal by a date not later than May 22. Members are accordingly invited to suggest subjects as well as contributors from among the body of the Association. It is important to point out that such active participation in the work will secure for the M.L.A. a seat on the Governing Body of the journal, and that the opportunity offered to bring home to a wide public the interests represented by the study of modern languages as the chief avenue to an understanding of other countries and civilizations, and the pre-eminent position which it ought to occupy in a study of these, should not be allowed to pass in the interests which the Association represents.

5. Among the important connections which the Association ought to establish is that with the W.E.A. The interests of members of the W.E.A. are, for obvious reasons, to the smallest extent purely linguistic; they concern rather economic, social, and generally cultural conditions in other countries. Any member whose special interests may have led him to a study of such topics as village or home life, the development and conditions of special industries, geographical or geological features, the interdependence of these with economic history, etc., in other countries should communicate with the Hon. General Secretary, if he would be willing to place his services at the disposal of any branch of the W.E.A. There is reason to think that the W.E.A. would welcome any such assistance which the Association might be able to render.

6. SUMMER SCHOOL OF ITALIAN.

GIRTON COLLEGE, CAMBRIDGE, AND THE MODERN LANGUAGE ASSOCIATION.

A summer school of Italian will be held from July 28 to August 16, 1919, at Girton College, Cambridge.

The programme will include classes in Italian (elementary and advanced), and courses of lectures, both in English and Italian; phonetic demonstrations and daily practical exercises; lectures on history, literature, art, music, philosophy, and the present-day developments of Italy.

Members of the school, which will be open to men and women, will be accommodated at Girton College, at an inclusive charge of £8 8s. for board, lodging, and tuition, payable in advance.

Applications should be sent to Miss K. T. Butler, Girton College, Cambridge, before June 1. A detailed programme (including books recommended) will be available by April 30. Arrangements would be materially facilitated if applicants would state whether they are actual beginners or more advanced students of Italian.

7. The Chairman desires to call the attention of members to the fact that recently the Italian Ministry of Public Instruction has established a Special Section to deal with intellectual relations with foreign countries, among them the temporary employment of British subjects in teaching posts in Italian schools. Applications of teachers (men or women) should be made to this Special Section for teaching posts as from October 1. The Chairman would be glad to receive any such applications which should state the age, academic qualifications, scholastic experience, and any special wishes as to the kind of teaching of the applicant, and would undertake to forward them to the requisite quarters in Rome, through the organization of the Entente Committee of the Royal Society of Literature.

8. The Chairman is informed that the establishment of an English school at Rio de Janeiro (Brazil) would be heartily welcomed by leading Brazilians and would promise the chances of a great success. He would be glad to hear from anyone likely to be interested in or prepared to make such a venture, and could place him into direct communication with responsible persons there.

* * *

LECTURE BY MR. E. ALLISON PEERS.

On Saturday, July 5th, at 3 p.m., a lecture will be given at 23, Southampton St., Bloomsbury Square, W.C. 1 (entrance also at the Royal Society of Literature Headquarters, 2, Bloomsbury Square), by Mr. E. Allison Peers, of Felsted School, on—

"Experience and Experiment in the Teaching of French Composition."

The chair will be taken by Sir John D. McClure, M.A., LL.D., D.Mus., Headmaster of Mill Hill School.

Admission is free, without tickets, to members of the Modern Language Association and their friends.

Members are reminded that Mr. Allison Peers has made a special study of the subject on which he is lecturing, and the occasion is one that should not be missed.

FROM HERE AND THERE.

[*The Modern Language Association does not endorse officially the comments or opinions expressed in this column.*]

ЧИЖЪ И ГО́ЛУБЬ.

