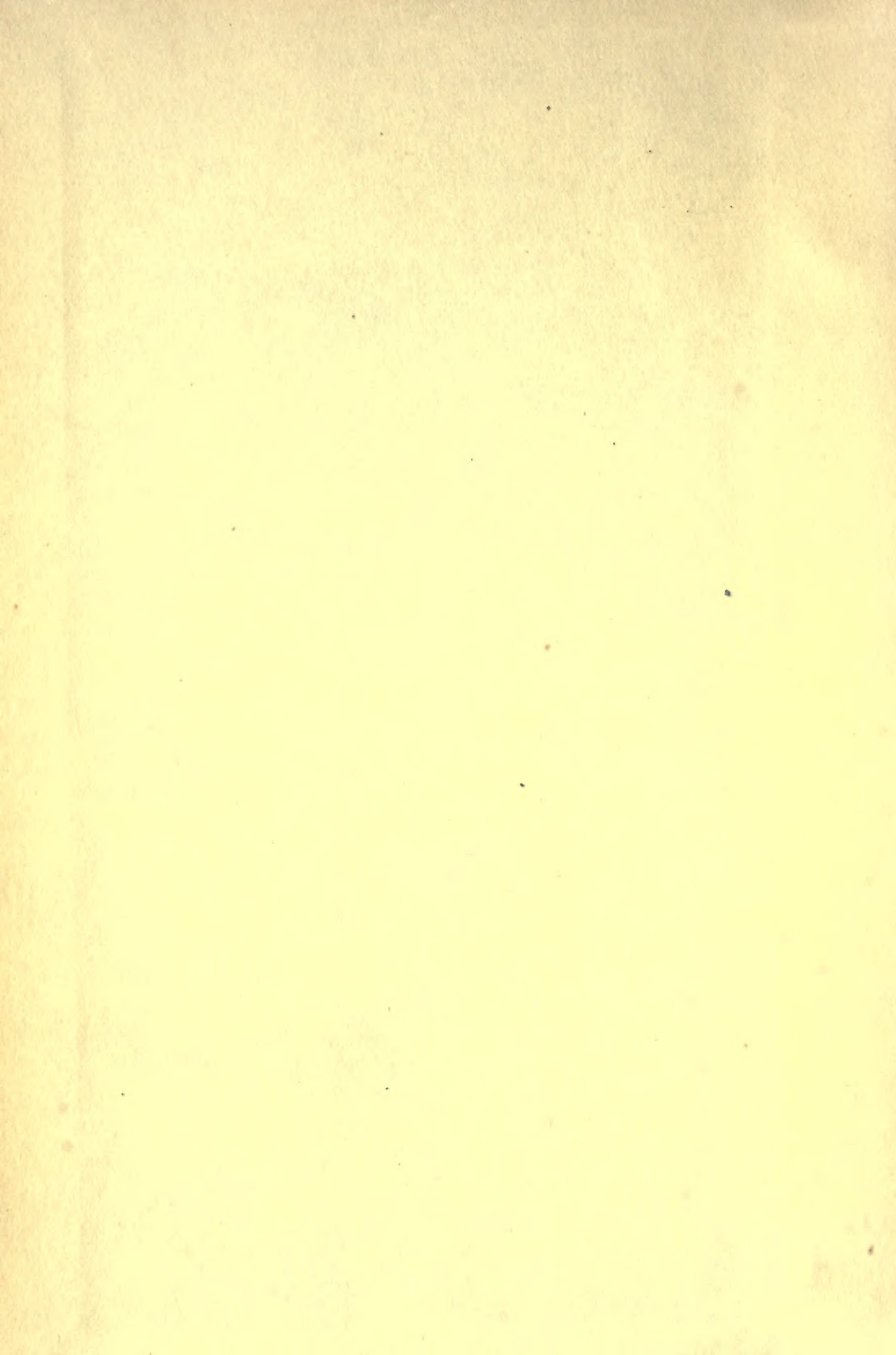


UNIV. OF
TORONTO
LIBRARY





Digitized by the Internet Archive
in 2007 with funding from
Microsoft Corporation

7794

I

MODERN LANGUAGE TEACHING

MODERN LANGUAGE TEACHING.

NUMBERS STILL IN PRINT.

VOL. I.—Parts 1 to 8. *Price 6d. each.* (Nos. 2 and 3 are a double part.) Complete volume, *Price 5s.*

VOL. II.—Parts 4, 5, 6, 7, 8. *Price 6d. each.*

VOL. III.—Parts 1, 2, 4, 6, 7, 8. *Price 6d. each.*

VOL. IV.—Parts 1 to 7. *Price 6d. each.*

VOL. V.—Parts 2, 4, 7, 8. *Price 6d. each.*

VOL. VI.—Parts 1 to 8. *Price 6d. each.*

A. AND C. BLACK, 4, SOHO SQUARE, LONDON, W.

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

MODERN LANGUAGE
TEACHING

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE
ASSOCIATION

EDITED BY
WALTER RIPPMMANN

WITH THE ASSISTANCE OF
R. H. ALLPRESS, F. B. KIRKMAN, MISS PURDIE, AND
A. A. SOMERVILLE

VOLUME VI.

LONDON
ADAM AND CHARLES BLACK

1910

120957
12 | 2 | 12

PB
1
M68
v. 6

CONTENTS

ARTICLES.		PAGE	Modern Language Association :		PAGE
Address of Welcome by the Vice-Chancellor of the University of Cambridge - - -			Meetings of Committees		16, 56, 85, 110, 149, 181, 204, 233
Alge, Sines (Obituary) - - -			Supplement to November issue.		
Board of Education, Report for the Year 1908-9 - - -			Travelling Exhibition - - -		183
British Student in Paris, The - - -			Branches: - - -		56
Bryers, Winifred (Obituary) - - -			Birmingham - - -		88
Comment amener les élèves à lire en dehors des heures de classe. G. Pradel - - -			Bristol - - -		152
Compulsory Greek at Oxford - - -			North London - - -		57, 87, 152, 235
Co-operative Holidays Association, The - - -			South-Eastern London - - -		182
Discussion Column : The Teaching of Foreign Literature			West London - - -		88, 151, 206, 235
x. Marshall Montgomery - - -			Yorkshire - - -		112, 183, 235
The Teaching of Composition			Modern Methods of Language Teaching, Discussion on some Points of Weakness in - - -		72
i. Miss B. L. Templeton - - -			Nomenclature Grammaticale, Arrêté relatif à la nouvelle - - -		227
ii. Miss M. L. Hart - - -			Oxford Senior Local Examination, Languages in the - - -		203
iii. Miss F. M. S. Batchelor - - -			Phonetics in the Class-room, The Abuse of. Miss L. H. Althaus - - -		65
iv. Miss C. R. Ash - - -			Polyglot Club - - -		153
Eve, Henry Weston (Obituary) - - -			Pourquoi apprenons-nous le Français? F. R. Robert - - -		98
Evolution and Literary Criticism (Abstract). E. G. W. Braunholtz			Presidential Address by the Master of Gonville and Caius College, Cambridge - - -		6
External School Examinations (Junior Stage) in Modern Foreign Languages, Discussion on - - -			Teaching of Modern Languages. (Syllabus of Lectures.) W. O. Brigstocke - - -		206, 236
External School Examinations, Report of General Committee - - -			Teaching of Modern Languages, A French Inspector's directions for the. W. R. - - -		136
French Lycée, Four Months in a. Miss M. L. Barker - - -			<i>Une Journée d'Été</i> (Poem). V. E. K. 129, 213		
German in Girls' Schools and the Civil Service Commissioners - - -			Wechselbeziehungen der Englischen und der Deutschen Literatur. (Abstract.) Karl Breul - - -		25
German in the Secondary Schools of Scotland, The Place of. L. Lubovius					
Göttingen, The Böttinger Studienhaus at - - -			REVIEWS.		
Holiday Courses - - -			<i>Almanach Hachette</i> - - -		61
Berlin (Institut Tilly) - - -			Barry, W. <i>Heralds of Revolt</i> - - -		120
Besançon - - -			Blanchaud, R. de. <i>Progressive French Idioms</i> - - -		249
Burgos - - -			Boerner, O. <i>Leçons de Français</i> - - -		249
Grenoble - - -			Brackenbury, L. <i>The Teaching of Grammar</i> - - -		116
Honfleur - - -			<i>Brentano, C., Der Müller am Rhein.</i> Ed. A. F. Ryan - - -		218
London - - -			<i>Browning, Paracelsus.</i> Ed. M. L. Lee and K. B. Locock - - -		58
Lübeck - - -			Brunot, F. <i>Histoire de la langue française.</i> Tome iii. - - -		123
Neuwied - - -			<i>Bruyère, Mme Ch. de la, Petite Nièce</i> - - -		61
Rouen - - -			<i>Byron, Child Harold.</i> Ed. H. F. Tozer - - -		121
Santander - - -			<i>Cambridge History of English Literature.</i> Ed. A. W. Ward and A. R. Waller. Vol. iv. - - -		28
Tours - - -			Vols. v. and vi. - - -		215
Institut Français pour Étrangers - - -			<i>Carlyle, Essay on Burns</i> - - -		121
International Correspondence, The Scholars' - - -			<i>Cartes Murales Vidal-Lablache</i> - - -		61
King Edward VII. - - -					
<i>Le Rêve</i> (Poem). J. A. d'Auranimon					
Modern Language Association :					
Annual Meeting, 1909 - - -					
Annual Meeting, 1910 - - -					
Exchange of Children - - -					
Lantern Slides - - -					
Loan Library - - -					

	PAGE		PAGE
<i>Chamisso, Die Geschichte von Peter Schlemihl.</i> Ed. R. C. Perry	218	<i>Magee, E. Le Chat Botté</i>	123
<i>Chouville, L. Histoires Courtes et Longues</i>	248	<i>Mann, T., Buddenbrook.</i> Ed. J. E. Mallin	218
<i>Coleridge, S. T., Poems of Nature and Romance.</i> Ed. M. A. Keeling	121	<i>Mérimée, Chronique du Règne de Charles IX.</i> Ed. A. T. Baker	121
<i>Comtesse C. d'Arjuzon, Une seconde Mère</i>	61	<i>Mérimée, Colomba, Lessons in Grammar and Composition based on.</i> L. A. Roux	60
<i>Cousin, V., La Société française au XVII^e siècle.</i> Ed. L. Delbos	93	<i>Mérimée, Deux Contes.</i> Ed. J. F. Rhoades	248
<i>Driault, E., and A. Sée. Histoire de la Nation et de la Civilisation Françaises</i>	94	<i>Milton, Minor Poems.</i> Ed. O. Elton	246
<i>Dumas, Edmond Dantès.</i> Ed. M. Ceppi	217	<i>Molière, Dom Garcie de Navarre.</i> Ed. F. Spencer	217
<i>Dumas, Le Bourreau de Charles I.</i>	247	<i>Monnier, H., Les Voisins de Campagne.</i> Ed. Poole and Lassimonne	217
<i>Dumas, Monsieur de Beaufort à Vincennes.</i> Ed. P. B. Bingham	217	<i>Noël-Armfield, G. Poems for Children phonetically transcribed</i>	58
<i>Eighteenth Century Literature.</i> An Oxford Miscellany	93	<i>Poetry of the Age of Shakespeare.</i> Ed. W. T. Young	247
<i>Endendijk, G. Dutch Grammar for Schools, A</i>	250	<i>Poole, W. M., and E. L. Lassimonne, Textes et Questions</i>	248
<i>English and Scottish Popular Ballads.</i> Ed. R. A. Witham	92	<i>Pope, Essay on Criticism.</i> Ed. J. Sargeant	92
<i>English Essays, Selected by W. Peacock.</i> Ed. C. B. Wheeler	246	<i>Pope, Rape of the Lock.</i> Ed. G. Holden	92
<i>Erckmann-Chatrian, Le Conscrit.</i> Ed. H. Rieu	217	<i>Rahtz, F. J. English Literature. Selections from English Literature</i>	216
<i>Erckmann-Chatrian, Pourquoi Hunebourg ne fut pas rendu.</i> Ed. T. H. Bertenshaw	216	<i>Renault, E. Petite Grammaire Française</i>	250
<i>Erckmann-Chatrian, Waterloo, Exercises on.</i> A. Wilson-Green	122	<i>Riehl, W. H., Die Nothelfer.</i> Ed. P. B. Ingham	218
<i>Féval, Anne des Îles</i>	247	<i>Rippmann, W. Dent's First French Book, Phonetic Section</i>	29
<i>Féval, Le Docteur Bousseau</i>	247	<i>Rippmann, W. Easy Free Composition in German</i>	218
<i>Firth, E. E. English Literature for Schools</i>	120	<i>Saillens, E., and E. R. Holme. First Principles of French Pronunciation</i>	215
<i>Goethe, Der Bürgergeneral.</i> Ed. S. H. Moore	124	<i>Saintsbury, G. History of English Prosody, vol. iii.</i>	245
<i>Goldsmith, Traveller, etc.</i> Ed. R. M. Barton	121	<i>Sand G., Le Chêne Parlant.</i> Ed. Poole and Lassimonne	217
<i>Hein, G. Auswahl deutscher Prosa</i>	218	<i>Sand, G., Les Maîtres Sonneurs.</i> Ed. S. Barlet	217
<i>Hirsch, L., and J. Stuart Walters. Aus dem Leben</i>	124	<i>Sandeau, J., Un Héritage.</i> Ed. P. K. Leveson	247
<i>Hugo, V., Les Feuilles d'Automne.</i> Ed. H. C. Norman	217	<i>Shakespeare, Richard II., Julius Cæsar, Macbeth.</i> Ed. G. S. Gordon	93
<i>Ives, M. I. Illustrated Phonics</i>	29	<i>Shelley, Selected Poems.</i> Ed. G. H. Clarke	92
<i>Jones, D. Intonation Curves</i>	215	<i>Somerville, A. A. Grammaire Française Élémentaire</i>	249
<i>Kirkman, F. B. The Teaching of Foreign Languages</i>	115	<i>Souvestre, Le Serf</i>	247
<i>Laboulaye, Yvon et Finette</i>	247	<i>Temple, Sir William, Essays on Ancient and Modern Learning and On Poetry.</i> Ed. J. E. Spingarn	93
<i>La Fontaine, Choix de Fables.</i> Ed. H. B. Dawes	247	<i>Tennyson, The Princess.</i> Ed. H. Allsopp	246
<i>Lamartine, A. de, Le Tailleur de Pierres de Saint-Point.</i> Ed. W. Robertson	247	<i>Thackeray, Henry Esmond.</i> Ed. T. C. Snow and W. Snow	92
<i>Luquiens, F. B. Introduction to Old French Phonology and Morphology</i>	59	<i>Vernet, Mme Valette. Le Français de France</i>	123
<i>Macaulay, Essay on Bacon</i>	121	<i>Warren, T. H. Essays of Poets and Poetry</i>	246
<i>Macaulay, Essay on Clive.</i> Ed. W. H. Hudson	246	<i>Wolff, Jetta S. Pour la Patrie</i>	247
<i>Macaulay, Lays of Ancient Rome</i>	121		
<i>Mackail, J. W. The Springs of Helicon</i>	119		
<i>Maël, P. Poucette</i>	61		

CONTENTS

vii

	PAGE		PAGE
Wyld, H. C. <i>Elementary Lessons in English Grammar</i> - - -	118	Chester, Miss K. E. - - -	125
Zola, <i>L'Attaque du Moulin</i> . Ed. T. H. Bertenshaw - - -	94	Chadwick, H. M. - - -	251
NOTES, ETC.			
Adrain, Miss Susan - - -	219	Chick, Miss Elsie - - -	188
Agnoletti, Fernando - - -	188	China, English Language in - - -	158
Alexander, Henry - - -	188	Clark, Miss Ruth E. - - -	125
Appleton, A. E. - - -	189	Collinson, W. E. - - -	189
Armitage, F. L. - - -	62	Commission de Placement - - -	191
Askew, Miss A. D. - - -	188	Continuous Tense Forms : Letters by H. J. Chaytor, 61 ; F. Boillot, 90 ; H. Duméril, 90 ; L. Chouville - - -	91
Assistants, Board of Education Grants - - -	124	Cork, Lectureship in German - - -	251
Association des Institutrices Diplômées - - -	126	Cowen, Joseph - - -	30
Andra, Émile - - -	124	Croom, B. - - -	157
Bain, G. W. - - -	29	Degani, Miss M. - - -	62
Baker-Gabb, Miss E. - - -	124	Devonshire, Miss - - -	30
Baldwin, A. C. J. - - -	30	Donovan, Robert - - -	125
Bangor, Exhibitions - - -	188	Douglas, Sir George B. - - -	188
Belfast, Queen's University - - -	157	Dublin, Trinity College Scholarships - - -	157
— Regulations for French - - -	250	Durham, Professorship of English, 157, - - -	158
— Scholarships - - -	219	Eaton, J. W. - - -	219
Belgrave, Miss M. D. - - -	219	Edinburgh, Scholarships - - -	125
Berry, H. V. - - -	29	Ellershaw, H. - - -	157, 188
Birkhead, Miss Edith - - -	188	Elliott, Marshall - - -	250
Birrell, F. F. L. - - -	219	Eton College, Changes in Curriculum - - -	219
Bithell, Jethro - - -	95	Exeter, Assistant Lectureship in English - - -	219
Booth, Miss M. H. - - -	125	Fatigue, Mental - - -	63
Braunholtz, E. G. W. - - -	17, 63, 251	Fishmongers' Company - - -	62
Brul, Karl - - -	17, 95, 157	Flewett, Miss A. J. M. - - -	188
Bristol, Assistant Lectureship in French and German - - -	219	Foligno, Cesare - - -	157
— Chair of English - - -	251	Foster, T. Gregory - - -	62
Brown, William - - -	63	Fryer, H. N. - - -	188
Burge, Miss M. A. L. - - -	124	Gardner, Edmund C. - - -	157
Burns, Miss Mary - - -	125	Gilchrist, R. N. - - -	251
Butler, William J. - - -	125	Gill, C. - - -	189
Calcutta, Chair of English - - -	251	Gilli, Claude - - -	30
Cambridge, Medieval and Modern Languages Tripos - - -	156	Glasgow, Lectureship in Italian - - -	219
— Chair of English - - -	156, 219	— Lectureship in Scottish History - - -	62
— Schröder Professorship of German - - -	95	— Lectureship in Scottish Literature - - -	62, 188
— Lectureship in German - - -	251	Glehn, L. von - - -	157
— Instruction in Russian - - -	62	Gohin, F. - - -	95
— Lectureship in Scandinavian - - -	251	Good Articles - 64, 96, 128, 159, 192, - - -	252
— Tiarks German Scholarship - - -	95	Grillo, Ernesto - - -	219
— Highest Grade Schools Examination Syndicate - - -	31	Grocock, Stanley - - -	219
— Christ's College, Scholarship - - -	29	Gunnell, Miss Doris - - -	29
— Girton College, Scholarships, etc. - - -	124, 188	Hake, Miss A. E. - - -	125
— Gonville and Caius College, Scholarship - - -	29	Haltenhoff, A. G. - - -	219
— Gonville and Caius College, French Lectorship - - -	124	Harmsworth, Sir Harold - - -	219, 251
— St. John's, French Lectorship - - -	156	Harris, Miss A. A. - - -	125
— Scholarship - - -	29	Headmasters' Conference - - -	30
— Newnham College, Scholarships - - -	188	Headmasters, Incorporated Association of - - -	30
Cardiff, Assistant Lectureship in French - - -	95	Heron, E. - - -	219
Cavenagh, F. A. - - -	63	Herzl, H. - - -	29
Ceppi, Marc - - -	95	Hewitt, Miss A. J. G. - - -	188
		Hewitt, Miss Margaret E. - - -	188
		Highgate School - - -	31
		Hughes, Miss Winifred O. - - -	189
		Ibbetson, Miss D. - - -	125
		Ireland, National University, Professorship of English - - -	125
		Ireland, National University, Lectureship in Italian and Spanish - - -	62
		Jost, Karl - - -	157

	PAGE		PAGE
Kapp, E. X. - - - - -	29	Oxford, Worcester College, Scholar-	125
Keatch, Miss D. E. - - - - -	188	ships - - - - -	125
Kermode, Miss Helen S. - - - - -	188	Paine, W. L. - - - - -	31
Kinross, Miss A. K. - - - - -	188	Paris International Congress, <i>Compte</i>	
Knox, R. S. - - - - -	124	<i>Rendu</i> - - - - -	126
Körner, Miss Margaret A. - - - - -	189	Patterson, R. F. - - - - -	219
Leeds, Assistant Lectureship in		Pearson, G. T. - - - - -	125
French - - - - -	29	Phillips, B. W. - - - - -	189
Linguists, Institute of - - - - -	127	Phonetics at French Holiday Courses	
Lissant, S. P. - - - - -	30	(Letter by D. Jones) - - - - -	89
Liverpool, Scholarships - - - - -	188	Pienez, Mlle B. - - - - -	251
London, Assistant in German - - - - -	219	Porteous, Gilbert - - - - -	189
— Scholarships - - - - -	188	Puybusque, M. P. N. de - - - - -	95
— Gilchrist Studentship - - - - -	219	Reading, University College, Lecture-	
— Bedford College, Secondary		ship in English - - - - -	219
Training Department - - - - -	30	— University College, Assistant	
— Birkbeck College, Lectureship		in French - - - - -	219
in German - - - - -	95	Reformers, The Aims of. Letters by—	
— Holloway, Scholarships - - - - -	188	B. - - - - -	184
— University College, Lectureship		E. C. Kittson - - - - -	207
in English - - - - -	62	F. O. R. - - - - -	210
— University College, Assistant		L. H. Althaus - - - - -	211
in French - - - - -	157	M. Montgomery - - - - -	237
— University College, Barlow Lec-		R. A. Williams - - - - -	241
tureship on Dante - - - - -	157	M. G. - - - - -	244
— University College, Irish		Renton, Miss Janie K. - - - - -	157
Library - - - - -	62	Richardet, Mlle L. - - - - -	220
— University College, Scholar-		Rippmann, W. - - - - -	127
ships and Prizes - - - - -	30, 157, 189	Robson, Miss Bessie H. A. - - - - -	189
Londonderry, Magee College, Pro-		Rowlands, Miss J. Helen - - - - -	188
fessorship of English - - - - -	219	Royds, Miss K. E. - - - - -	251
Ludwig, A. - - - - -	125	St. Quentin, R. G. - - - - -	30
McFie, Miss Margaret S. - - - - -	157	Saint - Valery - sur - Somme, Maison	
M'Lean, Miss Catherine M. - - - - -	188	Universitaire - - - - -	154
Madge, Miss G. M. - - - - -	125	Salmon, Mlle - - - - -	219
Manchester, Assistant Lectureship		Sanua, Mlle - - - - -	126
in German - - - - -	95	Savory, D. L. - - - - -	219
Marionnaud, J. A. - - - - -	63	Sawyer, Miss L. D. - - - - -	219
Massey, Miss I. M. - - - - -	188	Scott, Miss L. P. - - - - -	125
Maxwell, Sir Herbert - - - - -	62	Scott-Scott, Miss S. D. - - - - -	125
Meyer, Kuno - - - - -	30, 219	Seaton, Miss M. - - - - -	188
Morel, Jean - - - - -	156	Shaw, Miss M. - - - - -	125
Morgan, A. E. - - - - -	219	Shearson, Miss C. F. - - - - -	31
Newcastle, Armstrong College, Chair		Skemp, A. R. - - - - -	251
of English - - - - -	30	Société Académique - - - - -	126, 158, 190
Nicholson, Frank C. - - - - -	95	Soldan, Miss L. - - - - -	30
Nomura, S. - - - - -	190	Stevenson, G. C. - - - - -	157
Ord, Miss E. - - - - -	188	Stothers, William - - - - -	219
Orliac, Mlle Marie - - - - -	251	Strang, W. - - - - -	189
Oxford, Honour School in Modern		Sweet, Henry - - - - -	157
Languages - - - - -	189	Swertz, Miss Wally - - - - -	251
— Honorary Degree - - - - -	157	Temple, R. J. - - - - -	219
— Taylorian Lectureship in Ger-		Thomas, P. V. - - - - -	30, 157
man - - - - -	62, 157	Tiarks, Henry F. - - - - -	95
— Readership in Russian - - - - -	95	<i>Université des Lettres Françaises</i>	
— Readership in Phonetics - - - - -	157	Viator, W. - - - - -	250
— Churton Collins's Prize - - - - -	157	Vowles, G. A. - - - - -	189
— Paget Toynbee Prize - - - - -	125, 157	Wales, Honorary Degree - - - - -	30
— Corpus Christi College - - - - -	95	Wallace, William - - - - -	62, 188
— Lady Margaret's Hall, Scholar-		Waterhouse, G. - - - - -	251
ships - - - - -	125	Whitfield, S. - - - - -	219
— Somerville College, Scholar-		Williams, Miss Mary - - - - -	218
ships - - - - -	125	Willoughby, L. A. - - - - -	62, 95
— St. Hugh's Hall, Scholarships - - - - -	125	Womersley, W. E. - - - - -	219
— St. John's College, Scholar-		Young, A. B. - - - - -	63
ships - - - - -	30	Youngie, Miss Sophie I. - - - - -	125



Photo]

[Henry.

WALTER W. SKEAT, M.A.,
PROFESSOR OF ANGLO-SAXON.



Photo]

[Hills & Saunders.

DR. E. G. W. BRAUNHOLTZ,
READER IN ROMANCE.



Photo]

[L. Esott & Fry.

DR. KARL BREUL,
READER IN GERMANIC.

CAMBRIDGE ✂ MEDIEVAL & MODERN
LANGUAGES TRIPOS ✂ 1884 TO 1909

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN
LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMAUN

WITH THE ASSISTANCE OF

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

VOLUME VI. No. 1

FEBRUARY, 1910

THE ANNUAL MEETING.

TEN years ago the Modern Language Association held its Annual Meeting at Cambridge. The membership then amounted to little over 350 ; now there are close upon 900 members, and this is a matter for genuine satisfaction. If the attendance was not proportionately larger than in 1900, it is due to the congestion of educational meetings in the first week of January, rendered more acute by the shortness of the Christmas vacation which is necessitated by the early date of Easter.

The fact that the usual rule of meeting in London in alternate years was not observed was due to the desire to celebrate at Cambridge the twenty-fifth anniversary of the institution of the Honours School in Medieval and Modern Languages, and to honour the teachers who have been associated with it, par-

ticularly Professor Skeat, Dr. Breul, and Dr. Brauholtz. The University and the Association alike strove to make the occasion a memorable one ; and all who were privileged to take part in the Meeting have carried away most pleasant and lasting memories.

The Meeting began, as has been usual in recent years, with a reception. We enjoyed the gracious hospitality of our President, the Master of Gonville and Caius College, and of Mrs. Roberts in the fine hall of the college, and many residents were present to join in welcoming the members of the Association. It was fitting that this college should be the first to open its doors to us ; for it has from the outset shown special interest in languages, and was indeed the first to offer Entrance Scholarships in Modern Languages, as early as 1887.

On the following day (Friday, January 7) the meeting was formally opened in the debating-hall which the Union Society had courteously placed at our disposal. Dr. Mason, Vice-Chancellor of the University, in well-chosen words gave his address of welcome. The Report of the General Committee which had been distributed, and was taken as read, afforded ample evidence of the many activities of the Association. It certainly justifies us in seeking to obtain an increase of members which will enable us to extend our work. The Treasurer's report was also distinctly satisfactory; Mr. Allpress has carried on the onerous duties for four years, and all felt much gratitude to him, coupled with regret that his term of office is now at an end. Professor Robertson was unable to attend, but it was understood that the *Modern Language Review*, which he edits with such energy and enthusiasm, is becoming more and more firmly established. Professor Rippmann, in presenting his report on *Modern Language Teaching*, referred to the principles that had been laid down twelve years ago, when it was first decided to add this section to the *Modern Language Quarterly*. He expressed the hope that in his conduct of the journal he had succeeded in affording an impartial hearing to the representatives of every method, deplored any tendency there might be among teachers to accentuate differences of method after the fashion of political partisans, and appealed for more

help from members in the shape of contributions, particularly to the section 'From Here and There.'

Letters were read from Dr. Warren, who was unfortunately detained by election business in Oxford, and from Lord Fitzmaurice, who, as members learnt with regret, was prevented by ill-health from attending the meeting.

The President then delivered his address, which is printed in another column of this issue. It presented an interesting account of what has been done at Cambridge to further the study of Modern Languages.

Mr. Somerville, as Chairman of Committees, then made a short speech, in which he dwelt on the great services rendered by Dr. Breul and Dr. Braunholtz. The President handed to them illuminated addresses presented by the Association, and they were loudly cheered.

The morning's proceedings were concluded by words of kindly greeting from the Scottish Modern Language Association, transmitted by Miss Robson, and from the sister Associations in France and Germany, represented by M. Dupré and Dr. Vetter.

After luncheon Mr. Atkinson introduced the Interim Report of the Sub-Committee on External School Examinations (Preliminary and Junior Stages), which was printed in the last issue of MODERN LANGUAGE TEACHING. There was at first some reluctance to discuss it, but soon members became more confident, with the result that it was the most satisfactory debate of

the meeting. At 4.30 tea was served, the members being generously entertained by Dr. and Mrs. Breul. At five o'clock Dr. Breul read a very interesting paper on *Die Wechselbeziehungen der deutschen und englischen Literatur*, which we hope will shortly be printed.

The Annual Dinner was held in St. John's College, by the kind permission of the Master and Fellows. The hall had been charmingly decorated, and the function was in every way a success. The speeches were exceptionally good, and surprise was generally expressed when it was found that it was nearly eleven o'clock when we adjourned to the beautiful combination room.

The President proposed the toasts of the King and of Foreign Rulers. Professor Rippmann, by proposing 'Our Guests,' prepared the way for M. Jules Gautier, Directeur de l'Enseignement Secondaire de l'Instruction Publique, who spoke with great eloquence, and for Herr Direktor Dr. Max Walter, of the Musterschule, Frankfurt-am-Main, who, as an old friend of the Association, was warmly welcomed, and showed all the vigour and enthusiasm that we naturally connect with his electric personality. The toast of the University of Cambridge was proposed by Sir Robert Morant, whose presence was rightly regarded as a great compliment to the Association. He emphasized the fact that the Board of Education looked to the specialist associations to bring about reforms, and assured us that its officials would do everything in

their power to remove all obstacles to the realization of such reforms, a statement that was received with much applause. In graceful terms he then, as an Oxford man, expressed his pleasure at being called upon to propose the toast of the sister University, and coupled with it the name of Professor Skeat. When that veteran scholar rose to reply he was greeted with loud cheers. He dwelt on his long connection with the study of English and other Modern Languages at Cambridge, and particularly on the inadequate endowment of the study of English. His words—now humorous, now earnestly appealing—made a profound impression. The Master of St. John's College was next called upon to propose the toast of the Modern Language Association; his words, at once kindly and witty, were answered by Dr. Breul, whose work for the Association has been so unremitting and so valuable. He proposed the toast of the retiring officers, Mr. Somerville, who for three years has acted as a most courteous and efficient Chairman of Committees, and Mr. Allpress, to whose services as Hon. Treasurer allusion has been made above. Mr. Somerville, in a few modest words, thanked Dr. Breul, and tried to help us to bear our loss by concluding with some capital stories. Thus ended one of the most successful Annual Dinners in the history of the Association.

On the second day the incoming President, Dr. Breul, took the chair. The Master of Gonville and Caius

College presented the Report on the Qualifications and Training of Modern Language Teachers, which was adopted without further discussion and without a dissentient voice.

Mr. Kemshead of Magdalen College, Oxford, then read his paper on 'Some Points of Weakness in Modern Methods of Language Teaching.' It was a sober and judicious statement, untinged by any partisan violence; indeed, some whole-hearted supporters of the reform movement were heard to say that they could have drawn up a much more severe indictment. The discussion was at times animated, but never bitter; indeed, one of the most pleasing features of the meeting was the peace and goodwill that characterized it. Another noteworthy feature was the participation of Direktor Walter, who, to everyone's delight, made himself thoroughly at home among us and gave freely from the stores of his ripe experience. The discussion was extended by half an hour, so that the Interim Report of the Joint Committee on Grammatical Terminology was not taken till noon. It proved, however, that the time that remained fully sufficed for its discussion, which was indeed somewhat disappointing, unless the small amount of criticism may be regarded as an indication of the successful work of the Joint Committee.

In the afternoon Dr. Braunholtz read a thoughtful paper on 'Evolution and Literary History,' an

abstract of which will appear in MODERN LANGUAGE TEACHING.

The last subject for consideration was 'Humanistic Education without Latin.' Two of the papers contributed were read in the absence of the authors. Mr. Storr, whose genial personality was much missed at the meeting, championed the 'Modernists' with characteristic wit and vigour, and was supported by Mr. A. C. Benson, another ex-President of the Association. These papers appear in the February issues of the *Journal of Education* and the *Cornhill Magazine* respectively. No better supporter of the rational study of the classics could have been found than Dr. Rouse, who was welcomed with enthusiasm; for is he not vivifying the teaching of Greek and Latin in a way that claims our respect and admiration? He pleaded for more wisdom in the arrangement of the curriculum, and more attention to questions of method. The best way to prevent the overcrowding of the time-table was to make good use of the time available, and not to squander precious hours by adhering to antiquated methods and worn-out educational creeds. He closed with an earnest appeal for united efforts on the part of all who valued a humanistic education.

The Meeting concluded with a comprehensive vote of thanks, moved by Professor Milner-Barry. He pointed out how many had worked hard to make the Meeting a success. Our thanks are due to the

Masters of Gonville and Caius College and of St. John's College, as well as to the venerable Master of Trinity College, who showed his interest by attending several sessions, and who graciously presided at the luncheon provided at Trinity College on both days. A number of our members were put up and entertained at Trinity College free of all charge; other members enjoyed the hospitality of Girton and of Newnham Colleges; others, again, were invited to stay with resident members of the University. Never perhaps has the Association received so kindly and generous a welcome. To bring about this result, the local committee that made the arrangements worked indefatigably; and we owe them a great debt of gratitude. The bonds linking the Modern Language Association with the University of Cambridge have always been close; the Annual Meeting of 1910 has knit them still closer.

ADDRESS OF WELCOME BY THE
VICE-CHANCELLOR OF THE UNI-
VERSITY OF CAMBRIDGE.

THE Vice-Chancellor said: 'The lady who gives an "At Home" in a hired room in an hotel, must feel something of the same kind of feeling as my own in giving an address of welcome in the debating hall of the Union Society. There is, perhaps, no place in Cambridge where I feel so completely devoid of authority as in the chamber where we are. However, whatever the place may be, as Vice-Chancellor of

the University I give this Association a most hearty welcome to Cambridge. That, perhaps, I may say, not only in my official capacity, but as one who has from his earliest childhood taken the greatest interest in the study of foreign living languages. You are, perhaps, well aware that the great institution over which the Master of Caius lately presided, and over which I preside for the moment, is behind many other places of learning in this particular department. We have nothing at Cambridge to show those who are strangers to the place which is at all like the Tylor Institute at Oxford. We have for ten years past, indeed, had two Readers, one in Germanic and another in Romance, whose energy, and learning, and success in teaching, and, I may say, fame in academic circles all over the world, is far beyond the modest titles which the University has been able to assign to them. But beside these two teachers, we have practically no other teachers in the University of any foreign living language. We have none who occupy the position of Professor or Reader. Thanks to the great munificence of a great banking firm in London, the firm of Messrs. Schroeder & Co., we are in the position, I am thankful and glad to say, to proceed to the election of a Professor of the German language, and, thanks to a former member of the firm, we are able to follow up the election of a Professor of German by the election of one or two

scholars to profit by his instructions. I earnestly hope that the way may now be thrown open for appointing teachers in other languages. Our University Association is making an appeal for the further endowment of research and teaching in our own language—the English language—and I hope that they may also be able to proceed before very long to fresh developments in regard to French, and, possibly, in regard to Italian and to Spanish. I am sure you will all heartily welcome such a development. But if the University of Cambridge is behind-hand in the teaching of foreign living languages, I do not think this can be said at present of Cambridge as a whole. I feel persuaded that even those amongst you who are strangers to Cambridge are well aware that at the Perse School in Cambridge a very great forward movement has been made with regard to the teaching of foreign languages. I confess that until I was appointed Vice-Chancellor I was myself in complete ignorance of what was going on at the Perse School in this respect. The first time I attended what was called a speech day at the Perse School my eyes were enlightened and my ears were opened. I certainly never expected to hear English school-boys pronouncing their French and German in the way the boys of the Perse School did, and I believe there are many people interested in education who have made pilgrimages to Cambridge to sit in the classrooms at the Perse School for the

purpose of trying to catch what the secret of that instruction is, and it is a secret well worth catching. I will not detain you any longer from the great business that lies before you. Your programme seems to me to be a most interesting programme, and I especially should have liked to have heard what no doubt will be a spirited debate in the discussion on a Humanistic Education without Latin. I feel persuaded that you will not be so audacious as to carry it a step farther and wish for a Humanistic Education without Greek. Whatever your decision may be, once more I most heartily, in the name of the University, beg to welcome the Association to Cambridge.'

PRESIDENTIAL ADDRESS BY THE
MASTER OF GONVILLE AND
CAIUS COLLEGE, CAMBRIDGE.

My predecessor in this honourable post spoke to you twelve months ago with authority. We would gladly have welcomed the presence of Lord Fitzmaurice to-day in this debating-hall, in which, as an undergraduate, more than forty-five years ago, he was a conspicuous figure. He spoke, as I said, with authority. An experienced diplomat himself, in his address at the Oxford meeting he put in a strong plea for a knowledge of Modern Languages in their bearing on international intercourse, and on diplomacy, formal or informal. He was happy in being

able to avoid such burning questions as that of the merits or defects of the 'Direct Method,' the value of translation, the value of training in phonetics, the superiority or inferiority of the Ancient Classics as the foundation of linguistic or literary study, or any other of those inflammatory topics on which not even the members of the Modern Language Association are entirely agreed. All these topics I also propose to avoid. I cannot claim, like Lord Fitzmaurice, or many other of your presidents, to speak with authority. I leave these subjects to be handled by those who have the right to handle them—the experts in teaching who form the backbone of this Association.

Permit me a brief retrospect. Your annals will show that you have not infrequently invoked the blessing of leading headmasters of great public schools. Policy, doubtless, dictated your actions; conversion, if conversion were needed, you hoped would be the result.

You began well with Mr. Eve, who needed no conversion. In 1895 the presidential chair was occupied by an educational giant, Dr. Haig Brown. Whatever might be his views on the value of Modern Languages as an instrument of education, he too, at any rate, spoke with authority; and though he opened fire with a glowing eulogy of Greek, he ended by exhorting Modern Language teachers to magnify their office. And who shall say that they have not taken to heart that sound advice? And

well they might, for another eulogist followed, a classical headmaster of a great public school, Mr. Laffan, who described Modern Language teachers as the consuls and ambassadors of the great nations of the earth. The months roll on, and we have the pronouncement of another head of another great school. If headmasters in conference have sometimes been twitted with the charge of merely marking time—teaching, as the drill-book has it, 'balance-step without gaining ground'—Dr. Welldon, at any rate, introduced us to the next practice in the drill-book, 'balance-step gaining ground on the word *forward*.' While he was careful to explain to the Association that he was, as headmaster of a public school, *ex hypothesi* among the greatest obstructionists of educational reform, nevertheless he blessed the work of the Association, and gave generous acknowledgment to the claim of Modern Languages to be one of the noblest forms of education as an intellectual discipline.

Just ten years ago, yet another chief of a famous and progressive school, Mr. Pollard, from the vantage-ground of this throne, announced himself as an unblushing utilitarian. In order of teaching, he said, he would place French earlier than Latin in the school curriculum, and he ended with an appeal to the Universities. On this appeal, addressed to us here in our own University, I propose shortly to say a few words.

The Association appears, then, to

have come to the conclusion that it was time to seek a change from presidents who knew something about everything, and to turn to those who might know everything about something; and if that something were the English language, there was obviously only one man in the field for their next election to the presidency, and that was no other than our venerated exponent of the Anglo-Saxon tongue, Professor Skeat.

Five years elapse—I should have liked to summarize the wholesome advice and shrewd suggestions of intervening presidents, but time forbids—five years elapse, and the subject of the presidential address for 1905 is ‘Ancient and Modern Classics as Instruments of Education.’ In the chair was Dr. Warren, the present Vice-Chancellor of Oxford University, whose co-operation a year ago at Oxford was largely responsible for the success of the meeting. If, he said in 1905, he had been led away in his address by his great love of classics, and if he was correct in his somewhat sorrowful admission that the ancient classics are losing their general hold over education, the Modern Language Association should be all the more grateful to him for his matured conclusion that it is largely to the modern classics that we must look for training in culture and more moral and mental elevation. But he added a qualification which we may well treat with all seriousness. This end, he insisted, could be attained only by a jealous main-

tenance of the highest standard of scholarship.

At Durham, two years ago, Mr. Arthur Benson tried to nerve the Association for a veritable Armageddon which he predicted for the near future. How near that future is no man shall say. A glance at the agenda will show that to-morrow, if time allows, we are to have at least an affair of outposts, in which doughty champions will try their strength. A further search of the records then revealed what to me was the most interesting announcement of all, relating to presidential appointments. An experienced veteran in the teaching of Modern Languages in a great school, Mr. Storr, was proclaimed as the incoming president. At last we were to have a presidential address, which would carry the authority not to be claimed by or expected of classical headmasters, heads of colleges at the University, or practised diplomats. Nor was the audience disappointed. A witty discourse followed on ‘The Art of Translation.’ Incidentally the speaker travelled dangerously near smouldering volcanoes, which my more pacific mood forbids me to kindle into activity.

Deprived, then, of direct guidance from any *maestro di color che sanno*, I am reduced to consider what line of country presents the minimum of pitfalls. And perhaps at this time, and in this place, a measure of indulgence may be conceded to me if I devote some portion of my remaining remarks to a

review of the position occupied by Modern Languages in this University, which after a period of ten years again accords an unstinted welcome to the members of the Association.

What, then, in 1899 were alleged to be our shortcomings, and what hopes were entertained of amelioration and progress?

How far have the defects been remedied, or the aspirations justified during the intervening decade?

So far as concerns the older Universities, with their peculiar historic constitution, certain questions inevitably pressed for answer.

What inducements are offered to ambition in the possibility of elections to Fellowships for proficiency in Modern Languages?

Is the supply of Entrance Scholarships generous enough?

Why are not University Prizes established for Modern Languages as for classics and other subjects?

What prospect is there in the near future of the establishment of Professorships so that the Modern Language department may be raised to the dignity of other departments of study?

Why do we not adopt the Lector system of German Universities as supplementary to the teaching of foreign languages by our own English graduates?

Why do we not, in our Honours School of Modern Languages, require a strict and searching oral test in the spoken language?

All these questions were asked with more or less insistency. What answer can we give?