(*Contributed by J. P. S.*)

Чижа́ захло́пнула злодѣ́йка-западня́.
Бѣдня́жка въ не́й и рва́лся, и мета́лся;
А го́лубь молодо́й надъ ни́мъ же издѣ-
ва́лся.
«Не сты́дно ль,» говори́тъ: «средь бѣ́ла дня́
Попа́лся!
Не провели́ бы та́къ меня́:
За э́то я руча́юсь смѣ́ло.»
Анъ смо́тришь: ту́тъ же са́мъ запу́тался
въ сило́къ!
И дѣ́ло:
Вперёаъ чужо́й бѣдѣ́ не смѣ́йся, го
лубо́къ!

Krilóf: *Fables*, Book V., 3.

СОБА́КА И ЛО́ШАДЬ.

(*Contributed by J. P. S.*)

У одного́ крестья́нина служа́,
Соба́ка съ ло́шадью счита́ться ка́къ-то
ста́ли.
«Во́тъ,» говори́тъ Барбо́съ: «больша́я го-
спожа́!
По мнѣ́ хоть бы тебя́ совсѣ́мъ съ двора́
согна́ли.
Вели́ка ве́щь вози́ть или паха́ть!
Объ удальствѣ́ твоёмъ друго́го не слы-
ха́ть,
И мо́жно ли тебѣ́ равня́ться въ чёмъ со
мно́ю?
Ни днёмъ, ни но́чью я не вѣ́даю поко́ю:
Днёмъ ста́до подъ моимъ надзо́ромъ на
лугу́,
А но́чью до́мъ я стерегу́.»
— «Коне́чно,» ло́шадь отвѣча́ла:
«Твоя́ правди́ва рѣ́чь;
Одна́коже, когда́ бъ я не паха́ла,
То не́чего бъ тебѣ́ здѣ́сь бы́ло и
стере́чь.»

Krilóf: *Fables*, Book VIII., 16.

Obituaries.

MR. FRANCIS STORR.

Members of the Modern Language Association will learn with deep regret the death of one of its Vice-Presidents, which took place on April 8 at his house in Mecklenburgh Square. It is difficult to realize that such a striking, sympathetic, and widely-known personality is no longer with us. He had reached the psalmist's limit, having been born in 1839. He distinguished himself both at Harrow and at Trinity College, Cambridge, where he was sixth in the Classical Tripos of 1861, obtaining the Bell University Scholarship. On leaving Cambridge he was, till 1875, assistant-master at Marlborough, whence he went to Merchant Taylors' as chief master of modern subjects. He retired with a pension in 1901.

In the educational world his influence was considerable, and the *Journal of Education*, of which he was editor and proprietor, was well known in both hemispheres. In it he showed himself a keen and fearless critic and a thorough advocate of reform. He was a strong supporter of the training of teachers, and was appointed a member of the first Teachers' Registration Board. He took a very active part in the work of the College of Preceptors and of the Teachers' Guild. He joined the Modern Language Association in 1893, shortly after its foundation, and was President in 1907.

A classical scholar of more than ordinary merit, he acquired while at Marlborough a hardly less profound knowledge of French and German. His English was terse and vigorous, as those may have noticed who have read his interesting notes in the *Journal of Education*. As his colleague at Merchant Taylors' for nearly twelve years, we have found it difficult to say what was most to be admired in his versatile powers. As a teacher, he possessed in a remarkable degree the power of interesting and stimulating the older pupils who were anxious to learn. Many of his pupils have in later life expressed to us their great indebtedness to Mr. Storr for having given them a real enthusiasm for some subject which might otherwise have seemed barren to them.

J. A. G. Dymond, B.A., M.Ed., a master on the modern side of the Manchester Grammar School, died of pneumonia on March 3, 1919, at the age of thirty-one years. Educated at the Hoe Grammar School, and at Bristol, Paris, and Manchester Universities; graduated B.A. (Honours) at the London University; teacher's diploma, Manchester University; and M.Ed. degree of Manchester University. At Paris he studied under Passy, from whom he derived a great interest in phonetics. Was an able exponent of the new (or direct) method of teaching French; particularly interested in the Boy

Scout movement—a scoutmaster of one of the Grammar School troops; did pioneer work in the movement for organized training of scoutmasters. On the staff of the Manchester Grammar School for the last five years, and also a lecturer in French at the Manchester High School of Commerce. Recently elected secretary of the Manchester Branch of the Modern Language Association.

⁂ ⁂ ⁂

A summer vacation course for students and teachers of French will be held at University College from August 6 to August 19 inclusive. It will include: (1) Six lectures on French phonetics, by Daniel Jones (University Reader in Phonetics). (2) Six lectures on methods of language learning (with special reference to French), by Harold E. Palmer. (3) Daily ear-training exercises, conducted by Miss L. E. Armstrong. (4) Daily practical classes—(*a*) pronunciation exercises, (*b*) fluency practice, conducted by M. G. Bonnard, Mdlle. H. Coustenoble, Mdlle. M. L. Favry, Mdlle. A. F. Gérard, Mdlle. M. Grémaud, Mdlle. B. Héritier, and other assistants. Write to the Secretary, University College, London, W.C. 1.

⁂ ⁂ ⁂

The Council of the Teachers' Guild have arranged Holiday Courses for Students of French and Spanish to be held at Oxford from Wednesday, 13th August, to Saturday, 30th August, 1919. St. Hugh's College has kindly been placed at their disposal. Further accommodation will provided as required. Miss Notcutt, late Head Mistress of Ipswich High School, will kindly act as Representative of the Teachers' Guild at Oxford during the Courses.

French Course.—The Literature Section is arranged by Professeur Rudler, D. ès L., French Professor in the University of London. Miss L. H. Allison has the direction of the French Course in Phonetics and Conversation, and will give a few Lectures on Phonetics. M. Paul Studer, M.A., D.Lit., Taylorian Professor of the Romance Languages, Oxford, will give four lectures on "Les Origines de la Poésie lyrique en France." Professor Fleure, of Aberystwyth, will give three lectures, illustrated with lantern slides:—The boundary between Langue d'Oïl and Langue d'Oc; The Mediteranean Coasts; and Burgundy.

Spanish Course.—This is under the direction of Señor Barragán (with assistance), who will arrange classes to suit the students whether beginners or advanced. Señor Barragán will give Lectures in Spanish on various subjects.

Application should be made by July 1st, to the General Secretary, 9, Brunswick Square, W.C. 1.

WANTED.

Names and addresses of educated families willing to take foreigners, either on mutual terms or as paying guests. Please apply to—

MISS BATCHELOR,
Bedford College,
Regent's Park, N.W. 1.

Specimen applications:

Belgian youth, 17, preferably in a schoolmaster's family; at once.

Young French lady, Colonel's daughter; paying guest, in July, for about six months; preferably country or sea.

Young French lady, on mutual terms.

Swiss (*Geneva*) *youth*, 24, wishes post of tutor for several months.

Young French girl, 15, paying guest; August and September.

⁂ ⁂ ⁂

ITALIAN AT THE UNIVERSITIES.

LATIN AND CIVILIZATION.

(*From the "Observer."*)

By EDWARD HUTTON.

Mr. Arthur Serena's magnificently generous gift of £20,000 towards the foundation of Italian Chairs at the Universities of Oxford and Cambridge is, rightly understood, by far the most important thing so far achieved in the new intellectual entente between Italy and England and the revival of Latin culture in these islands, which, if it succeeds, will be among the most important results of the war.

From the point of view of civilization, Mr. Serena's gift is at least the equivalent of the winning of an action in battle. . . .

In Europe there is but one civilization—it is Latin. All else is barbarism. When we are closest to the Latin original, then are we happiest and at our best, as in the times of Chaucer, Shakespeare, Milton, Byron, Shelley, and Keats. . . .

Now the sheer value of Italian to us is first and foremost simply that it is Italian, a Latin language, *the* Latin language, the production of the Latin mind and the expression of Latin thought. That is a transcendental thing—transcendental because it is presupposed in, and necessary, to our experience.

LINGUISTIC VALUE.