First as regards Fellowships. It was never true, even in the earlier days of the Honours School of Modern Languages, that colleges were not ready to elect to Fellowships for Modern Languages, if they were satisfied that the candidates were of the same calibre, and could respond to the same tests, as candidates in other subjects. In every new Honours School the history is the same. However desirous a college might be to recognize the new school, no worse blunder could be perpetrated than to begin the recognition by electing a candidate who was not in the very foremost rank. This wisely cautious attitude of necessity involved grave risks of omission, and I will not say that the sin of omission has not been committed. But it was the same in the early days of the Moral Science School. It was the same in the Natural Science School. It was the same with the History School, the Oriental School, the School of Music, and the School of Engineering.

Now between the date of the last visit and the present visit of the Modern Language Association, there have been four elections to Fellowships. The number may seem actually small, but it is relatively great. I doubt whether in proportion to the number of candidates of the rank of first-class men, the number of mathematical, classical and natural science scholars elected to Fellowships can at all reach the proportion of the successful in Modern Languages.

Again, as regards Entrance Scholarships. In 1887 one college offered an Entrance Scholarship for Modern Languages. Shortly after that two colleges came into the field; then four in combination, and now, in a group of seven colleges, five offer Entrance Scholarships, and nearly all provide Scholarships during residence, the competition for which is precisely on the same footing as for all other subjects. But it is a fact not generally known, that for a period of fifteen years (and the same is true now) the number of candidates for Modern Language Scholarships has been lamentably small, and the proportion of Scholarships awarded has been in excess of the proportion awarded, for example, to classics and mathematics. There is not the slightest doubt that if the candidates increase in number and quality, the scholarships will increase in number also. But it must never be forgotten that the question is also largely one of standard. If an Entrance Scholarship implies a possible first-class in the final Honours Examination for degrees, it will be found that, as in other subjects, so in Modern Languages—the number of Entrance Scholarships corresponds fairly with the number of first-classes obtained.

Why are there no prizes offered by the University for proficiency in Modern Languages? The answer is not far to seek. All such prizes—in classics, mathematics, natural science, history, law—are the outcome of special endowments. But

for the endowment of University prizes for Modern Languages the benefactor has not yet come forward. In individual colleges, however, there is no lack of rewards for Modern Languages in the shape of prizes.

When we turn next to University Scholarships or Studentships, we find that a noble example has been set in the recent generous gift by Mr. Tiarks of £5,000 for an endowment of this kind. The public-spirited firm to which he belongs—Messrs. J. Henry Schroeder and Company—had, only a short time before, offered the munificent sum of £20,000 for the foundation of a Professorship of German. Of course, these results were not achieved without some quiet and systematic work behind the scene. It is worth while to note that at the very time when a somewhat impatient remonstrance had been addressed to the University, bidding it either make bricks without straw or rob Peter to pay Paul, a Committee had been sitting which knew its own business, and was all the while paving the way towards compassing the object which took shape in the offer announced to the Vice-Chancellor in felicitous terms by Baron Bruno Schroeder. That, in spite of this announcement, we have not already a Professor of German is due, not to the torpor which is popularly supposed to be inseparable from the proceedings of an ancient University, but to the modern Statutes which enjoin action *selon les formes*.

Another question was put by the president who delivered his address from this throne in 1899. Why do we not here introduce the system of Lectors? The institution, familiar to anyone acquainted with German Universities, ensures that Modern Language students, whose main instruction may be at the hands of their own countrymen, may also have the opportunity of listening to and conversing with a native teacher of the language which they may be studying. In this matter we have at least made a beginning, and a good beginning, though the experiment is at present confined to one language. For the sixth year in succession we have welcomed the presence of a French graduate who holds the post of Lector in French. It is true that the office, a biennial one, is attached to a single College, and not to the University as such, but the services of this Lector are open to the whole University, and every year meet with greater appreciation. It is only fair to mention that the practice of securing the services of native *répétiteurs* has existed for some years in the school of Living Oriental Languages, which Professor Browne has organized and directed with unqualified success. We may look forward to the day when the Lector system will be considerably expanded in this University, and when, as opportunity arises and means are found, we shall have Lectors in Spanish, and Italian, and Russian, whose contributions will be supplementary and com-

plementary to the teaching of a well-equipped staff of Cambridge graduates of home growth.

In the early days of Modern Language studies in this University no defect was a more frequent subject of taunt and gibe and jeer than the absence of an oral and colloquial test in our Honour Examinations. The reproach has been to a large extent removed by the regulations which came into force three or four years ago, and it is quite possible that the test of facility combined with accuracy in the spoken language may, as time goes on, become far more severe than it is now. But in my humble opinion, the salutary change in this direction was well worth waiting for. It was necessary, above all things, that the training for the Modern Languages Tripos should, in its initial stages, be recognized as one which ensured a sound acquaintance with the principles of language and the history of literature, and a compliance with those demands for thoroughness which it has ever been the aim of our Tripos system to enforce.

One more remark may be allowed concerning the nature of University Honour Examinations in so far as they entitle to a degree. They must appeal to the needs of all classes of students, and not to one class only. It would obviously be unreasonable to expect of them, and the training which leads up to them, that even a first-class standard should in itself be regarded as a sufficient qualification for a teacher, and should be mainly directed to that end. It

would not be true in the case of a classical, or theological, or natural science scholar. Nor can we expect it to be true of a Modern Language scholar, whose intention it is to take rank, for example, among qualified teachers of French and German. If that were so, there would be no need at all for the inquiries and recommendations which form the subject of the Report on the Training of Modern Language Teachers, shortly to be submitted to you. But I should like to register a pious wish that we may, sooner or later, have a post-graduate course of Modern Languages which shall enable us to send out from the University students intended for the teaching profession, whether in schools or in colleges of University rank, as admirably furnished for their duties, and approved by as severe a test, as is the case with those who come to help us here with the honourable title of *Agrégé*.

So far I have said nothing about English as a Modern Language and as a subject for an Honours School. Residents may recall the eloquent protest recently made in the Senate by Professor Skeat, who indignantly combated the notion that the study of English as a language is a comparatively easy course, and consequently, in order to provide its students with matter of sufficient difficulty, requires to be supplemented by the classical student's drill in Latin and Greek.

If the Professor proved his case (and I think there is no doubt

he did so) in the department of English which he has done so much to promote, there yet remains the very serious question, also recently debated, of the fitness, as an avenue to an Honours degree, of a course entirely confined to Modern English Literature, preceded by no sufficient linguistic preparation.

The decision is, perhaps, one which only the few master-teachers are competent to pronounce. I will content myself here with raising a question to which I can give no answer. Let us take at random the names of a dozen Professors or Assistant-Professors of English in British Universities. They are intent on the task of raising the study of Modern English Literature to a position of high rank in a University course—that is to say, to a rank which can be attained only, as in the case of other studies, by a devotion to the subject in hand so absorbing as to exclude the possibility of any long preparatory linguistic course. Now of those distinguished University teachers of English Literature, it appears that in the case of at least three-fourths their antecedent training was classical or linguistic first, and English Literature afterwards. The question, then, which is raised by these statistics is this: Granted that schools of purely Modern English Literature would produce a goodly number of well-trained students of English, is it also certain or probable that the learned pioneers in this branch of study will leave behind them a sufficient

supply of successors to carry on their work with enthusiasm and effect? Or must the highest authorities and teachers still be drawn from the classical or linguistic school? The question is one which should not be lost sight of in any future scheme for the promotion or endowment of English study. For, as to endowment, we are persuaded that sooner or later the endowment of the study of Modern English must become an accomplished fact. For us here such endowment has appreciably neared the region of possibility through the happy issue of the appeal for the endowment of German.

Let me, before passing from this subject, give in his own quaint phrase the reasons for and against writing in his native tongue advanced by a learned Greek scholar and a leader of scientific thought and practice, whose four hundredth birth anniversary falls in this month. John Caius, the second munificent founder of the College associated with his name, made an elaborate apology for writing in English an account of the devastating scourge known as 'The Sweatyng Sicknesse.' 'After certain yeres beyng at Cambrige (he says) I of the age of XX. yeres, partly for mine exercise and profe what I could do, but chiefly for certain of my very frēdes, dyd translate out of Latine into Englishe certain workes, havynge no thyng els so good to gratifie them with.

'Sence yt tyme diverse other

thynges I have written, but with entente never more to write in the Englishe tongue, partly because the cōmoditee of that which is so written passeth not the compasse of Englande, but remaineth enclosed within the seas, and partly because I thought that labours so taken should be halfe loste among them which sette not by learnynge. Thirdly for that I thought it beste to avoide the iudgement of the multitude, from whom in matters of learnynge a man shalbe forced to dissente, in disprovyng that which they most approve, and approvyng that which they most disalowe. Fourthly for that the common setting furthe and printig of every foolishe thyng in englishe, both of phisicke unperfectly, and other matters undiscretly diminishe the grace of thynges learned set furth in the same. But chiefly, because I wolde geve none example or comforte to my countrie men (whō I wolde to be now, as here tofore they have bene, comparable in learnynge to men of other countries) to stonde onely in the Englishe tongue, but to learn the simplicite of the same, and to procede further in many and diverse knowleges bothe in tongues and sciences at home and in Universities, to the adournynge of the cōmon welthe, better service of their Kyng, and great pleasure and commodite of their owne selves, to what kinde of life so ever they should applie them. Therefore whatsoever sence that tyme I minded to write, I wrate ye same either in

greke or latine.' What, then, made John Caius, in his treatise on 'The Sweating Sickness,' depart from his invariable practice of writing in Latin or Greek? It was pure unmitigated utilitarianism, base enough to satisfy the demands of the most ardent advocates of the Humanities without Latin. 'Notwithstanding my former purpose (he confesses), two thynges compell me, in wrytynge thereof, to return agayne to Englishe, necessite of the matter and good wyl to my countrie, frendes, and acquaintance.' And here we may be content to leave him, with his somewhat reluctant justification of good English in preference to indifferent Latin and Greek.

I should not like to end my remarks without giving expression on behalf of the Association to the gratitude of those who attended last Easter the International Congress at Paris, a Congress remarkable for its brilliant success. The grip and vigour and fluency of the accomplished Frenchmen who successively occupied the chair at the discussions in the Sorbonne, the delightful *camaraderie* of the whole International fraternity, and the burst of spring sunshine which must have been chartered for the occasion by the French clerk of the weather—all this has left for us a legacy of ineffaceable memory. It is interesting to note—and it was perhaps inevitable—that many of the questions discussed are either precisely the same, or the same in kind, as those which claim the at-

tention of our insular Association. On some of these questions the Congress arrived at compromises rather than conclusions. It was eminently a cautious assembly so far as concerned any committal vote. And I venture to anticipate that in the present and many future meetings of our Association the attitude of suspense will be wisely dominant. It is possible, for instance, that the real interests of progress will be best served by laying down no hard and fast dogma as to what should be compulsory for all qualified teachers in higher or secondary education. Between those who hold the extreme view that no teacher of English, or French, or German, is adequately schooled for his work unless he is also a profound student of pre-Chaucerian English, of Classical Latin or of Old High German respectively, and those who hold that no such antecedent preparation is necessary, and that all preparation should be centred on a knowledge of the contemporary language and literature—between the extreme classicists and the extreme modernists the gulf, as was shown by the Paris Congress, is too wide to be bridged. And perhaps it is best even so. A middle course insisted on by an autocratic Minister of Education might end in a disastrous mediocrity, and educational science in attaining the respectable mean would lack the stimulating enthusiasm of the extremes—the missionary enthusiasm which propagates itself.

Another point of contact between the business of the Congress and the business of our Association concerned the appointment of an International Commission, on which Dr. Braunholtz represents our Association, for the elaboration of a unified international grammatical terminology. It was held that international agreement must be postponed until the individual nations had arrived at independent conclusions. From the Interim Report of the British Joint Committee it is gratifying to learn that a substantial contribution has been made towards a possible international agreement.

Needless to say that at the Congress the question of phonetic science and phonetic teaching led to lively discussions. The practical conclusion was, first, that the science has a great future, and secondly, that in its present inchoate stage it is not a fit subject to be made a compulsory part of any public examination. It will be seen that on this side of the Channel a bolder move has been advocated. Whether it will receive the sanction of the General Meeting I dare not say. But the Committee on the Training of Teachers, whose Report is shortly to be submitted to you, have definitely recommended the inclusion of phonetics as a subject in examinations serving as tests of proficiency for Modern Language teachers.

I am painfully conscious that in this address, if I have discoursed *de omnibus rebus et quibusdam aliis*, I have added nothing to the sum of

knowledge. It is possible even that more than one of my predecessors may have been constrained to make the same confession. But the reason for my failure, if it be a failure, is more patent than in the case of any former president. A great French author has hinted in unmistakable terms that wisdom is not a monopoly of members of the ancient college of the ancient University to which I have the honour or the misfortune to belong. In one respect, if he were alive and present, he would grant me indulgence. He would tolerate, perhaps, my barbarous enunciation of his native tongue; for Victor Hugo, like myself, learnt his inimitable French in pre-phonetic days, when not the most adventurous prophet could have predicted the coming of the *nevere Richtung* and *la méthode directe*. Those of you, and I am sure they are many, who have read that fantastic but touching work *L'homme qui rit*, may remember how Tom-Jim-Jack in the *dénouement* and *ἀναγνώρισις* of the tale, addresses the robed and coroneted peers in the corridor as they are quitting the House of Lords. He becomes eloquent on behalf of his hero, the mutilated and deformed *homme qui rit*, whom events have shown to be a peer of the realm kidnapped in his infancy. Tom-Jim-Jack's contempt for the young peers reaches a climax:

‘Vous vous imaginez savoir quelque chose parce que vous avez traîné vos grègues fainéantes à Oxford ou à Cambridge, et parce que,

avant d'être pairs d'Angleterre sur les bancs de Westminster Hall, vous avez été ânes sur les bancs du Collège de Goneville et de Caius.'

What can you expect of a president if haply—save the mark—*il a été âne sur les bancs du Collège de Goneville et de Caius?*

MODERN LANGUAGE ASSOCIATION.

A MEETING of the General Committee was held at Cambridge on Friday, January 7.

Present: Messrs. Somerville (chair), Allpress, Atkinson, Brereton, Fiedler, von Glehn, Miss Johnson, Lipscombe, Miss Purdie, Professor Rippmann, Rev. E. S. Roberts, Professor Savory, Miss Shearson, and the Hon. Secretary.

Letters expressing regret at inability to attend the Committee and the meeting were received from Mr. Andrews, Miss Batchelor, Mrs. Connal, and Miss Lowe.

The minutes of the last meeting were taken as read and confirmed.

The question of how the reports on Examinations and Terminology should be dealt with at the meeting was considered, and it was decided that there should be a general discussion on the subject, and that note should be taken of the sense of the meeting, whenever it was clearly shown, but that there should be no voting.

The following thirty-two new members were elected:

A. Alge, Ph.D., 1, Ackerstrasse, St. Gallen, Switzerland.

Miss Mildred Bennett, St. Andrew's School, Bedford.

Miss A. C. Clark, B.A., Hulme Grammar School for Girls, Oldham.

Miss E. M. Cross, Morgan Academy Continuation School, Dundee.

Miss Fairclough, 6, Sydenham Avenue, Croxteth Gate, Liverpool.

Professor O. H. Fynes-Clinton, M.A., University College, Bangor.

Miss D. E. Gillett, Finchley County School, N.

Miss D. M. Goddard, M.A., Holloway County School, N.

Miss M. E. Hargood, 2, Pemberton Terrace, Cambridge.

B. J. Hayes, M.A., Burlington House, Cambridge.

Lee Harrison, Mill Hill School, N.W.
Fräulein Marie Hesse, Clarence Cottage, Clare Road, Cambridge.

Miss M. E. Holt, B.A., County School, Llanrwst.

H. Selwyn Jackson, 109, Rue du Bac, Paris.

Miss Jacot, King Edward's School, Aston.

Miss Margaret Lea, Girl's High School, Barnsley.

Miss A. E. Lewis, M.A., Sydenham High School, S.E.

G. C. Macaulay, M.A., Cambridge University Lecturer in English.

Evan MacRury, B.A., Gonville and Caius College, Cambridge.

Miss H. T. Mitchie, M.A., King Edward's School, Aston, Birmingham.

J. W. Morley, B.A., Hulme Grammar School, Manchester.

A. W. Oke, B.A., LL.M., F.S.A., 32, Denmark Villas, Hove, Brighton.

H. G. Pascoe, Mount House School, Hartley, Plymouth.

J. Radwell, Churcher's College, Petersfield.

F. R. Robert, B.-ens-Sp., Whitechapel Foundation School, E.

Rev. J. Robinson, M.A., Magdalene College, Cambridge.

Russell Scott, M.A., Bedales School.

Miss M. C. L. Schwein, Girls' High School, Barnsley.

Miss E. M. Spearing, Bedford College.

Rev. H. W. P. Stevens, LL.D., Tadlow Vicarage, Royston, Herts.

Miss Stork, 48B, Clanricarde Gardens, W.

O. W. Ware, B.A., Pretoria College, Pretoria, South Africa.

The following ten members have been elected to the General Committee as the result of the poll of the Association: Miss Althaus, Dr. Braunnholtz, Messrs. W. O. Brigstocke, F. W. M. Draper, W. G. Hartog, Miss Hentsch, Messrs. F. W. Odgers, Hardress O'Grady, Professor A. V. Salmon, and Dr. F. Spencer. The candidate who headed the poll received 223 votes.



PRESENTATION OF ADDRESSES TO DR. BREUL AND DR. BRAUNHOLTZ.—Allusion has been made in another column to this simple but warm expression of the regard felt for these two distinguished representatives of Modern Language study. It was Mr. Somerville who, as Chairman of Committees, said that it had been felt impossible to allow the Association to meet without expressing very definitely the deep obligation which they felt they owed to Dr. Breul and Dr. Braunnholtz, and he hoped those gentlemen would allow the Committee to present them with addresses. They began to work in Cambridge in the cause of Modern Languages in 1884, first as lecturers, and later on as readers. They had always been the mainspring of the Cambridge Honour School in French and German. They had succeeded in producing a series of remarkable Modern Language scholars, who had made their mark in Modern Language Teaching in this country. He need only mention the well-known educationalist and inspector, Dr. Spencer; Professor Milner-Barry; Professor Oelsner, of Oxford; and Professor Baker, of Sheffield. They had also found time for original work, and he need only mention Dr. Breul in connection with Schiller, and Dr. Braunnholtz in connection with Molière. The President would ask them to accept the addresses, and to say that the Association were proud to have their names on their roll, and grateful to them for what they had done.

The President then handed the addresses to the respective recipients. The one handed to Dr. Breul stated that: 'On the occasion of your completion of twenty-five

years' work as teacher of German in the University of Cambridge, the Modern Language Association invites you to become one of its vice-presidents, and to accept this address as a mark of the appreciation which our members feel for your unremitting energy in furthering the work of the Association, for the services rendered to Modern Language studies in England, both as a teacher and as an author, and for the amicable relations you helped to establish between the country of your birth and the country of your adoption.' The address to Dr. Braunnholtz was handed to him on the occasion of his completion of twenty-five years' work as teacher of French in the University of Cambridge. The Association invited him to become a vice-president, and to accept the address as a mark of the appreciation which the members felt for the services he had rendered to the advancement of the Modern Language studies in England, both as a teacher and as an author.

Dr. Breul said words failed him really to tell them how touched and how deeply grateful he was to all the members of the Modern Language Association, and those friends of the Association who were present that day, and who had so kindly received the little work he had been able to do for it, and which was so much less than he would have liked to have done. He could only say that, as a vice-president of the Association, he hoped in another quarter of a century to become more worthy of the address he had just received.

Dr. Braunnholtz expressed his deep gratitude and his sincere thanks for the great honour they had done him by presenting him with those kind congratulations. He hoped they would, at the same time, allow him to say that it would be presumption on his part, and grossly unfair, calmly to accept those congratulations, which he felt applied to many others besides himself. It had been his good fortune to have been long associated with the study and teaching of modern languages in the University, and he had shared the honour with many others, all of whom must be congratulated

on this occasion. There were, first of all, those far-sighted and liberal-minded men who, more than twenty-five years ago, understood the importance and conceived the idea of founding a Modern Language School in Cambridge, and who produced an ingenious and workable scheme of examination. There was the Council and Senate of the University, who, resisting such criticisms and objections as were bound to be made whenever any great innovation was proposed, finally approved of and passed the scheme; there were the members of the Board of Medieval and Modern Languages, who watched the progress of the new school, and improved, remodelled, and developed the scheme of examination; there were also the college authorities, who organized the teaching, instruction, and the supervision of Modern Language students, and encouraged study by awarding scholarships and fellowships. There were also the lecturers, tutors, prelectors, and directors and supervisors of studies, without whose help it would be impossible to carry on the work at Cambridge; and he did not forget the important work done for Modern Language study by the two ladies' colleges of Newnham and Girton. There were the examiners, whose assistance had been invaluable; and, lastly, there were the students, without whose appearance there would not have been a Modern Language School, and who had proved, by successful work in life, the valuable aid which Modern Language study could give. All those things had contributed to make the Cambridge Modern Languages School what it was. He thanked them for having selected him to receive, as one of their deputies, their congratulations, and he greatly valued the honour. They all at Cambridge valued very much the interest taken in their work by the Modern Language Association, and he would assure them that their sympathy would act upon them as a stimulus and encouragement to continue to do in the future what they could in the cause of the study and teaching of Modern Languages.

WELCOME TO REPRESENTATIVES OF OTHER ASSOCIATIONS.—The President, on behalf of the Association, welcomed the visiting delegates. The presence of those delegates they valued very highly, as they had come a long way to take part in their deliberations and to give them the help of their countenance. Some of them he thought they had already met in Paris at Easter, and the words he had used in his address were not at all too strong for the recognition of the great hospitality and the delightful association which it was their good fortune to meet there. He had no doubt those delegates had a word or two of greeting to give to them from the associations from which they came, and he would venture first of all to call upon Miss Robson, the representative of the Modern Language Association of Scotland.

Miss Robson said she brought them the greeting of the Scotch Modern Language Association. Since she had come to Cambridge she had felt sorely puzzled, because she was there in a double capacity—she was a member of that Association, and at the same time represented their Scotch Modern Language Association. She was there as a Scotswoman to represent the Association, and she had much pleasure in handing on the greeting.

M. Henri Dupré, replying to the President's address of welcome, said he had considered it a great honour to be elected by his colleagues, with the consent of the *Recteur* of the University of Paris, to represent the French *Société des Professeurs de Langues vivantes* at the Cambridge Annual General Meeting. He had long loved Oxford, where he had spent a good amount of time; but he did not think he was ungrateful or faithless to Oxford in extending his love to Cambridge. Oxford and Cambridge had never been jealous of each other. They were not wives, but sisters; and though they were two distinct personalities, they had a strong family likeness.

M. Dupré said he had just visited Ely Cathedral, which he greatly admired;

that was a good idea of his to go to Ely first. He had foreseen that he would never have courage enough to tear himself away from the beauty of Cambridge and its time-honoured chapels and colleges, from the anticipated interest of the debates of the Modern Language Association, and, above all, from the charms of the hospitality which he was now receiving.

Such gatherings were well calculated, M. Dupré added, to strengthen the ties of mutual esteem and friendship which existed between colleagues belonging to different nations. In the Paris Congress many words had fallen upon the ground which would never be picked up again; but something would never be lost—the recollection which all the members of the Congress retained of having worked, hand in hand, in a brotherly *entente cordiale* for causes which all professors have set their hearts upon—the advancement of learning and the moral and intellectual welfare of youth. As a member of the Committee and, chiefly, as the treasurer of his Association, he (M. Dupré) had often felt very uneasy as to how things would turn out. He was greatly comforted when he heard that M. Jules Gautier was ready to give the organizers of the Congress the help of his personal and professional authority. He was glad to see him at the Cambridge meeting, and to tell him how grateful all his French colleagues and he were to him for his inexhaustible kindness.

It was with feelings of warm and deep gratitude that M. Dupré thanked the Vice-Chancellor of the University of Cambridge, the President of the Modern Language Association, the chairman and the members of the Committee, for their cordial welcome and all the marks of kindness they were willing to give the representative of the French Society. He

would never forget his stay at Cambridge, and would return to France with his heart full of gratitude. When he would give an account of the present meeting to his colleagues, they would certainly say: 'What a happy man our treasurer is!'

Professor Dr. Vetter thanked the Association for the kind invitation they sent to him. He was sure that the days they would spend at Cambridge would be most fertile and useful to them. He did not think the Neuphilologenverband was very wise in sending a Swiss to that Congress, because they in Switzerland lived under conditions entirely different from those which prevailed in Germany, and they pursued the study of Modern Languages because they were forced to speak several languages in order to understand those people from other countries who visited them. They had, however, for a long series of years, done what was possible for the study of Modern Languages and Literatures, but it was unhappily true that their institutions were small, and their endeavours were not always so successful as they ought to be, and as they wished to have them. They had nothing to show comparable to Germany, but he hoped, if they went to Switzerland that year, that they would be able to prove that they did all that was possible. It was not only to thank them for their kind invitation, but also to bring them an invitation to go to Switzerland, that he had come there. The next Congress would take place at Zürich in the month of May. Switzerland was under an inundation of foreigners during the months of July, August, and September, and they wished to receive the Association alone. He hoped many of them might be able to accept the invitation.

DISCUSSION COLUMN.

THE TEACHING OF FOREIGN LITERATURE.*

X.—MARSHALL MONTGOMERY

(Giessen University).

IN Pedagogics, as in Metaphysics, it is well to begin by being critical; to end, if possible, by being constructive. This principle leads to my taking up question 2 (Hindrances) before attempting any contribution to the solution of No. 1; for the first essential is to examine the aims of the school teaching of modern languages, that so we may discover the relative position of the literary work in this teaching. Two facts appear to me to be very clearly indicated—viz., (1) that a taste for literature is of necessity hardly more than a by-product, though a very desirable one, of the school-work; (2) that the main hindrance to our success in obtaining this by-product lies in the remoteness of the medium of literary expression from the apperception centres of the average pupil's brain. It was in order to decrease, so far as might be, the degree of this remoteness that the Reform Method set itself as its main task the work of turning what were previously, to all intents and purposes, dead languages to the schoolboy and schoolgirl into living tongues, well aware that if the language be dead to the hearer, the literature can never (without a miracle) seem a living thing. At the same time it was realized that literary training could not be the main aim of modern language teaching at school, whatever it may be at the University, and that is another question. Let me here quote from Professor Viëtor's valuable 'Nachwort' to Direktor Max Walter's pamphlet on 'Die Reform des Neusprachlichen Unterrichts auf Schule und Universität.' The Professor has been raising a protest—wholly justifiable, we should most of us agree, I think—against 'Macaulay—and no end' at the Univer-

sity, as well as at school; and he proceeds: 'Immerhin müsste doch die behandlung auf der universität eine andere als auf der schule sein. Das scheint mir durch die verschiedenheit des ziele und der altersstufe bedingt. Die schule hat knaben zur allgemeinen bildung, die universität erwachsene zur wissenschaftlichen selbständigkeit zu führen.' The school's business is to provide boys with a good all-round education—so perhaps one may paraphrase it; setting aside the 'scholarship candidates,' we may accept the statement in our English schools, too. What, then, are the 'Vorbedingungen,' the indispensable preliminary conditions for making the foreign tongue help to turn out boys so equipped? Let us see what Direktor Walter, the most famous German 'reformer' in the school world, expects—and, I believe, obtains!—with four years' teaching of English in Sekunda and Prima at the Frankfurter Musterschule. I quote verbatim from the above-mentioned pamphlet. (For a more detailed account of similar work I refer the reader to Direktor Dörr's lecture printed in MODERN LANGUAGE TEACHING, 1907, vol. iii., Nos. 4 and 5.)

1. Volles verständnis des gesprochenen wortes.

2. Fähigkeit, sich in der schlichten umgangssprache zusammenhängend auszudrücken und sich in rede und gegenrede auch mit ausländern zu verständigen.

3. Lautreines, singemässes, ausdrucksvolles lesen und verstehen auch schwierigeren unbekannten sprachstoffes mit interpretation und wiedergabe desselben in der fremden sprache.

4. Freie wiedergabe des inhalts der verarbeiteten lektüre und litteraturangaben und freie verfügung über gedichtete und ausgewählte stellen grösserer poetischer werke und dramen (z. b. Tennyson, *Enoch Arden*; Shakespeare, *Macbeth*).

* This is the final contribution to the discussion of this subject.

5. Fähigkeit, leichteren vom lehrer oder ausländer vorgetragenen und erklärten sprachstoff nach *einmaligem* hören mit vielfachem wechsel des ausdrucks in der fremden sprache frei wiederzugeben.

6. Nachweis der grammatischen kenntnisse. Vergleiche mit anderen sprachen nach formenlehre, syntax, etymologie, synonymik.

7. Die methodische durcharbeitung der lektüre muss den schüler auch befähigen, verwandten in *deutscher* sprache gehörten oder gelesenen stoff inhaltlich frei in der fremden sprache wiederzugeben, sowie das englische, wenn nötig, ins deutsche zu übertragen. [NOTE.—Übersetzungen ins englische sollten nur ausnahmsweise erfolgen.]

8. Die schriftlichen arbeiten entsprechen den mündlichen anforderungen; der schüler wird durch regelmässige übungen an der tafel und im hefte daran gewöhnt, alles gehörte, gelesene oder von ihm selbst vorgetragene sofort in schlichtem englisch frei niederschreiben. Auf grammatische genauigkeit und idiomatisches gepräge wird *besonderer* nachdruck gelegt.

This is without doubt a formidable programme and a high ideal for the modern language teacher. That Direktor Walter himself accomplishes as great a proportion of these aims as any teacher in the world I cannot doubt after listening to his practical lectures at Marburg University; they were a revelation of 'inspired method.' But none the less has experience, first as a student of German in Berlin, and afterwards as Lektor in English at Giessen, taught me two facts:

1. That such a familiarity with and readiness in the use of the foreign tongue as is here demanded can barely be acquired in six months' intensive work in the foreign country itself even by a student whose powers of working have been trained by a long University honours course, and in an institute where nothing but German was spoken;* where the actual classes and

conversation lessons amounted to at least thirty hours per week, and the students' private reading and preparation to at least fifteen. Upon this calculation it would require, under the most favourable conditions, from eight to ten periods a week during four successive school years (of forty weeks each) to accomplish anything like the desired results.

2. That the majority of German Abiturienten who take up English as one of their subjects at the University have certainly not reached anything like the state of perfection indicated in Direktor Walter's programme has become quite plain to me through my work at Giessen. Few—very few indeed—even of those who come from Realgymnasien and Oberrealschulen seem capable of understanding or profiting, to any considerable extent, by the lectures in the foreign tongue during the first term or two, although many of them can express themselves tolerably in fairly grammatical, but generally very ill-pronounced English. Nor has the extent of their reading been at all considerable, being still too often confined to a play or two of Shakespeare, an essay of Macaulay, and a novel of Dickens or Scott. Of the later writers they know almost nothing.

Interesting in this connection is the rosy picture drawn by Walter in the paragraph following requisition 8 in the list given above. My own experience has not been so fortunate, but here is the ideal: 'Derartig vorgebildete schüler treiben, soweit es die zeit zulässt, auch mit genuss privatlektüre, da sie leichteren stoff schnell bewältigen und sich auch in schwierigerem mit hilfe des wörterbuchs zurechtzufinden gelernt haben. Über die privatlektüre lasse ich die schüler in zusammenhängendem vortrage bericht erstatten.' I should be only too glad to do the same, but alas! the famous German 'akademische freiheit' soon seems to overpower the erstwhile so diligent Gymnasiast.

We have seen that no large proportion of the schoolwork can have a purely literary end. Let us hear Direktor Walter upon this question. He quotes with

* Institut Tilly, Berlin.

approval the following 'leitsatz' from Professor Wendt of Hamburg: 'Mit der durchführung der direkten methode der spracherlernung wird zugleich ein umfangreicherer betrieb der *klassenlektüre* ermöglicht.' [This is an article not only of faith, but of experience, with all true reformers.—M. M.] '*Diese berücksichtigt vorwiegend die moderne prosa und dient nicht nur litterarisch-ästhetischen zwecken, sondern führt auch in die kenntnis des fremden volkstums, seiner staatlichen, gesellschaftlichen und wirtschaftlichen verhältnisse ein.*' The italics here are Wendt's or Walter's, not mine; it is clear that both consider this also as a first principle of the Reform Method. But the quotation proceeds: 'In jeder klasse ist ein hauptwerk aus der schönen litteratur zu lesen, ausserdem für obersekunda: die feste einprägung der wichtigsten momente der geschichte, der geographie, der topographie der hauptstadt, soweit dies nicht schon früher erfolgt ist; für prima: die einföhrung in die für die gegenwärtigen zustände entscheidenden perioden der geschichte; besprechung bedentsamer tagesereignisse. Das technologisch-naturwissenschaftliche ist in bescheidenem umfange zu berücksichtigen. Von dichterischen werken sind solche von hervorragender bedeutung und mit nationaler färbung zu bevorzugen.'

Personally, this seems to me a very 'large order' indeed for the school; but then, like the impatient interlocutor in Dr. Kron's 'Kleiner Deutsche,' 'ich bin kein Doktor Allwissend.' At any rate, I am quite certain that few German teachers of English—at least, when they begin their careers—are capable of imparting all this information; or, if they are, they assuredly have not learnt it at the Universities, where Shakespeare and historical English grammar are apt to divide the lion's share of their attention. For my part, I should be willing to leave something still for the teachers of geography and history to do, although I feel strongly that in history, at least, we are inclined to be absurdly insular in our school-teaching.

To sum up under this heading, the conquest of the *medium* is the great stumbling-block, or rather the main task, of the schoolwork. It is our business to form an adequate body of associations in the pupil's mind before he can even begin to appreciate the literature. For some eloquent and acute remarks upon this point I would refer readers to Hazlitt's discussion of the disadvantages of the traveller in a foreign country, though no doubt in his inexperience he exaggerated these, as also the opposite danger of becoming a mongrel through too much foreign influence.*

Continuous, often arduous, drill becomes a necessity in building up these associations. The natural danger of this is that the freshness of the interest declines, and if one seeks to remedy this by widening the range, this very variety itself brings new perils with it. On the whole, the fundamental hindrance in the way of real literary training seems to consist in the difficulty of making the pupil feel tolerably at home in the language in the time at our disposal.

We may now pass on to, and try to answer, Question 3. Our discussion of the hindrances has shown us not merely our limitations, but a glimpse at least of our legitimate aims and methods. Thus, assuming, for example, a pupil of fourteen beginning a four years' course of German, we shall be compelled to spend at least a year mainly on the endeavour to give him a merely tolerable handiness in employing his new tool, the German language. Literary cultivation will be at this stage an entirely subsidiary aim. The main thing is to choose reading which will seize and hold his imagination, while still simple enough to be intelligible with good work and good teaching. These texts will not necessarily be such as appeal to us, but they must appeal to

*The passage is quoted in the Hazlitt volume of the *Men of Letters* series, one of Mr. Birrell's most charming selective efforts; see pp. 181-182.

our pupil. What lines of attack, or rather attachment, are there? Here we must pursue the psychological method. What are the main apperception-masses in the boy's mind? Those which have been built up by his ordinary life, his home and school environment, will occupy chief place. Then comes that vaguer body of associations, his vicarious experience, so to say, into which he enters by the power of his imagination. This may range from the Henty, Fenimore Cooper, and Fitchett types of heroic adventure upwards to rare and beautiful moments, in which some sublime word of the highest literature has already touched his not always thoughtless soul. As a rule, the character of mental experience at this age, if comparatively narrow and not very elevated, will be sound and vigorous. The danger will be that the foreign texts the pupil has to tackle at first will be either so difficult as to discourage, or so childish as to disgust him. Probably more might be done for him than has been as yet in preparing and simplifying short and really interesting passages from modern books, especially from good novels, which he may be afterwards led on to read through happy memories of those exciting portions which have fallen in his way. Above all, the pieces should be short enough to be covered in two or three lessons, and to be practically learnt by heart during these. To give an example, such a story as Sudermann's *Frau Sorge* is not very likely to be read in the school—at least, in England—but to boys already drilled in the terms of the farmyard what could be more interesting than the vigorous account of the fire which destroyed so much of the toilsome labours of Paul, and brought out such a vigorous side of his nature? Again, for a more advanced class, one could separate from the same book the chapter which follows and describes the trial for arson, working in a good deal of the desired information about 'staatliche verhältnisse' with the literature. In the case of such short extracts from long

stories there could scarcely be much difficulty about the copyright, for the extracts would really serve to make the book better known in England.*

Much seems possible and yet to be done in the way of manipulating and collecting suitable incidents of a fair length, rather than merely selecting some tolerable text and giving it all, bad, good, and indifferent. We shall not let ourselves be frightened by the bogey of the 'spoiled work of art.' Goethe's words apply not only to us, but also to our schoolboys: 'Wir müssen also alle Existenz und Vollkommenheit in unserer Seele dergestalt beschränken, dass sie unserer Natur und unserer Art zu denken und zu empfinden angemessen werden; dann sagen wir erst, dass wir eine Sache begreifen oder sie genießen.'

Possibly the Association might see its way to collecting information upon the following points: (1) What sort of English books most appeal to boys at the ages, say, of nine, twelve, and fifteen? (2) What books, or portions thereof, in the foreign languages studied, correspond in some degree to these types?

The Association, or its Committee, might then proceed to the solution of the further question—(3) Which of these foreign books or stories are, or can be, adapted to the ends we have in view in teaching these languages? A fourth question might be asked and answered with advantage: Which books in their respective mother-tongues most appeal to French and German boys? It does not follow that they would of necessity be suitable for use in our schools, but some help might be got.†

Question 4 will, I think, more or

* For an example of this kind of textbook see Beacock, *Contemporary English* (Elwert, Marburg, 1909).

† Shortly after writing these words my eye fell for the first time on the 'Good Articles' paragraph in MODERN LANGUAGE TEACHING for last November, from which I see that *Die Neueren Sprachen*, October, 1909, had an article on 'English

less answer itself on the principles laid down in answering Question 3. As the pupils get older their interest will be liable to become more literary; of themselves they will begin to relish the telling of the story as well as the story itself. Style will begin to tell, even in the foreign tongue, upon those who have any aptitude for such matters. Probably the greatest help in this direction will be their English reading. Tastes, indeed, are very different, and above all in the rich gardens of literature. But there is a general conscience, or at least consciousness, in these matters. We all consent, for example, that Shakespeare surpasses Hawthrey as a dramatist, though *The Private Secretary* very likely amuses us on the stage more than *A Comedy of Errors* would. And if a boy has learnt to read some of the undisputed English masters with appreciation, he will already have some feeling for style, at least where it resembles that of his types in English.

The question of correlation comes, it may be, more properly under heading 3, but it will certainly affect grading, and is, I think, far too apt to be overlooked. Surely, at least the teaching of literature in the school may be largely arranged with reference to some one particular scheme of development. The mother-tongue seems to offer the best backbone for the system, or a particular class of literature—*e.g.*, the tragic drama—might be selected, in the highest forms, for comparative treatment. Sophocles, Shakespeare, Corneille, Schiller—to study plays of these four simultaneously and critically would in itself be a valuable training in taste. But the guiding principle in grading, apart from correlation, should, I think, still be that of difficulty combined with interest; whether in matter or style, or both together, must be a question for serious reflection. Personally, like Mr. Atkinson, I believe that to the average

boy the subject-matter is vastly more important. Few men are stylists themselves, or appreciate it in others. But this is inevitable; it must be reckoned with.

This brings us to our main question: Is it, then, useless to try to inspire a taste for good literature in our pupils? Let us interrogate our own consciences on this point. How many of us can say that our taste for good literature, even in English, amounts, or has ever amounted, to something like a passion? Which of us have done, or even felt, like Henry Ryecroft, when he carried home his portly quarto Gibbon in two journeys—after a previous one to fetch the money for his purchase!—‘from the west end of Euston Road to a street in Islington far beyond the Angel.’ How many of us could write—truthfully—of Xenophon’s *Anabasis* as he does: ‘Were this the sole book existing in Greek, it would be abundantly worth while to learn the language in order to read it’? Nor is this mere talk on his part, as the beautiful stories he instances clearly show us. We turn back, no longer in wonder, to the words: ‘By some trick of memory I always associate schoolboy work on the classics with a sense of warm and sunny days; rain and gloom and a chilly atmosphere must have been far the more frequent conditions, but these things are forgotten.’ Happy is the man who can thus think back on his schoolwork. He is surely the true nympholept of literature, for a portion of whose spirit we must pray! It will not be lost upon those who have to listen to us.

Finally, let us consult our memories. If we have any literary taste, did it, or any of it, come to birth at school? I can answer for myself, ‘Yes.’ And if I probe memory further, I, too, can remember moments of inspiration over Shakespeare, or Vergil, or Euripides; for in those days German was a mere name to me—a poor alternative to Greek!—and French was, in the main, a thing of irrational genders and tricky syntax. But the translation of Vergil or Euripides was a fine art, and I

Boys’ Fiction’ (H. Smith). MODERN LANGUAGE TEACHING might do the same for French and German.

well remember the pleasure of our introduction to Mr. A. S. Way's rendering of the *Hecuba*. Above all, the reading of Shakespeare lives in my memory as a delight, even though we had to learn the 'Clarendon Press' notes almost by heart! And the main cause of my pleasure, I must protest, was in the immense gusto of my respected old headmaster's readings; his noble 'To be or not to be, that is the question'; or his untiring search after 'a more suitable rendering,' or 'a more expressive epithet.' It may be that the enthusiasm of the teacher cannot alone and unaided beget taste in the mind of the hearer, but it can reproduce itself, if there be any tiniest cell there already waiting to be rendered fruitful. And, after

enthusiasm, grows up the critical faculty, and these two marry and beget taste.

And if we see but little fruit of all these labours, what then? Let us take to our hearts another saying of Goethe's: 'Bei jedem redlichen, ernstlichen Handeln, wenn auch anfangs Zweck und Beruf zweifelhaft scheinen sollten, finden sich beide zuletzt klar und erfüllt. Jedes reine Bemühen ist auch ein Lebendiges, Zweck sein selbst, fördernd ohne Ziel, nützend wie man es nicht voraussehen konnte.'

Some seed will fall upon good ground:

'Das grosse bleibt frisch, erwärmend,
belebend;
Im kleinlichen fröstelt der kleinliche
belebend.'

DIE WECHSELBEZIEHUNGEN DER DEUTSCHEN UND DER ENGLISCHEN LITTERATUR.

(Taken from the report in the 'Cambridge Daily News,' which has been somewhat amplified.)

DR. KARL BREUL, University Reader in Germanic, speaking at the annual meeting of the Modern Language Association on Friday, January 7, delivered in his native tongue an eloquent address, entitled, 'Die Wechselbeziehungen der Deutschen und Englischen Literatur.'