When we come down to consider the utilitarian value of Italian and of Italian studies, three considerations stand out clearly:

1. Its intrinsic linguistic value.

2. Its great cultural value; the beauty and nobility of its literature.

3. Its usefulness from a commercial and economic standpoint.

The intrinsic linguistic value of Italian, especially for the English, lies in the fact that it possesses certain qualities, such as the clearness of pronunciation which it requires, the pure vowel sounds which it preserves, which emphasize an appreciation of form in speech, and thus give Italian, from this very important, if particular, point of view, great educational value—a higher educational value, regarded from this standpoint, than Greek or Latin, which it is possible to pronounce in half a dozen different ways, most of them equally barbarous; and at least equal to French. An English boy or girl carefully taught to speak Italian will never use his own language with the casual brutality which has become the habit in every class in England. Grammatically, Italian is probably superior to French as an instrument of education, for no other Latin tongue has preserved its Latinity to the same extent. Though it has not the inflexional wealth, it has kept much of the flexibility of the Latin, while French has lost both. The study of Italian teaches not only accuracy of form, but accuracy of thought; and, indeed, if ever Latin were to be generally dropped from our system of education—which God forbid—the only language which could replace it—not, indeed, without loss, but with as little loss as may be—from the standpoint of educational value, would be Italian.

It is, perhaps, needless to examine here the second claim of Italian to be studied by us—the great cultural value of its literature. No educated man can afford to be ignorant of Dante, Petrarch, and Boccaccio, or to ignore the humanism of the Italian Renaissance, upon which the best of our education in England is founded, or to leave unread such poets as Ariosto, Tasso, and Leopardi; historians like Guicciardini and Sarpi; philosophers such as Galileo, Vico, Beccaria, Rosmini; or political thinkers like Machiavelli and Mazzini; or to be quite ignorant of the achievement of such discoverers and travellers as Marco Polo, Cristofero Colombo, and Amerigo Vespucci.

The Italy of To-day.

Thirdly, the knowledge of Italian is necessary for understanding the Italy of to-day. Modern Italy is a young, vigorous, and growing nation; if we are to understand her and to do business with her, if we are to sell her our goods and to buy hers, we must know something of her language. . . .

Now it is from all these three points of view that we ought to regard and to value Mr. Serena's magnificent and generous gift. The foundation of two Chairs of Italian at Oxford and Cambridge will place Italian on a cultural equality with English, French, and German in the eyes of all people professionally interested in education. It should do more. It should give back to Italian once more the pre-eminent position it once possessed in England, and make it possible at least that English literature should still continue, and even more certainly, to draw its inspiration formally from the purest of Latin sources still left to us—the sources from which Chaucer, Spenser, Sidney, and Shakespeare drank so deeply. . . .

England and the British Empire are profoundly European by civilization; culturally they are profoundly Latin. Their whole literature, the very form of their thought and expression, that is, is Latin. That they should remain Latin is necessary, for it is the same thing as to say that they should remain civilized. And in supporting and urging this, how can we do better than fortify and energize anew that great and living civilization which came to us from Italy when Cæsar landed here, and which continually through the ages has guided and inspired us?

* * *

In connection with the above we are pleased to note that an Englishman, Mr. Thomas Okey, has been appointed to the Chair of Italian at Cambridge.

* * *

FRENCH STUDIES AT CAMBRIDGE.

From the "Morning Post."

Sir,—The University of Cambridge has no adequate provision for the teaching of French language, history, and literature. Until recently she had no professorship of French. At the first official mention of her need the Drapers' Company offered to give the stipend of a professor for the term of ten years, and this offer has been accepted by the University. . . .