Dr. Breul began by saying that the productions of modern European literature might not unfitly be compared to a grand intellectual symphony. At one time one instrument had the lead and produced a charming new 'motif,' which was soon taken up by a second and passed on, with variations, to a third. Again two played for a time together and evolved new variations of the same theme, each instrument within its own range and with its

own peculiarity of 'timbre.' We may (so Dr. Breul declared) enjoy the same fulness, harmony and variety of intellectual sounds by a close study of the literary relations of the leading European nations—above all of Great Britain and Germany—a 'European Concert' in the best sense of the word, in which each nation plays its own characteristic instrument and produces, for the benefit of the whole, its own characteristic tunes. Each one gave to and took from its neighbour some new attractive 'motif' or 'theme'; the instruments had to take it in turn, now leading, now accompanying. This was as it should be—in literature as in music.

No two European nations, continued the lecturer, are more closely

connected by ties of blood, by their general outlook upon life, by seriousness of purpose, by a manly spirit, and by a deep love of nature, than the German and the British; and no two literatures have more in common and have influenced one another more deeply during the last four centuries than the two noble literatures that are nearest and dearest to your hearts and mine, and in which the national characteristics of our peoples are most faithfully reflected, the literatures of Great Britain and of the German-speaking peoples across the North Sea. Students of English, as well as students of German, will do well to realize fully to what a great extent the literature of the one country is indebted to that of the other—a kind of debt of which the borrower need not be ashamed, but may rather be proud, and which he may be sure he will some day be able to repay in his own coin, perhaps with compound interest.

Dr. Breul confined himself to the domain of belles-lettres, to literature proper, as he had not time to discuss the many fruitful intellectual relations between the British and the German nations in the fields of divinity, philosophy, education, history, and other sciences. During the Middle Ages the literary relations were few and far between. Chaucer and Dunbar did not influence Germany, nor were the German *Nibelungenlied* and the poems of the Minnesingers of any importance for British poetry. In many cases in the later Middle Ages both Great

Britain and Germany were equally indebted to French literature. It is, however, noteworthy that the highly polished Old French Court epics were treated very differently on British and on German soil, as may be seen in the epics the heroes of which are Sir Ivain and Sir Tristrem.

The real interchange, however, begins only in the early sixteenth century—the time of the Renaissance and the Reformation. This is the time of the first German influence. For twice during the last four hundred years has Germany strongly influenced Great Britain for a time—in the age of the Reformation and in the age of the Revolution—and twice has the tide turned, and waves of British literary influence have swept over Germany, the first in the seventeenth and eighteenth, the second about the middle of the nineteenth century.

The greater part of the lecture was then devoted to a detailed account of the mutual literary influences during the last four centuries.

In conclusion, Dr. Breul said that in the second half of the nineteenth century—the age of science—we saw a new phenomenon, we saw scholars, organized bands of workers, at work. British and German literature was treated scientifically in numberless periodicals and magazines. There was valuable work done by the Shakespeare Society in Germany, and by the Goethe Society in Great Britain (a branch of the German Goethe Society). There was a fine Shakespeare monument at Weimar,

subscribed for by admirers of Shakespeare's genius from all parts of the Fatherland. There was a monumental Shakespeare Dictionary compiled by the devotion of German scholars. Almost every great British classic was now easily accessible in Germany in excellent translations, partly by poets of no mean gifts.

German literature, ancient and modern, is now carefully studied at all British Universities, and much more than ever it was only twenty years ago. The University of Cambridge has produced many notable

contributions to the study of the literary influence of Germany on Great Britain, such as the masterly works of Dr. Ward, Dr. Herford, and others. Although there is at present a lull in the direct influence of poets and writers on poets and writers, yet there is, to my mind, no doubt that as soon as a star of the first magnitude shall arise on the literary horizon of either Great Britain or Germany, it will be hailed by no one with greater delight or studied with keener interest than by the kindred people on the other side of the North Sea.

OBITUARY.

SINES ALGE.

It is with a heavy heart that I record the death of my dear friend, Sines Alge, on December 18, 1909. It is some years since I last saw him; he was still able to walk the short distance from his home to the girls' school with which he had been so long connected. Since then his health gradually grew worse, and there was no hope of improvement. It is good to know that he passed away peacefully.

Sines Alge was born on May 20, 1847, as the son of sturdy peasants, and his powerful physique might well recall his origin. He went to the village school at Lustenau, and then his father managed to send him, at the age of twelve, to the Realschule at Au (1858-60), and to the technical division of the Kantonschule at St. Gallen. From 1863 to 1866 he acted as Reallehrer at Lustenau, but realizing the inadequacy of his knowledge, he spent another year, as *Hospitant*, at the Kantonschule. He obtained the St. Gallen diploma of *Reallehrer*, and held appointments at the Realschule at Necker (1867-73) and at Gossau (1873-80). In 1880 he joined the staff of the Mädchenrealschule at St.

Gallen, and was connected with this school until his failing health compelled him to withdraw from teaching, in 1904. From 1891 to 1900 he was Principal of the school.

In this country he is best known as the author of books for the teaching of modern languages. In 1887 he first issued a little book for teaching French; he had hit upon the idea of utilizing certain pictures of the seasons that had been designed for use in Austrian elementary schools—an idea that has since been extensively taken up. That little book was rewritten many times, in the light of experience, until it reached its present form, known here as Dent's First French Book.

In his native country his name was no less closely identified with the study of shorthand; his little book for teaching the subject, first issued in 1884, is now in its forty-sixth edition. He supported at first the Stolz system, then that known as Stolz-Schrey.

Sines Alge was a pioneer of the Reform Method, to whom many beside myself owe a very great debt. His work was marked

by an unusual sense of proportion—his selection of material, in grammar and vocabulary, was masterly—and by a great love of teaching. He had a sympathy for the child and an understanding of its difficulties which made him beloved by all his pupils. In his profession he occupied an honoured place, as a man ever ready to defend a colleague against unjust attacks, and ever willing to accept the correction of a mistake he had himself made.

A splendidly upright character, tempered

by a delightful sense of humour; happy in the circle of his family, in the class-room, in the company of fellow-teachers; bearing his trials bravely, and profoundly thankful for all good things that life brought him, Sines Alge has passed away, but his memory remains as an inspiring example of a life nobly spent. Those words uttered at his funeral are altogether true: *Es war doch eine herrliche Erscheinung, dieser in seinem Wesen durch und durch treue und edle Mann!*

W. R.

REVIEWS.

The Cambridge History of Literature. Vol. IV. Edited by A. W. WARD, Litt.D., F.B.A., and A. R. WALLER, M.A. Cambridge University Press. 1909. Pp. 582. Price 9s. net; half-morocco, 15s. net.

This volume deals with prose and poetry from Sir Thomas North to Michael Drayton, omitting, however, almost all the greatest men of the period, since drama is to be treated separately later on, and Spenser and the typical Elizabethan poets found their place in an earlier volume. A serial history of this kind necessarily varies in interest according to the subject-matter treated in the separate volumes, but the Cambridge editors have succeeded in dividing their chapters so as to attract even the ignorant to unfamiliar paths. 'The Literature of the Sea,' 'Seafaring and Travel,' 'Writers on Country Pursuits and Pastimes,' 'The Foundation of Libraries,'—here are titles which call aloud for closer investigation. Mr. Whibley's first sentences of the first chapter on 'Translators' indicate the manner in which he approaches his work: 'The translators of Elizabeth's age pursued their craft in the spirit of bold adventure which animated Drake and Hawkins. It was their ambition to discover new worlds of thought and beauty.' There are a freshness and enthusiasm in his writing which make the reader realize something of that early inspiration which came from

the first vision of the 'realms of gold.' The old voyagers give Commander Robinson and Mr. Leyland equally congenial subjects.

Professor Cook's pages on 'The Authorized Version and its Influence,' are full of interest—by virtue of the subject-matter, rather than of any special merit in its setting forth. Mrs. Creighton discourses pleasantly of Sir Walter Raleigh, though she makes no new contribution to learning or to criticism. The reader feels a little impatient before he comes to the end of the fifteen pages devoted to Raleigh's literary achievements, and is inclined to wonder whether the editorial pruning-knife might not have been requisitioned with advantage. There is surely some disproportion between this chapter and the twenty-six pages given to 'The Beginnings of English Philosophy,' which cover the medieval schoolmen, sixteenth century Aristotelianism, and the Instauration of Francis Bacon. This lack of arrangement and careful planning is, indeed, the chief fault of the history, and that which is most disturbing to the student. Each chapter, taken by itself, is scholarly and well done, but the book is not a carefully constructed whole. The volume under discussion shares this fault with its predecessors, though it also shares their merits. Nowhere else is it possible to find in a single volume so admirable a

survey of the various features of a literary period, and the attention paid to such points as the influence of London on the development of popular literature, or the history of the book-trade, is as invaluable as it is unique. The bibliographies of these chapters alone would make the book indispensable to 'men of letters.'

The individual writers of the period, notably Donne, are not treated with equal distinction, though the criticism and facts concerning them are, in the main, sound and well put together. Mr. Child's chapters on the Song Books, on Southwell, Daniel, and Drayton, are all good; Professor Bensly is interesting, but not inspiring, about Robert Burton; Messrs. Vivian and De Sélincourt deal adequately with the subjects allotted to them.

In brief, Vol. IV. of the Cambridge Literature is a satisfactory continuation of a work which is earning the gratitude of all students of the subject.

Illustrated Phonics. By M. I. IVES. Longmans, Green and Co. Pp. v+122. 2s. 6d. net.

This is rather a curious book, illustrated by pictures of American boys and girls in various attitudes, representing gestures which the author recommends as an accompaniment to the emission of speech-sounds. The ideas are often good, but it would have been well if the author had made use of recent progress in England in the way of the practical application of phonetics. Thus it would have been well to employ the symbols of the International Phonetic Association, which are generally

accepted in this country. No reference appears to be made to any dialect tendencies; a distinction is made between the vowel sounds of *ask* and *arm*, which is not found in standard English. The terminology is often different from that usually approved; *th* is no longer called an 'aspirate,' as is here done. In the examples we find words which are familiar enough to the American child but which no English author would have given—e.g., *mull*, *hickory*, *cute*, *dime*. We do not regard this as a valuable addition to the literature on the teaching of English speech-sounds.

Phonetic Section of Dent's First French Book. By WALTER RIPPMMANN. Dent. Pp. viii+54. 6d. net.

The phonetic section used to be part of the *First French Book*, and was also issued separately. In the latest edition of the book space was required for supplementary exercises, and it was decided to issue the phonetic section as a separate booklet, in accordance with the general wish of teachers who make use of phonetics exclusively in the first stage. The phonetic section corresponds page for page with the ordinary text of the new edition (pp. 1-32), and also contains the following sections: The words in Lessons 1-22 classified, in the ordinary spelling; sounds and their representation in the ordinary spelling; sentences for practice in the accidence; the words in the *First French Book* classified according to the sounds; proper names in the ordinary spelling and in the phonetic transcription.

FROM HERE AND THERE.

CAMBRIDGE UNIVERSITY.—The following scholarships and exhibitions have recently been awarded for proficiency in Modern Languages:

CHRIST'S COLLEGE.—E. X. Kapp, Owen's School, Islington, Scholarship, £40.

GONVILLE AND CAIUS COLLEGE.—H. V. Berry, City of London School, Exhibition, £30.

ST. JOHN'S COLLEGE.—H. Herzl, Clifton College, Scholarship, £80; G. W. Bain, Marlborough College, Exhibition, £30.



LEEDS UNIVERSITY.—Miss Doris Gunnell, B.A., Leeds, D. ès L. Paris, Assistant Lecturer in French Language and Literature, University College, Cardiff

has been appointed Assistant Lecturer in French.



LONDON UNIVERSITY, BEDFORD COLLEGE.—A free place in the Secondary Training Department, of the value of £26 5s., has been awarded to Miss L. Soldan (First Class Honours in German), Bedford College; and a Bursary of £10 to Miss Devonshire (Second Class Honours in French), University College.



LONDON UNIVERSITY, UNIVERSITY COLLEGE.—The L. M. Rothschild Prize for French language and literature has been awarded to Claude Gilli; *proxime accessit* P. V. Thomas.



UNIVERSITY OF WALES.—The honorary degree of D.Litt. has been conferred on Professor Kuno Meyer, of Liverpool University.



NEWCASTLE, ARMSTRONG COLLEGE.—The Council have unanimously resolved that the memory of the late Mr. Joseph Cowen be honoured by attaching his name to the chair of English Language and Literature in the College.



OXFORD UNIVERSITY, ST. JOHN'S COLLEGE.—The following members of the College have been elected to scholarships in English on the Casberd foundation: Arthur O. J. Baldwin and Richard G. St. Quentin; to an exhibition in English on the same foundation: Sidney P. Lissant.



The INCORPORATED ASSOCIATION OF HEADMASTERS discussed many important questions at the Annual Meeting, but only a few that are of direct interest to Modern Language teachers.

Mr. G. H. Clarke of the Acton County School proposed a motion asking that English should form a compulsory subject in all University entrance examinations: this was carried. Mr. Shaw-Jeffrey of the Royal Grammar School, Colchester, read a paper on the 'Place of Phonetics in relation to Modern Language Teaching,' which,

we understand, will appear in the Report of the Association.



THE HEADMASTERS' CONFERENCE debated several questions of interest; and the voting was sometimes a little surprising.

Mr. C. E. Brownrigg (Magdalen College School, Oxford) moved:

'That this Conference considers that, with regard to the relations of public schools' curricula to the Universities of Oxford and Cambridge, fuller recognition of English is desirable in the University examinations for admission.'

Considering the propagandist work of our friend, the English Association, a unanimous vote might have been expected. Actual result: For 19; Against 15.

Mr. R. C. Gilson (Birmingham) moved: 'That this Conference approves the principle laid down in the Curriculum Report of the Committee, that a boy should not be allowed to begin Greek until the foundations of Latin and French have been securely laid, and until he has received systematic training in English.'

This was a revolutionary proposal such as we of the Modern Language Association might well have put forward—though we should inevitably have placed the languages in the order, English, French, Latin. Seeing this resolution on the agenda of the Headmasters' Conference, we might have been justified in doubting whether it had a chance of being carried. Dr. Upcott and Dr. Rouse showed that if the principle were acted upon, it would mean no Greek in preparatory schools, and the Headmaster of Eton raised his voice in indignation and sorrow at this thought. Actual result: Resolution adopted *nem. con.*

Mr. F. Fletcher (Marlborough College) moved:

'That it is essential to give such a definite position to English and French in the Entrance Scholarship examinations that these subjects may not be sacrificed to a premature study of Greek.'

Again a principle with which we are in full accord. From the debate we cull the

words of the Headmaster of Charterhouse School as representing the *fine fleur* of the wisdom of the older classical school. Dr. Rendall argued that differentiation of education must, in any wisely-ordered scheme, set in at a very early point. They must not sacrifice the higher ends of education to the lower or to the average ; and, in the same way, they must not sacrifice scholarship examinations to the demands of the average boy. Greek and Latin were the best ingredients in the higher culture of England. *If English were imposed on all boys, it would be squandered on boys who were learning Greek. Spelling and grammar came naturally to classical boys, and they had no difficulty in writing good English.* If it were not that we were quoting from our esteemed and scrupulously correct contemporary, the *Journal of Education*, we should suspect misprints, or something of the kind, in the sentences that we have ventured to italicize. The rest of the debate on the motion is not uniformly favourable, and hardly leads one to expect the actual result : For 32, Against 1.

We venture, in all humility, to express our congratulations to the Headmasters' Conference on affirming these principles : and we look forward to early action in accordance with their words.



We have not hitherto referred to *School-boys and School Work*, the book recently issued by the Headmaster of Eton, as it seemed to us interesting as a symptom rather than intrinsically valuable. That the importance of the mother-tongue should be realized is gratifying indeed ; but the rather contemptuous treatment of French and the callous indifference to German are not calculated to impress favourably any teacher of Modern Languages. On the other hand, the advocacy of Greek for the majority of public school-boys in order that a Jebb or a Headlam may not be without an audience is the most grotesque attempt at argument that we have met with in a controversy which, we believe, has now practically been settled.

In announcing the award of Entrance Scholarships at Highgate School, the *Hampstead Express* adds an interesting note to the effect that under the system now adopted at the school, which discourages early and premature specialization, the successful boys had all been elected to awards on proficiency in the subjects of a good all-round general education. English, French, Latin and Mathematics all received equal marks, the examination in French being upon modern lines and including an oral examination. The candidates also took an extra paper (with lower marks) in Greek or German or Harder Mathematics, the scope of the last paper being confined to elementary subjects in order to discourage unduly extensive reading on the part of boys at the schools where they have been trained.



MISS C. F. SHEARSON, well known to many of our members as a Modern Language teacher of quite exceptional ability and enthusiasm, has been appointed an Inspector under the Board of Education.



MR. W. L. PAINE (M.A. Cantab.) of Oundle School has been appointed to a vacancy on the Modern Language staff of the Whitgift Grammar School, Croydon.



CAMBRIDGE, HIGHEST GRADE SCHOOLS EXAMINATION SYNDICATE.—From the Annual Report of this syndicate we learn that 'the chief changes in the Certificate Examinations of this year have been (1) the introduction of Spanish in the Higher and Lower Certificate Examinations ; (2) the introduction of "free composition" as a necessary part of the Examination in French and German for Higher Certificates ; (3) the recognition of excellence in Oral French and German as counting towards distinction in these languages in the Higher Certificate Examination.

'In the Higher Certificate Examination of 1910 there will be no separate papers in French and German grammar, but questions in French and German grammar will be set along with the passages for unprepared translation, and some of the

questions in syntax will be based upon the passages set.'

We welcome these changes as tending to the improvement of these examinations.



From the same Report we take the following statistics, which again afford evidence of the neglect of German :

Higher Certificates, 1909

(Number of candidates, 2361).

French : 1505	German : 241
Latin : 1097	Greek : 885.

Lower Certificates, 1909

(Number of candidates, 1087).

French : 1047	German : 225
Latin : 755	Greek : 431.

School Certificates, December 1908

(Number of candidates, 167).

French : 120	German : 2
Latin : 65	Greek : 26.

School Certificates, July, 1909

(Number of candidates, 520).

French : 443	German : 32
Latin : 295	Greek : 203.



Professor Savory has kindly sent us the following note :

'One of your correspondents in the October number wrote to ask whether the following sentence was literary French : "Ils [*i.e.*, les Modernistes] font le leur le principe de l'américanisme." Perhaps the following quotation from the *Echo de Paris*, January 13, 1910—"Je n'ai pas voulu, réplique M. Viviani, que l'on me reprochât d'avoir retardé le vote des retraites ouvrières. Et le président du conseil, plus nettement encore, *fait sien ce prétexte facile*"—will throw some light on the matter.'

EDITORIAL NOTE.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 1st of February, March, April, June and July, and the 15th of October, November and December. The price of single numbers is 6d.; the annual subscription is 4s. The Journal is sent free to all Members of the Modern Language Association who have paid their subscription for the current year.

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

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

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

time as the annual membership subscription.

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

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

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

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

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

Residence with German Families : The Hon. Secretary.

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

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN
LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMMANN

WITH THE ASSISTANCE OF

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

VOLUME VI. No. 2

MARCH, 1910

DISCUSSION ON EXTERNAL SCHOOL EXAMINATIONS (JUNIOR STAGE) IN MODERN FOREIGN LANGUAGES.

MR. H. W. ATKINSON introduced the Interim Report of the Sub-Committee on External School Examinations in Modern Foreign Languages (Preliminary and Junior Stages),* and said he wanted to make it quite clear that it was an Interim Report, because the object of presenting it to the meeting was not to ask them to pass it or accept it in the form in which it then stood. It was submitted for their discussion in order that the Sub-Committee which had it in hand, or the Sub-Committee which might succeed this one, might have the benefit of any suggestions, or criticisms, or comments the meeting might be able to offer. It was not proposed that a vote of any kind should be taken upon it at the meeting. The Report had not arrived at that stage in which it was presented for acceptance, but simply for discussion, so there would be no vote at the end, but the various members of the Sub-Committee then present would note down, as far as

they were able, the various points that were raised, and take them into consideration, or would pass them on to their successors. There was the question how it would be best to deal with it, and the General Committee had come to the conclusion that it would be best not to try and take it through section by section, which would take a very considerable time, but to leave it open for discussion, for any member to speak upon any part that he wished, taking care to refer to the particular section on which he was speaking. He did not intend to take up their time discussing any of the points himself. They had everything laid before them in the printed papers. They would notice that the main report itself was followed by two Minority Reports. That fact in itself showed that the Sub-Committee was by no means one built up of a certain group of members holding any particular views, and of course it would be for them to discuss whatever they desired in the Minority Reports as well as in the body of the main Report. The section dealing with Preliminary Examinations they would see was extremely brief. Whether that would seem to require any

* The Report was printed in MODERN LANGUAGE TEACHING for December, 1909 (pp. 240-4).

modification in the course of their discussion remained to be seen. At the head of the section on Junior Examinations they would notice that the standard was designed for candidates from 15 to 16 years of age. At the end there was a suggested scale of marks. It would be interesting to hear, among other things, the criticisms of any members present on this as well as on the ordinary matter of the Report. The more criticisms they got, the better they would like it.

Mr. W. G. LIPSCOMB (Bolton Grammar School) said that strongly as he believed in the use of phonetics for teaching a foreign language, he objected to anything of the nature of an examination in phonetics, and therefore, under IIb, he hoped the suggestion that 'pronunciation can further be tested by written questions requiring the use of phonetic symbols' would not be followed out. He agreed with what was said in one of the Minority Reports (by Mr. Atkinson), that the purpose of examining was to test the result, and not the means towards the result, and that was one of the main reasons for deferring the external examinations to the age of fifteen, as was strongly recommended in the Report. They were in danger of looking on new means of teaching as something to add to the sum total of the subjects for examination. As to C(2), 'Questions on a short story in the foreign language previously read by the candidate in the presence of the examiner,' they were told that the test was defective, since it did not show how much the candidate knew beforehand. He was not quite sure whether it was the business of the examiner to determine how much the candidate knew beforehand. It seemed to him that if the pupil was so far advanced that, in the short time allowed him, he could grasp the passage in French and talk about it successfully, the examiner had found out all that he needed to. Later the Sub-Committee drew special attention to the necessity of avoiding certain questions (*e.g.*, correct 'Je les ai vu dans la rue'). He supposed they were all agreed

that no teacher or examiner ought to put down what was incorrect before his pupils. But the same objection did not apply if the infinitive of the verb were printed in italics and in brackets (*Je les ai [voir] dans la rue*), and the candidate required to supply the proper part of the verb. He was not at all sure that there ought not to be a means of examining by which they could renounce the separate grammar paper altogether. Referring to Section G, 'a story in English is read twice to the candidates, who then write the substance of it in the foreign language,' he wished to know why the story should be read in English. It seemed to him that it ought to be more satisfactory if it were read in French. As for the scale of marks, he thought it was of equal importance to them to know the standard of marking, and the percentage of marks which was required for a pass.

Miss BREBNER (Aberystwyth) said that she rose to answer the question, 'Why in English?' put by the previous speaker. It was quite true that the pupils ought to be taught as much as possible through the medium of the foreign tongue, and too much stress could not be laid upon the importance of that principle. But this was a question of examining and not of teaching. The examiner's business was to test the knowledge and proficiency of the children, and not to teach them. If the passage were read in French, it would indeed be a test of quickness of ear and retentive memory, but not of power to express oneself in the foreign language. Reading the passage in English was the best plan, because thereby the scholars were furnished with the subject-matter, no time was wasted in thinking out what they had to say, and, at the same time, as they had merely heard the passage and had not the English before them, they were left free to give the general meaning in the best French at their command. In preparing for this sort of test the teacher would read French passages to be reproduced from memory, and teach entirely according to the direct method, only

perhaps occasionally putting her pupils through the test of free reproduction in French of passages read in English. Miss Brebner had herself had to prepare pupils for the Scotch Leaving Certificate where this test is required, and had found no difficulty in preparing for it by the direct method. She thought it a matter of some importance not to mix up the functions of teacher and examiner.

Professor RIPPMAUN said the Report interested him very much, for the reason that they had been doing most of what was there suggested in the Junior London Examination, so he was quite in the position to see how the examination reacted on the teaching. He felt strongly that such a reaction was inevitable, and should not be ignored. There were some brilliant teachers who rose above examinations, but the majority of them were not brilliant, he was afraid, and they must get their pupils into line for the examination, and so they took the papers and studied them, and saw what was wanted, and prepared the pupils accordingly. There was no good in saying that the examining body was not concerned with the way in which knowledge was gained, but only with results. He would offer a few comments as to details. The suggestion that there should be a written test in phonetics he objected to altogether; phonetics did not require any artificial help of that kind. With regard to the statement that many schools made 'conversation' a special examination subject, he wished to record that that was not his experience. There were some schools, but not 'many.' The time was very limited indeed in the oral examination. He believed that it would be used to the best advantage if the pupils brought with them some book they had read, and this should be a continuous text, and not a collection of snippets. There he agreed with the Sub-Committee, but he objected to their suggestion that the book chosen for the purpose should run to from 80 to 100 pages. It was a great mistake to set for junior candidates any books that could not be finished in

a term. As to the desirability of having grammar questions at all, he would not enlarge upon it, but he felt that the grammar questions set in the London Junior Examination had had a beneficial effect on the teaching. The variety of questions that could be set was very great. Some kinds of questions they would like to avoid, and some of them were mentioned in the Report (E 1, 3); on the other hand, he did not agree with the Sub-Committee in considering questions on metre as being necessarily too advanced for the junior stage. He pointed out that the recommendation of such a question as E 5 was inconsistent with the suggestion (E 2) that it was wrong to ask the candidate to form sentences to illustrate rules. On the question of composition (Section G) he could speak for an hour, as he objected very strongly to translation from the mother-tongue at the junior stage. His experience of many schools convinced him that the amount of time spent upon such composition was often considerable, and that the results obtained were quite out of proportion to the expenditure of force. Free composition, to his mind, was preferable to set composition; they were learning how to teach it, and needed further opportunities for experiments before it had yielded all the advantages that might be anticipated. Anything that checked such experiments was to be regretted. By offering *as an alternative* to free composition 'a story in English, read twice and then reproduced in French,' they were making the schoolmasters take the thing that was easier, for in practice only what was required in the examination would be done in the class-room. With regard to marks, for grammar questions he should allot 20 to 25 (instead of the 15 suggested), and he should give a little less than 35 or 30 to free composition.

The SECRETARY said he would like to know if Professor Rippmann took the story to be an alternative to free composition? In the Report it was put down as one particular form of free composition.

Professor RIPPMAUN said that the Sub-Committee in their Report *recommended* the reading of a story in English, the substance of it to be then written in French; and in the next paragraph they said that subjects for composition might be set *as an alternative*. He objected to making free composition optional.

Mr. SOMERVILLE (Eton) confined himself to Section C of the Report, which deals with the tests of ability to understand the foreign language and to speak it. He said he would suggest two or three alterations, not because he did not consider that Test 3 was not the best, but he thought that in a great many schools it would be found an advantage to leave Test 2 open. The objection that was urged against Test 2 surely applied equally, if not to a greater extent, to Test 3. The objection to the set book was that it led to the getting up of a large quantity of the set book by heart, which, of course, to his mind, was extremely objectionable. He doubted whether the exclusion of other tests in favour of Test 3 would be quite right. Further, he thought dictation was a most valuable test, and he should like to increase the number of marks given to it by 5, making it 15, and deducting them from the grammar.

A member said she understood the committing of large portions of a carefully chosen French book to memory was one of the valuable points of the direct method.

Mr. H. W. ATKINSON urged members to express their opinions on the Report now, and not by their silence leave an impression that they agreed with it, and only begin to criticize it when it came up later for acceptance. He would take the liberty of dealing with one particular point, to which his name was attached—namely, the subject of grammar questions. He hoped for an expression of opinion from those present as to whether it would be a theoretical blessing in the future to do without grammar questions, or whether they would like, as he should himself, to see them abolished at the present time. He would also like some expression of opinion as to

how far grammar questions, when they were put in what was called roughly the new method, were, psychologically, to the pupil really very different from the old forms of questions. The gist of his argument was that, although the main Report sanctioned many of these questions, he was inclined to think the majority of them, with the average pupil, led to the old process of thinking them out, though they were put in a slightly different form. For instance, he did not think the pupil went direct from the future to the pluperfect. The Report had given them a great deal of trouble, and they had expended a great deal of time upon it, and he hoped members would give their opinions freely.

Mr. R. H. PARDOE (Handsworth Grammar School) said he agreed with the contention that the phonetic test was unnecessary. It was no use making an end in itself of what was only intended to be a means. The pronunciation was sufficiently tested by the reading aloud, and the ear was sufficiently tested in various ways. The oral examination on the set book seemed to him to meet most cases. As an examiner of some experience in the Midland Counties schools, however, he found that some candidates were nervous, and, even though they might know a question well, they were not able to speak on it. And therefore it was convenient to place before such candidates a passage that had just been read. He was quite of opinion that the grammar paper should be abolished, but not that the grammar questions should be abolished. He thought they could not do without it for this reason: most people would agree that with young pupils it was necessary to direct the attention to one thing at a time. Those who advocated free composition instead of translation from English into a foreign language said that a standard of great correctness should be required. But in large classes it would be found that a considerable part of the class was incapable of writing continuously with correctness in the foreign language.

If they wanted to test their knowledge in grammar, how could they, in such cases, do it without grammar questions? A candidate might be asked to write out a series of actions, and in that way they might get a sort of easy free composition for those who were incapable of continuous composition. He did not agree with Mr. Atkinson that boys who had been taught on the direct method had to think out what was the future of so-and-so before they went direct from the present to the future. He considered there was certainly a confusion of thought between the last line of page 2, Section I. on page 3, and question 5 in the middle of page 3. He objected to setting a thing wrongly; that could be avoided by putting the verb, etc., in a bracket. He thought the preferable form was to print the sentences nearly complete, leaving out just one word, so that the candidate had to give attention to one thing at a time, which he thought was a very good way in juvenile examinations to find out accurate knowledge. In the deciding of marks, 10, it seemed to him, was quite enough for dictation, because dictation, after all, at this stage was more a test of grammatical accuracy in examination than anything else. They had other ways of testing the ear. If the candidates understood the passages read to them, dictation was merely a question of knowing the verb endings, etc. More of those marks might be given to the grammar, and more to the oral test at the beginning.

M. CEPPI (King's College School, Wimbledon) said he wished to refer to one thing in page 2 about the set book. If the examiners were to set one particular book, that book might not appeal to many teachers, or it might appeal to some more than to others. If various teachers, who were sending pupils up for examination, selected their own book, and sent it up for approval, it was possible that the examiners might have some difficulty in regard to co-ordination of standard. In regard to Mr. Atkinson's point, he thought that the form of question, as it was given

there — 'putting sentences into the pluperfect' — was an improvement upon merely asking for the pluperfect without retranslating it into English. He thought, as it now stood, that it was an improvement upon the old plan of asking merely for the tense.

Miss GRAHAM (Wakefield High School) said that in drawing up a scheme of work for different forms in a school, one generally arranged in one's mind several years ahead. It was possible that this plan might be upset by the books chosen by the examiners. The teacher was much better able to judge what would appeal to the class than the examiner. Of course, if a teacher could send up a list of books for the examiner to choose from, this would meet the case. With regard to grammar, she did not see why grammar questions should not be done away with altogether. French girls taking their Brevet Supérieur had no grammar test in English. They had an oral test, 'translation from French into English, and from English into French,' and there was no loss at all. She did not see why that could not be adopted for French. It seemed to her that if the pupil could apply grammar rules in a piece of composition, that was sufficient proof that he knew the grammar.

Miss HENTSCH (Girton College, Cambridge) said she quite agreed as to the suppression of the grammar questions, but if the grammar questions were to go, she thought they should be replaced by something, and she would like them to be replaced by composition, but by easy composition. There was another point to which she wished to refer, and that was phonetics. If something was asked for in examination, it did influence teaching, and she thought that even if there was an oral test in examination, they wanted a test in phonetics besides, because they wanted to guard against the teacher who spoke French fluently, but who could not explain to the pupil how French sounds were formed. There were some children who had a good ear, and they would catch

the pronunciation of their teacher and pass the oral test. There might be a child in the same class with not such a good ear, who was nevertheless taking just as much pains as the child with the good ear, and that child with the less good ear would improve its pronunciation if it was taught phonetics; but it would not improve unless phonetics were made use of. She thought it very essential, therefore, that teachers should be made to use phonetics.

Professor SAVORY (Belfast) said he was in favour of the Majority Report. He cordially agreed with almost every word, and especially with the recommendation that free composition should be substituted for translation. It had been his lot recently to look through a very large number of examination papers. He had had to work upon a pre-arranged scheme, the effect of which was that translation from English into French was compulsory. He could honestly say it was almost impossible to mark four-fifths of the papers. Though the piece chosen for translation from English into French was as easy as possible, yet the standard was so low as regarded grammar and construction that in the majority of cases it was impossible to deal with the translations. If they had free composition, which he hoped they would have later on, they would be able to find out what the pupils knew. If they put before them a passage of English to translate into French, the result was that the papers showed a few sentences with enormous blanks. If, on the other hand, they gave the pupil an easy subject, or a choice of various subjects, or, still better, if a set book had been prescribed, and a few subjects were taken from that set book, they would see how far candidates had digested that book, and how far they were able to write correct French. They knew how hard it was to translate French or German into English, and surely they were asking too much from students who came up for examination when they asked them to translate into a language with which they were not familiar, and with which

they could never be so familiar as with their mother-tongue. He agreed very strongly with the phonetic test, in which the use of the phonetic symbol should be required, simply for the reason to which Professor Rippmann alluded, that they wanted to use their examinations as a means of influencing education in schools. In Ireland payment was by results. There, schools were supported by getting money for those successful pupils who passed examinations. Unless phonetics was added, phonetics would be neglected; and teachers would follow the old plan of trying to impart pronunciation by imitation alone. Let them try and introduce as far as they possibly could, by means of examinations, the sound teaching of phonetics in their schools.

Herr Director WALTER (Frankfort-on-Main) said that if they wished children to acquire a modern language it seemed very important that they should not translate, but that they should begin by free composition. If they tried to do these things at the same time, they did not get anything at all. They had seen this sufficiently shown in their own schools where they had tried to combine the two, to do translation and to do free composition. If they wanted children to advance in a modern language they must devote the little time they had to one aim. They must devote it to free composition, and they must find means to give the children certain tasks by which they would prove that they knew something of the language.

Mr. G. F. BRIDGE said the members would notice that the Report consisted largely of Minority Reports, for one of which he was responsible. It seemed to him that the attention of the meeting had hardly been riveted sufficiently on what were the outstanding features of the Report. Its first conspicuous feature was the suggestion that there was to be no translation of any kind or sort into a foreign tongue. That raised a very clear and important issue. Of course, the question was naturally looked at by that meeting largely from the point of view of

the teacher, but he thought it ought to be considered from the point of view of the examiner also. In spite of all that had been said of the influence of examinations on teaching, he felt that the first function of the examining body was the application of an adequate test. They must set such a paper as would show whether the candidates really knew French or not, whether they could practically use the French language, and had an adequate knowledge of its grammar and accidence. He was not yet convinced that free composition provided such a test. He had not yet had the good fortune to look over any papers of the kind recommended by the Committee, but he had read a good many compositions, such as those suggested by Professor Savory, in which the candidate wrote on a familiar subject, and in 80 per cent. of the cases there was nothing to show whether the candidates possessed any practical knowledge of French or not. All that was shown was that they knew a certain number of words in the language, and just sufficient conjunctions and prepositions to string them together. Examining bodies had got to face the fact that there were a very large number of schools which devoted themselves entirely to the task of getting candidates through these examinations, and if ever they found that candidates could get through in French with practically no knowledge of syntax and a very small knowledge of accidence, they would entirely neglect those two branches. The schools referred to did not belong to the schools that furnished members to the Association, but undoubtedly there were schools in which the teachers would not be above hinting to pupils how they might evade the difficulties of French if they were writing free composition. That was a danger examining bodies must face. He was entirely in favour of asking questions on what was called applied grammar as a general principle. He was not quite sure, however, that they could apply that universally, and could ask anything they liked in German or French grammar without having recourse to some other kind

of question. Let him give them some examples.

During the meetings of the Sub-Committee on examinations he asked his colleagues how they would ask questions, for instance, on the German auxiliary verbs, without using translation. He had read with great interest the questions which Professor Rippmann published in *MODERN LANGUAGE TEACHING*, but he noticed there were several hiatuses. Nothing, for instance, was said about the articles. How could one find out whether the boy knew how to express in French, for instance, 'General Roberts'? They could not do it on the principle of leaving a blank, because that supplied the answer. Those were conundrums he had not heard solved yet.

Further, he would like to say a word in favour of translation into a foreign language. Although he thoroughly believed in free composition, wished to see it done in schools, and would like to see it used in examinations, he was not convinced it would be of itself an adequate test in writing French, for it seemed to him that the candidate could avoid most of the difficulties of accidence and syntax.

Anyone could find out how easy it was to write an English story in French without introducing a single example of any rule in syntax whatever. You need never introduce a subjunctive, for you need never introduce any subordinate sentences at all. You need never trouble about the position of the adjective, because you could leave out nearly all the epithets, as not being essential to the meaning. The examiner could not plough the candidate who wrote bald French which was grammatically correct. They were cutting at the root of all intelligent teaching if they declined to allow boys to be questioned about the rules of syntax, or the reasons why they used a particular form. Asking candidates to compose sentences to illustrate the use or syntax of a word was fallacious, because in most cases they would not compose, but would quote from memory. In no case would the examiner be able to tell

whether the candidate had a clear idea of the principle governing the usage of the word.

The result of setting such questions would be that instead of teachers cramming their pupils with rules, they would simply cram them with examples, and he did not think the last state would be better than the first.

Miss PURDIE (Sydenham County School) said she had only one remark to make, and that was, after hearing the remarks of the last speaker, to quote Lord Rosebery's famous remark about the need of a school of examiners.

Mr. L. VON GLEHN (Perse School, Cambridge) said they had not yet exhausted all the resources of examination on 'direct' lines. They certainly did not practise them all in this country. He did not agree that the second state, referred to in the last remarks of Mr. Bridge, would be far worse than the first. He thought it was far worse to know a great number of rules by heart than a great number of examples by heart. If they asked an intelligent English boy to give them a rule about some point of grammar in English, what would he have to do? He would have to think out for himself English examples from which he would induce the rule; and that would be an excellent test of his knowledge of his own language and of his powers of analyzing it. With the foreign language it should be possible to work in exactly the same way, and the pupils should have enough of the foreign language at their command to reconstruct rules for themselves when they had forgotten them. In regard to the test of free composition, he thought this furnished one of the best examples of what he had said, that they had not yet exhausted all the resources at their command. For example, the expedient of putting questions on a book, previously studied, represented a field so vast and so varied that they could practically do anything by that means. He did not mind the book being a set book, or, better still, an 'approved' book, provided it was not too short, for it was

not desirable to encourage the learning by heart of the whole book offered for examination. The book must be long enough to avoid that, and short enough to form a complete whole, so that the main lines were easily retained in the memory. These questions of various types, varying in difficulty, might be questions with a view to bringing out the vocabulary, questions on the chief events of the story, questions that would lead to free composition, descriptions of the character of one of the persons in the story, descriptions of scenery, and so on. By carefully adapted questions on the book, they could get practically anything they wanted, and he was perfectly certain that that was the only way, too, of testing grammatical accuracy in the use of the language, as distinct from abstract grammatical accuracy. Questions, for example, could be so framed that the natural answer should contain a subordinate clause or a certain tense. It was not difficult for an intelligent examiner to discriminate between the pupil who produced a natural answer in good French, with a mistake or two, perhaps, and the one who avoided making mistakes by producing one that was bald, awkward, or puerile. All this could be done, but they were still novices in the art, and needed the training of persevering and consistent practice. He did not see why they should not have some 'pure grammar' questions—questions set solely to elicit some particular point of accidence or syntax. The form of such questions could vary *ad infinitum* between the strictly 'direct and concrete' form recommended by reformers and those more 'abstract' ones, which, as had been pointed out, approximated to the old-fashioned 'grammar paper.' Some special grammar test was probably necessary in junior examinations, because of the influence it would have on the teaching, but he thought they might do without it in the senior examinations. He was glad to have heard Professor Rippmann's words; and they must never tire of repeating to themselves that examinations *do* react on the teaching, and

this was the real objection to Mr. Atkinson's proposals, which, for the most part, could be defended from a theoretic point of view, but which, in practice, he thought, would not work.

Miss STENT (Central Foundation School, London) said that such a position as that suggested by Mr. Bridge ought not to exist if a child had been properly trained on the new method up to the age of fifteen. Free composition was invaluable to the teacher, and she thought that grammar could be easily tested by dictation. If it was not sufficiently tested by free composition, it could be tested by dictation and questions on the set book. Referring to Section G, she did not think that any child of fifteen could be expected to put a story heard in English immediately into good French. In her opinion it was quite impossible. Then, in regard to translation, if a child of fifteen was to give a really good translation either from or into a language, it must have spent pretty nearly all its modern language life in preparing for that. It would be nearly impossible to get a good translation from a child of fifteen unless it had spent nearly all its time in studying that branch of the subject. It was a test much too difficult for the ordinary child. Dictation, if it was to be a test of accuracy and grammar, surely ought to have more than 10 marks. Free composition, with 20 to 25, seemed to her to be marked too heavily in proportion.

Mr. E. JANAU (Clapham, London) said it had been remarked by previous speakers that examination papers reacted on the teaching. In that debate they must bear in mind the conditions under which the pupils worked, and the conditions for examining bodies such as the Oxford and Cambridge Boards. The schools sending candidates were of all kinds, and the methods of teaching varied considerably. Some schools used the set books, others did not. He had been glad to find that in the last few years set books had been less and less used, and teachers

now relied more upon open examination than they used to do. That was an important thing to consider in remembering the remarks of some of the previous speakers, who seemed to be under the impression that set books were always used. In many schools they did not take a set book, and would not have anything to do with it. They must bear in mind that examination papers had to be set for both classes of schools, those that took set books and those that did not. Then there were two kinds of examinations, and, so far, only one kind had been dealt with. There were the written examination and the oral examination. In the written examination there was unseen translation from English, and, as an alternative, free composition. He had had experience of both; free composition was generally worthless; it mostly consisted of the same words repeated again and again. Free composition allowed a candidate to avoid difficulties if he was clever in the way Mr. Bridge suggested. He admitted there were many more difficulties in translation, which limited a candidate to a set vocabulary, perhaps just the kind of vocabulary with which he was not acquainted. It was difficult to find a coat which would fit everybody. Free composition was an extremely valuable exercise, and they were gradually getting towards a fair standard of this kind of composition, but the progress was slow. He would very much like to see both translation and free composition made short and compulsory, instead of being given as alternatives. Free composition would give the teacher that free scope which all desired, while translation, with a fairly limited vocabulary, would compel the candidate to move along certain lines well defined by the examiner. The system of setting several alternative subjects for free composition was not satisfactory. The suggested reading of a story in French or German for reproduction was impossible—at any rate, at present. A better way was to have a story read in English to the candidates,

and ask them to reproduce that story in their own words in French or German. It was the way adopted by the Scotch Education Board. He would not say that this system was perfect, but it did work. If the story was read in the foreign language a serious difficulty would arise—namely, Who would read the story? Were they to select a teacher from the town in which the examination was held? They had perhaps five or six schools sending pupils for the same examination. Would they select a teacher from one of those schools? Then the children of the other schools would be handicapped. On the other hand, if it were decided to have a teacher unconnected with those schools, there would be great difficulty in finding that teacher. With regard to the oral examination the same difficulty would exist for dictation, which would have to be given either by a teacher with whom some of the candidates were acquainted or by a travelling examiner who was a stranger to all of them. He now came to conversation in the foreign language, which formed a very important part of the oral examination. The examiner had to test the vocabulary of the candidates, their power to express themselves, and the conversation must be made fairly easy. How was the subject-matter to be selected? How were they to guard against coaching? The prepared set book was out of the question, because so many schools did not use set books. A solution of this difficulty which had not yet been discussed must be found. He had exhausted the time allowed him, and could not say any more, but he would be glad if somebody would make suggestions.

Mr. F. B. KIRKMAN (Letchworth) said the chief charge against the Majority Report was that it showed certain inconsistencies. That was perhaps an indication of the great impartiality with which the Committee put itself to that work of trying to set a scheme for examinations. They would more fully realize how great that impartiality was when he told them the Committee consisted of four members,

and out of that Committee of four, two of them had produced Minority Reports. He intended to confine himself to the Minority Reports. In his Report, Mr. Atkinson objected to the grammar questions altogether. Personally, he did not object to them, provided one recognized the principle that grammar questions took the form of applied grammar. So long as one took that view, there was no difference between the grammar questions and the composition itself. They were both applied. In one case they got continuous sentences, and in the other they got separate sentences, but there was no difference in principle. In regard to the point mentioned by Mr. Bridge, in which he said he did not think that free composition would always be adequate as a test, it seemed to him that, if this were so, it was the applied grammar questions that provided the remedy. He was convinced that on these lines it was possible for an examiner to give all the questions that were necessary for the purposes of adequate examination. They were, of course, dealing solely with questions for junior examinations; they were not dealing with the seniors. He believed that by this means they could fulfil all the requirements of the junior test; whether it would supply the requirements of the senior test was a question they would leave over. Another point made by Mr. Bridge was that the removal of questions requiring rules to be given struck at the very root of sound teaching. Surely it did not do so, because it left the teacher entirely free. They were not preventing the teacher from using or teaching as many rules as he wished. Mr. Bridge's contention really amounted to saying that grammar must be an examination subject for its own sake. He (the speaker) submitted that it was not worth it. He submitted that they had not time to teach it, and until they had more time the introduction of grammar as a subject in examinations was out of the question. It was enough for the examiner to ascertain that the candidate could *use* the language correctly. If he could do

this, it was not essential he should remember the rule. He had no objection to prose translation as a test. He objected to it there simply because of its influence upon the teaching. He would quote Mr. Bridge against himself. Mr. Bridge, through the Minority Report, had stood for the freedom of the teacher. He maintained that, if they introduced prose translation into the junior translation, they were compelling hundreds of teachers throughout the country to do something to which they strongly objected. For some years past he had adopted the method recommended of reading out an English story to be put into French by the candidate, and his experience was entirely opposed to that of Mr. Bridge. Free composition had always seemed to him to be an excellent test, especially of grammatical inaccuracy. It was the most searching test of grammatical inaccuracy that there was.

Dr. SPENCER, of the Board of Education, said he had come there intending to learn. He did not mean to speak, but he could not abstain from offering a word of warning. It had been repeated over and over again that afternoon that, however they might theorize, the nature of the examination would in practice inevitably react upon the teaching; and he desired to make a reference in that connection to Professor Savory's suggestion that, in spite of a recommendation to the contrary in the Committee's Report, questions involving the use of phonetics should be included in the examination paper. Now, when phonetics were used in the classroom by a skilled and scientifically trained teacher the results were often admirable—sometimes, indeed, marvellous. But they must not forget that by no means all the Modern Language teachers of this country were enlightened members of the Modern Language Association; and he could assure them that already many appalling crimes were being committed in the sacred name of phonetics, and that, if they put phonetics into the compulsory part of their junior examination paper, the result

would be that the number of these crimes would be increased. Those teachers who were members of the Modern Language Association would not, of course, be induced by any examination syllabus to introduce phonetics into the class-room unless they possessed the necessary expert knowledge; but there were others, and there would be more, who would attempt to teach what they did not understand themselves, and that was a very serious consideration, which ought to be put before the minds of the Association.

Professor RIPPMMANN said he thought that the London examinations were the only ones in which the oral test had been compulsory from the beginning; so they had some experience. Their method was that the teacher who usually taught the children gave out the dictation in the presence of the examiner. The question of including phonetic symbols, he still maintained, was undesirable. It was his experience that, if he examined a class orally, he was able without hesitation to tell whether they had been taught phonetically or not. Some fears had been expressed with regard to the setting of books in connection with the oral test (C 3), and there was some misunderstanding as to what was meant. When a school was going to send in candidates for the London School Examinations who offered a Modern Language, it was asked at the beginning of the session which books the candidates proposed to read. These titles were submitted to the University for approval, and he hardly recollected a case in which any book selected by the teachers had been rejected as undesirable. Sometimes the standard of difficulty seemed rather low, but they did not mind if the teachers thought that the reading of the books proposed could be conducted so as to fit the candidates for the examination. All that they had done was to see that the books that were submitted were suitable from a general point of view, and that there was enough reading matter for the session. In that way they were trying to do all they could to prevent schools giving

their children collections of snippets instead of continuous texts. That, he thought, was a reasonable attitude towards the teacher. With regard to the grammar questions, it had been suggested that not every point had been touched in the questions he put down in the list published in MODERN LANGUAGE TEACHING. He did not think if he had tried to make them exhaustive people would have been satisfied either. As for finding out whether candidates understood the difference between *als* and *wenn*, the best examination test was not to require the candidates to make up sentences, but to give sentences in which the conjunction was omitted, and ask the candidate to insert *als* or *wenn*. If they gave half a dozen sentences of this kind, and the pupil added *als* or *wenn* correctly in each case, they might be pretty confident that it was not mere accident. With regard to free composition, it was all very well to say, 'Let us have free composition and set translation,' but they must bear in mind that they were here dealing with an examination for children of fifteen, and the junior examination would be taken by a great many municipal schools, the majority of the children in which came from the elementary schools at the age of twelve. Let them remember the time available (it was hardly ever more than four times three-quarters of an hour weekly), and ask themselves whether they could insure perfect accuracy under such conditions and with the pressure of other subjects. It had been suggested on one side that four-fifths of the examination results were worthless, and on the other side 80 per cent.

The SECRETARY said he did not say 80 per cent. were worthless. He said that as a test the free compositions guaranteed no adequate knowledge of French.

Professor RIPPMAHN said his experience extended over some four years, during which he had examined the work of junior candidates in about fifty schools; and whereas in some schools there was not

much progress, in others he had seen how the teachers had gradually learned how to teach free composition, with the result that at the last July examination a large number of pupils were able to write with fair accuracy and idiomatically. As that had been only going on for four years, it seemed most desirable that the teachers should be allowed a little more time to learn how to teach free composition. They were beginning to obtain some good results. They only wanted fair play in the matter, and he thought they were going to have it. He wished to point out incidentally, with regard to Mr. Atkinson's remark in the Minority Report, that a sentence he gave there was not a fair one. He should not ask the pupil to substitute the pluperfect for the future. He should put the verb in the present, and ask the pupil to give the pluperfect; that would be easier. Someone had said that the great disadvantage about free composition was that they could not plough the candidate on it; but, so far as he knew, there was no junior examination in which a candidate could be ploughed for weakness in set composition either. Finally, it had been urged against free composition that a pupil might do it successfully and yet fail to show any knowledge of syntax. He felt a little doubtful about this, and he also thought that no very extensive knowledge of syntax could be expected from pupils who were only fifteen years of age, and many of whom had only learnt the language for three years.

Mr. C. STEINMETZ (Surrey County Council Schools) said Professor Rippmann had simplified very much for him what he wanted to say. It had been the custom in their schools to submit the work the pupils thought of taking to the London University, and it had worked most successfully. Where dictation was to be given, the teacher read it in whatever school he was teaching, and he believed it worked successfully. At the age of fifteen the English pupil's grammar required correcting, and he was afraid some

French grammar would always have to be introduced. He was in favour of a small amount of French grammar being introduced into the lesson, but thought it should be limited as far as possible.

Professor SAVORY (Belfast) said there was one question Mr. Bridge put to Professor Rippmann—a question with regard to grammar—to which he would like to give an answer. Mr. Bridge had said that there were certain points of grammar which could not be tested on Direct Method lines. For example, supposing the examiner wished to know whether the candidate knew the rule that the article should be inserted before the names of titles in French—*e.g.*, General Roberts. Mr. Bridge said they could not leave a blank in setting the question, because to do so would at once show that the article was required. In reply to this criticism, Professor Savory said that it was perfectly possible to set a series of phrases, in some of which the article was required and in others it was not, and leave it to the intelligence of the candidate to insert or omit the article where necessary without leaving any blank at all. Mr. Bridge then said that it was similarly impossible to test on Direct Method lines the various uses in German of *als* and *wenn*; but this was a case where blanks could be profitably used, and a series of sentences could be given in which the words *als* and *wenn* or *wann* could be replaced by blanks, and the pupil could be required to insert the correct conjunction. The use of the German auxiliary verbs could be tested in the same way, but, curiously enough, Mr. Bridge seemed to have a desire to employ blanks where they were useless, and refuse to employ them where necessary. He was thoroughly convinced by experience that there was no point of grammar a knowledge of which could not be tested perfectly well by the use of the Direct Method; all that was necessary was that the examiner should use a little ingenuity. It was of supreme importance that, when they were teaching grammar, they should, as far as possible,

banish the mother-tongue. They had only two or three short hours in the week in which to teach French, and surely they might be allowed to make the best possible use of that time by devoting it entirely to the French tongue, especially as it was quite impossible to pass at once from the English to the French basis of articulation without injuring the pure pronunciation of the foreign sounds. He had even heard Welshmen who were bi-lingual say that, when delivering a lecture in English, they could not make a Welsh quotation with a satisfactory pronunciation, even though they had learned to speak Welsh before English. If this was so, how much harder must it be for the English pupil to pronounce French words intermingled with English ones, when in most cases he had not begun to learn French until the organs of speech were fixed and the phonetic system stereotyped, and when, consequently, the danger of relapsing into the English basis of articulation was very great. For these reasons he advocated the exclusive use of French in the grammar lesson, and also in examination papers intended to test what had been done in these lessons.

The PRESIDENT said he did not feel able to sum up in any consistent form the result of the debate, and perhaps it was not very necessary, as they understood at the beginning that there was to be no vote upon it. He thought that the object of the debate had been sufficiently obtained. Mr. Atkinson asked that the whole force of the attack might be developed against the Report or the Minority Reports, and he thought that had been done. It seemed to him that the first suggestion found general assent—namely, that preliminary examinations should be abolished. Most of the other proposals had been criticized and some supported. Where no remarks had been made, he presumed that the recommendations were approved. He thought that criticisms on Section G (free composition) were in favour of the story being read in English. The criticism of the scale of marks appeared to be confined

to dictation and free composition: that dictation should carry more and free composition less; and some thought grammar should be less. Then, as to the proportion assigned, it had been pointed out that they should know something more about the percentage. His name had been used in one of the illustrative examples, with the title of 'General' added to it. Perhaps he was wondering whether it was more important that the pupils should know how to express General Roberts in French or German in proper form, or whether it was more important they should know something about the man. He would like to tell them something about the man. When he was representing the University in Chicago, a student of the University called upon him before he had been five minutes in the place, and wanted to know his opinion upon Chicago students. He found on his table the University magazine, with paragraphs about himself. It appeared that he had been a late teacher at Girton College, that he was a Major in the University Volunteers, and that he had conducted his battalion to a victorious career in South Africa.



The following letters bear on points raised in the above discussion:

Our attention has recently been drawn to the fact that advocates of the Direct Method of teaching modern languages are apt to be somewhat staggered when brought face to face for the first time with the plan adopted at the Junior Stage of the Scotch Leaving Certificate Examination of reading in English a passage for the candidates to reproduce in French. As I am a strong advocate of the Direct Method, and at the same time consider such a proceeding to be a fair means of testing the pupils' proficiency in French composition, I should like to describe how I prepared a class for the test in question.

The class I refer to consisted of about twenty girls of from fifteen to sixteen years

of age. They had previously been taught along modern lines, and took an intelligent interest in their work. We had six months to prepare for the examination, with four lessons a week.

During the first three months I gave no English to put into French, either oral or written. Once a fortnight, at least, I told the class a short French story. After repeating it two or three times until I had made sure that all understood it, I questioned them on it in French. By the time the questioning was finished, a few of the brightest pupils could tell the story themselves. The passage was subsequently dictated, corrected, and committed to memory. This plan could be varied indefinitely—*e.g.*, by letting the dictation precede the questions, the reproduction from memory precede both, and by training the pupils to question each other.

As the examination-time drew near, I sometimes read the story first in English, warning the class, however, to aim simply at getting the sequence of the story clearly into their heads and reproducing it in the best French at their command.

I rarely, if ever, found they were dominated by the English wording.

Whether I told the story first in French or in English, and in whatever form the pupils were first required to reproduce the substance of it, I invariably dictated a correct French version or wrote it on the board, and had it committed to memory.

I may add that we let most of the class go in for the examination, and there was only one failure.

MARY BREBNER.

University College of
Wales, Aberystwyth,
February 9, 1910.

[I am sure that if all Modern Language teachers were as skilful and conscientious as Miss Brebner, the test in question would be quite unobjectionable. Personally I feel that it is dangerous to make it an *alternative* to free composition, as it may lead weaker teachers to substitute generally for free composition of the usual kind what

Miss Brebner only introduces as the examination-time draws near.—W. R.]



Sir,—In my remarks on examinations at the Cambridge Meeting, I quoted the following question as having been included by Professor Rippmann in his 'Typical Questions in Grammar,' published in MODERN LANGUAGE TEACHING for last November.

Construct sentences showing the difference in the use of *als* and *wenn*.

In replying to me Professor Rippmann said that I had made a mistake, and that the question really was: Insert *als* or *wenn* in the place of the blanks in the following six sentences.

It is true that a question of the latter type occurs, but the following questions are also included:

Construct sentences containing the conjunctions. . . .

Show the difference between [*si* and *aussi*, *quoique* and *quoi que*; *als* and *wenn*, *aber* and *sondern*] by introducing them into sentences.

This being so, I really fail to see how I misrepresented Professor Rippmann.

On the point of the 'six,' on which Professor Rippmann laid much stress, his memory appears to have been at fault.

In no question is there any suggestion of the number of sentences which should be asked for in illustration of any particular point.

G. F. BRIDGE.

45 South Hill Park,
Hampstead, N.W.,
January 16, 1910.

[I am afraid there is a slight misunderstanding here. A difference must be made between questions based on a text that has just been read and those set in an examination. As regards the former, I should not hesitate to ask pupils to make up sentences, based on the text, to show the difference between *als* and *wenn*; but in an examination, and also for purposes of grammatical drill, I prefer on the whole to set sentences in which the conjunction has to be supplied. At the same time I have no objection to such questions as 'Make up sentences to illustrate the case or cases following *in*, *auf*, *bei*.' It is true that the pupils may have learnt examples by heart; but to have done so is very useful. I believe that a pupil who has impressed on his mind that you say *Das ist für mich* is more likely to use *für* with the correct case than one who has learnt off a list of the prepositions that take the accusative.—W. R.]

EVOLUTION AND LITERARY HISTORY.*

DR. BRAUNHOLTZ, recalling the recent celebration at Cambridge of the fiftieth anniversary of the publication of Darwin's *Origin of Species*, regarded the present occasion as opportune for considering how far the theory of evolution was applicable, and had been applied, to literary history.

He proceeded to state the meaning in which the term 'evolution' had been used by various scientists and philosophers (Bonnet, Lyell, Darwin, and H. Spencer),

and first discussed H. Spencer's application of his theory of evolution to literary history, which, according to Spencer, consisted in changes from the less coherent to the more coherent, from the homogeneous to the heterogeneous, and from the indefinite to the definite. The influence of Spencer's theory can be traced in works on the origin and early development of art and poetry by Posnett (1886), Grosse (1893), Bücher (1896), and Hirn (1900).

In the investigation of the nature and causes of the development of literature in its later stages, a leading part was taken by France, to which country, time not

* Abstract of a Lecture delivered by Dr. Brauholtz, Reader in Romance at the University of Cambridge, at the Annual Meeting on January 8, 1910.

permitting a fuller treatment of the subject, Dr. Braunscholtz limited his subsequent remarks. He considered the rise and growth in France during the sixteenth, seventeenth, and eighteenth centuries of various ideas implied in the application of the theory of evolution to literary history—viz., the ideas of progress in literature (especially discussed during the *querelle des anciens et des modernes*), of the action on the development of literature of external and internal influences, such as climate, historical circumstances, the progress of science, race, heredity (noticed by J. Bodin, Ch. Perrault, Fontenelle, Dubos, Turgot, Marmontel, Condorcet, Montesquieu), and of the applicability of the methods of natural science to mental science (postulated by the sensualist philosophers).

These ideas were handed down to French writers of the nineteenth century (Mme de Staël, Balzac, Thierry, Guizot, Michelet, Villemain), and confirmed by students of German philosophy (V. Cousin).

Sainte-Beuve's and Taine's ideas on the development of literature were considered more fully. In Sainte-Beuve Dr. Braunscholtz traced the germs of some of Taine's and Brunetière's ideas (the influence on literature of general, physical, and historical conditions, the introduction of the method of natural science into the moral world, the continuity of literary development, the influence of the dominant quality of an author's mind on his work). Sainte-Beuve did not, however, combine and form his ideas into a system, and, protesting against Taine's determinism, maintained that the variety of individual writers could not be entirely explained by general causes, but that numerous particular and immediate causes remained to be found.

Taine, whose intellectual development was strongly influenced by German philosophy, wished to explain the literary output of a country or time, as well as the work of an individual author, by the action of a few simple principles: race, *milieu*, what he called 'moment' (i.e., *l'œuvre que les forces du dedans et du dehors ont déjà faite ensemble*), and the

faculté maîtresse of the individual author. Having become acquainted with the writings of Darwin, he did not accept his view of the adaptation of the type to surroundings, but agreed to the principle of natural selection, and thought it applicable to the history of art and literature.

Litré also held that the evolution of the human mind, as manifested in literature, was a natural phenomenon determined by general causes and laws.

The most original successor of Taine, and the first systematic exponent of the applicability to literary history, not only of single elements, but of the whole of the theory of evolution, was Brunetière, who combined a sound acquaintance with the writings of Lamarck, Darwin, H. Spencer, and Haeckel, with a vast knowledge of French literature. In his opinion, literary 'genres' develop in a similar way and by similar principles and causes as species in Nature. In both we may observe transition from the simple to the complex through the divergence of characteristics, the action of race or heredity, of climatic and social conditions, and of natural selection. Various objections were raised to Brunetière's theory by the Comte d'Haussonville and others, to which he replied by pointing out the advantages of the application of the evolutionary theory to literary history, by refuting the argument that in this theory no room was left for the action of the liberty and originality of the individual author, and by defending the use of technical terms of natural science in speaking of literary history.

Dr. Braunscholtz, in conclusion, quoted the admirably clear and fair appreciation of Brunetière's theory by M. Lanson in his *Histoire de la littérature française*.

BIBLIOGRAPHY.

H. Spencer, *First Principles*. 1862 (and later editions).

Posnett, *Comparative Literature*. 1886.

Grosse, *Die Anfänge der Kunst*. 1893 (also translated into English).

Bücher, Arbeit und Rhythmus. 1896 (4th edition 1909).

Hirn, The Origins of Art. 1900.

Michiels, Histoire des idées littéraires en France au dix-neuvième siècle et de leurs origines dans les siècles antérieurs. 1842 (3rd edition 1848).

Vial and Denise, Idées et doctrines littéraires du XVIII^e siècle. (No date.)

Galletti, Critica letteraria e critica scientifica in Francia nella seconda metà del secolo XIX, in: Studi di filologia moderna I (1908) and II (1909).

Sainte-Beuve, Nouveaux Lundis III: Chateaubriand, II (1862).

Michaut, Sainte-Beuve avant les 'Lundis.' 1903.

Taine, La Fontaine et ses fables. 1853 (and later editions).

Taine, Essais de critique et d'histoire. 1858 (and later editions).

Taine, Histoire de la littérature anglaise. 1863 (and later editions).

Taine, Philosophie de l'art. 1865 (and later editions).

Giraud, Essai sur Taine. 1900 (4th edition 1909).

Lacombe, La psychologie des individus et des sociétés chez Taine historien des littératures. 1906.

Litttré, Une nouvelle exégèse de Shakespeare, in Revue des deux mondes. 15 Nov., 1860.

Brunetière, L'Évolution des genres dans l'histoire de la littérature I. 1890.

Brunetière, Les Époques du théâtre français. 1892.

Brunetière, Études critiques sur l'histoire de la littérature française, 5^e série, 1893; 6^e série, 1898; 7^e série, 1903.

Brunetière, L'Évolution de la poésie lyrique en France au XIX^e siècle. 1894-5.

Brunetière, Manuel de l'histoire de la littérature française. 1898.

Lanson, Hommes et livres. 1895. (Avant-Propos.)

Lanson, Histoire de la littérature française. 1895 (10th edition 1908).

THE SCHOLARS' INTERNATIONAL CORRESPONDENCE.

THE interest of teachers, both French and English, in the exchange of letters is increasing, if one may judge from replies to inquiries. The one regret seems to be the want of sufficient time to take full advantage of the scheme, and occasionally a teacher complains that an answer has not been received in reply to a request for correspondents for his or her pupils. This is probably owing to neglect of the rule that only one name should be sent to each school, and that that should be sent on a foreign reply post card. A teacher can very often find a correspondent for one student when a request for many would remain unanswered, because of inability to supply the demand.

It occasionally happens that long lists are received from France also; in such case will the English teacher kindly send the surplus names to Miss Lawrence, *Review of Reviews*, Bank Buildings, Kingsway, who will endeavour to arrange for them?

Letters should be exchanged at regular intervals and alternately in the mother-tongue, as a model for the correspondent, and the foreign language for own practice.

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

FRENCH.

Professors in Boys' Schools.

M. Andreü, Lycée de Beauvais, L'Oise.

M. Anglès Beranger, Collège de Barcelonnette, Hautes Alpes.

M. Auvray, Lycée de St. Brienc, Côtes du Nord.

M. Bastide, Lycée Charlemagne. Rue St. Antoine, Paris.

M. Bazenerrie, Lycée St Étienne, Loire.

M. Beltette, Lycée et à l'École Primaire Supérieure de Tourcoing, Nord.

M. Berland, Collège d'Auxerre, Yonne.

M. Bié, Collège de Mazamet, Tarn.

M. Blancheton, 53, Avenue Victor Hugo, Tulle, Corrèze.

M. Bonnal, Collège de Milhau, Aveyron.

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

M. Basile Bouttes, Lycée de Guéret, Creux.

M. Bouzeix, Collège de Civray, Vienne.

M. Camerlynck, 27, Avenue du Bel-Air, Paris.

M. Caralp, Lycée de Digne, Basses Alpes.

M. Chambonnaud, 84, Boulevard Richard-Lenoir, Paris.

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

M. Cohué, Collège de Falaise, Calvados.

M. Coiscard, Collège de Dunkerque, Nord.

M. G. Commandeur, Collège de Montélimar, Drôme.

M. M. Commandeur, 81, Boulevard Jean d'Arc, Soissons, Aisne.

M. G. Copperie, Collège de Calais, Pas-de-Calais.

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

M. L. Darriulat, Lycée de Toulon.

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

M. Devaux, Collège de Vire, Calvados.

M. Divry, Institut St. Louis, Perpignan, Pyrénées Orientales.

M. Drieu, Lycée de Gap, Hautes-Alpes.

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

M. Duplenne, Collège de Cholet, Maine-et-Loire.

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

M. Feignoux, Lycée de Caen, Calvados.

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

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

M. France, Collège de Beaune, Côte d'Or.

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

M. Gandner, Collège d'Arnay-le-Duc, Côte d'Or.

M. Gascard, Lycée de Montpellier, Herault.

M. Gombaudo, Collège de Carpentras, Vaucluse.

M. Grepr, Collège de Coulommiers, Seine et Marne.

M. Guillet, École Primaire Supérieure de Chantonnay, Vendée.

M. Helias, 29, Avenue St. George, Auxerre, Yonne.

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

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

M. Koenig, Collège de Vitry-le-François, Marne.

M. Lagarde, Collège d'Elbeuf, Seine Inférieure.

M. H. Lagarde, Collège de Loudun, Vienne.

M. Launay, École Normale d'Instituteurs, Douai, Nord.

M. Le Desert, Collège de Riom, Puy-de-Dôme.

M. Le Rouge, Collège de Morlaix, Morbihan.

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

M. Marchand, Collège de Luxeuil, Haute-Saône.

M. Martin, Lycée de Tournon, Ardèche.

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

M. Mourès, École libre de La Trinité, Béziers, Herault.

M. Nida, Lycée de Troyes, Aube.

M. Obry, Lycée du Havre, Seine Inférieure.

M. O'Dempsey, 7, Rue Duguay Trouin, St. Brieuc, Côtes du Nord.

M. Odru, Lycée de Puy, Hte. Loire.

M. Peignier, Lycée de Bordeaux, Gironde.

M. Pradel, Lycée de Montluçon, Allier.

M. Quenouille, Collège de Grasse, Alpes Maritimes.

M. Rabache, Lycée du Mans, Sarthe.

M. Rallu, Collège de Morlaix, Finistère.

M. Reynaud, École Arago, Place de la Nation, Paris.

M. Robert, Lycée de la Rochelle, Charente Inférieure.

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

M. Roy, Lycée d'Alençon, Orne.

M. Sabardu, Collège de Draguinan, Var.

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

M. Secheresse, Collège de Bergerac, Dordogne.

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

M. Tassin de Villepion, Lycée de Carcassonne, Aude.

M. Thoumazoun, Petit Séminaire de Brive, Corrèze.

M. Touzain, Lycée d'Angoulême, Charente.

M. Turgot, École primaire sup. de Garçons, Carentan, Manche.

M. Valentin, Collège de Soissons, Aisne.

M. Vayron, Collège de Vannes, Morbihan.

M. Voillet, Collège Monge à Beaune, Côte d'Or.

Teachers in Girls' Schools.

Mlle Abrey, Collège Fénelon, Lille, Nord.

Mlle Bellon, Lycée de Jeunes Filles, Montpellier, Hérault.

M. Beltette, l'Institut Sévigné, Rue des Orphelines, Tourcoing, Nord.

Mlle Chamant, École primaire sup., Saint Céré, Lot.

Mlle Coblenz, École Normale d'Institutrices, Melun, Seine-et-Marne.

Mlle Cros, Lycée de Jeunes Filles, Orléans, Loiret.

Mlle Cruvellic, Collège de Jeunes Filles, Béziers, Hérault.

Mlle Dubois, Institution de Jeunes Filles, 6, Rue du Sud, Dunkerque, Nord.

Mme Duproix, Lycée de Jeunes Filles, 58, Avenue de Toulouse, Montpellier, Hérault.

Mlle Dussot, Lycée de Lons-le-Saunier, Jura.

Mlle Dousset, Collège de Troyes, Aube.

Mlle Erhard, École Supérieure de Jeunes Filles, Tours.

Mlle François, 51, Rue de la Barre, Alençon.

Mlle Fischer, Collège de Jeunes Filles, Chalon-sur-Saône, Saône-et-Loire.

Mme Veuve Français, Collège de Jeunes Filles, Constantine, Algeria, Africa.

Mlle Gilard, Lycée de Jeunes Filles, Marseilles.

Mlle Goisey, Collège de Jeunes Filles, La Fère, Aisne.

Mlle Guerin, 5, Rue de Lagny, Montreuil-sous-Bois, Seine.

Mme Hava, Pensionnat Fort de France, Martinique.

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

Mme Nerson-Coblenz, École Normale d'Institutrices, Melun, Seine-et-Marne.

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

Mlle Rive, Lycée de Jeunes Filles, Montpellier, Hérault.

Mlle A. Schuhler, 63, Rue des Martyrs, Paris.

Mlle Turgot, L'École Communale de Jeunes Filles de Carentan, Manche.

Mlle Valentin, Collège de Cours.

Mlle Vidal, Lycée de Jeunes Filles, Nice.

BELGIUM.

Mlle François, Rue de La Blanchisserie, Brussels.

Mme Rachwall, 22, Rue Philippe-Champagne, Brussels.

Mme Vasseur, 16, Rue du Remorqueur, Brussels.

GERMANY.

Teachers who like to hear direct.

Direktor Bowitz, Höhere Mädchenschule, Schweidnitz, Silesia.

Fräulein Eckardt, Städtische Höhere Mädchenschule, Bochum, Westphalia.

Professor G. Höft, 19 Henriettenstrasse 21ⁱⁱ, Hamburg.

Fräulein H. Ludwig, Märkische Strasse 9, Bochum, Westphalia.

Professor Nader, Waehring Strasse 61, Vienna 9/2.

Miss Webb, Helgoländer Ufer 6, Berlin, N.W. 52.



Professor Martin Hartmann, the organizer for Germany, prefers that lists should be sent direct to him. See note at foot of this column.



AN APPEAL TO ENGLISH TEACHERS OF GERMAN.

DEAR SIR,—I have been teaching foreign languages for a couple of years in one of the largest Girls' High Schools in Vienna. Having gained much experience in managing the 'Scholars' International Correspondence,' I may, perhaps, be allowed to beg my English colleagues to give the matter a fuller consideration than they have hitherto done.

The admirable idea of making the pupils of our school exchange letters with those of a good school abroad—writing alternately in the mother-tongue and in the native language, was first organized on a large scale by Professor Martin Hartmann* of Leipzig. Some twelve years ago he established a central office, at which a teacher of one country can register his pupils' names, addresses, and other information, so that they may be placed in communication with foreign scholars of French, English, or American nationality. This excellent means of widening a boy's or girl's mental horizon, of softening native conceit, and at the same time of improving the knowledge of the foreign language in every possible way, was soon taken up by numerous teachers in Germany, Austria, and France. And when, about three years ago, two hundred authorities were questioned about their ten years' experience of 'International Correspond-

ence,' the answers were, almost without exception, entirely satisfactory. In England, however, I regret to say, the International Correspondence has not received the support which is its due. Although Miss Lawrence, Secretary of the *Review of Reviews*, Bank Buildings, Kingsway, London, W.C., has taken the greatest possible trouble in introducing into England this excellent educational help for any teacher of foreign languages, yet the International Correspondence cannot under any circumstances be said to be universal in England. In my own experience I find it almost impossible to get English correspondents for my pupils. Last year I sent in the names of about sixty pupils. The addresses I received in return were those of fifty-one Americans, seven Scotch, and only two English girls. I was told by an authority on this question that there are still a great many teachers in England who have not yet heard about the International Correspondence; that there are others who know, but disapprove of it without having tried it even once; and that there are still others who have taken it up for a short time, but have dropped it again, because they thought it too troublesome for themselves and useless for their pupils. I am glad to know that there are also a good many who have introduced the International Correspondence some time ago, and have, since then, gained very satisfactory results.

Thus the information I received about the state of affairs was, on the whole, very depressing. But I do not mean to let the matter rest there. I am absolutely convinced that it is the duty of every teacher, perhaps his greatest duty, to do his utmost to make his lessons interesting and inspiring. What is the good of a schoolmaster's giving thorough and conscientious teaching if his pupils comfortably slumber during school hours? It may sometimes be very difficult to keep fresh and inspiring in the midst of the drudgery of twenty-eight hours' teaching a week and of 200 copy-books to correct. That is just the reason why I think

* His address is Leipzig, Fechnerstr. 6, Germany. Any teacher may apply to him for the names of German pupils desirous to correspond with English pupils, and has to send in 3d. for every one of his or her own pupils, whose age, class, and names, together with occupation of parent, have to be given in clear handwriting.

so much of the International Correspondence. It is one of the little helps which every teacher ought to be glad to have at hand, and which, though modest in its beginnings, may bring about great results, if used properly.

In vol. v., No. 7, of MODERN LANGUAGE TEACHING, a letter to the President of the Board of Education calls my attention to the fact that in England competent observers are speaking now of 'a rapid and alarming retrogression' in the study of German. In reading this letter the idea occurred to me whether the introduction of the International Correspondence might not be a practical means of giving this study a new impetus?

In American High Schools German teachers are unanimous as to the wonderful help they are deriving from the International Correspondence, and, year after year, Professor Hartmann, in his annual reports, is able to publish quite enthusiastic utterances of American teachers of German on the increasing interest which the International Correspondence brings into their classes. Might not similar effects be obtained also in England?

I am personally quite convinced that exceedingly good results can be obtained from the International Correspondence; but, of course, it must be properly prepared and introduced by the teacher.

As I have stated at the beginning, I have gained much personal experience of the advantages of the International Correspondence. Far from maintaining that my way of dealing with the matter is the best, I now only want to show *how* I have dealt with it, and if I can prove that my way can be called *one* way, perhaps I may succeed in convincing some English teachers.

No pupil should join the International Correspondence until he or she has learned to write a simple letter in the foreign language in which he or she wishes to correspond. Yet a long time before they are allowed to begin I tell them about it. In the very first lesson* (let it be an

English one), saying a few words on the relation between English and German, I tell my pupils about the advantages they can get from learning English—I speak of Shakespeare (whom most of them know from German translations), of King Alfred, but also of modern political names, of the advancement of women, of the suffragette, etc.

Most of the children have heard a good deal about them already, for there is a great admiration for England in my country. Some are eager to let me see how much they know about Dickens and Thackeray, others have friends or relatives in England, others, again, have met English people in the Tyrol. In the first English lessons I let my pupils talk about what *they* know, and in talking and vying with each other in the relation of personal experience, each trying to surpass the other, insensibly they grow keener on learning the language. Finally, I tell them the pleasant surprise I have in store for them. 'Think only, you will be allowed to write letters to English girls, you will tell them all about your country, and you will hear about theirs. But you must know English first;' with this I close my little speech, in which I have tried to make everything appear very delightful. They are now very anxious to begin English at once. Will it be very difficult? Will it take them a long time? they ask. I quiet them down a little, and explain to them that it will be very easy if only they promise to work regularly. A certain percentage of good marks gained by steady workers would qualify them to join the International Correspondence. After this little introduction to the English lesson, I begin at once with the actual teaching, and I find eagerness and willingness to learn for the sake of foreign letters, where under other circumstances I would meet with laziness and little interest.

During the following months I fre-

exception of the so-called 'Gymnasium') boys and girls get compulsory teaching in English when they are about fourteen or fifteen years old.

*It will be necessary to state here that in Austrian secondary schools (with the

quently come back to what I promised at the beginning. The girls are always pleased to hear about it—at least, that is my experience—especially as they know from friends and older pupils what exceedingly pleasant results can sometimes be obtained from an International Correspondence.

I need not describe the way in which the writing of the English language is taught at our schools. Most of the German and Austrian schoolmasters will nowadays begin with little original compositions, rather than with translations. Little stories are told in a simple way, they get amplified, or reduced to an outline, the tenses of verbs are changed, little descriptions of house, garden, courtyard, are given, the vocabulary being provided by the teacher. More advanced pupils are allowed to make up simple stories of their own—sometimes with a surprising result. After short compositions of this kind for about seven to eight months (grammar, reading and oral translation, with much recitation, single and in chorus, being well practised during this time), I begin with little letters. On a certain day I enter the class with an envelope in my hand. On it one of the girls finds her address. She opens the letter and, in English, reads aloud to the whole class :

12, Baker Street,
London, W.,
June 1, 1908.

DEAR MARY,

I should be very pleased if you could come and have lunch with me on Thursday at 1 p.m.

Yours sincerely,
C. B.

I need not describe the surprise, the amusement, and the joy when I ask the whole class to answer the letter in English and at once in their exercise-books. I give them a certain time to write, having previously told them the principal forms of addressing a person, openings, conclusions, etc. They write, and after they have finished, one girl comes out to the

blackboard with her exercise. She reads it, the whole class must help to correct, and at last we write down the final form of the letter. I take every opportunity of hinting at slight alterations, trying as much as possible to get local touches into the letter, and especially of showing how particular the English are concerning the outward appearance of their letters.

The writing of short invitations and formal notes is practised for some time, till at last a general opening letter to an International Correspondence is done by the whole class, every pupil suggesting something that might be of interest to the foreign unknown girl.

Then I make my list, and choose from among my pupils the best English scholars to embark upon the same undertaking. They write their letters; I give them advice, but not too much, and at last they send them off. We have to wait some time for answers, as the addresses are American.

What breathless surprise and attention when the first English letters arrive from the United States! (I wish I could say England.) The recipient feels proud as a queen; I am asked to read the letter aloud; we pick out the idiomatic phrases, and explanation is given by me, if necessary. The girls take notes and mark any formula, any expressions they might possibly find of use in their next letters. It is not always easy to understand the American English. Frequently school slang is used, allusions to American institutions occur which my pupils could not possibly be expected to know. School life in classroom and dining-hall, games and sports, little parties, theatricals, dances, trips, are generally described in a very lively way, and the account of how American girls spend their day is most interesting to hear. So much of it is entirely new to my pupils, and opens out to them a new world. The system of boarding-schools, the giving of marks, the written instead of the oral examination, the compulsory sports in a school, are all things of which they have never heard in their lives.

Most of those girlish descriptions are so well done that I should not like to miss the occasional slang in them. I pick out typical Americanisms and point them out to my pupils, who from that time forward will only be allowed to use them in inverted commas.

Some letters are written in two languages, the first half in German, the second in English. Then we correct the German mistakes and learn English from them just as much as from the other part. In this manner the whole class is constantly employed; even the 'slackers' get interested in the affair and wish to join. It encourages them greatly to hear about and to see all the amusing things from America (for frequently picture post cards and photographs are sent to illustrate a letter).

Finally, after about fourteen months of English teaching, it is generally found that every girl can make herself understood without too many bad mistakes. After a certain time I do not continue to supervise the correspondence of the better students. They show me their letters only when something specially attractive or interesting for the whole class occurs. In many cases American girls have sent their school magazines, which contain a chronicle of their school life; sometimes books and papers are sent, and once a Scotch girl made one of my pupils a present of a huge picture of Burns. There were also cases when my pupils received invitations to America and Scotland; twice Austrian invitations were accepted by English girls. In this way it seems quite natural that every pupil should become interested in English. This contact with the country and people whose language they learn helps greatly towards a right and just idea of what a 'foreign land' means.

In their third and last year of English most of the pupils read English novels for pleasure and not for the sake of learning. Some can write fairly good essays on easy topics, a few can speak fluently. But all, without any exception, when they leave from school, take away with them a love

and admiration for the English-speaking races and a great desire to continue their English studies; if possible, also to go and see the country themselves. I dare say other teachers will have the same and better results, and may perhaps not know anything of the International Correspondence. As for myself, I know for certain that it has helped me a great deal. I am truly thankful to Professor M. Hartmann for taking so much trouble with the arrangement of the exchange of addresses. He selects carefully, and tries to bring together children of the same age and the same social condition. Not only my pupils, but I myself, felt interested in the American school system, into which we got an excellent insight through the descriptions of our bright American sisters.

How much nicer if I could say English! I confess I wrote this letter to the editor of the official organ of the Modern Language Association in England not only to induce my English colleagues to take up the International Correspondence for *their own*, but also for *our own* sake. For my pupils I should prefer English to American correspondents. Having spent a whole year at one of the best English University Colleges, I imagine the secondary schools, which supply the women's colleges with students, to be excellent, especially from an educational point of view. I should, therefore, be only too pleased if some teachers in England, having read these lines, could be induced to try the International Correspondence at their schools. I am sure they would find it as interesting and beneficial as German teachers do. Perhaps more so, as it might help to increase the interest in the study of German in England.

Believe me, dear Sir,

Yours faithfully,

CORNELIE BENNDORF,

(*Teacher of Modern Languages in Vienna*).

Lyzeum des Schulvereins für
Beamtentöchter, Wien VIII.,
Langegasse 47.

MODERN LANGUAGE ASSOCIATION.

A MEETING of the General Committee was held at University College, London, on Saturday, January 29.

Present: Miss Althaus, Messrs. Andrews, Atkinson, Brereton, Brigstocke, Draper, von Glehn, Hartog, Miss Hentsch, Mr. Hutton, Miss Johnson, Professor Milner-Barry, Miss Purdie, Messrs. Rippmann, Saville, Miss Shearson, Mr. Twentyman, and the Hon. Secretary.

Mr. Allpress was also present during the early part of the meeting.

Letters of apology for absence were received from the President (Dr. Breul), from Professors Salmon, Fiedler, Savory, Messrs. Norman, Odgers, Somerville, and from Mrs. Connal.

At the outset of the proceedings Mr. Twentyman was voted to the chair, and asked for nominations for the office of Chairman of Committees, announcing that Professor Milner-Barry, the Vice-Chairman, did not wish to stand, as he was now residing so far from London that he could not undertake the duties involved.

Mr. A. T. Pollard was elected.

The minutes of the last meeting were then read and confirmed.

Mr. F. Storr was co-opted on the Committee.

Professor Rippmann was elected Vice-Chairman, and thereupon took the chair.

Mr. F. W. M. Draper was elected Hon. Treasurer. A vote of thanks to the retiring Treasurer was proposed by Professor Milner-Barry, and, being passed unanimously, was acknowledged by Mr. Allpress.

The Master of Gonville and Caius College was elected a Vice-President, and Mr. Bridge was re-elected Hon. Secretary.

Miss Stent and Mr. E. C. Kittson, who were eleventh and twelfth candidates in the poll for members of the General Committee, were placed on the Committee to fill two vacancies.

The Executive Committee were constituted as follows: Messrs. Andrews, Atkinson, Brereton, Brigstocke, Professor Fiedler, Messrs. von Glehn, Hutton,

Miss Johnson, Professor Milner-Barry, Mr. O'Grady, Miss Purdie, Miss Shearson, Messrs. Somerville, Storr, Twentyman.

The following Sub-Committees were appointed:

Finance: Messrs. Allpress, Payen-Payne, Whyte.

Membership: Messrs. Brereton, Richards, Rippmann, Saville, Twentyman, Miss Althaus, Miss Hentsch, Miss Stent.