The income for the professorship is now secure. With a professor of British birth, fully equipped by scholarship, learning, and knowledge of the French people, to interpret to British students the spirit of France, and to lead and organize the studies of French language, literature, and history, the first requisite of a school of French studies will be no longer wanting. But there is still urgent need of funds for the establishment of a University Lectureship in French, to be held by an eminent Frenchman; of a lectureship, and of at least two travelling studentships, to enable selected graduates to prepare themselves, by residence in France, for the highest professional work in this country. The founda-

tion of an annual lectureship, to be held by distinguished Frenchmen, who would set before the University the various aspects of literature, history, and thought, of which they were the acknowledged masters, would be a most valuable and stimulating addition. For these purposes, all of which would strengthen the University and enrich the knowledge of the nation, the sum of £30,000 would not more than suffice.

We make our appeal in confidence that the resulting tribute of Cambridge to France will be worthy of the University and the occasion.—Yours, etc.,

RAYLEIGH.
A. J. BALFOUR.
CREWE (*Chairman of the Committee*).

March 29.

♣ ♣ ♣

The University of London Press have pleasure in announcing the addition to their series of Phonetic Readers of an *Italian Reader*, which has been prepared by Professor Amerando Camilli, and which will be ready for early publication. They have also in active preparation a *Spanish Reader*, by Professor T. Navarro Tomas, of Madrid, which it is also hoped will be ready very shortly, and will be added to the same series of readers.

♣ ♣ ♣

UNIVERSITY OF LONDON EXAMINATIONS FOR CERTIFICATES IN FRENCH, GERMAN, ITALIAN, RUSSIAN, AND SPANISH.

THE University of London, which has for some years past held special examinations for certificates in French and in German, has now instituted similar certificates for three other languages—namely, Italian, Russian, and Spanish.

The examinations are 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. They are held annually, at the end of the summer term, and particulars can be obtained on application to the University Extension Registrar, at the University of London, South Kensington, S.W. 7.

♣ ♣ ♣

An open competitive examination will be held in London, commencing on August 1, 1921, for clerkships (Class I.) in the Home Civil Service (Clause 5 of the Order in Council of January 10, 1910).

Candidates must have attained the age of twenty-two, and must not have attained the age of twenty-four, on the first day of August in the year in which the examination is held.

The examination will include the following subjects.* The numerical value is shown against each subject:

SECTION A—TO BE TAKEN BY ALL CANDIDATES.

	Marks.
1. Essay	100
2. English	100
3. Present Day: Questions on contemporary subjects—social, economic, and political	100
4. Science: Questions on general principles, methods, and applications of science, including geography ...	100
5. Translation: Translation from one of the following languages not taken in Section B—viz., French, German, Italian, Spanish, Portuguese, Dutch, Norwegian, Swedish, Danish, Russian; Latin being also an option for those who take two modern languages in Section B	100
6. A *viva voce* examination	300
Total for Section A	800

SECTION B—OPTIONAL SUBJECTS.

Candidates are allowed to take up subjects in this section up to a total of 1,000 marks.

Languages with History and Literature.

The languages are Latin, Greek, French, German, Spanish, Russian, Arabic, and Persian. Two hundred marks are allotted to each language, and 200 to its history and literature.

Other sections are History, Economics (Politics, Law, Philosophy), Mathematics, and Science.

Particulars as to time and manner of making application will be issued later.

♣ ♣ ♣

Mr. E. D. Breul, late of Sedbergh, has been appointed Senior Modern Language Master at Portora Royal School, Enniskillen.

♣ ♣ ♣

A HOLIDAY COURSE IN SPAIN.

Students and intending students of Spanish will be interested to know that the University of Toulouse is enterprisingly recommencing its Spanish courses at Burgos on August 1. No better place could have been chosen; Burgos enjoys an excellent summer climate, and, besides being a spot of great intrinsic interest, is an excellent centre for excursions. Those who know the enthusiasm and organizing ability of the Director, Professor Mérimée, which are as great as is his European reputation as a Spanish scholar, will not need further recommendations.

I have recently been travelling in Spain, and

* A syllabus, defining in general terms the character of the examination in the various subjects, is in preparation.

can testify to the facility and comfort with which the journey can be undertaken, and shall be pleased to give further information to any who will write to me for it. While in Madrid I was given full opportunities of examining, among other means of facilitating Anglo-Spanish and Franco-Spanish inter-relations, the important work which Professor Mérimée is doing in connection with the *Institut Français*. The extraordinary success of this is an auspicious omen for the course at Burgos.

E. Allison Peers.

La Guilde Internationale, fondée par Miss Williams, et qui continue son œuvre, organise cette année des cours de vacances pour les mois de juillet, août, et septembre.

Ces cours, qui auront lieu tous les matins, comportent des conférences sur la littérature française, sur l'enseignement en France, sur l'histoire; des exercices pratiques de vocabulaire, de formes idiomatiques du langage et de lecture des textes; une étude théorique et surtout pratique de la phonétique, et des sons du français comparés à ceux de l'anglais.

Prière de s'adresser pour les renseignements à la Secrétaire de la Guilde, 6, Rue de la Sorbonne, Paris.

UNIVERSITY OF GRENOBLE.

During the academic year the Committee of Patronage offers the following special courses for foreign students: Theoretical and practical phonetics; history of nineteenth century French poetry; history of nineteenth century French prose; history of the French vocabulary; gallicisms; lexicology; historical grammar; elementary grammar.

The announcement of the courses given in these various departments may be obtained by writing to the Secretary of the University.

Vacation Courses.—At present the University can give only a minimum number of vacation courses, which eventually will be greatly increased. It is compelled to leave this indefinite for the present, since the scope of these studies depends naturally upon the number and the nationality of the students registering.

UNIVERSITÉ DE DIJON.

Cours pour les Étrangers.

Année 1919.

L'œuvre de l'Université de Dijon et du Comité de Patronage des Étudiants étrangers va reprendre son cours normal qu'avaient interrompu quatre années de guerre.

Comme précédemment, l'Université s'efforcera de répondre de son mieux aux désirs des étudiants.

Cours de Vacances.—Les cours de vacances ont lieu du 1er juillet à fin octobre. Les étudiants ont le droit de suivre tous les enseignements.

Prix.—Quinze jours, 35 francs; un mois, 60 francs; six semaines, 80 francs; deux mois, 90 francs; chaque mois en plus, 10 francs.

Pour les programmes et les renseignements s'adresser soit au Comité de Patronage, secrétaire, M. P. Martenot, 3, rue de Metz, Dijon; soit à M. le Recteur de l'Université; soit à M. Lambert, doyen de la Faculté des lettres.

RESIDENCE ABROAD.

Mr. K. H. D. Pleydell-Bouverie of Coleshill House, Highworth, Wilts, writes: Owing to the war it has been impossible to keep in touch with the families and pensions in France personally recommended by members of the M.L.A., and our list is now practically useless.

Will any members who can supply new addresses, either in France or in other countries, kindly send them to me as soon as possible, as I am receiving numbers of enquiries from members who wish to go abroad. Information as to posts "au pair," both in England and abroad, would also meet a want.

The Mount Allison University, Sackville, New Brunswick, has a vacancy for a Professor of Modern Languages; for particulars see the advertisement inside front cover.

MODERN LANGUAGE ASSOCIATION.

AN APPEAL.

1. Members who have not yet paid their subscription for the current year are urgently requested to send it without further delay.

2. Members who were on active service and are now demobilized are invited to renew their support to the Association by sending their subscription for 1919.

Hon. Treasurer.

CORRESPONDENCE DEPARTMENT.

Correspondents in France have been found for 623 English girls and 227 English boys since September, 1918. In addition, a number of adult French people, young students, and teachers

of both sexes, have been provided with correspondents, but over a hundred of these applications from France have met with no response as yet.

The applications which have arrived at the beginning of this term, and which have not yet been dealt with, are as follows:

English boys, 50; English girls, 104. French boys, 102; French girls, 46. In addition, two French girls' schools offer an indefinite number of correspondents.

It will be seen that there must be some delay before the numbers can be equalized, but in the meantime applications from English boys will be welcome.