Examinations: Messrs. Atkinson, Draper, Halifax, Hartog, Hutton, Kirkman, Kittson, Longsdon, Siepmann, Miss Hentsch.

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

Library: Messrs. Hutton, Twentyman, Miss Hart.

London: Messrs. Allpress, Fuller, Hankin, O'Grady, Richards, Miss Purdie, Miss Shearson, Miss Stent.

Holiday Lectures: Messrs. Brereton, Longsdon, Somerville, Storr, Twentyman.

Exchange of Children: Messrs. Brereton, Tonkin, Miss Batchelor, Miss Lawrence, Mrs. Longsdon.

Representatives on Committee of *Modern Language Review*: Messrs. Breul, Fiedler, Rippmann, Somerville, and the Hon. Treasurer.

Representatives on Conference on Terminology: Messrs. Brereton, Fiedler, von Glehn, Rippmann.

Mr. Atkinson was appointed Hon. Custodian of Lantern Slides.

On the motion of Mr. Twentyman, it was resolved that, in future elections to the General Committee, two envelopes should be used, the outer of which should be signed by the voter, that a record of those who vote should be kept, and that the votes should be counted in a public place.

The following rules for Provincial Branches were adopted:

1. That any proposal for a Branch must show—(a) The area of the proposed Branch. (b) The number of persons will—

ing to join the Branch. (c) The name of some person willing to act as Hon. Secretary.

2. No Branch shall be founded unless at least twelve persons signify their intention of becoming members.

3. If the Executive approves the proposal for a Branch, a sum of not more than £1 may be granted for initial expenses.

4. As soon as the Branch is formed, the Hon. Secretary shall send to the Hon. Secretary of the Association a list of the members, and afterwards at the beginning of each year. At the end of each year he shall send a report of the proceedings of the Branch and a statement of accounts.

5. A Branch may at any time send a resolution to the Hon. Secretary of the Association for submission to the Executive.

6. All members resident within the area shall be considered to belong to the Branch, except such as signify their desire to the contrary.

7. The Hon. Secretary of the Branch shall furnish reports of meetings to the editor of MODERN LANGUAGE TEACHING.

On the recommendation of the Membership Sub-Committee, it was resolved that a standing sub-committee should be appointed to collect information useful to members, specially about residence abroad, holiday courses, and international correspondence, to be called the Information Sub-Committee.

A sub-committee, consisting of Messrs. Payen-Payne, Twentyman, and Miss Shearson, was appointed to report on the best means of attaining the object in view.

Several other matters were referred to the Executive Committee.

The Hon. Treasurer was empowered to give a donation of £10 10s. to the Mansion House Fund for the relief of sufferers from the Paris floods.

A cordial vote of thanks was passed to the Cambridge Local Committee for their efforts in connection with the Annual General Meeting.

The following twenty-two new members were elected :

W. Bevir, B.A., Abingdon School, Berks.

D. Bruce, Academical Institution, Coleraine.

Mrs. Gibson, Hon. Th.D., LL.D., Castle-cree, Chesterton Lane, Cambridge.

A. G. J. Hawkins, B.A., Eastbourne College.

G. M. Hinde, M.A., St. Catherine's College, Cambridge.

Miss A. L. Janau, Wintersdorf, Birkdale, Southport.

A. Jenkin, B.A., Board of Education.

Miss F. V. Kirkman, 41 Panton Street, Cambridge.

Mrs. Lewis, Hon. Th.D., LL.D., Castle-cree, Chesterton Lane, Cambridge.

V. R. le Maistre, M.A., St. George's School, Harpenden.

Miss H. H. Montefiore, B.A., King's High School, Warwick.

Miss Ethel Moth, St. John's Road Higher Grade School, Hoxton, N.

Miss Alice Nathan, Central Foundation School, E.

O. B. Neunier, 206 Upper Parliament Street, Liverpool.

Winfred Overholser, Wellesley Hills, Mass., U.S.A.

H. A. Roberts, M.A., University Offices, Cambridge.

Miss M. di Brazza Savorgnan, Croham Hurst School, South Croydon.

C. L. Tireman, B.A., Trent College, Derbyshire.

W. Vallis-Baskett, Highfield School, Chertsey.

Professor Julius Wertheimer, B.Sc., B.A., University of Bristol and Merchant Venturers' Technical College, Bristol.

Rev. E. Owen Williams, Caixa 197, Recife, Brazil.

W. Owen Williams, M.A., B.Sc., Kingswood School, Bath.

NORTH LONDON BRANCH OF THE MODERN LANGUAGE ASSOCIATION.

At the Meeting held at the Holborn Estate Grammar School on Friday, February 11, the North London Branch was formally established ; and the Rules,

drawn up by the Committee of the Modern Language Association for its Branches, were discussed and adopted. The area agreed upon being London north of the Thames, east of Finchley Road, and as far north as the postal area extends, all members of the Modern Language Association within this area will be considered members of the Branch except those who signify their desire to the contrary. The Committee for the Branch includes Messrs.

W. P. Fuller, S. A. Richards, and Miss E. C. Stent (who has agreed to act as Hon. Secretary for one year). The next meeting is to take place on Friday, March 18, at 7.30 p.m., when Mr. S. A. Richards has kindly promised to start a Discussion on 'Practical Difficulties in the Direct Method.' Mr. Fuller has been good enough to allow the meeting again to be held at the Holborn Estate Grammar School.

REVIEWS.

Browning's Paracelsus, with Introduction and Notes. By MARGARET L. LEE and KATHARINE B. LOCOCK. Methuen, 1909. Pp. 243. Price 3s. 6d.

This 'annotated' edition of Paracelsus is in no sense merely a school or college textbook. Unassuming and modest as it at first sight appears, it is nevertheless an admirable introduction to the poetry and thought of Robert Browning. Miss Lee's Introduction is a very valuable piece of criticism, written, evidently, by one who enters into and appreciates the poet's mystical interpretation of life and of human progress. The chapter on Browning's Philosophy is particularly illuminating, and penetrates much deeper than many more elaborate treatises on the subject. 'Browning is one of a band of seers to whom some glimpse of the divine wisdom has been vouchsafed, and who, by virtue of that wisdom, are "sane," where others, who see by the light of human reason alone, must inevitably err.' Due emphasis is laid, nevertheless, upon the common sense which some people, from the everyday human standpoint, rate even higher than divine wisdom. Miss Lee recognizes how much of Browning's strength is derived from the rare combination of mystic philosophy with practical ability in the affairs of men. She lays stress on his grasp of the necessity for a balanced and even development of all human faculties, and points out his 'strong sense of the need for co-operation between body and soul.' But the 'in-

herent divinity of man, the inexhaustible possibilities of the unfolding spirit in its house of clay,' is a truth even more insistent, the recognition of which makes the interpretation of Browning's poem a labour of love to the writer.

Miss Locock's chapter on Browning's Metres is very thorough and painstaking, and is a real help to the understanding of Browning's poetry. Similarly, the notes, wisely printed at the foot of the page, are unobtrusively useful. They are not over-detailed, but they give just what is needed by way of explanation, and often show real critical insight—e.g., those on pp. 175, 227, etc.

We cordially recommend this edition to all students of Browning's poetry.

Poems for Children, with Proverbs, Maxims, and Tunes. Collected and phonetically transcribed by G. NOEL-ARMFIELD. Leipzig: Teubner. Pp. vi + 106. 2s.

This little volume attempts to do for English what the excellent *Poésies Enfantines*, collected and transcribed by Mr. Daniel Jones, does for French. Whether there was a demand for such a book of English nursery rhymes in German schools we cannot say; but we must express our regret that the compiler has not been more careful in reading his proof. In addition to over sixty 'errata and addenda,' given at the end of the book, there are many slips and inconsistencies. It is undoubtedly true that the printing of a phonetic text calls for

exceptional vigilance on the part of the proof-reader; it is no less true that the presence of many misprints in such a book is annoying to the teacher, and does not help the cause of phonetics, which we know Mr. Noël-Arnfield to have at heart.

An Introduction to Old French Phonology and Morphology. By F. B. LUQUIENS, Assistant-Professor of Spanish in the Sheffield Scientific School of Yale University. Yale University Press. London: Henry Frowde. Pp. 147. Price 6s. 6d.

This work is an admitted abridgment of the seventh edition of Schwan-Behrens' *Grammatik des Altfranzösischen*. The most fitting reviewer would be Behrens himself; he would be able to say how far he thinks himself misrepresented. Professor Luquiens is Assistant-Professor of Spanish, and we feel he would have been better advised to stick to his last. He begins with a chapter taken from various sources, and gives the sentence, *Voici le soleil qui disparaît derrière ces nuages*, presented* at its Vulgar Latin and Old French stage:

Vide ecce-hic illum soliculum qui dispareiscit de retro ecce-istos nubaticos.

Veit ci le soleil qui dispareist deriedre ces nuages.

Vulgar Latin and Old French, says Professor Luquiens, were pronounced practically as they look; yet no one, with any knowledge of Romance philology, could possibly assert that so clumsy a sentence ever existed. Again, *voici* does not go back to a Latin imperative, as the slightest acquaintance with Old French proves; further, the Old French is *cez*; also *dispareistre* is an unfortunate word to take as an example, since its rare use in Old French and its analogical prefix makes it very doubtful if the word could possibly have existed in Vulgar Latin at all (note, it is not found in Classical Latin); and, again, for anything Professor Luquiens

tells us, *nubaticos* would have given us *nuvages*.

When Professor Luquiens leaves his guide he is at once in difficulties. In a long note we read: 'First, as to the change of *i* to *e*, without considering the change in quantity to pronounce the Vulgar Latin sound *i* (approximately the sound of *i* in English *pin*), the tongue had to be raised quite high: the people of early France [the italics are ours], however, contracted the habit of not raising the tongue so high when they attempted that sound; but if the tongue is raised not quite high enough for *i*, the result is *e* (approximately the sound of *e* in English *they*), as self-experiment will prove.' From this it would appear as if the change had taken place in France, but Professor Luquiens must know that the change took place previous to the conquest of Gaul. Then, too, what are we to make of English like the following: 'Although earlier Vulgar Latin, that which had been perfected and crystallized into Classical Latin, differed hardly at all from the Classical Latin—no more than informal from formal modern English—later Vulgar Latin, developing rapidly away from its former self, became, *ipso facto*, quite unlike the crystallization of that former self.' The author claims in his preface a right to be categorical where beginners are concerned, but to talk definitely of the 'Vulgar Latin of sixth-century Gaul' is to lead them to think that the state of Latin during that century is well known to the expert.

Professor Luquiens is often unhappy in his choice of an example from among the many offered by Behrens; thus in § 59, 1, 'Free *o* before nasal consonant becomes *ué*'; the somewhat rare *buen* is given instead of the commoner *cuens*; often, too, we find no example for a rule (§ 48, note 1; § 60, note), which, for the beginner, seems a most unfortunate proceeding. The endeavour to abbreviate often leads to misconceptions, thus: § 66, 'Checked *o* before oral consonants becomes *u* (written *o*, *u*, *ou*)', whereas the

* According to Darmesteter's *Cours de grammaire historique*, he says, with several modifications, though we failed to find it at the section named.

original states: 'In der Schreibung wechseln *o* und *u*, wofür später *ou* in Gebrauch kommt.' Or § 107, Old French *reïser* is said to come from **refusare*; whereas Behrens only advances this faulty etymology under the reserve of a query. It is laughable to find Behrens' sober statement, 'Der Genitiv Pluralis begegnet in einer Anzahl formelhafter Ausdrücke und erstarrter Wortformen wie *tens ancienur*, *gent paienur* . . .' turned into, 'A few remnants of other Latin cases than the nominative and accusative are found, in stereotyped phrases, even as late as circa 1100 (*gent paienour*).' One would think that Professor Luquiens' reading was confined to the *Chanson de Roland*! The author forgets that he had promised to limit himself to the dialect of the Île de France when he states: 'The development of *uen* (i.e., *homo*, etc.) is an excellent example of the complexity which marks nouns of this class: *uen* soon gives way to *on*, through analogy with the accusative singular; contemporaneously with nominative singular *on* arises nominative singular *om*, in which a still further analogy to the accusative singular is evident; at the same time arises nominative singular *ome*, in which we have complete surrender to the accusative singular.' Had the author looked into a text of the Île de France of the twelfth century—as, e.g., *Le Couronnement de Louis*—he would only have found nom. *om*, and acc. *ome*. When dealing with the possessive pronouns, stressed forms—i.e., *miens*, *mien*, etc.—we read: 'Of these Old French masculine forms only the accusative singulars were normally derived from Vulgar Latin forms; the others were entirely analogical—made out of whole cloth, as it were, with the Old French accusative singulars as patterns.' About this we may remark that the development of *mien* is not normal. Behrens states: 'Die Formen des letzteren [the acc.] sind in ihrer Entwicklung zum Französischen nicht völlig durchsichtig'; and, further, that the nom. *miens* is formed simply from the acc. by the addition of *s*. Pro-

fessor Luquiens deserves commendation for the clear paradigms of the Old French verb. We notice that he has not been always successful in giving the oldest or the most common forms, thus: *hais* (p. 118) instead of *hai*; *buil* instead of *boil*, etc.

We doubt very much whether this book will find a sale in this country, though a good elementary grammar in English or in French is badly needed. We should certainly not buy this work when we consider that the eighth edition of the German original is to be had, bound, for 6m. 20.

A. T. B.

Lessons in Grammar and Composition. Based on Mérimée's *Colomba*. By LOUIS A. ROUX, B.A. D. C. Heath and Co. Price 6d.

These lessons, so carefully and systematically worked out, ought to form a valuable help to teachers who are using *Colomba* as a class textbook. One would almost like to have the 'Conversation' and 'Oral Drill' at least in French, and then bind the lessons with the Reader for use in Form V.

Each of the twenty-four lessons is divided into five parts:

1. *Grammar*, the study of one part of speech only, and of four or five verbs.
2. *Text*, containing copious examples of the part of speech selected in the grammar section.
3. *Conversation*, in which the pupil has to form both question and answer himself from the text.
4. *Oral Drill*. Here it is somewhat less easy to follow the author's idea, as this section seems rather to be a combination of vocabulary drill and grammatical rules.
5. *Written Exercises*. Here again the vocabulary and grammar are brought into use. It would certainly have been pleasing to have found this translation section varied with free composition; the same excellent principle, laid down in the Preface, would still have held good—never to assign a *written exercise* to a class until the whole lesson up to that point has been thoroughly learned.

Messrs. HACHETTE have again sent us their *Almanach*, which is as varied and useful in its contents as ever. As a *petite encyclopédie de la vie pratique* it has no rival; and it costs only 2 fr. The same publishers have recently issued some charming stories: *Poucette*, by Pierre Maël, a handsome volume issued at 6 fr., with forty-eight woodcuts by Dutriac; it would make a capital prize-book. Two new volumes in the *Bibliothèque rose illustrée* (cloth, 3 fr. 50 c.) are *Une Seconde Mère*, by Mme la Comtesse C. d'Arjuzon, consisting largely of scenes in dialogue, and illustrated with forty-six vignettes by Zier; and *Petite Nièce*, by Mme Chéron de la Bruyère, also largely made up of conversation, and illustrated with thirty-eight vignettes by Dutriac. *Nicola à Marie*, by Gaston Bergeret, is a recent addition to the *Petite Bibliothèque de la Famille* (in a pretty cloth binding, 5 fr.);

it is a series of one hundred letters sent by a girl of twenty-two to her friend, and is rather indifferently illustrated by Vogel.

Mr. ARMAND COLIN (Paris) has sent us specimens of the excellent *Cartes Murales Vidal-Lablache*, No. 3 (France, Relief du Sol) and No. 5 (France, Villes). Each map is in duplicate, one side containing the names in types of varying boldness, the other containing small numbers only. To each map there is an explanatory booklet, which contains—(a) a description; (b) a *questionnaire* with answers; (c) a key to the numbers on the *carte muettes* (there are 340 and 685 numbers on Nos. 3 and 5 respectively). The price of each double map is 6 fr. 50 c., and the booklet costs only 40 c. To those who desire maps 'made in France' we strongly recommend the ones published by Mr. Colin.

CORRESPONDENCE.

THE 'CONTINUOUS TENSE FORMS.'

Teachers of French who are constantly obliged to explain to junior forms the fact that the 'continuous' forms of English tenses (I am speaking, I was speaking of) cannot be literally translated into French may receive something of a shock when they come across such cases as 'Ses ennemis avaient été répétant . . . qu'à la vérité Racine savait peindre l'amour.' This is from Faguet's *Dix-Septième Siècle* (p. 300); there are other instances in the same work. I do not remember an instance in any other modern French author; and if any member of the Association could furnish other instances, I should be interested and grateful. M. Faguet's reputation forbids criticism of his style, and I can only suppose that the instance I quote is an innovation of recent date, concerning which I have no experience.

At the same time, it is not easy to see why French should never have accepted, as Spanish has done, this obviously useful

tense form: the Joint Committee on Grammatical Terminology has noted the fact that French, like German, has 'no special continuous forms' of the verb tenses. Latin could use the continuous form upon occasion—*e.g.*, *quoniam semper appetentes gloriæ atque avidi laudis fuistis* (Cicero, *Pro Lege Manilia*, chap. iii.). Roby, *Lat. Grammar*, ii., § 1074, quotes other and stronger cases. It occurs occasionally in Old French:

N'onques ne fustes de proëce vantans
Anchois esties dous et humilians.

Tobler (*Verm. Beiträge*, ii., p. 98) quotes this passage from Aliscans in another connexion; I cannot discover that he or any other writer has treated the question in detail.

H. J. CHAYTOR.

Plymouth College,
February 15, 1910.

'FAIRE LEUR,' ETC.

Quant à *faire leur*, *faire sien*, nos grammaires nous diront bien qu'aucun verbe français ne peut avoir deux régimes

directs (cf. faire d'une mouche un éléphant); mais mettons à part la grammaire toujours en arrière de 100 ans au moins, et voyons l'usage.

On fait *sienne* une chose, où *sienne* fait métier d'adjectif (cf. un *mien* ami, mon âme à jamais *tienne*); mais 'ils ne font pas LA LEUR une chose' (la leur est un pronom).

A la rigueur on dirait en parlant, voire dans le style épistolaire, entre amis: 'ils font leur le . . .' non pas: ils font le leur le, mais dans le style littéraire, on l'éviterait à cause de la cacophonie évitante.

Comme dirait M. Jourdain, 'ce mot m'est trop rébarbatif.

NEVILL PERKINS,
Senior Lecturer in Romance,
Manchester University.

Referring to the question asked by one of your correspondents whether the following sentence is literary French—*Ils* (les Modernistes) *font le leur le principe de l'Américanisme*—Professor Savory quotes another from the *Écho de Paris*: . . . *Et le président . . . fait sien ce prétexte facile*. As your correspondent is now left to draw his own conclusion, and may be still in the dark, I venture to add that this *il font le leur le principe*, etc., is neither literary nor colloquial French. The pronominal phrase, *le leur*, as well as *le mien*, etc., after the verb *faire*, drops the article; it should accordingly be: *ils font leur le principe*, etc.

E. COURTOIT.

94, Rue de la Province,
Antwerp,
February 17, 1910.

FROM HERE AND THERE.

CAMBRIDGE UNIVERSITY.—The Fishmongers' Company have agreed to continue their grant of £50 for five years to provide instruction in the Russian Language in the University.



GLASGOW UNIVERSITY.—The University has accepted the offer of the Executive Committee formed to aid in founding a Chair of Scottish History and Literature in the University to give £200 a year for three years for two Lectureships of £100 each—one on Scottish history, the other on Scottish literature. Sir Herbert Maxwell has been appointed to the former post, and Dr. William Wallace to the latter.



IRELAND, NATIONAL UNIVERSITY.—Miss M. Degani has been appointed Lecturer in the Italian and Spanish Languages and Literatures.



LONDON UNIVERSITY.—The seventh annual Holiday Course for Foreigners will last from July 18 to August 12. The detailed prospectus is now ready, and applications can be received. In 1908 and 1909 a considerable number had to be refused, because they were too late

and the number of students is strictly limited. All communications should be addressed to the Registrar of the University Extension Board, University of London, South Kensington, London, S.W., and the words 'Director of the Holiday Course' should be written in the top left corner.



LONDON UNIVERSITY, UNIVERSITY COLLEGE.—Dr. T. Gregory Foster has been reappointed Lecturer in English.



LONDON UNIVERSITY, UNIVERSITY COLLEGE.—Dr. Whitley Stokes's unique and extensive Irish library has been given by his daughters to University College. As the *Athenæum* remarks, this should strengthen the hands of those who are moving for the endowment of a Celtic Chair at London University, and who had already been encouraged in their efforts by the considerable success of Professor Kuno Meyer's lectures on Celtic Language and Literature delivered during 1908 and 1909.



OXFORD UNIVERSITY.—Mr. L. A. Wilmoughby, M.A. London, and Ph.D. Vienna,

has been appointed to the Taylorian Lectureship in German, rendered vacant by the resignation of Mr. F. L. Armitage, M.A., Trinity College. Dr. Willoughby had a distinguished career at University College, London, having obtained the Andrews Scholarship, the Fielden Research Scholarship, and the Heimann Medal.



Mr. F. A. CAVENAGH, B.A., Cheltenham Grammar School, has been appointed to a post at the Municipal School, Blackpool.



Mr. J. A. MARIONNAUD, Royal Grammar School, Colchester, has been awarded by the Academy of the *Jeux Floraux du Languedoc* a first-class diploma (*mention très honorable*) for an original sonnet on a set subject, *Le Rêve*; a third-class diploma (*mention très honorable*) for a poem, *Ceux qui souffrent*; honourable mention and a prize of books for two sonnets, *L'Amitié* and *L'Angelus*, on set subjects; and the bronze medal of the Academy for 1909.



Mr. A. B. YOUNG, M.A. Cantab. and Cape, Ph.D. Freiburg, has been appointed Senior Modern Language Master at Wakefield Grammar School.



OFFER OF EXCHANGE.—The family of an English girl of nineteen, who wants to go to Berlin to study music at the *Hochschule*, would like to effect an exchange for a year, or six months at least, to begin from next July or August. A German girl would find every comfort and excellent opportunities in this family, which resides at Cheltenham, and is in close touch with the famous Ladies' College. For further particulars apply in the first instance to Miss S. R. Webster, Ladies' College, Cheltenham.



We learn that, of the 4,929 scholars in attendance at Secondary Schools maintained or aided by the Middlesex County Council, 4,816 are being instructed in French, and 1,174 in German. If all education authorities gave such encourage-

ment to German, we should hear less of the distressing neglect of that language in our Secondary schools.



Mr. William Brown recently delivered a lecture at King's College, London, on Mental Fatigue, in the course of which he referred to the researches of Criesbach and Wagner. The former came to the conclusion that French and geography fatigued less than mathematics, that mere memory-work was very fatiguing, that attentive scholars fatigued themselves more than the less attentive, and that mental work diminished cutaneous sensibility to a greater degree than mechanical work. Wagner found that the personality of the teacher had a greater influence on the fatigue of the children than the nature of the subject of instruction. To us it appears that such researches lose much of their value if there is no statement of the method employed; thus, the teaching of French *may* become much more fatiguing, to teacher and taught alike, than mathematics if the teacher has not learnt how to economize effort without reducing effect. 'The more haste, the less speed,' is a precept that particularly the keen young teacher takes a long time to put into practice.



Dr. Brauholtz kindly points out that the Master of Gonville and Caius College was mistaken in saying (p. 15 of the February number of MODERN LANGUAGE TEACHING) that he [Dr. Brauholtz] represented the Modern Language Association on an international commission for the elaboration of a unified international grammatical terminology. Perhaps the error arose from the fact that at the 1909 Paris Congress Dr. Brauholtz was elected a member of another international committee, appointed to report on the question of foreign assistants.

He also draws attention to two misprints on p. 18; for *prælectors* (l. 24) read *lectors* (there have been so far three French lectors at Gonville and Caius College), and for *those things* (l. 38) read *those persons*.

Mr. G. H. Neuendorff, of the Freie Schulgemeinde, Wickersdorf, b. Saalfeld (Saale), offers a good post to a young English graduate. Duties: to take five conversation classes a week and join in

games in the afternoons. If so inclined, might make about 30s. a week by giving private lessons. He would be treated as a member of the staff, and receive free board and lodging. Wanted after Easter.

GOOD ARTICLES.

JOURNAL OF EDUCATION, January, 1910: The Elements of Style and the Choice of Essay Subjects (C. J. Pugh); A Year's Work in the Humanities (Amy C. Harvey). February, 1910: Humanistic Education without Latin (F. Storr); Autonomy in French Lycées (P. Shaw-Jeffrey).

SCHOOL WORLD, January, 1910: Some Problems of Secondary Education (W. A. Brockington); The Age of Admission to our Younger Universities (An Inspector); The Four Chief Problems in Modern Language Teaching (C. Brereton). February, 1910: Independent Study in Schools (Sara A. Burstall); The Teaching of French in the Training Colleges (Hardress

O'Grady); Education in England and Abroad (O. Siepmann).

REVUE DE L'ENSEIGNEMENT DES LANGUES VIVANTES, January, 1910: Du désaccord qui existe pour les agrégés de langues vivantes entre leurs études d'Université et leur tâche professionnelle (E. Legouis). February, 1910: Les Anglais et la Société française au XVIII^e Siècle (P. Yvon).

DIE NEUEREN SPRACHEN, December, 1909: Die nordfranzösischen Fereinkurse (H. Schneegans); Ein Studienaufenthalt in Frankreich (A. Heinrich).

THE A. M. A., December, 1909: The Curriculum, First Steps in French, Part II. (L. von Glehn).

EDITORIAL NOTE.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 1st of February, March, April, June and July, and the 15th of October, November and December. The price of single numbers is 6d.; the annual subscription is 4s. The Journal is sent free to all Members of the Modern Language Association who have paid their subscription for the current year.

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

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

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

time as the annual membership subscription.

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

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

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

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

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

Residence with German Families: The Hon. Secretary.

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

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN
LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMMANN

WITH THE ASSISTANCE OF

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

VOLUME VI. No. 3

APRIL, 1910

THE ABUSE OF PHONETICS IN THE CLASS-ROOM.*

MUCH has been said or written on the *use* of Phonetics in the Class-room: much has also been written condemning that use. Perhaps the following remarks, coming from a firm adherent, and a teacher of some experience, may be of use in clearing up the case for both sides.

Alas, it is only too true, it is very easy to abuse phonetics. How often do we hear inspectors and teachers condemn them as utter waste of time, because, as they say, the class pronounces no better than before, and much less French has been learned in a given period, because so much time has been devoted to the fruitless study of phonetics. In Prussia, indeed, their baneful want of success led at one time to an order from the Government prohibiting their use; and as recently as three years ago no

schools in Prussia dared introduce them. Most headmasters disapproved of them utterly, and where here and there a young enthusiast ardently felt the need of them, he or she absolutely taught them *sub rosa*, in fear and dread of being found out! And why? Because, in the beginning, when first the reformers made themselves heard, many teachers were inspired by their theories, while totally unprepared adequately to work or carry these theories out; consequently, while they were groping about and blindly experimenting, much time *was* lost, and results were deplorably small. The same thing has unfortunately been too much done in England. We are a free people, and the Government has not yet stepped in to forbid our teaching phonetics if we want to do so, but results, in too many cases up and down the country

* A paper read to secondary teachers at Wakefield, November 27, 1909.

have been so unsatisfactory that inspectors have begun to question their advisability. Certainly, if a year's work produces nothing but a knowledge of the phonetic script and a few badly pronounced phrases, the system can hardly be said to be successful, and one cannot wonder at the cry: 'Phonetics are of no use—better be without them.' But in truth, the cause of failure lies not in the science itself, but in the way it is treated. This faulty treatment may, I think, be briefly summed up under the following heads:

1. The over-elaborate teaching of theory to the class.

2. The fact that the teacher too often preaches one thing and *does* another—*i.e.*, he preaches tense sounds, and accepts or even enunciates lax ones.

3. The fact that after the most careful study of separate sounds, the moment connected speech is attempted, rule and precept seem flung to the winds; and lastly, the pretty general practice of laying aside the study too soon.

With regard to theory. For the teacher, of course, this part of the subject is absolutely essential. His knowledge must be of the thoroughest; it must be built up from the bottom scientifically and philologically. And this foundation, of course, should be laid during his University or training years.

But in the class-room, though he needs this reserve at the back of him, that his teaching may be sound, yet, in the initial stages

at any rate, his success depends much more upon *what he practises* than upon *what he preaches*. What is a class of beginners—be they never so interested in the novelty of the subject—likely to retain of the most carefully expounded theory? Should they even retain it, will abstract theory accomplish as much in practical results as a few simple, direct illustrations with the hands or with a simplified sketch on the blackboard? All they need is to be shown what to observe, and how to observe this in themselves. Let the teacher rather be chary of words and explanations; let him be very careful of his own speech, whether English or French; and let him before all things *speak slowly*.

To correct abuse No. 2—*i.e.*, the more or less careless observation of himself and of the class—the teacher's own eye and ear must be trained. He must be quite sure that he is producing the sounds rightly himself; that *his* tongue, lips, mouth, are obedient. For this he must have studied his own method of production critically, before a looking-glass.

Then, he must be on the alert, both with eye and ear, to be equally sure that the class, even in chorus, is as correct in movement. In other words, he must know what to ask for, and he must be sure that he *gets* what he wants. And here there can be no half-measures: the sound is absolutely right and true or absolutely wrong. On this point the teacher must not trust

to his ear alone, and only personal experiment and drill can show him *what* to look for in the faces in front of him. Failure in this criticism, both of eye and ear, is by no means confined to English teachers. Foreigners, unless they have been taught what to look for, are even more often unable to distinguish what is wrong in a sound than an Englishman; and perhaps, even if they do distinguish, are more likely to be content with something that they think approximately right, because they so often start with the rooted conviction that no English tongue can be *expected* to pronounce their sounds correctly. This point (of defective observation) is forcibly illustrated if the position be reversed and the average foreigner's pronunciation of English be considered. In most cases, no matter how long they have lived in England, no matter how fluent they are, nor what command of colloquialism or even slang they may possess, what extraordinary versions do they not give us of our sounds! They invariably show the most defective or careless hearing and observation.

With English Modern Language teachers this careless observation of the class, when not a case of actual ignorance, is not infrequently due to the teacher's very enthusiasm. Having, as he may justly feel, put in good sound-drill during the first part of the lesson, he proceeds to the teaching of the vocabulary with a light heart, thinking that his foundation is laid, his sounds pre-

pared, and that now everything will go of itself. And in his desire to get as much language taught as possible, perhaps, too, because he has too much spent himself *during* the sound-drill, he allows the class to repeat in chorus and singly words and phrases violating every doctrine that he has before been preaching. After the most careful preparation of the sounds in *voilà, porte, je vais, je m'appelle*, etc., he accepts with apparent satisfaction *vwolə, pœt, ʒœveiz, ʒə mapæəl*, and the like, practically undoing the whole of his previous work.*

To counteract this danger, once prepared for it, the only safe method is to make the class enunciate each syllable separately; and to do this rhythmically, which is more useful still, there is no way like lightly clapping the hands, or tapping with a pencil to mark each detached syllable. And at the outset, all the more because one great charm of the French language lies in its grace and lightness of expression, set the ideal of *beauty* before the class. I have always found butterflies and fairies a great help in inspiring a class with the idea of the delicacy and charm of spoken French (especially in certain combinations of sounds), with elephants to represent the clumsy work. Keep the phrases light, "trippingly

*One instance of this abuse of phonetics stands prominently out in my memory. The last half of the lesson was like a flood-tide that came up and literally washed away all the carefully laid foundations. The teacher in question was a foreigner.

on the tongue." This lightness is one of the points of which the teacher should never lose sight. It is so easy for chorus-work to degenerate into mere noise and blaring. The children are told to make the sounds vigorously—and they do it with a vengeance. This must be instantly stopped, and the ideal of *beauty* prominently set up. Here, again, uncontrolled repetition is a fruitful source of evil. To set the class going on one or more sounds, and to keep them going indefinitely, even supposing the teacher to be carefully observing its different members in turn, cannot but be harmful. I have watched classes set going in this barrel-organ-like manner, when, by the time the machine is stopped, the position of the mouth has so relaxed that the vowels produced have changed perhaps three or four times in quantity as well as quality since the start: an u will certainly have become an o if it has not gone farther, on the way to a, and the result is even worse when both tongue and lips are in play; e either goes up to i or relaxes to ε (the former is specially the case in Yorkshire, where children seem to have quite a special difficulty in distinguishing the two sounds e and i).

For drill-work, fix a short number of repetitions—four is a good one—and do not go beyond it, at least without a distinct break. If sounds are at all unsatisfactory, reduce the number to two, and let these two utterances be *perfect*.

Should they not be perfect at the second trial, go back to another known sound and compare it, taking first, opposites (like front and back vowels), and then nearer ones. For instance, in i, e, first compare i and u, and afterwards i a and then back to your i e. The nearer ones are naturally more difficult to distinguish; o o is more difficult to produce accurately than u o; o a than o a. Still more so is this the case with i ε, e ε, ε a. Here the movements of tongue and lips are invaluable to fix and determine sounds often undistinguished at all by the ear; and it is even sometimes useful (at least, I have found it so in the North) to draw attention to the English vowel æ in the words bad, lad, etc., and to place it in position between a and ε. Let the sound be well studied, position of tongue and jaw for producing it noticed, compared with that required for a and ε, and then publicly banish it as an English sound.

For German, one cannot, of course, preach this lightness; but syllabic nicety and cleanness must be all the more enforced. Here not only every vowel, but every consonant, must have its full value; and last, but not least (indeed, it is wise to put it first), that terrible trap for English children, the glottal stop, must be insisted upon!

It is on account of these language characteristics, or rather technicalities, if one may so use the term, that the changing about during a lesson from one tongue to another is so disastrous in effect. It is

surely bad enough when a Modern Language teacher is obliged to go from a French to a German lesson, with no break between—a change which necessitates a complete *revirement* of mind and muscle. This is now an almost inevitable evil, owing to the lamentable fact that there is rarely, one might almost say never, enough German required in a school to occupy a specialist in that language, except, perhaps, occasionally in big schools. But in the case of the mother-tongue, when this double *revirement* is equally, if not more, necessary, and the consequent harm to the teacher's own pronunciation is proportionately greater, the danger or difficulty *can* be avoided. I am far from making the prohibition of the mother tongue a fetish, especially in the later stages of instruction where subtleties and niceties of meaning or expression are under consideration. Here, comparison in the study of language is of great importance, and there should be no hesitation in giving the English word or exact equivalent. Also, even in the earlier stages, in the case of abstract ideas, while there is pardonable likelihood of misconception on the part of the pupils; though even in these a contrasting quality or state is generally sufficient to make the sense clear.

Laying aside phonetics after vowels and consonants have been more or less systematically worked through for several weeks in the first term is another very fruitful source of mischief, and a very decided abuse.

'We *did* phonetics some time ago, at the beginning of the year or term' (it may be), is what one so often hears from a teacher, when the suggestion is made that phonetics might help the pronunciation of a class. And let me remark '*doing phonetics*' is of all expressions the most unsatisfactory and senseless in the ordinary acceptance of the term. A time may be prescribed for the exclusive use of the phonetic script; but, as long as we are concerned with the sounds of the human voice, so long surely can the science of these sounds never be said to be really '*done*' with. The time certainly comes when sound-drill ceases to be a daily necessity; but for analyses of new sounds or of new combinations, no teacher can afford to dispense with phonetics. They remain always the one reliable means of clearing up vagueness or uncertainty.

Of course, the case of Forms in which it is not possible or advisable to use phonetic script has to be considered. Forms that have already been learning French for one or more years, and where time is too limited; mixed Forms, where there are scholars of various stages of advancement. Here, of course, a really high standard of perfection cannot be attained; but, after a good sound phonetic introduction has been made, a short daily sound-drill is a great help in training the muscles to a right use. Five minutes should be enough, once the sounds are known—this, of course,

preferably in the second term. All readings should be done rhythmically, lightly detaching the syllables, in fact, staccato. A *short* story or poem should be read out loud fairly regularly by the class, if possible, and preferably, from phonetic script. These short pieces for gradual memorizing may be easily hectographed. Above all, all mistakes in pronunciation should be corrected by direct reference to phonetic symbols and by drill exercises; and the sounds of new words analysed and prepared before pupils see them.

Where the aims and requirements of the school permit it, more especially in schools where French is begun before the age of eleven or twelve, a whole year's work with the phonetic script, and *none other*, is well worth the doing. It not only lifts a class on to a different plane of power, but also puts the teacher into a totally different position, with wider and higher possibilities on all sides. At the end of this year—if the teacher knows his business, and swerves not from his high ideal—the class should be able to pronounce French (or German) as easily and more accurately than it does English, for by that time muscles will have been trained, and will be therefore both able and obedient. But this, of course, implies strict care on the part of the teacher.

I do not hesitate to say that forty-nine out of every fifty teachers allow the pronunciation of a class so to deteriorate by their own

personal slackness *in this matter*—often, too, after six or seven weeks of conscientious work in the study of sound—that by the end of the term there is barely a trace of his training left, and phonetics are again pronounced a desperate failure. I have seen classes—more especially those formed of the scholarship boys and girls coming up from the Elementary Schools—begin French under *ideal* conditions: in a division to themselves, new subject, all beginning it at the same time together, children not only bright and intelligent but very keen, teacher earnest and sincere in his efforts to lay a good foundation, all conditions favourable. At the end of six or seven weeks, what does the teacher do? With no acknowledged intention of slighting or despising the ladder—the *means* by which he has attained his present satisfactory position—he calmly, almost unconsciously, pushes it on one side, and thinks he is going to get on quicker without it. Little does he estimate the disappointment he is preparing for himself! Even at a later stage, it may be wise and necessary to hold on firmly to a rung of that same ladder; how much more so, when so early in the climb neither class nor teacher can realize its slipperiness! And what is the consequence? Imperceptibly, indeed, with increasing unconsciousness, both of teacher and class, the slip, slip, slipping back begins, and, once begun, steadily continues. If the teacher spends his midsummer vacation in France at the end of the year,

he will probably return with renewed vigour and enthusiasm to the question of the pronunciation of his class. He will be perfectly aghast to find how very much worse this pronunciation is than he had remembered, and he will probably devote several weeks of the new term to the altering of this state of things. But how much more difficult is his task now! After two terms and a half (and one term is more than enough), during which the class have been sailing obliviously over the sea of sounds, regardless of rocks, and have been gradually but surely falling into the habit of saying the sounds of the foreign language *with their muscles in normal use as for English*, what a fret, what a hindrance, what an everlasting irritation to both teacher and taught is the constant pulling up, the incessant stopping for correction, which the former now sees to be necessary, if his pupils are not to sink down more and more to the usual average English school standard. Under all circumstances prevention is better than cure; and it is far easier never to allow a wrong habit to be formed than to correct that habit once formed. It is a totally different thing to *begin* a class in French with phonetics, and to *put a class back* to phonetics after a year's work. I do not know any class that would not feel discouraged, if they did not actually resent it, should they be put back in this way to begin all over again what they did a year before. Besides, supposing absolute goodwill on both

sides, however successfully the simple sounds themselves were practised and so to speak re-conquered, I think it is very doubtful whether old habit would not ultimately triumph when the class got back to connected speech again; and in any case, success, if attained, would mean weeks, if not months, of laborious effort and harassing correction; whereas if the teacher had been faithful to his ideals, *and content to go a little slower*, by the second year there should be no correction necessary, and there should be nothing to keep the class from going ahead at a steady round pace, line upon line, from lesser to greater; till, at the end of the third year, it should be ready to approach the foreign literature, not only with ease in that language, but with a power of real appreciation both of form and thought, absolutely unattainable by a Form at the end of the same period, brought up on the old translation methods. Its ear, instead of having been deadened by long months of wrongly-directed effort at the imitation of what, except to the few with a musical or naturally keen sense of hearing, can never be other than vague and undefined sound, has become cultivated and trained to distinguish at once the value and beauty of every shade; and by this training it is prepared gradually to distinguish harmony in form and rhythm of connected sounds, and so the appreciation of the sound element both in poetry and prose. Once here, it is easy to realize what

a guide and power the ear will become in the *choice* of words and their placing in composition in a language where 'c'est toujours l'oreille qui guide.'

The laying aside of phonetics once the sounds have been merely shown and to a certain extent studied is therefore a distinct abuse.

Another abuse of phonetics, closely connected with the latter, is the want of proportion in the time often spent on the analysis and study of vowel sounds, and in that devoted, or rather *not* devoted, to consonants. And this is all the more serious because consonants so materially influence the vowels that precede and follow them.

It is not uncommon, however, to hear a teacher dismiss them, either silently altogether, just ignoring them, or by merely giving them their French alphabetical names, with the remark that they are 'the same, or nearly the same, as in English.' But, in truth, this remark cannot be substantiated with regard to any of the consonants, except perhaps one or two of the voiceless ones, like s, f. All the others,

though some of them may be said to resemble the English ones occasionally, like m and n, are so much more vocalized, or pronounced with such different breath-force, that they cannot strictly be considered the same sounds.

From the preceding remarks, it will be clearly seen that I unhesitatingly advocate the use of phonetics where possible—*i.e.*, in the case of beginners in the *first* term of the study of a new living language, and *not* either in the second term or in the second year, as one sometimes sees quoted in a syllabus.

Beginning with phonetics, there is no difficulty whatever, even with quite young children, in the transition from one script to another; and phonetically trained scholars invariably spell more accurately than those trained from the beginning on the ordinary script. But to begin with the ordinary script, and then after a few months to introduce the phonetic script, with the necessity of the ultimate return to former things before you, can *only* lead to confusion and mistakes.

L. H. ALTHAUS.

SOME POINTS OF WEAKNESS IN MODERN METHODS OF LANGUAGE TEACHING.*

MR. C. KEMSHEAD (Magdalen College, Oxford) read the following paper:

The reading of a paper before this Association, or any Association, may have,

* Revised report of the debate at the Annual Meeting of the Association, January 8, 1910.

I take it, one of two objects: to shed new light on some question, or to stimulate discussion, which may prove helpful to those who participate and to those who listen. I should not presume to claim that I can shed any really new light on matters connected with Modern Language teaching; but I desire to furnish an

opportunity for an interchange of opinions. May I endorse the hope, which was so ably expressed in a few words yesterday by Professor Rippmann, that we are not going to emulate what is worst in party politics by splitting up into opposing camps, each party being intolerant of the views held by the other side. Many members of the Association will probably dissent from some of the opinions I have to put forward, but I ask these members to believe that such opinions are not advanced in any hostile spirit. Our membership of this Association proves that we have one common object in view, though we may vary in our ideas of the surest and readiest road by which to attain it. We all want to promote and to improve the teaching of Modern Languages in the schools of this country.