The clerical work has increased considerably, and Miss Sheehan Dare has kindly consented to help with the boys' section; while Miss Walker, York Municipal Secondary School, has agreed to do some of the clerical work in the girls' section.

The balance in hand is £4 5s. 4d. Some economy has been effected by the kind co-operation of our French colleagues, who inserted a notice in *Les Langues Modernes* drawing attention to our work, and also by the secretary of Hachette's Correspondence Section undertaking to collect lists from schools with which they were already in touch.

There have been a few inquiries for other languages—Spanish, Italian, Russian, and German-Swiss—and we hope to get into touch with these countries as soon as possible.

Correspondents were also found for two Norwegian girls, though the whole correspondence had to be conducted in English.

People usually express satisfaction with their correspondents. There are some complaints of unanswered letters, and these have been due in some cases to letters having been lost or delayed in the post; but it does happen that a pupil tires of corresponding, and it seems desirable for teachers in both countries to exercise some sort of supervision over the correspondence.

(WELSH BRANCH.)

DURING Easter week meetings were held at the the University College of Wales, Aberystwith, to inaugurate a Welsh Branch of the M.L.A.

The first meeting took place in the afternoon of Wednesday, April 23, when the aims and policy of the Branch were discussed. The discussion was opened by Miss Ffoulkes, of the Appointments Board for Wales. There was rather a strong feeling amongst a section of those present that Wales should have its own Association independent of and separate from the parent M.L.A., but eventually it was decided to proceed to work as a Branch for the present and see how things shape themselves. A further meeting proceeded to elect the officials and Committee of the Branch. It was decided to have a President, two Vice-Presidents (one from North and one from South Wales), a Committee of ten (five each from North and South Wales respectively), with power to co-opt four other members, two from each area. The President and Vice-Presidents are to hold office for one year only, and the Vice-Presidents preside over their respective Committees.

The following were elected:

PRESIDENT.—Professor J. L. André Barbier, Aberystwyth.

VICE-PRESIDENTS.—Mr. Edmund D. Jones, M.A., Barmouth.

Mr. Beanland, B.A., the Municipal Secondary School, Swansea.

TREASURER.—Mr. E. T. Griffiths, M.A., the County School, Llanfyllin.

SECRETARIES — *North Wales.* — Miss Mary Davies, B.A., the County School, Barmouth.

South Wales.—Miss Magdalen Morgan, M.A., the Training College, Swansea.

COMMITTEE—*North Wales.*—Mr. A. Lyon, M.A., Hawarden; Mr. W. Lloyd Parry, B.A., Mold; Mr. D. Rees, B.A., Rhyl; Miss M. D. Roberts, B.A., Bethesda; Mr. Wright, M.A., Lecturer in English, University College of North Wales, Bangor.

South Wales.—Mr. John Hughes, B.A., Fishguard; Miss Griffith, Aberdare; Miss M. Jenkins, Trefforest; Miss E. Evans, the Training College, Barry; Miss Ffoulkes, of the Appointments Board for Wales.

Miss Sadi Price, M.A., of the Central Welsh Board, was added to the Committee.

Mr. Edmund D. Jones, M.A., Barmouth, was elected to act as the representative of the Branch on the General and Executive Committees of the M.L.A.

Following these elections discussions were held on several subjects.

Mr. A. Lyon, M.A., Headmaster of Hawarden Secondary School, gave a résumé of the Report of the Modern Language Committee. As a result of the discussion the Committee was deputed to arrange with specialist teachers of French to draw up new schemes of work for schools, correlating French History, French Geography, Literature, and Social Life, all having regard primarily to the intense study of one period or school, rather than an incoherent study of fragments from many disconnected periods.

Mr. John Hughes, B.A., Fishguard, introduced the question of French and Welsh as alternative subjects in schools, and pleaded the necessity of having both taught side by side in Welsh schools.

He said that compulsory Latin was the root of the difficulty, and though he himself was a teacher of Latin, and therefore not prejudiced against it, he failed to see why boys and girls who did not require to pursue an advanced course in classics should be forced to obtain a smattering of Latin at the cost of forfeiting a more accessible road to culture through the medium of their own native language or other modern foreign languages, useful also in other spheres.

All the speakers viewed with alarm the jostling of so many subjects in the school curricula. The meeting decided to send the following resolution to the Press, to the Court of the University of Wales, to the Senates of the three Welsh Colleges, and to the Central Welsh Board:

'That it is the opinion of this meeting that the present privileged position of Latin at the Welsh Matriculation Examination is a hindrance to the study of Welsh and Modern Foreign Languages in Secondary Schools.'

Miss Clara Williams, Penarth, seconded by Mr. A. B. Thomas, of the University College, Aberystwyth, brought forward a motion urging the Central Welsh Board to encourage consistency of method in the teaching of French; the original motion was lost, but an amended motion, to the following effect, was carried:

'That in view of the fact that the Central Welsh Board encourages the study of French by the direct method in that a paper is set in French at the junior stage, this meeting of the Welsh Branch of the M.L.A. urges the Board to assist the teachers still further by setting a similar paper at the senior stage, so as to avoid the sudden change of method which is at present inevitable; but translation from the native language into French should form part of that paper.'

From the interest and activity already shown we feel sure that the Welsh Branch will be a success, and that its formation will mark a new era in the teaching of Welsh and modern foreign languages in our Welsh schools and colleges. We shall want all the support the parent M.L.A. can give us, for we are thinking of ambitious schemes, and we shall also want the loyal support of all our own members.

EDITORIAL NOTES.

MODERN LANGUAGE TEACHING will, with the present number, cease to exist, but it will be succeeded in the autumn by MODERN LANGUAGES, the new organ of the reorganised Association. There will be two issues of that magazine this year—viz., on October 1 and December 1—and thereafter it is expected that at least six numbers will be published annually. The price of single numbers will be 1s. net; the annual subscription remains at 4s. 6d. (plus postage, 9d.) for the present. Orders should be sent direct to Messrs. A. and C. Black, Ltd., 4, Soho Square, London, W. 1.

Contributions and copies of books for review should be addressed to the Editor, 'MODERN LANGUAGES,' 4, SOHO SQUARE, LONDON, W. 1.

The Annual Subscription to the Association, payable on January 1, is 7s. 6d., and should be sent to the Hon. Treasurer, Mr. A. M. SAVILLE, 54, Heybridge Avenue, Streatham, S.W. 16.

The Journal is sent free to all Members of the Association.

Applications for membership should be addressed to the Hon. Secretary, Mr. E. G. UNDERWOOD, 23, Southampton Street, Bloomsbury Square, London, W.C. 1.

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 under-mentioned subjects should be addressed to the persons named:—

Exchange of Children: Miss BATCHELOR, Bedford College, Regent's Park, N.W.

Magic-Lantern Slides: H. L. HUTTON, 2, College Gardens, Dulwich, S.E. 21.

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

Travelling Exhibition: J. E. MANSION, B. ès L., 10, Sudbrooke Road, Wandsworth Common, S.W.

Scholars' International Correspondence: Miss JULIA TITTERTON, M.A., Municipal Secondary School for Girls, York.

N.B.—Applicants for correspondents are requested to enclose list of pupils, giving names, ages, and addresses, and a stamp for reply. A fee of 3d. for each child is payable.

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

It is urgently requested that all Postal Orders be crossed.

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PORTUGUESE

Practical Portuguese Grammar. By ANO. Cloth, 330 pp., 5s. net.

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ITALIAN

Italian Commercial Grammar. net.

Baretti's Dictionary of the Italian and English Languages. Edited by J. DAVENPORT and G. COMELATI. Cloth, 1500 pp., 25s. net.

Mercantile Correspondence. English-Italian. Cloth, 3s. 6d. net.

Complete list of Modern Language books will be sent post free on application to

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