We have all, I presume, read with interest—I have done so with great interest—the reports presented to this meeting. We all, individually and collectively, owe a debt of gratitude to the gentlemen who have given their time and energies to studying the questions of External School Examinations and of Grammatical Terminology. Some among us may think differently from the majority of members of the Conference, about the desirability of superseding the old name 'conditional' and of classifying French personal pronouns as 'light' and 'heavy.' But dissentients will probably accept the decision of the majority when it is recognized. The report on the qualification of teachers will, I believe, be welcomed by every teacher who desires to promote Modern Language teaching.

These reports are presented to us, and though it may be hardly convenient fully to discuss them here, it would be a pity if our Annual Meeting should pass without any debate in which we of the rank and file should take our part. Such free discussion helps to stimulate the vitality of the Association, and if we approach the topic in a tolerant spirit, conduces to the end which we all seek. It was with this object in view—namely, to stimulate

discussion—that I accepted the courteous invitation of the Committee to read a paper. The discussion which I wish to raise deals with the daily work of the teacher and its results. I have ventured to call this paper 'Some Points of Weakness in Modern Methods of Language Teaching.' That in spite of improvements there still exist points of weakness is a matter on which we probably agree. I propose to indicate one or two: at least to me they seem such. I may err in this, and other defects may exist—perhaps many.

I suppose that no great reform has been carried out without opposition; possibly none without its advocates being tempted to consider the system which they have amended, or sought to amend, as an old, bad system. Many of us—perhaps most of us—acquired what knowledge we possess of French and German under the old system; though I am not sure that the teaching of forty, thirty, or twenty years ago was on a uniform system. Personally, I think that some of my own instructors were capable men who taught well. I have known in the past, as instructors or colleagues, French, German, and English teachers of Modern Languages who were efficient and successful. When we look at a modern textbook, we often find that its best explanations were quite familiar to us years ago. We welcome the advent of phonetics, even those of us who did our work, or much of it, in pre-phonetic days. The present system is good, but we have in the past, I think, known teachers who adopted the plan of teaching their pupils to utter non-English sounds before making any beginning with grammar. Have we improved as much as we are apt to think, and in every direction?

I have been teaching French and German for more than thirty years to all sorts of persons; I have done, and still do, much examining, formal and informal. The results of school-work are constantly before me in the shape of the finished (or must I say, unfinished?) product, as he comes up to the University. At any

rate, I can claim to have experience; and I have been careful to consult other examiners and teachers on these points. Of course schools vary; they always did and always will. But does the average standard of French and German show as much improvement as we might fairly expect? Many of us think that it does not. Let me take one branch in which it does not: the translation of unseen French and German into English. A large percentage of the boys in the upper forms, and of girls too, though they are usually better than the boys, cannot turn into English an ordinarily difficult French unseen. In the case of German, if we take examinees only—a steadily diminishing quantity, by the way—we perhaps find rather better work; probably, I think, because the candidate is not tempted to offer German, unless he knows, or thinks he knows, something of it. Now, a large proportion of educated men and women will find it necessary, at some time, to be able to read and understand French or German, possibly both. Many, no doubt, will wish to speak and to write; but those who will need to read greatly outnumber those who will require to speak and write. Surely we should do well to aim at this first stage—I mean, the ability to read and understand. And this facility in reading has a direct value as a means of teaching grammar. I imagine every Reform teacher so uses it; and also as a means of teaching the pupil to write prose by imitation. With regard to prose and to the power of speaking the language, we all agree, I think, as to the value of a residence abroad in a foreign family, even if only for a vacation. Not only does the pupil add to his vocabulary many fresh words and phrases, but he is daily practising what he had previously learned, and sometimes he is rather surprised to find how much he knows. There are difficulties in the way of such a holiday, notably the expense; but the exchange of children may help this. Moreover, many parents who can afford to send their children abroad, need to have

impressed upon them the importance of so doing.

Reading and translating, at first a prepared passage, and later on at sight, supplemented by dictations from the book read, each pupil correcting his own—and I would like to add the learning of just one good clear prose sentence of French or German—are valuable as vehicles for teaching prose and grammar, but should only be supplementary to more systematic grammatical instruction—I mean, definite explanation. This explanation—I fear I am about to advance heretical opinions—should, in the earlier stages, be given in English. I am quite aware that H.M. Inspectors have recommended the *Direct Method*, but I am none the less convinced that it is not feasible for beginners. I once had some practical experience of Direct Methods. More than forty years ago I went to Germany for three years; I lived with Germans who spoke no English, and at first had to pick up vocabulary and grammatical rules as best I could. When I contrast what I learned in six months with the progress made in one month by some of my own pupils, who have previously had most of their grammar difficulties explained in English, I do not think the Direct Method suitable for beginners. Yet in many recent textbooks it is employed at an elementary stage. At a later stage I see no objection to its use, but in the case of children it enormously increases their difficulties, and gives them, I believe, a thorough dislike for the language. I am speaking of grammar teaching and grammar questions on the Direct Method.

The last question which I wish to raise is the diminution of German classes. We constantly hear of the importance of German—much is done here and in Oxford to foster the study of German—and I think that while Cambridge has Dr. Breul and we have Professor Fiedler the study of German is not a lost cause. But at present the number of boys and girls in our schools who do German steadily decreases. In the past there were often

special reasons for its unpopularity: the teachers and the textbooks. The teacher was not seldom an Englishman who knew very little German, but who essayed to teach it, not being daunted by the difficulty of a good accent—a wholesome deterrent in the case of French. The better type of German who came to teach rarely stayed; the advantages offered in his own country prompted him to return as soon as he had acquired English.

The textbooks were, with a few exceptions, either difficult classics or children's tales. Now, boys and girls usually begin German at fourteen or fifteen; they are not old enough to see a deeper meaning in a fairy-tale or fable; to them it is just a childish tale. An extract from a history, a historical novel, a geographical description, interests them. We now get such textbooks, but it looks as though we should soon have no pupils to read them. In Germany the study of English increases yearly; the converse is not the case. We are told that German is crowded out by other subjects. Cannot this Association do something to remedy this?

Mr. H. M. O'GRADY (Goldsmiths' College) said:

Mr. Kemshead complains that the men who come to him now write poor unseen translations compared to those who came to him before the Direct Method was adopted. I think this may be explained by the difference between the vocabulary learnt in former days and that learnt now. Whereas the works read used to be very largely military with a narrow military vocabulary and the unseens used to deal almost exclusively with military topics, the vocabulary of the boy or girl taught by the Direct Method is so wide that it is wellnigh impossible to be sure of any particular type of association groups being absorbed. And the military vocabulary has almost disappeared. My own difficulty is that I find men from one school have a vocabulary mainly economic, from another mainly historical, from another, mainly agricultural, from another, mainly social. It is obvious to me not that the

men are unfitted for the unseen translation, but that the unseen translations are unfitted for the men.

Mr. Kemshead advocates the greater use of dictation, but surely dictation is an essential part of the Reform Method. There is no cleavage here between the methods. On the question of retranslation, however, I feel myself more deeply moved. Deliberately to introduce the English language into a French lesson is to set up in the brain of the pupil who is trying to get accustomed to the French associations a set of disturbing waves of English which travel in all directions. The question is one that calls for a clear understanding of mental processes. French associations have to be formed just as English associations have had to be formed; they are not so much concepts as sound associations and syntactical associations. But this is certain, that the English and French associations are incompatible, and that in minds immature in their knowledge of English and far more of German or French, and still inexpert in the control of association groups, English used deliberately and in the gross (as in retranslation) will smash the new, unstable foreign associations to atoms, so that even when you have accurate foreign sounds you will have Anglo-French, or else you will have mere learning by heart of the French—and it is really rather late in the day to be obliged to state for the information of inquirers that these processes are uneducational.

The chief weakness, it seems to me, in the Direct Method movement, is the lack of organization between the schools, within the schools, and as regards the content of the vocabulary learnt. It is to the consideration of these points, all of which are interdependent, that we should turn our attention. At a certain age every pupil in every school ought to know a definite, invariable minimum of words, of grammar, and of usages, so that he may not leave school with all sorts of blank spots in his French or German association groups. And this organization would be

a splendid task for the Modern Language Association to fulfil.

MISS STENT (Central Foundation School) said :

I have purposely not compared the old and new methods of language teaching in my own mind, in putting these few remarks together, for, from my own relatively short experience, I am convinced that modern methods are those which will best instil a real workable knowledge of a language into the child's mind. In order then to make the modern method freer from weaknesses than any method employed hitherto, it is perhaps well, at this stage, for its exponents to seek out and uproot the weak spots, or at least to strengthen them. This is assuredly being done, and in many cases most successfully, and because the method allows so much freedom to the teacher and enables him to meet particular needs as they arise, the weak points are strengthened without recourse to any other method. If weaknesses there are, what are they, and how can they best be minimized or done away with altogether? In order to get more information and to answer these questions as fully and as satisfactorily as possible, I asked for opinions from (1) teachers not on the Modern Language staff, as well as from (2) those on it, and from (3) classes where girls had learnt both on the old and new methods.

(1) The chief complaint from teachers of other subjects appears to be that Modern Language teachers want too much—too much time in and out of school, too much room, too much noise (referring, I suppose, to recitation, singing, class-reading, phonetic practice and perhaps to gramophone lessons), too much apparatus, too much everything; this I considered too selfish a view of the important question I had in hand to brook much consideration or need of correction, for living languages must live and, in consequence, make themselves heard.

(3) On asking for a discussion, in a form preparing mainly for Matriculation, where some pupils had learnt both on old and

new methods, I found some rather interesting evidence.

One girl, whose sister left us about two years ago to use a scholarship she had won for another school, said: 'My sister cannot talk French at all now and her pronunciation is all wrong; it does not seem to matter at all how she says words; but she does seem farther on than we are when she shows me her exercises and translation.' I asked her which method then she was inclined to favour and think she would like to be taught on. 'Oh,' she said, 'there is no doubt at all in my own mind, the new method certainly, because you can use the French you learn.'

Two other girls were in favour of the old method, and were rather strongly in favour, too. On questioning them, I found they did not quite know what it meant, but that they felt the learning by heart of grammatical rules, irregular verbs, vocabularies, etc., would make them feel safer for the Senior Oxford Local which they both hope to pass in March.

It was the general opinion of the class that (1) more time was needed to cover the ground proposed by the new method than on the old; (2) that they would like to start earlier to systematize the learning of grammatical rules, and verbs, chiefly because they thought thereby they would make fewer mistakes in free composition.

I might mention here that we have started the learning of grammar and verbs in a more workable way, lower down in the school than when we first introduced the new method.

In all classes where I found girls had learnt on both methods, the new seemed to find most favour, though there were several girls who said that they felt that they wanted to know more grammar, and be surer about their verbs, if their free composition was to improve and be natural and fluent, at the same time saying that they always felt at a loss for sufficient vocabulary.

I pointed out the fact that under the

old method free composition had been little used, and that it of course would be improved if they would talk and read more for themselves. A large number of them had already grasped this fact, and said it was the time that was lacking.

As to the Modern Language teachers themselves, for whose views I asked, the following are some of their remarks :

1. There is inaccuracy in grammar and verbs, especially to be found in free composition and oral work.

2. There is a tendency in all modern methods to cover too much ground, to get an impressionist's painting rather than a thorough workable grasp of facts.

3. The background of the language is vague and wanting in decision.

On looking into these criticisms, the prevailing note seems to be inaccuracy and vagueness.

I do think now, though I did not when I first started teaching modern languages, that translation may form a valuable addition to Modern Language teaching when the pupil has obtained a fairly thorough knowledge of both his own and the foreign language, but not before ; for I do not agree with some people who think that the teaching of the foreign language ought to help the mother-tongue, and that is what translation begun early often amounts to. Until then, I would let him learn French as nearly as possible as he is learning his own language. Keep him bright and active in French as he is in English.

I only wish some way could be devised by which some German at least could find a place in our already full curriculum ; but what can you do in schools where English, too, is a somewhat foreign language, or is so at least in the home of the pupil, if not in the class-room ?

Is the method entirely to blame for this, and cannot the inaccuracy of grammar and verbs, want of a workable grasp of facts, tendency to attempt to cover too much ground, etc., be corrected without change of method ? There is surely nothing in the new method which prevents the

correction of this lack, and everything to help.

Verb drill, exercises on grammatical points not clearly understood, etc., surely receive their place, even better and from a more linguistic point of view, than they did on the old method.

The one thing that does seem impossible to avoid is the immense amount of nervous energy which this method demands of its exponents. Are they, then, paying too high a price for the result obtained ? Clearly not, when the result is to insure a love of the language in the child's mind, leaving him with a strong desire to carry on the study of its literature, etc., which has necessarily been limited during his school life. If it is to insure the passing of an examination, set according to methods not in use, certainly then the price paid by both teacher and scholar is wasted ; the result must be in many cases failure.

Professor RIPPMAUN said, to his mind, it was not so much weakness of method as weakness in putting the method into practice. Many a teacher, though he might know next to nothing about phonetics, tried to employ them because he thought it was the correct thing to do, whereas if one did not know phonetics, the best thing was to leave them alone. In the same way some teachers seemed to take free composition because they thought it could be done in the haphazard way English composition was often taught. Weakness was sometimes the results of too much training in method. He had to go about constantly telling teachers not to work so hard. As a result of their extreme keenness they ran themselves down. They put too much into their teaching, and tired their children out too much. The imparting of the lesson should be a work of art ; to attain this end careful preparation of the lesson was required. The lesson as the Reformers desired it took a great deal more out of the teachers than if they let the book do all their work for them. The trained language teacher was inclined to put too much into the teaching itself and to leave

too little for learning, and the result was that the pupils too often came to look upon the lesson as a lecture. There was a danger of people who believed in the Reform Method sticking too much to the letter. It was the letter that killed; they wanted the spirit. They were constantly laughed at because they wished to avoid the mother-tongue in the class-room; they were told that they could not do that because the mother-tongue was the child's language. He made bold to say that the teacher who made himself the slave of a general rule, and *never* introduced English into the lesson, was going against the spirit of the Reform Method. The Reform Method left something to the common sense of the individual teacher, and if for any particular purpose he thought it better to use the mother-tongue, let him use it. So in grammar also: there was a great deal of simple grammar that could be perfectly well taught in the foreign language, without any occasion to use the mother-tongue, but there were many cases in which the mother-tongue must be used, for the simple reason that the point they were going to bring forward in the foreign language was inadequately understood in the English grammar. In such cases, let them give their pupils a little English grammar talk before they came to the foreign language. The reform method that *absolutely* excluded the mother-tongue was a mistake, and he hoped that they would never hear of it again. Let it be a reform method tempered by common sense.

Professor SAVORY said Mr. Kemshead had spoken of the unseen translation especially in regard to the Universities, and had pointed out the fact, which he had no doubt was correct, that the English in which the translation was rendered was worse than it used to be when modern languages were taught under the old method. Surely that was self-evident. Under the old method the whole time in preparation was devoted to finding out the English equivalent for the French, and when the boy came afterwards into the

class-room, the same process was repeated. The sole object of master and pupil was to render the French language into the most perfect English. In fact, it was not a lesson in French, but a lesson in English. The principal part of the lesson and of its preparation was devoted to English, and naturally, when the boy went to the University, the results in English were better than at the present time. But that was a wrong method of learning a foreign language. They must leave English to the English teacher. Their business was to teach French, and it seemed to him, as unseen translation was recommended in the Report, that the duty of the examiner was not to see whether the boy could translate a French passage into perfect English, but to see whether he could understand the French text, and in marking they should not insist upon a fastidious rendering into perfect English. A simile used by Mr. O'Grady had been received with cold water. There was another simile equally well known and equally well used, and it was one in which he was going to take refuge. The French Embassy was, according to international law, a portion of French territory on English soil. So the French lecture-room should be a part of French territory in the schools and Universities. In their teaching they must centre all their attention upon the French language. They had only a few half-hours allotted to their subject for the teaching of French. Let them teach French.

Miss E. C. GRIMWADE (High School, Exeter) said as regarded the unseen translation she would like to bear out what Mr. O'Grady had said. She had had experience of girls who had been trained for five and six years under the direct method. At the age of fifteen they started unseen translation. They worked very slowly, not more than eight or ten lines at a time, and the result was infinitely better as translation than in the case of those girls who translated from the earliest stages. It was not sufficient to understand the meaning of the French, they must be able to express it in good

English, and a pupil had not a real grasp of English style until reaching the age of fifteen.

Mr. S. A. RICHARDS (Hackney Downs School) referred to the statement made by Mr. Kemshead to the effect that there was, among examination candidates, a falling off in the power of translating a foreign author into English. He thought one might legitimately assume that that involved a falling off in the power of reading with understanding those foreign authors, and if that was a fact, it was a serious fact, because, personally, among the ends they had in view in the teaching of a modern foreign language he should certainly put that of understanding the literature of the country first and foremost. Take his own case, the case of an average secondary school, where the boys belonged to what were called the middle classes—boys whose parents had limited means. There was not one boy in a hundred who, after he left the school, would ever have the opportunity of going to France or would ever have a real opportunity of talking French. It had been rightly pointed out by Mr. O'Grady that they could not appreciate French literature unless they were able to speak the language, but were they not apt to devote an excessive amount of time to the purely oral side of French teaching? If they went farther, and considered the question of composition, how many of those boys would ever need to write French? Some of them might use it for business purposes, but foreign correspondence in most business houses was done by a very poorly paid clerk, and for other purposes the boys had no need to write in the foreign language after leaving school. His pupils had four French lessons a week, and his classes contained, on an average, thirty boys each. Supposing he devoted every minute of every lesson to teaching the boys to speak French—i.e., if all his lessons were filled with oral work, and he made no allowance for time taken up in setting home-work, giving out exercise books and collecting them, and so on—how much

actual practice in speaking did each boy get? It amounted to about three minutes a week for each boy, and, with forty weeks in the school term, it reached an aggregate of two hours a year. So it worked out that each individual boy could only reckon upon two hours in the whole year in which he could engage in actually trying to speak French. What degree of fluency could he expect to reach under those conditions? As had been pointed out by Miss Stent, they should aim at conducting their teaching in such a way that when the pupils left school they would do so with a taste for the literature of the foreign language. Would that varying and limited fluency, that varying, limited, and restricted power of expressing themselves in French, lead to anything in that way? It was a matter of common experience that children who had been brought up with French governesses, who had been practising French from early years, and who spoke with considerable fluency, quickly lost the power of expressing themselves in the foreign language when once deprived of the opportunity for continual practice, and were no more capable of speaking the language than those who had not had the advantage of that early training. He expressed his satisfaction with the discussion. He thought it was an excellent idea that the Modern Language Association should have asked Mr. Kemshead to read a paper on 'Some Points of Weakness in Modern Methods of Language Teaching.' He had been looking forward to a real good frontal attack, and he only wished the reader of the paper had made his criticism more severe and more direct. He believed there were weaknesses in the modern method. He himself taught on that method, but he thought they were apt to get a little bit too arrogant. What they wanted was adverse criticism of the most keen kind, and what they wanted still more was scientific experiment and accurate information as to results. He had a lurking suspicion at the back of his head that such accurate information would reveal that vagueness and inaccuracy that

had been mentioned in Miss Stent's paper. The thorough advocates of the Reform Method replied to any such insinuation that the weaknesses were the fault of the exponent. The critic could say nothing to that, and the moderate men were afraid of getting up and urging their views, because if they said, 'I think such and such a method is not successful,' the extreme champion got up and replied, 'It is your fault.' He threw it out as a suggestion: Was there not a danger of devoting too much time to trying to make their children, as it were, living gramophones, with little result, and of not devoting sufficient time to the reading of the actual literature of the language?

DR. SANDER (Musterschule, Frankfurt am Main) said: I only want to say a few words with regard to what Mr. Richards has said just now. He said that the literature of the foreign nation must always remain the last aim of language teaching. I feel perfectly at one with him on this point, if he understands by literature not only literature in a narrow sense, but culture and history as well. But, as far as I know, this has never been disputed. The only difference lies in the way in which this aim has been reached. We are teaching a living language, and the most natural means is the living language itself—*i.e.*, continual speaking. By making the pupils speak, we not only give them a better feeling for the language, we not only place them on more intimate terms with it, but we also make learning more natural and easier for them.

But, says Mr. Richards, speaking will get only a very poor chance in a class of over thirty boys. We have at Frankfurt very crowded classes of over forty boys—forty-two boys being the average—and yet speaking gets its full share. Now, one of the previous speakers said that through this new method of speaking the foreign language the pupil's power of feeling for his mother tongue is diminished. These two statements cannot very well be reconciled; in fact, they exclude one another. But I do not believe that the power of

feeling for one's mother-tongue has got anything to do with the different ways of teaching. If it had, I feel rather inclined to think that the old way of translation would do more harm to a boy's ability in his own mother-tongue.

MR. RUSSELL SCOTT (Bedales Preparatory School) said the speaker who made the frontal attack seemed to him mistaken in urging that what we have to aim at primarily is the cultivation of a taste for the foreign literature rather than ease in conversation. Those who advocated that system seemed to him to fall into the error of treating living languages like dead ones, and the fruit of their labour was likely to be the same as that of the teachers who spent twelve years in teaching him to read Greek with real enjoyment, and Latin with facility if with less pleasure. The sole result had been that Greek and Latin authors stood upon his bookshelf to that day. He never opened them for lack of a living incentive to do so after he had entered upon the business of life. That was the experience of most men with their classics, and he thought that a similar fate would befall the French or German of those who were taught the literature at school instead of the living conversational language.

Those, on the other hand, who learnt to talk and understand French would be constantly tempted to take advantage of whatever opportunities they possessed of foreign travel, and an Easter trip to Paris was open to all.

His experience had been that anyone who had acquired conversational ease in a language made efforts to keep it up and was almost always led on to read the literature afterwards. It certainly could not be maintained that the converse is true, and that a school knowledge of the literature leads the student on to personal acquaintance with a country in which he feels himself tongue-tied.

He would like to emphasize another point already made by a previous speaker; for it involved the fundamental question 'What do we mean by "French"?' The

reader of the paper plainly overlooked the existence of that question when he spoke of the necessity to do French 'reading, writing, and translation,' as though these three were synonymous with 'three branches of *French*,' whereas in fact there seemed to be a growing agreement that translation is an exercise in English. The speaker therefore, without belittling the value of translation, regarded it as something of a trespasser on the French time-table.

Similarly in the case of grammar, his own practice was to take French and English together in the same lesson; for he thought it absurd to increase the difficulties of grammar by teaching it in the foreign tongue, and yet he conceded the general truth of the 'pebble in the pond' simile, which a previous speaker so vigorously attacked. His practice, perhaps, could not be adopted by many teachers, as it was a question of that organization within the school for more of which Mr. O'Grady had pleaded.

We needed to have a narrower definition of the vocabulary to be demanded at each stage within the school, and we were equally in need of an organization of outside examinations which should cease to act as a deterrent upon the progressive inclinations of teachers.

Mr. VON GLEHN said he would only touch on the two points of vocabulary and inaccuracy. As regards the former he said that the lack of vocabulary complained of came partly from lack of organization and agreement in the elementary stage, and partly from the failure to recognize that the principle of basing the study of the foreign language on the spoken tongue necessarily implied a different route, so to speak, in the acquisition of vocabulary. The elementary stage was necessarily confined to the simplest forms and expressions of 'every-day' speech, and that was where more agreement and organization was needed. The intermediate stage, where formerly one aimed at entering as soon as possible the field of real, and even classical, literature, must now be the time for pass-

ing from the more colloquial forms of language to simple narrative, as found in French and German children's books, or better still, in books specially written for English pupils by that *rara avis*, a foreigner combining literary gift with experience of teaching in this country. It was thus inevitable that the stage of reading real literature and acquiring the vocabulary and syntax of literature should be reached later under the régime of the Reform Method; but it paid a hundred times over. When the literary stage was reached, after the previous training just mentioned, the progress was ten times as rapid as formerly under the régime of continuous translation, so that though the Reform Method might at first sight seem to compare unfavourably with its predecessor on this point of literary vocabulary in the earlier stages, if the comparison was made at the end of the school course, it was a question whether the Reform Method did not beat its rival even on its own ground. And it should be noted that even specialists in other subjects could get the benefit of this literary training in the advanced stage when they had been through the more purely linguistic training of the elementary and intermediate stage. It simply meant that from the point where they began to specialize they would have to confine their study of French to reading and conversation, leaving to the Modern Language specialists all advanced composition and the history of the literature as a whole. But it must never be forgotten that under the Reform Method, even pupils who had to leave school before reaching the literary stage possessed that colloquial knowledge of the language which was the only really psychological introduction to the literature, and afforded the best chance of the subsequent development of a taste for the foreign literature in those who were capable of it. He instanced the case of a boy who had been forced to leave school at fourteen, in the intermediate stage, to go into business, and who had kept up his French by reading books, which he bor-

rowed from the school Modern Languages library. Three years after he had left school he presented to the library, as a token of gratitude, the French book he said he admired most—it was Anatole France's *Le Livre de mon Ami*—an interesting proof of the fact that the habit of private reading, for the fostering of which a school library was even more necessary for foreign languages than for the mother-tongue, was an essential factor in the solution of the problem of vocabulary. As to inaccuracy, of which one heard so many complaints, he was convinced it was not an inherent defect of the method. Here again we got a wrong impression from an insufficient realization of what the Reform Method implied. Whereas formerly the primary aim had been grammatical accuracy, it was now stylistic accuracy; and he thought the change was distinctly one for the better, and the Modern Language teacher should be gratified, who found his pupils making the same kind of mistakes as the foreign child. But it must also be remembered that a great deal of the inaccuracy complained of was serious and quite avoidable, and was the result of partial, injudicious, or ignorant application of the Reform Method, when it was not the inevitable consequence of unfavourable conditions of teaching.

Herr DIRECTOR WALTER first pointed out the necessity of phonetics, illustrating his point by some experiences of his own. In teaching German to foreigners, as a student, he was unable to make his pupils acquire an exact idiomatic pronunciation. He always felt there was something wrong, but was not quite sure what it was. Many years later, through the intrepid and energetic appeal of Professor Viëtor of Marburg University, who by his little book *Quousque tandem* gave the signal for attacking the antiquated method of teaching languages, and who emphasized the help of phonetics, he saw what was the matter. His pupils had not been taught how to produce the sounds; imitation alone did not suffice. From that time

onward he had acquired the conviction, which he still held, that an effective teaching of the elementary stages of any language was impossible without the help of phonetics.

The next point of importance was the acquisition of a large vocabulary. This extensive vocabulary had to be kept present in the minds of the pupils by continual practice. Words and phrases must, however, only be learnt in connection with the context; a boy must be able to give by heart the entire passage where such and such a word occurred. When after frequent occurrence a word was impressed upon a boy's mind in its various meanings, it would detach itself and be remembered on its own account.

Written exercises and compositions must be as simple as possible. If a boy was enabled to render in tolerable English or German or French any passage that had been previously read, or if he was enabled to relate in writing what he was able to say, that was all that should be attained. We had to limit and cut down any wishes beyond that.

But there was still one gain, if everything else was denied, in the modern teaching of languages; it enabled the boy to put into immediate use what he had learned at school. He felt how his faculties were developed from day to day, his self-reliance was strengthened, and this had a very welcome reaction upon his interest in school learning. His pleasure and joy in his daily school work was roused and kept alive, and this, no doubt, was one of the most important features of the new movement.

Miss JOHNSON (Bedford College) said she had been a firm believer in the Direct Method from the very beginning, but it had always seemed to her that too much credit had been taken by the expounders of the new method. They all felt what they owed to teachers of the old school, who gave them an interest in reading and taught them what culture meant. Good teachers under any method aimed at the same end. At the same time, there was no

doubt which method the younger pupils would prefer if they were asked. She would like to urge one word of warning upon the more enthusiastic exponents of the Reformed system. She understood that a certain life assurance company had made terms especially difficult to teachers who were engaged in modern language teaching on the Direct Method.

Monsieur DUPRÉ was struck by the frequent recurrence of the word 'vagueness' applied to the new system of teaching foreign languages. The reproach should be directed against inexperienced

teachers, not against the system itself. M. Dupré was ready to agree with Professor Rippmann's statement that the use of the mother-tongue was not in contradiction with the spirit, though it was with the letter, of the new method, but he thought that the mother-tongue should only be used in exceptional cases. It might sometimes be a means of control; it must never be a means of teaching. There must not be any misunderstanding on this point. The use of the foreign language must remain, as it were, the foundation-stone of the system.

LE RÊVE.

*Compagne des zéphyrs, une brise légère
Passe sur la nature et court vers l'horizon,
Distillant les parfums qui montent de la terre
Et comme ces derniers se perd en un frisson.*

*C'est la nuit maintenant; tout est sombre et mystère,
L'oiseau, dans le bocage, égrène sa chanson;
L'ange, depuis longtemps, a fermé la paupière
De l'enfant dont la voix égayait la maison.*

*En ce moment sublime, à cette heure suprême
Où l'âme des humains plane sur ce qu'elle aime,
Le Mortel, qui se sait à l'abri du souci,*

*Vers des lieux éthérés laisse errer ses pensées,
De regrets ou d'espoir, ou d'amours insensées,
Et, bercé par le 'Rêve,' il sanglote et sourit.*

JEAN-ALCIDE D'AURANIMON.

[We are indebted to M. Marionnaud, of the Royal Grammar School, Colchester, for leave to reprint the sonnet for which he recently obtained a first-class diploma (*mention très honorable*) from the Academy of the *Jeux Floraux du Languedoc*.]

HOLIDAY COURSES.

THE Special Inquiries Office of the Board of Education has again issued its useful Table of Holiday Courses on the Continent. It contains particulars of the following Courses :

GERMANY AND AUSTRIA: Greifswald, Jena, Marburg, Neuwied, Lübeck, Kaiserslautern, Salzburg.

SWITZERLAND: Geneva, Lausanne, Neuchâtel.

SPAIN: Santander.

ITALY: Florence.

FRANCE: Besançon, Dijon, Grenoble, Nancy, Boulogne-sur-Mer, St. Servan, St. Malo, Paris (i. Alliance Française; ii. International Guild), St. Valéry-sur-Somme, Versailles, Honfleur, Bayeux, Granville-sur-Mer, Caen, Lisieux, Ronen, Villerville-sur-Mer.

On the title-page of the Table we read : 'The inclusion of a course in this list must not be interpreted as the expression by the Board of Education of any opinion as to its efficiency or otherwise.' Such an expression of opinion would, however, be very valuable; and though the Board of Education is doubtless wise in refraining from the delicate task of discriminating, it is a task that should be undertaken by some such body as the Modern Language Association. It has been suggested that an experienced teacher should be sent as commissioner, in the first place, to the various courses in France, with the object

of presenting a report on their efficiency, and particularly on their suitability for English students. It may not be possible to do this in the present year, although, from confidential reports we have received, certain courses are distinctly unsatisfactory, and an early statement of the facts is much needed. In the meanwhile we appeal to any of our members who may be attending a Holiday Course this summer to send us a brief account (not exceeding two columns of MODERN LANGUAGE TEACHING) in which they speak quite frankly about their experiences. The articles need not be signed, but in that case the name of the writer should be communicated to the Editor as a guarantee of good faith.

In another column we print a letter from Mr. Daniel Jones which deals with a matter of some importance. In England we have come to realize how much help the teacher may derive from a judicious application of a knowledge of phonetics, and we use, almost universally, the symbols of the International Phonetic Association. In the French Courses a variety of other systems are in use, and this serves to bewilder the student and to waste his time. Those who report their impressions of a course they have attended are particularly requested to give information on this point when they discuss the value of the phonetic teaching.

L'INSTITUT FRANÇAIS POUR ÉTRANGERS.

NOTICE has before now been drawn in these columns to the *Institut français pour Étrangers* in Paris, founded about a year ago by Professor Charles Schweitzer.

Having lately spent three most enjoyable and extremely profitable months at the *Institut*, I am glad of this opportunity to express my very high appreciation of M. Schweitzer's general arrangements, of the quality of the instruction given, and

of the thorough conscientiousness of the Director and of the capable men who assist him.

The daily courses, elementary and advanced, in French language, written and spoken; on modern French literature; on current political questions and *faits du jour*; on the social, artistic, commercial and religious aspects of France, and above all of Parisian life; on the history of

Paris and on its monuments, etc., are given by men who have a thorough grip of their particular subject, and skilfully encourage even the most reserved newcomer freely to express his or her opinions. The lessons are not lectures *ex cathedra*, but mainly of the nature of *causeries*, in which the students are compelled to do the speaking, while the Professors continually guide and correct their efforts. The written exercises set are most carefully corrected, and there is, indeed, hardly a limit to what *may* be gained by a painstaking student.

As far as possible, no lesson is given on a subject for which the students have not to a certain extent prepared themselves, the object being that everyone may be able to take a part in the conversation. Each weekly literature lesson bears on a certain book that has been read, or a certain play that has been seen (and read when possible); the public building, museum, park, cemetery, or picture-gallery is visited and explored before it is discussed. There are regular debates on general topics for the more advanced, and the beginners are equally well provided for. Some of the books treated during my stay were: *Les Affaires sont les Affaires* (Mirabeau); *Pêcheur d'Islande* (Pierre Loti); *Le Duel* (Lavedan); *La Robe Rouge* (Brieux). Other lessons were on: Les cimetières parisiens (Père Lachaise, Montmartre, Ivry, etc.); le Panthéon;

l'Île Saint-Louis; le Jardin des Plantes; l'administration de la France; la Représentation Proportionnelle; le Théâtre à Paris; l'enseignement du français en Allemagne et en Angleterre; la mort et les pompes funèbres, etc.

Quite apart from these excellent courses, the *Institut* can justly claim that it does much to save the student's time. Advice is given on every conceivable subject; the topography of Paris is made clear to the stranger; tickets are obtained for admittance to the *Chambre des Députés*, Law Courts, etc.; serviceable tram-lines, cafés, bookshops, boarding-houses, etc., are pointed out—indeed, everything is done to enable the foreigner to take the fullest advantage of his stay in Paris. To quote my own case: I arrived in Paris at seven one morning, an absolute stranger in a strange land. I left my luggage at the station; at nine I was listening to a discussion at the *Institut français* on the *Salle des Caryatides*; at ten I introduced myself to Monsieur Schweitzer; at twelve I had found very suitable lodgings; and by three p.m. I was thoroughly installed and at home.

The *Institut français* is only in its beginnings. It has undoubtedly a great future before it, and similar institutions in London and Berlin would prove invaluable—and are sure to make their appearance.

E. X. K.

MODERN LANGUAGE ASSOCIATION.

A MEETING of the Executive Committee was held at the College of Preceptors on Saturday, February 26.

Present: Messrs. Pollard (chair), Atkinson, Brereton, Draper, von Glehn, Hutton, Miss Johnson, Mr. O'Grady, Miss Purdie, Professor Rippmann, Miss Shearson, Mr. Twentyman and the Hon. Secretary.

Letters of apology for absence were received from Mr. Andrews, Dr. Breul, Mr. Brigstocke, Professors Fiedler and Milner Barry.

The minutes of the last meeting were taken as read and confirmed.

The Finance Sub-Committee submitted an estimate of receipts and expenditure for the current year, which was adopted, after a few modifications had been made.

The Finance Sub-Committee also submitted a statement of the expenses of the General Meeting, which had considerably exceeded the amount voted. After hearing the statement, the Committee passed the following resolutions:

1. That the cost of the General Meeting, including the printing and postage of programmes and cards, hire of rooms (if any), gratuities, report of meeting, and refreshments during meeting shall not exceed £20.

2. That no part of the cost of the Annual Dinner shall fall upon the funds of the Association, except that incurred for invited guests.

A statement was received from Professor Robertson to the effect that the deficit on the *Modern Language Review* for the year 1908-9 was £36. It was resolved that of the Association's share £14 should be paid from the corporate funds, and that such proportion of the guarantee given by members should be called in as should be necessary to complete the sum required.

A request was received from the Terminological Conference for a further contribution of £10. In consenting to this request, the Committee resolved to express to the Conference their hope that the funds contributed would be used with strict economy, and that no further contribution would be required.

A letter from the Terminological Conference asking for the opinion of the Committee on the question of the best terms for the French pronouns commonly called 'Conjunctive' and 'Disjunctive,' was read. After some discussion it was resolved that it is preferable to have no distinctive terms for such pronouns, but that, if some are used, 'Heavy' and 'Light' are to be preferred to 'Disjunctive' or 'Emphatic' and 'Conjunctive' or 'Unemphatic.'

It was also resolved that it was desirable that the addendum to the Report be deleted.

A Sub-Committee, consisting of Mr. O'Grady (convener), Miss Purdie, Miss Procter, with power to add two to their number, was appointed to consider whether the arrangements made by the Board of Education for the inspection of Modern Language teaching are adequate.

A Sub-Committee, consisting of Miss Althaus, Messrs. Brigstocke, Lipscomb,

Longsdon and Twentyman was appointed to consider how the assistance given by local authorities to teachers wishing to study abroad can be developed and best utilized. On the recommendation of the Information (preliminary) Sub-Committee the following resolutions were passed:

1. That the present list of French and German families which can be recommended to English students be increased.
2. That the means adopted be (a) a standing paragraph in MODERN LANGUAGE TEACHING, (b) a circular letter to local secretaries, (c) application to members who are likely to know of suitable families.
3. That a similar list of English families which can be recommended to foreign students be drawn up by similar methods.
4. That no family be entered on either list which is not recommended from personal knowledge by a member of the Association or other reliable person.
5. That a leaflet on diplomas in French and German, obtainable without lengthy residence abroad and without taking a degree course, be drawn up, and also an account of the diplomas now held by English teachers of foreign languages.

The permanent Information Sub-Committee was then constituted as follows—Messrs. Payen-Payne, Twentyman, Professor Salmon, Mrs. Longsdon, and Miss Sandys.

Letters were read from Miss Stent and Mr. W. H. McPherson, announcing the formation of branches for North London and Birmingham respectively. The proposed branches were approved, with best wishes for their success.

Professor Rippmann was appointed to represent the Association at the meeting of the Neuphilologenverband at Zurich.

A letter was read from M. Dupré, appreciating the gift the Association had made

to the Paris Relief Fund, and one from Mr. O'Grady, announcing that a further appeal on behalf of the *Guilde Internationale* (Paris) was to appear in the Press.

The following twenty-six new members were elected :

Miss M. M. Aimers, B.A., County Secondary School, Peckham, S.E.

Miss Marian Barnett, Highbury and Islington High School, N.

P. F. R. Bashford, B.A., Bradfield College.

C. L. Freeman, B.A., Magdalen College School, Oxford.

Miss S. M. M. Furness, Dulwich High School, S.E.

R. T. P. Glasspool, B.A., Lancing College.

Miss E. M. Glenny, Royal Naval School, Twickenham.

H. Hepworth, Mathematical School, Rochester.

Miss M. H. Kennedy-Bell, Uxbridge County School.

Mme M. I. King, Notre Dame de Sion High School, Holloway, N.

Frln Kloboch, Southwood Hall, Highgate, N.

F. W. Koch, King's College School, Wimbledon, S.W.

Miss Lotka, County Secondary School, Eltham.

Miss E. L. Maclean, M.A., High School for Girls, Walthamstow.

Miss McWean, County Secondary School, Clapham, S.W.

H. Malcolm Magee, M.A., St. Andrew's College, Toronto.

Mlle Meissimilly, 9 Soho Square, W.

C. H. Mercer, M.A., Cranbrook School.

B. T. Metcalfe, Wakefield Grammar School.

Mlle Mille, Southwood Hall, Highgate, N.

D. W. Plant, B.A., King Edward's School, Aston, Birmingham.

Miss E. M. Purver, County Secondary School, Clapham, S.W.

Miss Alma Quaas, B.Sc., Whalley Range High School, Manchester.

Miss Olive P. Robinson, Bath Row High School, Birmingham.

Miss Rowe, Southwood Hall, Highgate, N.

Rev. N. Trewby, M.A., Strand School, King's College, S.W.

Miss Evelyn L. Vernon, B.A., Girls' Secondary School, Peterborough.

OUR BRANCHES.

MEETING OF LONDON MEMBERS.

A MEETING of the London Members of the Association was held by kind permission of the School Committee at the City of London School on Friday, February 25, to consider the question of forming branches or discussion circles. About sixty members attended.

Professor Rippmann, who presided, asked Mr. W. P. Fuller and Miss Purdie to give some details as to the Northern and South-Eastern Branches respectively, these having been already formed. Communications were read from Professor Spiers and Mr. A. M. Saville, and a general discussion followed, with the result that it was decided to form branches for the South-Western and Western districts.

It was considered desirable that the London branches should hold a joint meeting once a year.

NORTH LONDON BRANCH.

At the meeting of this branch on March 18, there was an attendance of eighteen members, several of whom had not previously attended; this at least is a hopeful sign for the future life of the branch.

A lively discussion followed Mr. Richards' opening remarks on 'Practical Difficulties in Modern Methods,' no less than ten members taking part. The evening was successful and helpful, and the thanks of the branch are due to Mr. S. A. Richards for the very able way in which he opened the discussion, and to Mr. Fuller for having again arranged for the meeting at his school.

It was decided to hold another meeting in May this year, although usually no meetings will be held after the Easter holidays until the autumn term. Mr. Cloudesley Breerton invited the branch to meet at his house on Friday, May 20.

WEST LONDON BRANCH.

It is proposed to form a branch for the West of London, the boundary being on the east the Finchley Road, Tottenham Court Road, and Charing Cross Road, and on the south the line dividing the west and south-west postal districts. Notices of a meeting to constitute the branch, to be held on May 20, will shortly be issued. Miss Brew, of the Godolphin and Latymer School, Hammersmith, is acting as Hon. Secretary *pro tem*.

BIRMINGHAM BRANCH.

A MEETING of members of the Association resident in Birmingham and district was held on February 25, at King Edward's School, Birmingham. Eighteen members were present, representative of the University and of local schools.

The business of the meeting was introduced by the Chairman, Mr. W. H. McPherson (Five Ways), who moved 'that the Executive of the Association be asked for leave to form a branch of members in and round Birmingham.' Mr. McPherson expressed the opinion that the local membership of the Association was numerically strong enough to justify the formation of a branch. He further suggested that if a branch were formed it would be desirable to arrange lectures on subjects of literary interest in addition to discussions on methods of teaching.

The motion was seconded by Mr. A. Bowden (Five Ways), and supported in theory by Professor Wichmann (University), who was, however, doubtful whether sufficient support had as yet been obtained. Mr. R. L. Ager (Tettenhall College) supported the motion, and pointed out that the existence of a local branch would induce many to

join the Association. Mr. G. W. Samson (Aston), in supporting the motion, contended that a keen, though small, branch was better than a large branch containing many absentee members; and Mr. R. H. Pardoe (Handsworth) pointed out that a local branch would be valuable to the provincial member, who had not a good opportunity of expounding his views at the General Meeting in January.

The motion was then put to the meeting and carried unanimously. It was then resolved 'that the branch meet at least twice a term during the winter terms and that the subjects should include questions of method and literature.'

The Officers and Committee were then elected:

Chairman, Professor K. Wichmann; Vice-Chairmen, Professor A. Chatelain and Mr. R. H. Pardoe; Hon. Secretary and Treasurer, Mr. McPherson; Committee, Misses M. M. Hawkes and W. Lee, Messrs. R. L. Ager, A. Bowden, and G. W. Samson.

LANTERN SLIDE COLLECTION.

THE collection contains at present ninety-six slides, all of French subjects (see pp. 149, 150, M.L.T., July 1909). If it is to be of real use to members it must be augmented, and it must include slides of German subjects.

Its augmentation is rendered difficult by two facts. The finances of the Association do not admit of a large sum being allotted to this department, and purchasable slides are not as a rule of the kind that this collection is designed to include.

The collection should illustrate the life and customs of the peoples, and not merely churches, monuments, buildings, and streets, though some of these that are of special general interest may be included. Now there must be among the members of the Association many who are photographers, and who in their travels have taken pictures of the sort that are useful for the purposes mentioned. It is to these that the Custodian would specially appeal for help.

But those who are not photographers can help in various ways.

The Custodian appeals to all members, at home and abroad, to consider the following suggestions of ways of helping the collection, and begs each, when he has considered them, to act on the suggestion that applies to his particular case.

To those who are photographers. To look up any of their pictures that they think would be suitable and send me prints (or the negatives if they have no prints) for inspection, with offers to provide slides or to lend the negatives if the collection funds suffice to get the slides made.

To make an effort in the coming summer and at future times to take pictures suitable for the collection.

To all members. To obtain slides by gift or purchase or by any legitimate means; or, by loan, negatives or prints from which slides may be made, without infringing copyright.

To inform the Custodian of any suitable subjects of which they have seen slides, and where these slides are obtainable.

To send donations (or even annual

subscriptions) in aid of the collection, for the purchase of proper boxes for the safe storing and transport of the slides, and of books for cataloguing them, for the printing of details about them for the information of members using them, etc. Such donations or subscriptions should be sent to the Treasurer of the Association and not to the Custodian, but a note might be sent at the same time to the Custodian informing him of the amount.

To those whose bank balance warrants it. To present, or aid in purchasing, a lantern and illuminating system (? acetylene) to be loaned to members at schools that have no lantern and no funds that allow of one being hired. This would require a strong specially made case for safe transport.

I would, in conclusion, ask all members to be good enough to make a note to read the foregoing again to-morrow.

HAROLD W. ATKINSON,
Hon. Custodian.

West View,
Northwood,
Middlesex.

CORRESPONDENCE.

PHONETICS AT FRENCH HOLIDAY COURSES.

It seems to me a matter for much regret that at certain of the summer holiday courses provided in France the instruction in phonetics is given by means of systems of transcription other than that of the Association Phonétique Internationale. This is the case at Grenoble, Besançon, Boulogne, and elsewhere. The reasons usually assigned are either that the systems adopted are better than that of the Association Phonétique, or that the form of script used is a matter of no great importance. I venture to think that most teachers and students do not share either of these views. Practical experience has shown that the system of the Association Phonétique gives the best

possible results; it has also shown that most people find considerable difficulty in changing from one system to another.

It is a serious matter for teachers attending a holiday course to be confronted with a system of phonetic transcription with which they are not familiar. It means that they must waste a large proportion of the short time at their disposal in learning new symbols which will afterwards be of no use to them. Many complaints of French holiday courses have been made on this account.

Would it not be well if some influential body, say the Modern Language Association, were to draw up a list of all the French holiday courses at which phonetics is taught, specifying the system of phonetic transcription used? Teachers would then no longer run the risk of having a

system forced upon them to which they are not accustomed, and which they will only discard on their return to England.

DANIEL JONES.

THE 'CONTINUOUS TENSE FORMS.'

With reference to the above subject, may I quote the following sentence from Sandeau's play *Mademoiselle de la Seiglière* (Act I., Scene 5): 'Je jurerais qu'à l'heure où nous parlons, il est déjà trottant par les sentiers.'

Brunot (*Grammaire historique de la Langue française*) says of the use of *être* with the present participle: 'Au 16^e siècle on en fait constamment abus. Malherbe relève, et avec raison, dans Desportes: être périssant, être naissant, être attendant, etc.—expressions qui ne servent qu'à alourdir la phrase. Depuis cette époque ce tour a disparu, ou à peu près.'

Darmesteter says (*Cours de Grammaire historique*, § 431): 'Aujourd'hui, cette tournure n'est admise que lorsque le participe a la valeur d'un adjectif: Il est vivant, ou lorsque l'on veut exprimer une continuité d'action.'

FLORENCE B. ADAMSON.

43, University Street,
Belfast,
March 14, 1910.

Je ne crois pas qu'il faille voir dans *avaient été répétant*, phrase de Faguet citée par M. Chaytor, une forme de 'continuous tense,' ni même une innovation. Nous disons fort couramment: *il s'en va chantant*; *il s'en allait colportant la nouvelle*.

A mon sens, Faguet a tout simplement pris le verbe *être* au sens d'*aller*. Bien hardi d'ailleurs qui oserait l'en blâmer! Les mêmes qui, par purisme, évitent, *j'ai été me promener*, se plaisent à dire, *je fus au théâtre*.

Qu'on remplace *avaient été* par *s'en allaient*, et tout s'éclaircira. On verra du même coup que Faguet n'a pas fait la prose . . . anglaise sans le savoir.

F. BOILLOT.

J'ajoute qu'au sujet de *faire le leur*, je suis pleinement de l'avis de vos deux derniers correspondants—Mr. N. Perkins et M. Courtoit.

The University, Sheffield,
Le 13 mars, 1910.

La phrase de M. Faguet, citée par Mr. H. J. Chaytor, 'Ses ennemis avaient été répétant . . . qu'à la vérité Racine savait peindre l'amour' (*MODERN LANGUAGE TEACHING*, March, 1910, p. 61), est parfaitement correcte et française. Mais ce n'est pas un exemple de conjugaison progressive française identique à la conjugaison progressive anglaise. Pour s'en convaincre, il suffit de mettre au présent ou à l'imparfait la proposition qui, chez M. Faguet, est au plus-que-parfait. 'Ses ennemis,' dirait-on, *vont* (ou *allaient*) *répétant*, etc. Au passé défini on dirait, *ils allèrent répétant*, ou *ils s'en furent répétant*. On sait combien souvent, en français, les temps passés du verbe *être*, surtout ceux composés avec l'auxiliaire *avoir* (je fus, j'ai été, j'avais été, . . .), prennent une signification voisine des temps correspondants d'*aller*. Dès le treizième siècle 'nous fusmes au bois' signifie 'nous allâmes au bois.' L'emploi d'*aller* avec le participe présent est déjà ancien. A propos des locutions *va croissant*, *va faisant*, Littré cite Vaugelas, lequel écrivait: 'Cette façon de parler avec le verbe aller est vieille, et n'est plus en usage aujourd'hui ni en prose ni en vers. On n'emploie plus aller que quand il y a mouvement local. Ainsi on dira bien d'une rivière: elle va serpentant.' Et Littré ajoute: 'Cette remarque de Vaugelas heureusement n'a pas prévalu; et l'on dit très bien: Le mal va croissant.'

Mais, s'il n'y a pas identité avec la conjugaison progressive anglaise, il y a quelque analogie de sens. '*Aller*, suivi d'un participe présent, indique une prolongation de mouvement et d'action,' ainsi s'exprime le *Dictionnaire* de Bescherelle. L'idée de mouvement de marche, de progression, est généralement très marquée: Un loup qui va hurlant; l'intérêt va (est

allé, a été) croissant; l'inquiétude va diminuant. Elle l'est moins dans les vers si connus de La Fontaine :

'. . . que votre majesté
Ne se mette pas en colère,
Mais plutôt qu'elle considère
Que je me vas désaltérant
Dans le courant
Plus de vingt pas au-dessous d'elle.'

Cette tournure s'emploie dans des cas où la conjugaison progressive ne s'emploierait guère en anglais : Ces montagnes vont s'étendant (*these mountains extend, stretch themselves*) ; la rivière va serpentant (*the river runs winding about*). Elle est du reste, en somme, d'un usage assez restreint.

HENRI DUMÉRIL.

19 mars, 1910.

Lorsque Faguet écrit, 'Ses ennemis avaient été répétant . . .', il ne fait qu'employer le verbe *être* pour le verbe *aller*, et cela équivaut exactement à, 'ses ennemis étaient allés répétant . . .'

Etre pour *aller* ne s'emploie qu'aux temps passés, 'quand on est allé dans un lieu, et qu'on en est revenu,' dit Littré, qui critique les autres emplois tout en reconnaissant que l'usage vulgaire tend de plus en plus à les accepter.

'Je fus retrouver mon Janséniste,' a écrit Pascal et Molière (*Impromptu*) : 'A peine ai-je été les voir trois ou quatre fois depuis que nous sommes à Paris.'

Quant à la forme continue en français, c'est donc véritablement le verbe *aller*, non pas *être*, qui, suivi du participe présent, exprime la prolongation de mouvement et d'action.

Pascal : 'Les opinions probables vont toujours mûrissant.' Et La Fontaine :

'Mais plutôt qu'elle considère
Que je me vas désaltérant.'

Et—

'Comme le nombre d'œufs, grâce à la renommée,
De bouche en bouche allait croissant.'

Chateaubriand aussi a écrit : 'Le démon indiscret va frappant de cabane en cabane, racontant le doux penchant de Céluta pour René.' Et depuis tous les écrivains modernes ont employé cette tournure,

donc toujours bien vivante, malgré les restrictions de Vaugelas (voir Littré, article *aller*).

Cependant, il est bon de remarquer que cette forme continue française ne correspond pas exactement à la forme continue anglaise. Sans doute on pourra traduire 'ses ennemis avaient été répétant' par *had been repeating*, mais on perdra ainsi quelque chose de l'intensité de l'expression. Une plus exacte traduction serait, *had kept on repeating*.

Cette forme (verbe *aller* + participe présent) semble avoir deux sens distincts :

1. 'Il va répétant partout qu'on l'a trompé' (*he goes about repeating*), qui doit être le sens originel, et qui était le seul emploi que permit Vaugelas.

2. 'Le mal va croissant' (*the evil goes on increasing*). Comme il arrive toujours, entre ces deux significations il y aura comme un terrain vague, où l'expression pourra participer plus ou moins de l'une et de l'autre signification, comme dans la phrase de La Fontaine : 'Je me vas désaltérant.'

En résumé, nous dirons donc que dans cette forme continue française, quelque chose du sens primitif de *aller* est conservé. Il y a mouvement de la part de l'agent, ou, ce qui équivaut à mouvement, redoublement d'intensité de l'action, plutôt que simple continuité comme dans la forme anglaise ; et ce n'est que par hasard et assez rarement que la forme française pourra se traduire par la forme anglaise.

Maintenant, depuis quand *aller* suivi du participe présent peut-il être remplacé par *être* ? Je ne crois pas qu'on en trouve des exemples chez nos classiques ou même nos premiers romantiques. En tout cas, cette substitution n'est possible qu'aux temps composés, comme dans l'exemple tiré de Faguet—*avaient été répétant*. Pascal a bien pu écrire 'je fus retrouver' pour 'j'allai retrouver' ; mais on n'a jamais dit 'le mal fut croissant' pour 'le mal alla croissant.'

Perse School, L. CHOUVILLE.
Cambridge.

[This correspondence is now closed.—
Ed.]

REVIEWS.

The History of Henry Esmond. By W. M. THACKERAY. Edited, with Introduction and Notes, by T. O. SNOW, M.A., and W. SNOW, M.A.; and also an Introduction by Professor SAINTSBURY. Crown 8vo. Pp. xxxii + 600. Price 2s. 6d. Also Text only. Price 2s. net. Clarendon Press.

If *Esmond* really must be taught for examinations, we suppose an annotated edition is inevitable for such boys and girls as 'require to be told who the Muses were and what Swift wrote.' We should prefer ourselves to put a plain text into the hands of the pupils, and to trust to the teacher for the explanations which are needed. By him the history of the time might be made more interesting than is possible in five or six pages of peptonized information. Again, very little is gained by an analysis of the 'conspicuous grammatical archaisms,' unless it be made by the reader himself. Many of the notes also strike us as superfluous for those who are in any way capable of appreciating Thackeray.

Frankly, inevitable or not, an edition of this kind is a work of supererogation.

Professor Saintsbury's Introduction is reprinted from the Oxford Edition of Thackeray's works, which first appeared in 1908.

English and Scottish Popular Ballads. Selected and edited for study under the supervision of W. A. NEILSON, Professor of English, Harvard University, by R. ADELAIDE WITHAM. Pp. xlii + 187. Price 1s. 3d. Geo. Harrap and Co.

This book is intended to form an introduction to the difficult study of the popular ballad. Professor Neilson says in the Preface that 'Miss Witham's Introduction seeks to give in concise form the gist of the most recent scholarship concerning the characteristics and the origin of ballad.' In this she is successful, and the student will find her summary invaluable as a preface to the larger works of Child and Gummere.

This little book fills a real gap, and may be heartily recommended.

Selected Poems of Shelley. Edited, with Introduction and Notes, by GEO. H. CLARKE, M.A. The Riverside Literature Series. Pp. lxxi + 266. Price 1s. 3d. Geo. Harrap and Co.

This textbook belongs to the same series as the last, and is edited with sanity and appreciation, and 'based on other than formally pedagogic principles.' The Introduction shows understanding and judgment, the notes suffice, and there is a useful bibliography. The selection of poems includes much of Shelley's best work.

Pope's Rape of the Lock. Edited by GEORGE HOLDEN. Fcap. 4to. Pp. viii + 102, with 3 illustrations in photogravure. Price 10s. 6d. net. (\$3.40). Clarendon Press.

The school edition of this text of the *Rape of the Lock* has already been reviewed in these columns. It only remains to say that this *édition de luxe* forms a very attractive volume for presentation or library purposes.

Pope's Essay on Criticism. Fcap. 8vo. Pp. xvi + 64. Price 2s. (Also text only, pp. 32. Price, in paper covers, 3d.; in cloth, 4d.) Edited with Introduction and Notes by JOHN SARGEANT. Clarendon Press.

This is an adequate school edition, with an introduction that lays stress on all the necessary points which arise in dealing with Pope's criticism. Mr. Sargeant seems in the main to appreciate Pope's merits and to understand his weaknesses, and he emphasizes them sufficiently—*e.g.*, in such sentences as the following: 'There is nothing, there hardly professes to be anything, original in the Essay, but in Pope's hands the commonplaces of many generations get the freshness of a new life. They are so well put that they seem to be new.'

On the other hand, his generalizations on the subject of 'correctness' are not very illuminating to the uninitiated, and the average schoolboy would be likely to

misinterpret the statement (p. x) that 'it (correctness) asserted that there is an element in life into which poetry does not enter, and it supplied that element with a form of expression.'

The notes at the end of the volume give all that is necessary to the comprehension of the text, and a special word of praise is due to the admirable type and the excellence of the paper.

Shakespeare's Richard II., Julius Cæsar, and Macbeth. Edited with Introductions and Notes by G. S. GORDON. Crown 8vo. Pp. xxviii+260. Price 3s. Clarendon Press.

This volume contains the minimum amount of editorial intrusion. Each play is briefly introduced by a few pages dealing with 'text,' 'date,' 'sources,' 'construction and design,' and the notes are strictly confined to the explanation of verbal difficulties and allusions. The young student will get the help he needs for the understanding of the plays, but he will not be hindered in the exercise of his own imagination and powers of criticism. The editor is to be thanked for his virtues of omission as well as of commission.

Eighteenth-Century Literature. An Oxford Miscellany. Pp. 183. Price 4s. net. Clarendon Press.

This Miscellany is in one sense a refreshing sign of the times, for it seems to embody the results of independent investigation by students whose training has led them to traverse ways little known to the average reader.

None of these writers is content to repeat hackneyed criticisms or to rely over-much on the teaching of the schools; all of them speak with zest about subjects in which they are interested from first-hand knowledge. Though the reader may not always agree with their conclusions, he will at least have the pleasure which arises from contact with a fresh point of view.

One of the most interesting and original papers is that by Mr. Crofts on 'Enthusiasm.' There are also careful esti-

mates of some of the less well-known writers of the period—Lady Winchelsea, Lady Mary Montagu, Young and Bowles—as well as an appreciation of 'Jonathan Wild.' The vindication of Horace Walpole (by Mr. Fairfax) shows real critical acumen, and even the paper on 'Steele and the Sentimental Comedy,' though it does not strike us as very profound, is well worth perusal.

On the whole, we think this book is one to be read by all who are interested in eighteenth-century letters.

Sir William Temple's Essays on Ancient and Modern Learning, and On Poetry. Edited by J. E. SPINGARN. Pp. vi+88. Price 2s. 6d. net. Clarendon Press.

'It is in order that students may know something at first hand of the claims of Temple in this dual aspect of stylist and critic that these two essays, long inaccessible, have been reprinted from the third volume of my "Critical Essays of the Seventeenth Century."'

These words, which form the conclusion of Professor Spingarn's brief, but most illuminating, introduction to this little volume, sufficiently explain its appearance. The editor's name is a guarantee of scholarship and excellence, and there remains nothing for the reviewer but to recommend the book to all who are unable to possess the larger work.

La Société Française au XVII^e Siècle. Par VICTOR COUSIN. Oxford Higher French Series, edited by Leon Delbos, M.A. 1909. Price 3s. 6d.

The introduction to this volume, so valuable in itself, and written in such an interesting style by M. Leon Delbos is a sketch of the life and works of Victor Cousin. In this he tells the reader, why, of all Cousin's works, he has selected this particular one: 'Nous l'avons choisi de préférence aux autres parce qu'il résume, pour ainsi dire, ce que Cousin avait déjà écrit sur cette période si intéressante, si illustre, qui s'ouvre avec le XVII^e siècle, c'est à dire sous Henri IV, se continue sous Louis XIII., et se termine en 1653 à la fin de la Fronde et lorsque Louis XIV. entrait à peine dans l'adolescence.'

Cousin has chosen as the key to his book the 'Grand Cyrus' of Mlle Scudéry, which he says in his own introduction, 'embrasse et exprime tous les côtés distingués de la société française du XVII^e siècle.' From its ten volumes he gives chapters on: Madame de Longueville, Condé, l'Hôtel Rambouillet, the life of Mme de la Marquise et ses deux filles Mmes de Grignan et de Montausier, Angelique Paulet, and the Court of Louis XIV., Mlle de Scudéry, Les Précieuses Ridicules et Les Femmes Savantes, with Molière's real object in writing his plays.

So many authors are mentioned in the text of the book that a list is given at the end, with an indication as to where a note can be found concerning them.

The notes at the end are important and valuable, and the book ought to be a great boon to students of this branch of French literature.

Histoire de la Nation et de la Civilisation Françaises. Par Ed. Driault et A. Sée. Paris: Picard. Pp. 330. Price 1.50 fr.

Teachers often look out for a convenient manual of French history, suitably illustrated, yet issued at a reasonable price. They will do well to get this volume, even if it be only for their private library. It is divided into thirty lessons, each of which, to quote the preface, consists of: *Un résumé dont la forme a été extrêmement soignée, car il renferme le plan méthodique et les connaissances indispensables; Des lectures; Des questions; Un devoir.* The book thus lends itself well to reform method work, as it can be used for reading, conversation, and for exercises in free composition. It would also form a good addition to any Form library in the middle or upper Forms of a school.

Longman's French Texts. Intermediate Series. *L'Attaque du Moulin.* By E. TOLA. Edited by T. H. BERTENSHAW, B.A., B.Mus. Pupils' edition 9d.; Teachers' edition 1s.

This is one of a new series of French Texts being issued by Messrs. Longmans,

Green and Co. It consists of forty-four pages of reading matter, enough for about two terms in a fourth form of perhaps boys, rather than girls; twelve pages of English notes; twenty-five of French-English vocabulary; unfortunately, no questionnaire, but what are termed 'Imitative Exercises.' These aim at giving plenty of easy practice in the use of the expressions and idioms occurring in the text. The volumes of this series are to be in three grades; Elementary, Intermediate and Advanced. Each volume is to be issued in two forms:

(a) Pupils' Edition, with Notes, Exercises, and Vocabularies.

(b) Teachers' Edition, comprising the matter of the Pupils' Edition, together with Translation of Exercises and Additional Notes.

The vocabulary, notes, and exercises seem to take up an unnecessarily large part of a book which claims to be one of a series of *French Texts*. The notes are certainly fairly short, but a very large number of the words in the vocabulary would be either known or quite well understood from their context.

The volumes either ready, or in preparation, are:

ELEMENTARY SERIES — Price 6d.; Teachers' edition 8d.

Le Premier Coucou de la Forêt-Noire—Vuichond.

La Comète, etc.—Eckmann-Chatrian.

L'Aventure de Jacques Gérard—M. Stéphane.

INTERMEDIATE SERIES — Price 9d.; Teachers' edition 1s.

L'Éclusier—E. Souvestre.

La Montre du Doyen—Eckmann-Chatrian.

La Bruyère d'Yvonne—P. Maël.

ADVANCED SERIES—Price 1s.; Teachers' edition 1s. 3d.

Fontenoy—P. and V. Marguerite.

Trente et Quarante—E. About.

Le Comte Costia—V. Cherbuliez.

Ursule Mirouet—H. de Balzac.

FROM HERE AND THERE.

CARDIFF UNIVERSITY COLLEGE.—M. P. N. de Puybusque, Licencié ès Lettres, Licencié en Droit, Diplômé de l'École des Sciences Politiques, has been appointed Assistant Lecturer in French Language and Literature.



CAMBRIDGE UNIVERSITY.—It is with great pleasure that we record the appointment of Dr. Breul to the newly-established Schröder Professorship of German. To members of our Association it is unnecessary to say how enthusiastically he has worked during the last twenty-five years at Cambridge; at the Annual Meeting we showed how heartily we appreciated his untiring efforts. We wish Professor Breul many years of happy work in the domain in which he is an acknowledged master.



CAMBRIDGE UNIVERSITY.—The Special Board for Medieval and Modern Languages has prepared and presented a scheme for the administration of Mr. Henry F. Tiarks's donation of £5,000 for the endowment of one or more scholarships for the encouragement of the study of German in the University. They recommend the establishment of a scholarship, to be called the Tiarks German Scholarship, the duty of the scholar being to devote himself to advanced study or research in the language or literature of Germany, under the direction of the Schröder Professor of German; the scholar to be appointed by a Board of Electors, and the stipend to be £150 a year.



LONDON UNIVERSITY, BIRKBECK COLLEGE.—Mr. Jethro Bithell, M.A., Assistant Lecturer in German, Manchester University, has been appointed Lecturer in German.



MANCHESTER UNIVERSITY.—Mr. L. A. Willoughby, B.A. Lond., Ph.D. Vienna, Lektor in English at the Technische Hochschule, Cöln, has been appointed Assistant Lecturer in German.

OXFORD UNIVERSITY.—The President and Fellows of Corpus Christi College have offered to the Taylorian the annual interest on £1,000 towards the Taylorian contribution to the stipend of the Professor of Romance Languages.



OXFORD UNIVERSITY.—The electors appointed by the Delegates of the Common University Fund propose in the course of the ensuing Easter or Trinity Term to appoint a Reader in Russian, to enter on his duties on October 1 next, in place of the late Professor Morfill. The Reader will receive a yearly stipend of £300, and will also be entitled to require from students receiving instruction from him a fee not exceeding £2 for each term. Candidates are requested to send eight copies of their applications, and of any testimonials which they submit, to the Registrar of the University not later than June 1.



Mr. MARC CEPPi, King's College School, Wimbledon, has been appointed to the Modern Language staff of Whitgift Grammar School, Croydon.



Mr. F. GOHIN, Docteur ès Lettres, Professeur au Lycée de Rennes et Directeur des Cours de Vacances de St. Malo-St. Servan a été nommé récemment Professeur à Paris, au Collège Rollin, 12, Avenue Trudaine.



Mr. FRANK C. NICHOLSON, M.A., author of *Old German Lovesongs* and contributor to the *Modern Language Review*, has been appointed Principal Librarian of the University Library, Edinburgh.



A young student, son of a Weimar Professor, is anxious to obtain board and lodging in an English family in return for lessons in German, mathematics, etc.; or his parents would in exchange take an English boy or girl into their home. Apply in the first place to A. Strauss-Collin, Esq., Bush Lane House, London, E.C.

GOOD ARTICLES.

JOURNAL OF EDUCATION, March, 1910: Förster of Zürich, a Prophet of Reaction (Meyrick Booth); The Lycée Lakanal (P. Shaw-Jeffrey).

SCHOOL WORLD, March, 1910: The Organization of a large Secondary School (H. J. Spenser); The Service of Teachers in English and Foreign Secondary Schools (S. E. Winbolt); Education abroad and in England—a Comparison (J. C. Medd).

LES LANGUES MODERNES, February, 1910: L'Enseignement secondaire et l'agrégation (L. Lavault).

EDUCATIONAL TIMES, March, 1910: Cross-fertilization in Schools (J. L. Paton).

REVUE DE L'ENSEIGNEMENT DES LANGUES VIVANTES, March, 1910: Les Anglais et les Français au XVIII^e Siècle, II. (Paul Yvon); Faut-il apprendre l'allemand? (H. Loiseau).

DIE NEUEREN SPRACHEN, March, 1910: Aus und über Amerika, IV. (A. Rambeau); Beiträge zur Statistik der neuphilologischen Reisestipendien in Deutschland (B. Kurth); Fremde Sprachen im Schwedischen Gymnasium (H. Hagelin).

EDITORIAL NOTE.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 1st of February, March, April, June and July, and the 15th of October, November and December. The price of single numbers is 6d.; the annual subscription is 4s. The Journal is sent free to all Members of the Modern Language Association who have paid their subscription for the current year.

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

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

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

Contributions and review copies should be sent to the Editor of MODERN LANGUAGE TEACHING, 45, Ladbroke Grove, London, W. The Editor is assisted by an Advisory Committee, consisting of Messrs.

R. H. Allpress, F. B. Kirkman, Miss Purdie, and Mr. A. A. Somerville.

The Hon. Secretary will be glad to receive from members the addresses of well-educated families on the Continent willing to receive English guests, which can be recommended to students and teachers wishing to study abroad.

The addresses of houses where an English guest is not likely to meet any other English people are specially desired.

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

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

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

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

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

Residence with German Families: The Hon. Secretary.

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

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN
LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMMANN

WITH THE ASSISTANCE OF

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

VOLUME VI. No. 4

JUNE, 1910

Edward VII.

It is too late at this hour to dwell at length on all that our nation has lost, and it would be presumptuous to claim that as Modern Language teachers we feel a sorrow that transcends the sorrow, so eloquent in its quiet dignity, of our countrymen. Yet we may feel that in our humbler sphere we, too, are peacemakers; and in our efforts to bring closer the great foreign nations whose languages we teach, we may justly see some kinship to the life-work of the wise monarch whose loss we mourn, and to whose successor we hopefully look to carry on the fine traditions that have been so firmly established. May the memory of King Edward be powerful in keeping us all true to the ideals of universal charity and goodwill.

POURQUOI APPRENNONS-NOUS LE FRANÇAIS?*

LES élèves intelligents font souvent des questions. Il est quelquefois difficile de leur donner des réponses satisfaisantes. On ne trouve pas toujours la réponse simple.

Je vais essayer ce soir de répondre à une question que les élèves font quelquefois : 'Pourquoi apprenons-nous le français?' Si ma réponse n'est pas satisfaisante, sachez cependant que la bonne réponse existe. Elle est là ; je ne l'ai pas trouvée—voilà tout.

Si on vous demandait pourquoi vous apprenez les Mathématiques, la Géographie, l'Histoire, le Dessin, la Grammaire anglaise, vous n'auriez pas de peine à répondre. Toutes ensemble vous diriez : Les Mathématiques nous apprennent à raisonner. La Géographie est très utile ; elle nous apprend à connaître la Terre que nous habitons. Dans les classes d'Histoire on nous parle de nos aïeux. Leurs actions glorieuses éveillent notre amour pour la patrie. Le Dessin développe le goût, nous apprend à distinguer le beau du laid ; et puis le Dessin est un exercice excellent pour la main, pour l'œil. Quant à la Grammaire anglaise, tout le monde sait qu'il faut l'apprendre pour comprendre notre langue et la parler correctement.

Tout cela est très évident !

Vous aimez les Mathématiques parce que vous êtes déjà raisonnables. La Géographie parce que vous reconnaissez que la Terre que nous habitons est merveilleuse. L'Histoire parce que vous êtes patriotiques. Le Dessin parce que vous avez déjà le goût des belles choses. Et l'Anglais, qui est destiné peut-être à devenir la langue universelle, vous l'apprenez avec enthousiasme.

C'est fort bien ! Maintenant, dites-moi pourquoi vous apprenez le français ?

C'est, sans doute, pour passer des examens —The Oxford or Cambridge Local, ou même The London Matriculation.

Mais vous pouvez passer beaucoup d'examens sans apprendre le français. Il y a des examens qui ne demandent pas de français. Choisissez ceux-là si vous ne désirez que des diplômes. Croyez-moi, ne perdez pas de temps à apprendre une langue difficile qui vous fera peut-être échouer. D'ailleurs, le français qu'on demande aux examens ne vaut pas grand-chose de lui-même. A quoi bon savoir conjuguer des verbes, même des verbes irréguliers ? A quoi bon savoir que le pluriel des mots en *ou* se forme avec *s*, sauf bijou, caillou, chou, etc. ? Ce n'est pas très intéressant ni instructif, et une parfaite connaissance de ces choses ne vous servira jamais beaucoup, à moins de devenir vous-mêmes professeurs de français, et cela je ne vous le recommande pas si vous avez de grandes ambitions—si vous voulez faire fortune, par exemple. Non, apprenez plutôt à faire des additions et des soustractions, comme les banquiers ; apprenez la mécanique, et inventez de nouvelles machines pour les automobiles ou les aéroplanes. Ou n'apprenez rien, et vendez des médecines pour guérir l'indigestion, vous ferez votre fortune en très peu de temps.

Pourquoi allons-nous donc apprendre le français ? Pour faire quelquefois un petit voyage en France ? visiter Paris ? acheter un billet de chemin de fer ? entrer dans un restaurant et commander un dîner ?

Ce n'est pas la peine d'apprendre le français pour cela. Pour quelques sous vous pouvez acheter un petit *manuel de conversation*, donnant d'un côté le français, de l'autre l'anglais. Voulez-vous savoir comment on dit, 'What is the bill of fare to-day ?' vous cherchez cette phrase dans votre petit livre, et vous lisez la phrase d'en face. Si le garçon d'hôtel ne vous comprend pas, montrez-lui la phrase, et dites-lui de chercher la réponse. Ça prend un

* An address to the pupils of certain London girls' schools, constituting the *Société Académique*—an excellent association, to which reference has been repeatedly made in our columns.

peu de temps, pas si longtemps cependant que d'apprendre la langue. Vous pouvez aussi vous servir d'un interprète. Avec un interprète vous êtes sûres de ne jamais vous tromper, et de ne jamais faire des fautes ridicules. Même sans interprète, avec quelques mots et beaucoup de signes on s'en tire.

Une excellente connaissance du français ne vous empêchera pas de faire quelquefois des fautes assez drôles. Un de mes amis, qui sait très bien le français, dînait dans un restaurant parisien. Tout alla bien jusqu'au dessert, car il avait eu soin de choisir sur la carte les plats qu'il connaissait. Mais que prendre pour dessert ? Voyons la carte. Ah ! pommes soufflées ! 'Some kind of apple tart', pensa-t-il. On lui apporta un plat de pommes de terre, qu'il accepta et mangea plutôt que de confesser qu'il s'était trompé.

Si on vous apprendait le français pour vous permettre de faire sans accidents de petits voyages en France, on vous apprendrait certainement les termes de cuisine française. Il faudrait donc changer le programme de nos écoles.

Quelqu'une de vous me dira peut-être que l'utilité pratique n'est pas ce que l'on a en vue dans l'étude du français. Que vous apprenez la gymnastique, par exemple, pour développer le corps, durcir les muscles, rendre vos mouvements plus gracieux ; que vous n'avez pas l'intention en apprenant la gymnastique de vous faire acrobates et de faire des tours de force en public ; que l'étude du français est pour l'esprit une espèce de gymnastique bienfaisante. Vous dites que les difficultés de la grammaire française demandent une attention suivie. Il faut penser à tout en construisant une phrase française. Il faut savoir si un mot est masculin ou féminin, faire accorder les adjectifs et les participes—quelquefois ! Que de problèmes présentent ces participes conjugués avec *être* ou *avoir* ! Et puis quelle finesse il faut déployer avec les verbes réfléchis, et le subjonctif donc ! Il est si facile de se tromper. On ne peut jamais être sûr de rien. Nos compositions françaises sont de véritables forêts remplies

d'obstacles et de pièges. Il faut avancer avec des précautions infinies—l'œil bien ouvert, l'oreille tendue ; regarder devant et derrière en même temps. En évitant un obstacle, vous tombez dans un trou ! Oh oui ! l'étude du français nous apprend beaucoup. Elle nous enseigne la Prudence, la Sagesse, et l'Humilité.

Eh bien, moi, je ne crois pas que ce soit parce que la grammaire française est difficile que nous l'étudions. Si le travail difficile et fatiguant est le seul qui soit profitable, mieux vaudrait apprendre le latin. Apprenons le latin. Une phrase latine est aussi compliquée qu'une vieille pendule. Des roues grandes et petites, des leviers, des poids, des engrenages. Touchez à une roue et vous dérangez la machine. Touchez à un mot latin et vous dérangez la phrase. Passez dix, vingt ans à étudier les vieilles pendules, et votre enthousiasme grandira tous les jours. Ce sera de même pour le latin. Rien de plus intéressant que ces vieilles choses ! Vous obligerez tout le monde à partager votre admiration. Étudions les vieilles pendules, direz-vous ; nous ne pourrions jamais nous en servir, c'est vrai, mais comprenons-les, et notre éducation sera parfaite.

Vos professeurs de français ne sont pas amateurs de vieux mécanismes. Ce qu'elles ont à vous montrer n'est pas, après tout, bien compliqué. La machine est belle, et il faut la comprendre ; mais ne restez pas trop longtemps à l'examiner. Elle marche, voilà le principal ! Sortez-la donc de l'atelier, elle vous emportera loin de votre petit coin, et vous montrera un monde nouveau.

D'ailleurs, vos professeurs de français ne vous rendent-elles pas l'étude du français aussi simple que possible ? Elles en font, n'est-ce pas, une récréation, un jeu ? Elles vous encouragent à vous servir de la langue aussitôt que possible, à réciter des morceaux français, à chanter des chansons françaises, à vous intéresser à tout ce qui est français, à vous faire respirer une atmosphère française. Si elles pouvaient, elles vous feraient passer des vacances en France afin de connaître

les Français eux-mêmes, et de comprendre, non seulement ce qu'ils disent, mais ce qu'ils sont ; afin d'échanger avec eux des pensées, afin d'étudier leurs idées, qui sont quelquefois bien différentes des nôtres.

Quoi ! direz-vous, c'est pour cela que nous apprenons le français ? Voilà qui est absurde ! Le jeu n'en vaut pas la chandelle ! Que peuvent nous donner des étrangers que nous ne possédions pas déjà ? Nous n'avons pas besoin de leurs idées.

Recommandez aux Français d'étudier notre langue, d'imiter nos institutions, nos arts, notre industrie, notre commerce, notre honnêteté, notre courtoisie. Cela, oui, nous pouvons le comprendre ! Ils ont beaucoup à gagner à nous connaître. Mais que peuvent-ils nous apprendre de bon ? Mon pauvre monsieur, vous ne savez pas ce que vous dites ! Les Français, ne sont-ils pas légers et frivoles ? On dit même qu'ils mangent des grenouilles !

Pardonnez-moi, mesdemoiselles, je sais ce que je dis ; d'ailleurs je suis Anglais, je parle l'anglais, et, comme vous, j'aime mon pays. Quand j'étais plus jeune, je disais, comme vous, Quel bonheur d'être Anglais ! Si j'étais né Français, ou Allemand, ou Russe, c'eût été un bien grand malheur pour moi ! Quelle bonne idée d'être né dans une île anglaise et d'avoir des parents anglais. J'avais à peu près neuf ans quand mes parents me dirent un jour que nous allions quitter le pays pour aller habiter la France. Ce fut pour moi un coup terrible. J'avais vu quelques Français—des marchands d'oignons pour la plupart—they parlaient très sottement ma langue maternelle, et pas un ne s'habillait comme un *gentleman*. J'en avais, je l'avoue, un peu peur. Je les vois encore avec leurs blouses de toile, leurs sabots, leur chapeau de feutre, et portant sur l'épaule une douzaine de tresses d'oignons. Pensez donc ! nous allions vivre parmi des gens-là, nous allions vivre parmi des marchands d'oignons. A coup sûr mes parents avaient perdu le sens !

Quand j'arrivai en France, je vis une ville plus grande que ma ville natale—de grandes maisons, de beaux magasins.

Tiens ! me dis-je, ces gens ne sont pas tous vendeurs d'oignons ! Ce qui m'étonnait peut-être le plus était d'apprendre que les gens bien habillés qui passaient dans les rues étaient des Français. Plus tard on m'envoya à l'école, et là je découvris avec douleur que mes petits camarades me méprisaient un peu parce que *je n'étais pas Français !* Ma nationalité me valut plus d'un coup de poing. Je me rappelle qu'un de mes petits camarades prit un jour ma défense, et il essaya de prouver aux autres qu'après tout, si j'étais Anglais, ce n'était pas ma faute ! Je lisais il y a quelque temps l'histoire d'un petit garçon qui trouva un crapaud dans un champ. 'Ah ! sale bête,' dit-il, lui jetant une pierre, 'je t'apprendrai à être crapaud !' Le pauvre crapaud essaya de se cacher, mais l'autre le poursuivit de plus en plus indigné, et à chaque coup de pierre répétait avec colère, 'Ah ! je t'apprendrai à être crapaud !' . . . D'après lui, le monde ne devait contenir que d'aimables petits garçons, comme lui. Malheureusement, les petits garçons ne sont pas les seuls à croire que ceux qui diffèrent de nous sont naturellement inférieurs, et en quelque sorte coupables de leur infériorité. Notez le ton de mépris qui accompagne presque toujours le mot *foreigner*. Envers les étrangers nous sommes méfiants et quelquefois injustes. J'ai un chien qui m'accompagne souvent dans mes promenades. C'est un chien assez intelligent, affectueux, inoffensif. Il connaît tous les chiens du voisinage, et a parmi eux beaucoup d'amis. Si dans notre promenade nous rencontrons un chien étranger, mon fidèle compagnon s'arrête indigné, montre les dents, gronde, et une bataille s'engage. Les hommes ne sont pas toujours bien différents, en cela, des chiens.

Vous savez que quand deux amis se rencontrent ils se donnent la main, ils échangent ce qu'on appelle une poignée de main. D'où vient cette coutume ? On dit qu'elle remonte aux temps où les hommes vivaient isolés. Ils sortaient toujours les armes à la main. Rencon-

traient-ils dans la forêt un autre de leur espèce, c'était un ennemi, et on se battait. Quand on se connaissait un peu on ne se battait plus, mais il fallait rester sur ses gardes. Arrivés en face l'un de l'autre, les deux hommes se regardaient dans les yeux, déposaient leurs armes, et aussitôt se saisissaient la main, pour éviter les surprises, ou prévenir la trahison. Nous avons fait un peu de progrès depuis lors, mais nous avons gardé envers ceux que nous ne connaissons pas bien des préjugés.

Il semble tout naturel d'aimer notre famille, notre école, notre ville, notre pays; de les préférer même à d'autres, quoique notre préférence soit souvent le résultat de l'habitude.

Demandez à un Français quelle est la plus belle nation du monde; c'est, dira-t-il, 'la France'; à un Allemand, 'das Vaterland'; à un Anglais, 'good old England.' Ont-ils tous raison? Qui a tort? Certainement pas nous, les Anglais. Pourquoi? Eh bien! je vais vous prouver que l'Angleterre est le plus beau pays du monde.

Faisons un voyage à l'étranger. Restons absents de notre pays un mois, un an, dix ans. Nous reviendrons chez nous avec un plaisir extrême. Toutes les merveilles que nous avons vues dans les autres pays ne nous donnent pas les joies du *merry Old England*. C'est avec une véritable émotion que nous montons à bord du bateau qui doit nous ramener chez nous; nous sommes enchantés de découvrir que c'est un bateau anglais. Nous avons envie de serrer la main à tous les marins. Jamais la langue anglaise ne nous avait paru si harmonieuse; même dans la bouche des portefaix c'est une musique douce et agréable. Nous regardons d'un œil attendri les annonces des gares de chemin de fer; qu'on est bien dans ces voitures du London, Chatham, and South-Eastern Railway. Pour une fois on ne dit pas de mal de la compagnie. Jusqu'à la poussière des banquettes vous chatouille agréablement le nez. Toutes les personnes que nous rencontrons ont quelque chose de familier,

d'honnête. On est si bien disposé qu'on voit partout des beautés, on entend partout de la musique, on sent partout des parfums délicieux. N'est-ce pas une preuve que l'Angleterre est le plus beau pays du monde? Y reviendrait-on avec un tel plaisir si les Anglais étaient moins aimables?

Eh, oui! Les joies du retour au pays sont toujours douces. Demandez aux Français, aux Allemands, aux Suisses, aux Chinois, si vous voulez; eux aussi aiment rentrer au pays natal. Le cheval, rentrant à son écurie, doit avoir des émotions toutes pareilles.

Il y a plus de 300 ans un poète français (du Bellay) disait :

'Heureux qui, comme Ulysse, a fait un beau voyage,

Ou comme cestuy-là qui conquit la toison,

Et puis est retourné, plein d'usage et raison,

Vivre entre ses parents le reste de son âge !

'Quand reverrai-je, hélas ! de mon petit village

Fumer la cheminée ; et en quelle saison

Reverrai-je le clos de ma pauvre maison
Qui m'est une province, et beaucoup
davantage ?

'Plus me plaist le séjour qu'ont basti mes ayeux,

Que des palais romains le front audacieux ;
Plus que le marbre dur me plaist l'ardoise
fine ;

'Plus mon Loyre gaulois que le Tybre latin,
Plus mon petit Liré que le mont Palatin,
Et, plus que l'air marin, la douceur
angevine.'

Il faut comprendre que partout les gens se ressemblent, que partout on trouve beaucoup à admirer et à aimer.

Vous n'aimez pas moins votre famille parce que vous aimez votre école, vous n'aimez pas moins votre ville natale parce que vous aimez votre pays. Mais ne vous arrêtez pas là ; il y a place dans un grand cœur pour toute la grande famille humaine, mais il faut que le cœur soit grand.

Refusez de vous approcher des autres, restez chez vous, ne sortez jamais du milieu où vous êtes né, et votre esprit restera petit, étroit, méfiant, et injuste.

Vos idées seront imparfaites et mal développées. Aimer les membres de sa famille—c'est facile ; aimer les gens de son pays—c'est un devoir. Mais aimer les gens de tous les pays—c'est une vertu. Dire que tous les hommes sont frères, c'est très bien, mais le croyons-nous ? Il ne suffit pas de le dire, il faut le sentir. C'est une chose à comprendre. C'est une vérité que peu apprennent bien.

Apprenez une langue autre que la vôtre, et vous commencerez à comprendre cette vérité. Intéressez-vous à une littérature étrangère, et une lumière nouvelle se fera dans votre esprit. Ne restez pas toujours à la même place. Prenez un autre point de vue, et vous verrez plus clairement.

Voici ce que vous verrez après quelque temps : Vous verrez que les mêmes qualités et les mêmes défauts de caractère se découvrent partout—chez les Anglais comme chez les Français, chez les Allemands comme chez les Japonais. Vous verrez que le mot 'caractère national' signifie peu de chose, bien peu de chose—presque rien.

Je sais qu'on a l'habitude de faire avec les nations ce que le géologue fait avec ses pierres. Il met ensemble les pierres de la même origine, les arrange dans une boîte, et colle dessus une étiquette. Une seule étiquette porte la description de toutes les pierres dans la même boîte.

Parcèlement on met tous les Anglais dans une même boîte, tous les Français dans une autre, tous les Allemands dans une troisième ; on écrit trois étiquettes plus ou moins flatteuses, et on dit : Voilà ! Il n'y a plus qu'à coller les étiquettes.—En effet, c'est très simple.

Mais vous savez aussi bien que moi que tous les Anglais, tous les Français, tous les Allemands, ne répondent pas à une même description. Les classifications de ce genre sont données par des gens qui connaissent peu leur monde. Ces gens sont comme ce monsieur qui, arrivant dans un pays qu'il visitait pour la première fois, remarqua que la servante de son hôtel avait les cheveux roux. Il tira aussitôt son carnet de sa poche, et écrivit la note suivante :

' Dans ce pays toutes les servantes sont rousses.'

N'attachons donc pas une grande valeur aux observations des autres, servons-nous de nos yeux, de nos oreilles. Lisons pour nous-mêmes, et nous découvrirons que Français, Anglais, Allemands, Espagnols, Japonais, et Hottentots, se ressemblent plus ou moins de caractère. Qu'il en est de bons et de mauvais, d'intelligents et de stupides, de polis et de grossiers, de braves et de poltrons, de beaux et de laids.

Mais alors, si les hommes se ressemblent partout, pourquoi ne pas limiter son étude à un seul groupe ? Apprenons à connaître les Anglais, cela suffira. Les Français ne fourniront que ce que les Anglais ont déjà fourni. Ce n'est pas la peine d'étendre le champ de nos observations.—Si. Il y a des différences réelles entre les gens qui parlent une langue différente, qui vivent sous un climat différent : Ils ont des habitudes différentes, des coutumes différentes, et surtout un *point de vue* différent.

Laissez-moi vous expliquer par un exemple ce que je veux dire par *point de vue*.

Je regarde un objet dont je désire savoir la forme exacte. Pour moi cet objet a la forme d'un cercle, et je le représente ainsi : ○.

'Non,' me dit quelqu'un qui regarde le même objet d'un autre point de vue, 'je vois cet objet ainsi : △.'

Une troisième personne vient nous dire : 'Pour moi cet objet a une forme toute différente : ◇.'

Eh bien, qu'est-ce que cela veut dire ? Nous avons tous tort peut-être. Pardon, nous avons tous raison. L'objet que nous examinons de différents points de vue est un cône. Nous avons tous bien vu, mais incomplètement. En nous aidant les uns les autres nous sommes arrivés à la vérité.

Toutes les nations du monde ont différents points de vue sur la Vie, la Morale, la Politique, l'Art, la Religion. Voulons-nous arriver à la vérité ? Prenons plus

d'un point de vue. Prenons autant de points de vue que possible.

Le point de vue français corrigera peut-être le point de vue anglais.

Croyez-vous qu'avec un œil vous voyez aussi bien qu'avec deux ? Regardez dans un stéréoscope avec un œil d'abord, puis avec deux—vous verrez la différence. Voilà ma réponse à la question : Pourquoi apprenons-nous le français ? C'est pour avoir deux points de vue.

Un dernier mot. Vous apprenez la géographie. On vous a montré, je pense, la manière intéressante dont se développe un pays et un peuple.

D'abord, vous avez, par-ci par-là, des villages de sauvages. Ils sont sauvages parce qu'ils sont seuls. Ils se méfient des étrangers, et les tuent quand ils les rencontrent. Ils n'aiment pas les sauvages du village voisin parce qu'ils ne les connaissent pas. Mais attendez un peu. Quelques sauvages du village A rendent un service aux habitants de B. Ils se rencontrent quelquefois, et ont, peu à peu, tracé un sentier entre les deux

villages. D'autres se servent du sentier qui s'élargit bientôt et facilite les relations de A et de B. Ce sentier devient une route qui s'allongera jusqu'au village voisin. Le pays se couvre de routes, et les sauvages d'autrefois forment maintenant une nation. Les nations, une fois formées, se font la guerre, se querellent, et se battent, comme faisaient autrefois les individus, mais c'est parce qu'elles ne se connaissent pas assez.

Comment arriveront-elles à se connaître, à s'entraider, à s'aimer ? Il leur faut des routes *internationales*. Oui ; mais ce seront des routes ouvertes par la pensée, des routes ouvertes par l'échange des idées. Et nous, qui apprenons les langues étrangères, nous sommes des ingénieurs, des civilisateurs. Apprenons donc le français, ou l'allemand, ou l'espagnol, autant de langues vivantes que possible. Ce sont des routes internationales. Elles mènent où ? Aux Ententes cordiales, à la Paix, à la Vérité, à la Justice.

F. R. ROBERT.

THE BRITISH STUDENT IN PARIS.

PROFESSOR BAKER has sent us the following circular letter which he has recently received. As he says, it will be a great advantage for British students to have recourse to M. Mario Roques, one of the best informed and most able of the younger professors.

MONSIEUR,

Les étudiants étrangers qui viennent à Paris poursuivre des études de philologie romane se plaignent souvent des difficultés qu'ils ont rencontrées, au début de leur séjour en France, pour organiser leur travail et des pertes de temps qu'ils ont éprouvées de ce fait. Ces plaintes ne sont que trop légitimes.

L'enseignement des littératures et des langues romanes à Paris se trouve réparti sans méthode entre plusieurs établissements, *Collège de France, Faculté des*

Lettres, École des Hautes-Études, École des Chartes, École des Langues orientales vivantes ; nos multiples cours et conférences, de caractères fort divers, ne sont pas organisés suivant un plan systématique et progressif ; il est difficile à un étudiant, surtout à un étranger, de démêler dans cet ensemble ce qui lui est immédiatement nécessaire, ce qui doit lui être le plus utile, ce qui est le plus original ; les affiches et les guides ne peuvent donner que des indications matérielles et ne renseignent pas sur l'adaptation possible des divers enseignements aux besoins de chacun des étudiants : ceux-ci se décident, choisissent et négligent au hasard ou perdent en tâtonnements, en expériences personnelles souvent vaines, des semaines ou des mois.

La multiplicité de nos bibliothèques de travail, la diversité de leurs ressources et

de leur mode d'utilisation, créent un embarras d'un autre ordre aux étudiants plus avancés qui viennent à Paris chercher en quelques mois les matériaux de longs travaux futurs.

Enfin, ici comme ailleurs, au cours de ces recherches, les difficultés matérielles naissent sous les pas des travailleurs, et sans doute les romanistes parisiens se font un agréable devoir de renseigner et de conseiller de leur mieux les étudiants qui veulent bien les consulter; encore faut-il que ceux-ci sachent à qui s'adresser au moment opportun et que le hasard des relations ou des rencontres leur permette d'attendre utilement et sans crainte d'indiscrétion des professeurs souvent très entourés.

Quelques amis des études romanes, membres de la *Société amicale Gaston Paris* ou de la *Fédération de l'Alliance française aux États-Unis et au Canada*, ont cru utile et possible d'améliorer cette situation en substituant aux tâtonnements individuels et au hasard des bonnes volontés un service régulier d'information et de direction *pratique* pour les étudiants étrangers à Paris. La libéralité d'un membre de la *Fédération* a permis l'organisation matérielle de ce service, à titre d'essai, pour une période de deux ans et, provisoirement au moins, pour une

partie seulement des étudiants étrangers en philologie romane (*langues et littératures*), les étudiants de langue anglaise (*Grande-Bretagne et Irlande, États-Unis d'Amérique, Canada*).

Ce service a été confié à M. Mario Roques, chargé de cours à la Faculté des Lettres, directeur adjoint à l'École des Hautes-Études, qui se tiendra à la disposition des étudiants désignés ci-dessus du 20 octobre au 15 juillet, une fois par semaine à jours et à heures fixes, soit à son domicile personnel, soit dans tel ou tel des établissements scientifiques qu'il aura à faire connaître aux étudiants.

Nous avons l'honneur, Monsieur, de vous annoncer la création de ce service, et nous vous prions d'en faire connaître l'existence à ceux de vos étudiants qui doivent poursuivre leurs études à Paris. Vous voudrez bien les prier de se présenter directement à M. Roques,* 2, rue de Poissy, Paris, V^e arr., à qui vous pourriez adresser aussi, si vous le jugez utile, quelques indications précises sur les besoins particuliers de chacun des étudiants.

Nous vous serons reconnaissants des observations que vous voudrez bien faire parvenir à M. Roques sur l'essai que nous tentons et sur l'organisation et le fonctionnement de notre service.

THE BÖTTINGER STUDIENHAUS AT GÖTTINGEN.

To students of American and British nationality, who intend to continue or complete their studies in Germany, it may be of interest to learn that in the town of Göttingen a new movement has been inaugurated. In the beginning of September, 1908, by the initiative of His Excellency the late Ministerial Director in the Education Department, Dr. Althoff, and by the munificence of Geheimrat Dr. von Böttinger, of Elberfeld, a new institution was founded, to which was given the name of 'Böttinger Studienhaus.'

The object of the Institute (which has no official connection with the University) is to serve the interests of university

students, both native and foreign, by supplying them with the fullest information by which their studies in Germany may be facilitated and promoted, while at the same time it will afford foreign students in Göttingen the means of making themselves acquainted with German institutions and with the language of the country.

The Academic Inquiry Office established in connection with the Institute, which will be provided with the necessary books

* Ils trouveront chez M. Roques, avec l'indication précise des jours et heures qui pourront leur être réservés, un tableau-guide détaillé des enseignements romans à Paris pour l'année scolaire en cours.

of reference for the use also of students, will especially supply important information bearing on German Universities and Technical High Schools, their arrangements and aims, their various courses of study, the conditions of admission and graduation, etc.

Foreigners studying in Göttingen, who may seek an introduction into German families, will be put into communication with such suitable families as have offered themselves for this purpose.

A prominent feature of the new Institute will be the establishment of courses of instruction in German, which will enable students to acquire a thorough working knowledge of the language. By lectures and occasional excursions they will be made acquainted with German institutions in various departments, and opportunities will be afforded them to become familiar with German intellectual life.

The establishment occupies at present a large modern building, rented for the purpose and arranged and furnished for the requirements of the Institute. Here also the members of the American and British Colonies which have been in existence in Göttingen for a number of years will find a new and comfortable home, in close proximity to the University lecture-rooms and to the central parts of the town.

The Committee of Management of the Institute consists of Herr von Böttinger and five University Professors, with an Advisory Board composed of the University Curator, the retired Curator, the Burgomaster of Göttingen, and seven additional Professors.

Further information concerning the Institute will be supplied on application addressed to the Böttinger Studienhaus, Göttingen.

HOLIDAY COURSES IN 1910.

HONFLEUR, NEUWIED, LÜBECK, SANTANDER: COURSES OF THE TEACHERS' GUILD.

THE Teachers' Guild Holiday Courses Committee have made arrangements for the repetition in 1910 of the Modern Languages Courses in four centres out of the five selected for last year. The omission is Tours. In that centre, after a considerable increase in the number of students for one or two years, there was a falling off to an extent which again made the Courses not self-supporting. The extra journey, as compared with Honfleur (with its extra cost), and the August temperature of Touraine, appear to be the causes of the deficient attendance. The decision to discontinue the courses at Tours was taken after much deliberation, and the cessation may be only temporary.

Extra leaders of Conversation Classes will again be engaged at Honfleur, Neuwied, and Lübeck, so that there may be Conversation Classes daily for all students,

and the classes will be kept as small as possible.

Certificates of Attendance will be granted to all students who satisfy the requirements of the Committee under this head.

The Examination, established in 1908, under more stringent conditions than formerly, will be held in the French and German centres in 1910, towards the end of the Courses. Carefully-considered arrangements have been made by the Committee to secure such an Examination as shall supply a true test of proficiency, and an expert classification of the examinees. An experience of two years has enabled the Committee to make certain modifications, especially with respect to the questions set in the written and in the oral examinations.

There were 20 candidates for the Examination in 1909—viz., at Tours, 7; at Honfleur, 10; at Neuwied, 2; and at Lübeck, 1. Thirty certificates were awarded—viz., on the written examination, 10; on the oral examination, 20.

The certificates were of three classes, with three divisions in each class. Four first-class written examination certificates and 10 first-class oral examination certificates were awarded. Of the former, 2 were in the first division; of the latter, also 2. Only 1 student was in the first division of the first class in both the written and the oral examination.

The new Course started at Lübeck in 1909 was found to be so helpful to those who attended it that it will be repeated this year on the same lines (mainly commercial and practical), and with the same teaching personnel and Representative. There will be a Course of Lectures by Dr. Sebald Schwarz, Director of the Lübeck Realschule, the subject being 'Aus dem deutschen Kulturleben unserer Zeit.' Phonetics, Conversation, German Commercial Correspondence and Scientific Terminology, will receive full attention.

At Neuwied the Courses will maintain the character which they have had from the first, resembling that of the French Course at Honfleur in being linguistic and literary. Dr. Biese, Director of the Royal Gymnasium, will lecture on 'Goethe, in seinem Leben und in seinen Werken,' and will devote an hour daily to the advanced and to the elementary class, separately, in Class Reading. Herr Williger will conduct Conversations on German Life and Elementary Phonetics with the elementary class, and will instruct the advanced class in Phonetics, theoretical and practical.

The Courses at Honfleur will be conducted by the Professors of last year, under the able and experienced local organization of Monsieur Albert Leconte. The subject for both sets of lectures, elementary and advanced, will be an 'Étude sur quelques Auteurs Français (1550-1900), prescrits pour les différents Examens des Universités anglaises.' It is hoped that students who would have chosen Tours, had the Courses there been continued, will find all that they want in the way of instruction and guidance at Honfleur.

To make the Spanish Course successful,

an entry of some seven to ten students at least is desirable. The Committee have decided to continue offering the opportunity provided at Santander, though considerations of distance and expense deter most of those who require a Spanish Course from availing themselves of the arrangements made for them.

The total necessary cost of the three weeks' Course at the French and German centres is about £11 to £11 10s.; of the Spanish Course, £16. In these totals the cost of travelling is reckoned from London; railway second class, boat first class.

The dates of Preliminary Meetings and opening of Classes are as follows:

	Preliminary Meetings.	Classes.
At Honfleur	Aug. 2.	Aug. 3.
At Lübeck	" 4.	" 5.
At Neuwied	" 3.	" 4.
At Santander	" 5.	" 6.

The following Representatives of the Committee will be present with the students throughout the Courses:

At Honfleur—Mr. W. A. L. Mease, B.A., King Edward VII. School, Sheffield.

At Lübeck—Mr. T. R. Dawes, M.A., Headmaster of the Secondary School, Castleford, Yorks.

At Neuwied—Mr. C. Steinmetz, Senior Staff Instructor (Modern Languages), Surrey Education Committee.

At Santander, Señor Don Julian Fresno de la Calzada, Instituto de Santander, and Mr. S. Beirne, Astillero, Province of Santander, will undertake the duties of Representatives.

The fee for the Courses is £2 2s., or, for members of the Teachers' Guild, £1 17s. An extra 3s. is charged on entries after July 15. The Courses are open to all English-speaking people, whether teachers or not. For students below the age of eighteen years special arrangements will be made, should a sufficient number of them enter their names in good time.

The Handbook of the Courses, giving full particulars, will be sent to anyone who applies for it, with penny stamp for postage, to the offices of the Guild, 74, Gower Street, London, W.C.

THE BESANÇON HOLIDAY COURSE.

You were good enough to publish last autumn our reports on the Besançon Holiday Course; we feel that something ought to be added to what we could then say.

The syllabus for 1910, recently issued, seems to us sorely disappointing. Dr. Vandaele, whom we regarded as the soul of the course, has resigned, and his place has been taken by a man who, though a most entertaining *causeur*, has not, in our opinion, the qualities necessary to a leader.

Moreover, the London B.A. Honours Syllabus, which last year formed so important a part of the course, has been all but abandoned. 'Monsieur P— Explication d'auteurs français du programme B.A. (Université de Londres)'—that is all! Evidently, the new organizers have failed to realize either the extent of the B.A. syllabus or its importance.

We know that Dr. Vandaele's plan had been to study the London requirements together with those of other leading British Universities. His successors intend, apparently, to do nothing of the kind.

The influence of the late 'Directeur'

can still be traced, however, in the long list of lectures—for some of which he had already made arrangements last summer—and in the grouping of students for conversational classes. Some of the subjects announced—*aesthetics*, education, French political history, etc.—should prove interesting to advanced students.

Last year the English students in attendance were twice as numerous as on any previous occasion. We fear, however, that the virtual withdrawal of the B.A. syllabus will be regarded as a very serious matter by the London candidates.

It is not our wish to discourage any intending Besançon students, but we consider it only fair to them to make it clear that our previous reports can only be taken as referring to Dr. Vandaele's régime. Most unfortunately for English students, this is now a thing of the past.

Knowing that your Holiday Course columns are much consulted by intending students, we deem it our duty at once to express quite candidly our regret at the changes which have taken place at Besançon.

OSMOND T. ROBERT.

P. W. COOKE.

Welling,

April, 1910.

THE CO-OPERATIVE HOLIDAYS ASSOCIATION.

THE work of this Association began at a Congregational Church in the busy regions of industrial Lancashire, when its minister, Mr. T. A. Leonard, the able and untiring General Secretary, discovered the demoralizing influence of the holiday life upon young people at the conventional Lancashire holiday resorts. It was evident that the majority of young men and women did not know how to make the best use of their short holidays.

As a first step, a Rambling Club was formed; the next was the announcement of a long week-end holiday at Ambleside, in which over thirty young fellows participated. In the words of the General Secre-

tary: 'Saturday to Tuesday was spent scaling the mountains, and entering into the quiet delights of that lovely region, with talks about wayside flowers and Wordsworth, and the hundred and one other things that greet the eye of the wayfarer. That a really "jolly" holiday could be spent in this way was a revelation to many of the fellows, who had always associated holiday pleasures with bands, crowds, and shows. The chief inducement to some was the cheapness of the outing.' Their verdict of the holiday was: 'It were champion.' And so henceforth the rambling holiday became an annual event.

Then Dr. Paton of Nottingham took an interest in the movement, with the result that a great extension of the Co-operative Holiday idea was made; a limited scheme developed into a national movement. In 1897 we formulated our constitution, and called ourselves the 'Co-operative Holidays Association.' This name has often given rise to misapprehension, and yet no other words in our language are able to express so well the dominant idea of our movement, in which each member at a centre is expected to contribute to the common good whatsoever powers and abilities he or she may possess. In this sense our holidays are in truth 'co-operative,' though we have no connection with any stores, but are an educational and not a money-making concern, and pay no dividend beyond that of human health and happiness.

Such were the beginnings of our Association. What it may develop into it is wellnigh impossible to foretell, but the popularity of the movement is assured. We have never yet been able to accommodate all those who have applied for places in our guest houses during the most popular holiday weeks. The further growth of our movement depends, not upon paid labour, but rather upon our ability to enlist a sufficient number of men and women of strong magnetic character as voluntary helpers. Men like Lewis Paton, the energetic and resourceful High Master of the Manchester Grammar School, are the strength of our movement. Numbers of clever young professional and business men are now giving us their summer holidays, and act as leaders of our parties; but we could do with many more, and shall like to hear of them. These give tone and character to our centre life. Our Association has a definite ethical mission to fulfil, namely, the cultivation of character. Almost every grade of society is represented in our guest houses, and amid all differences of sex, creed, political opinion and social status, we discover how much there is in which we are agreed as

we tramp together, sit together at the same table, learn the same lessons of tolerance and good-will.

Comradeship, simplicity, reverence, may perhaps be regarded as the watch-words of our movement. We believe in spending long days in the open, exploring the wildest and most interesting places in the neighbourhood of our centres, being led and informed by enthusiasts in natural history, antiquities, or folk-lore; we train our eyes to see the beauties, and our hearts to feel the wonder, of the world we live in.

Such is the C.H.A. We have fourteen centres this year, some permanent, some temporary. The centres in Great Britain, eleven in number, are at Whitby, Row in Scotland, Hayfield in the Peak District, Addiscombe on the Surrey Hills, Berwick-on-Tweed, Bangor, Boscawen on the north coast of Cornwall, Newlands Vale, Amble-side, Hebden in Wharfedale, Portballintrae on the north coast of Ireland. Besides these there are at present three centres abroad, viz., Dinan in Brittany, Finhaut in Switzerland, and Kelkheim in the Taunus, Germany, near the Rhine, and but fifteen miles from Frankfort-on-the-Main.

The Continental part of our movement is still in its infancy, and we hope, as time progresses, to develop further in the direction we have indicated by this early effort. This year we are again receiving a party of German boys from the *Musterschule*, Frankfort, who will come over during July, in order that they may be brought into closer contact with English life and English ideals. Their ages will range from seventeen to nineteen, and they will all have a fair knowledge of English. We require this, in order that the whole of their stay may prove of use to them. The first week of their visit to England will be spent in private homes of members belonging to our Association, who have very kindly offered them hospitality. The remaining part of their stay in England will be spent at Whitby, Hebden in Wharfedale, and Addiscombe in Surrey. There is also this year in con-

templation a return visit of English boys to Germany. This visit would commence on August 6. Definite arrangements have as yet not been made with regard to this visit, but, as in all other undertakings under C.H.A. auspices, the holidays will be both fruitful and inexpensive. We trust that sympathizers in our efforts to promote a friendly feeling between foreign nations and ourselves will help us by offering their aid in welcoming our German guests, and showing a friendly and sympathetic spirit towards them. Any assistance of this nature will be sure to produce the most excellent result, and will directly benefit not only the German visitors, but our own people as well. Further, well-wishers of our scheme may very materially help us by recommending to their English boy friends this opportunity of becoming acquainted with the Germans, their customs and their ways. As an indication that our efforts to promote friendly relations between England and Germany have been recognized across the North Sea, German friends at Frankfort have formed a society which they call the 'Ferienheimgesellschaft'—*i.e.*, the 'Association of Holiday Homes'—with an

influential committee, consisting of Dr. Walter (the well-known headmaster of the Musterschule), Sir Francis Oppenheimer (the British Consul), Baron von Siebold, Mr. August Lorey, an enthusiastic teacher who is Honorary Secretary of the Ferienheimgesellschaft, and many others of similar standing. It is this Frankfort Association which is this year sending over a party of German boys to us, and in a most generous manner arranging for the English boys' stay while in Germany. We hope that by this means a little practical work may be successfully accomplished in fostering in the minds of the rising generation a friendlier feeling between our two countries.

I shall be very glad to furnish further information in regard to the work of our Association, and to receive offers of assistance from educationists interested in our scheme. Inquiries should be accompanied by a stamped addressed envelope.

E. D. BREUL,

Assist. Gen. Sec., C.H.A.

223-225, Brunswick Street,
Oxford Road,
Manchester.

DISCUSSION COLUMN.

THE TEACHING OF COMPOSITION.

OWING to suggestions from several of our members, it has been decided to make the above the subject for discussion this year. The term 'composition' is held, for the purposes of this discussion, to include :

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

The questions concerning each which call for discussion are :

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

Members are urged to insure the success of this discussion by making contribution to it, however small. Our object is to gather opinions and experiences from all sources. Those desiring to take part should send

his or her communication, not later than two weeks after the issue of any given number of MODERN LANGUAGE TEACHING, to

F. B. KIRKMAN,

The Three Gables,

Letchworth,

Herts.

MODERN LANGUAGE ASSOCIATION.

A MEETING of the Executive Committee was held at the College of Preceptors on Saturday, April 30.

Present: Messrs. Pollard (chair), Andrews, Atkinson, Brereton, Rippmann, Somerville, Storr, and the Hon. Secretary.

Apologies for absence were received from Messrs. Brigstocke, Fiedler, von Glehn, Milner-Barry, O'Grady, Twentyman, and Miss Johnson.

The minutes of the last meeting were read and confirmed.

Mr. Twentyman in his letter mentioned that a number of books had been presented to the library.

The names of ten members, whose subscriptions for two years were in arrears, were removed from the list.

Professor Rippmann moved:

That the Modern Language Association approach the County Councils Association with a view to enlisting their co-operation in sending a Commissioner abroad in July and August, 1910, to visit Holiday Courses and report.

That the Modern Language Association offer to contribute £20 towards the cost, on condition that the County Councils Association contributes an equal sum.

As the Finance Sub-Committee reported against this expenditure, the motions were withdrawn, and it was agreed instead to suggest to the Board of Education that the Special Inquiries Department should be asked to report on the subject.

The Information Sub-Committee submitted an account of the diplomas in French and German held by English

teachers, and made the following recommendation:

That, as there appears to be no satisfactory separate certificate in Modern Languages for those teachers who are unable to follow a regular course of study, negotiations be re-opened with the University of London with a view to the establishment of such a certificate.

After considerable discussion it was resolved, in view of the smallness of the attendance, to submit this recommendation to a meeting of the General Committee to be held on May 28.

Letters were read from Miss Althaus, informing the Committee that a Branch of the Association for Yorkshire had been established, with a membership of ninety-three, and stating the wish of the Branch that Associate members, paying less than the ordinary subscription, should be admitted to membership of the Branch. The Hon. Secretary was desired to answer that the Committee appreciated the strength of the case made out for the admission of such members, and would submit the question to the General Committee, by whom the rule relating to such members had been made.

Letters were read from Mlle Sanus and from M. Dupré, the contents of which are noticed in another column.

Mr. Cloudeley Brereton and Mr. H. W. Atkinson were appointed delegates to the annual conference of the Parents' National Educational Union.

There were elected the following thirty-

two members, of whom twelve belong to the newly-established Yorkshire Branch :

W. F. Allen, M.A., Municipal School, Scarborough.

W. S. Ashley, M.A., King Edward's School, Camp Hill, Birmingham.

Miss E. M. Barber, Central High School, Leeds.

Miss L. K. Bennet, Melton Mowbray Grammar School.

E. E. Boardman, Boys' Modern School, Leeds.

Mrs. G. Bousfield, at St. Swithin's, Hendon, N.W.

Miss E. Carless, High School, Monmouth.

W. H. Cope, Librarian, Birmingham University.

T. R. Dawes, M.A. Secondary School, Castleford, Yorks.

Miss M. A. Dodds, L.L.A., 16, Belle Vue Mansions, Devonshire Road, Forest Hill, S.E.

T. Dyson, B.A., High School, Nottingham.

E. Ebert, Ph.D., City of London College.

Miss Winifred Ellis, Golfview, Nairn, N.B.

Miss Garbutt, M.A., Girls' Modern School, Leeds.

J. H. Hallam, M.A., County Hall, Wakefield.

J. J. W. Herbertson, Bowden House, Seaford.

S. C. Hodgson, B.A., Central High School, Leeds.

O. Lucat, Gymnase royal de Foligno, Italy.

Miss McCroben, Girls' High School, Wakefield.

Miss Mary Maclean, M.A., High School, Stirling.

R. S. Momber, M.A., Schloss Emmeram, Regensburg, Bavaria.

W. S. Montgomerie, B.A., University, Greifswald, Germany.

A. T. de Moulpied, B.Sc. (Lond.), M.Sc., Ph.D., L.C.C. District Inspector.

S. Sawyer, B.A., Secondary School, Pudsey.

Miss W. E. Schmidt, High School, Monmouth.

Miss Scholes, Heckmondwike School, Yorks.

Miss A. M. Shove, Tiffins' Girls' School, Kingston-on-Thames.

Miss C. E. Smith, Secondary School, Holmfirth, Yorks.

Miss Hilda Thorp, Secondary School, Pudsey.

S. Tindall, M.A., Grammar School, Bradford, Yorks.

G. T. Ungood, B.A., County School, Acton, W.

Miss M. Weber, Church Missionaries' Children's School, Limpsfield, Surrey.



The following memorandum has been sent to the Board of Education :

May 4, 1910.

The Modern Language Association begs to call the attention of the Board of Education to the lack of any authentic information as to the effectiveness, standard of diplomas granted, and the comparative merits, of the various foreign Holiday Courses advertised by the Board. This want has been felt not only by individual students, but by County Councils who grant scholarships to teachers and intending teachers to enable them to attend such Courses.

The Executive Committee of the Modern Language Association at their meeting of April 30 resolved :

That the Board of Education be requested to appoint through its Special Inquiries Bureau a Commissioner or Commissioners to visit Foreign Holiday Courses in July and August, 1910, and to issue a Memorandum embodying their Report.



EXCHANGE OF CHILDREN.

THE season for arranging exchanges for the summer holidays has now begun, and applications should be sent to Miss Batchelor (Grassendale, Southbourne-on-Sea, Hants) as soon as possible.

Last year, unfortunately, a good many applications were sent in too late to insure getting an exchange, as French schools break up in the middle of July, and German schools at the end of June.

The number of exchanges arranged last year was more than double that of the year before, and it is to be hoped that this year will again bring a good record.



YORKSHIRE BRANCH.

AN informal meeting was held at 17, Ashwood Villas, Headingley, Leeds, on Saturday, March 19, to discuss the question of forming a Yorkshire Branch of the Modern Language Association, and how far local meetings of the same might be helpful to Modern Language teachers in the county, often unable to attend the Annual Meeting of the Parent Association.

Present: Messrs. Dawes, Dent, Hodgson, Todd, Mrs. Connal, Misses Althaus, Byles, Lowe, Roberts, Robertson, Scott.

Mrs. Connal was voted to the chair.

At this meeting it was resolved that the Branch consist of—

1. (a) Members of the Modern Language Association paying full subscription (7s. 6d.); (b) Members of the Local Branch only, to be termed 'Associate Members,' who shall pay a lower subscription [see below].
2. That the name of the Branch be 'The Yorkshire Branch.'
3. That Dr. A. W. Schüddekopf be invited to be President, and Dr. Baker (Sheffield), Professor Barbier (Leeds), and Miss Lowe, invited to be Vice-Presidents.

A Committee of nine, with quorum of three, exclusive of President, Vice-Presidents, and Secretary, was elected.

Members of Committee: Messrs. Dawes, Dazeley, Tindall, Todd, Hodgson, Mrs. Connal, Misses Backhouse, Banks, Lowe.

Miss Althaus was elected Hon. Secretary and Treasurer.

Miss Althaus was deputed to send the proposed invitations to President and Vice-

Presidents; to suggest May 9, 10 and 11 as suitable dates for the inaugural meeting; to ask the invited President to fix the date and read an inaugural address, and to suggest that the address should be followed by a discussion of the Interim Report on Terminology.

On March 21 Miss Althaus saw Dr. Schüddekopf, who consented to be President of the Branch, and promised to read a short address on May 9, suggesting, however, the substitution of a paper (French) for the proposed discussion.

[As our readers will see, the question of Associate membership will be considered by the General Committee on May 28.—*ED. M. L. T.*]



THE LOAN LIBRARY.

In response to the appeal recently addressed to members on behalf of the Loan Library the following gifts of books have already been received. We have also much pleasure in announcing that a donation of £2 2s. has been received from Mr. Kolp, of Manchester. It is hoped that this good beginning will encourage other members to give further help.

List of Donations to the Modern Language Association Library.

Mr. D. J. Davies.

Findlay (J. J.). 'Principles of Class Teaching.' London, 1905.

Dr. H. F. Heath.

Bagster-Collins (Elijah W.). 'The Teaching of German in Secondary Schools.' New York, 1904.

Boerner (Otto) and Clemens Pilz. 'Französisches Lesebuch insbesondere für Seminare. I. Teil, Leipzig and Berlin, 1900.

Curme (George O.). 'A Grammar of the German Language, designed for a Thorough and Practical Study of the Language, as Spoken and Written To-day.' New York, 1905.

Professor W. Rippmann.

Lounsbury (Thomas R.). 'The Standard of Usage in English.' New York and London, 1908.

Wendt (Otto). 'Enzyklopädie des französischen Unterrichts.' Hannover-List and Berlin, 1909.

Wright (Joseph). 'Historical German Grammar.' Vol. I.: Phonology, Word-formation, and Accidence. London, New York, and Toronto, 1907.

Dr. F. Spencer.

Brachet (Auguste) and Paget Toynbee. 'A Historical Grammar of the French Language.' Oxford, 1896.

Cerf (Albert J. W.). 'Short Historical Grammar of the German Language: Old, Middle, and Modern High German.' Part I. Introduction and Phonology. London and Edinburgh, 1894.

Crane (Thomas Frederick). 'Le Romanisme Français.' A Selection from Writers of the French Romantic School, 1824-1848. New York and London, 1894.

Darmesteter (Arsène). 'A Historical French Grammar.' London, 1902.

Hawkins (Frederick). 'Annals of the French Stage, from its Origin to the Death of Racine.' Vol. I., 789-1667; Vol. II., 1668-1699. London, 1884.

Kastner (L. E.). 'A History of French Versification.' Oxford, 1903.

Lachmann (Karl). 'Der Nibelunge Noth und die Klage.' Berlin, 1881.

Paul (Hermann). 'Mittelhochdeutsche Grammatik.' Halle, 1881.

Philippi (J.). 'Histoire de la Littérature Allemande d'après le Dr. Hermann Kluge.' Paris (n.d.).

Spencer (F.). 'A Primer of French Verse for Upper Forms.' Cambridge, 1905.

Spencer (F.). 'Chapters on the Aims and Practice of Teaching.' Cambridge, 1903.

Trechmann (Emil). 'A Short Historical Grammar of the German Lan-

guage,' translated and adapted from Professor Behaghel's 'Deutsche Sprache.' London and New York, 1891.

Trechmann (Emil). 'Methods of Teaching Modern Languages.' Papers on the value and on methods of Modern Language instruction. Boston, 1893.

Dr. E. G. W. Braunholtz.

Beauvais (Arsène). 'La Place des Mots. Les Erreurs de l'Académie.' Bordeaux, 1900.

Clédat (Léon). 'Rutebeuf.' Paris, 1891.

Junker (Heinrich P.). 'Grundriss der Geschichte der Französischen Literatur.' Münster, 1898.

Lanson (Gustave). 'Boileau.' Paris, 1892.

Passy (Paul). 'Les Sons du Français.' Paris, 1895.

Plattner (Ph.). 'Wörterbuch der Schwierigkeiten der französischen Aussprache und Rechtschreibung.' Karlsruhe, 1900.

Troyes (Kristian von). 'Erec und Enide.' Halle, 1891. 'Yvain.' Halle, 1896. Both edited by Dr. W. Förster.

Thieme (H. P.). 'La Littérature française du XIX^e Siècle.' (Bibliographie.) Paris, 1897.

Paris (Gaston). 'La Littérature française au Moyen Age.' Paris, 1898.

Mr. J. Kolp.

Matthias (T.). 'Handbuch des deutschen Unterrichts.'

Professor Robertson.

'History of German Literature.'

Mr. F. B. Kirkman.

Baerwald (Richard). 'Eignet sich der Unterricht im Sprechen und Schreiben fremder Sprachen für die Schule?' Marburg, 1899.

Baerwald (Richard). 'Neue und ebenere Bahnen im fremdsprachlichen Unterricht.' Marburg, 1899.

Bahlsen (Leopold). 'The Teaching of Modern Languages.' Boston, New York, Chicago, and London.

Bahlsen (Leopold). 'Der französische

- Sprachunterricht im neuen Kurs.' Berlin, 1892.
- Jespersen (Otto). 'Frank Begynderbog.' Copenhagen, 1897.
- Collard (F.). 'La Méthode directe dans l'Enseignement des Langues vivantes.' Bruxelles, 1904.
- Curtius (Anna). 'Der französische Aufsatz im deutschen Schulunterricht.' Leipzig, 1907.
- Dubrulle (A.). 'Explication des Textes français (Principes et Applications).' Paris, 1904.
- Eggert (Bruno). 'Der psychologische Zusammenhang in der Didaktik des neu-sprachlichen Reformunterrichts.' Berlin, 1904.
- Fambri (Gabriel). 'Psychophysische Methodik für den Unterricht fremder Sprachen.' Hermannstadt, 1901.
- Haebler (G.). 'Der Sprachunterricht der deutschen Schulen.' Wiesbaden, 1900.
- Henry (Victor). 'A Short Comparative Grammar of English and German, as traced back to their Common Origin, and Contrasted with the Classical Languages.' London, 1894.
- Hense (J. G. A.). 'Leitfaden zum gründlichen Unterrichte in der deutschen Sprache für höhere und niedere Schulen.' Hannover, 1891.
- Klinghardt (H.). 'Bericht über den Unterricht mit einer englischen Anfängerkasse im Schuljahre 1887-88.' Marburg, 1888.
- Kühn (K.). 'Entwurf eines Lehrplans für den französischen Unterricht am Realgymnasium.' II., Mittel. und Oberstufe. Marburg, 1889.
- Laurie (S. S.). 'Lectures on Language and Linguistic Method in the School.' Edinburgh, 1893.
- Lehmensick (Fr.). 'Das Prinzip des Selbstfindens in seiner Anwendung auf den ersten Sprachunterricht.' Dresden, 1900.
- Mangold (Dr. W.). 'Gelöste und ungelöste Fragen der Methodik auf dem Gebiete der neueren Fremdsprachen.' Berlin, 1892.
- Münch (Dr. Wilhelm) und Glauning (Dr. Friedrich). 'Didaktik und Methodik des französischen und englischen Unterrichts.' München, 1895.
- Von einem Schulmann. 'Führer durch die französische und englische Schullitteratur.' Wolfenbüttel, 1894.
- Von einem Schulmann. 'Zweiter Nachtrag zum Führer durch die französische und englische Schullitteratur.' Wolfenbüttel, 1897.
- Schweitzer (Ch.). 'Méthodologie des Langues Vivantes.' Paris, 1903.
- Thiergen (Dr. Oscar). 'Methodik des neuphilologischen Unterrichts.' Leipzig, 1902.
- Walter (Max). 'Die Reform des neu-sprachlichen Unterrichts auf Schule und Universität.' Marburg in Hessen, 1901.
- Walter (Max). 'Zur Methodik des neu-sprachlichen Unterrichts.' Marburg in Hessen, 1908.
- Walter (Max). 'Aneignung und Verarbeitung des Wortschatzes im neu-sprachlichen Unterricht.' Marburg in Hessen, 1907.
- Walter (Max). 'Der Gebrauch der Fremdsprache bei der Lektüre in den Oberklassen.' Marburg in Hessen, 1905.
- * * *
- ### LANTERN SLIDES.
- The collection has received, through Professor W. Rippmann, a gift of the following twenty-two slides from Herr Julius Hartmann, of Stuttgart. These are the first slides of German subjects. They are excellent both from an artistic and from a technical point of view. The Association's best thanks are due not only Herr Hartmann himself, but also to Professor Rippmann, who selected from Herr Hartmann's large collection those that best suited the purposes of the Modern Language Association.
97. Stiftskirche, Stuttgart.
 98. Schiller Monument, by Thorwaldsen, Stuttgart.
 99. Mörike Monument, Stuttgart.

100. Wolfstor, Esslingen.
101. Old Tower ('Stadtturm'), Waiblingen.
102. Vaihingen, on the Enz.
103. } Besigheim, on the Neckar.
104. }
105. } Lauffen, on the Neckar.
106. }
107. Court of Monastery, Maulbronn.
108. Ruin of Monastery, Hirsau (with
Elm. Cf. Uhland's poem, 'Die
Ulme zu Hirsau').
109. Monastery and Village, Bebenhausen.
110. Monastery, Bebenhausen; now Royal
'Jagdschloss.'
111. Old House and 'Wehrgang,' Beben-
hausen.
112. House at Wildberg, on the Nagold
(Black Forest).
113. Stable and Barn in a Village near
Wildbad.
114. Farmhouse near Rippoldsau (Black
Forest, Baden).
115. Countrywomen at Zavelstein (Black
Forest, Württemberg).
116. Richtenstein, on the Danube.
117. Sunday Afternoon in a Swabian
village.
118. Stein, on the Rhine (Switzerland).

REVIEWS.

MODERN LANGUAGE TEACHING.

The Teaching of Foreign Languages: Principles and Methods. By F. B. KIRKMAN. Pp. xii + 112. Clive. Price 1s.

This book, published a year ago, should have been reviewed earlier in MODERN LANGUAGE TEACHING. The delay has made it necessary for me to read it a second time, which has been of advantage at least to me; for the impression on a second reading has been more favourable, so that probably I was not approaching it in quite the right spirit when I read it first.

It is indeed a remarkably good piece of work, and I do not know where the principles of the Reform method have been better stated in so small a space. No time is wasted upon attacks on obsolete and obsolescent methods; the arguments are stated clearly and straightforwardly; the illustrations are well chosen.

Mr. Kirkman begins by considering with care the objects of instruction in a foreign language; he sees in it (1) a means of literary culture; (2) a source of information; (3) a means of communication; (4) a means of promoting international goodwill; (5) a means of literary discipline. He next discusses the relative importance

of the kinds of linguistic attainment, and the choice of subject-matter; unfortunately, lack of space prevented him from giving a list of texts suitable for the various stages of instruction at school.

He next emphasizes the division of the Course into Literary and Linguistic, and indicates the place which these should respectively occupy; he refers to the question how far instruction in the subject-matter of the books read is possible, and on the stage at which the *art* of translation should be begun. In dealing with the Course in relation to the age of the pupils and the relative place of French, German, etc., in the Course, it would have been valuable to deal at greater length with the problems presented by the introduction at the age of twelve of County Scholars in our secondary schools; with the question of Latin, made compulsory or alternative to German; with the respective advantages of instruction by exclusive specialists, non-exclusive specialists, or non-specialists;* and other matters that present themselves

* By 'non-exclusive specialist' I here mean a Modern Language specialist who also gives some time to the teaching of other subjects; and by 'non-specialist,' one who teaches other subjects and also some French or German.

to one who is responsible for organizing the Modern Language work in a secondary school. There might also have been a more vigorous plea for the establishment and encouragement of Modern Schools of the *Realschule* type, in which two modern languages would be thoroughly taught.

The bulk of the book (sixty-four pages) is devoted to Method in the Linguistic Course, and it is an admirable exposition of Reform method practice. An important place is given to the pronunciation, and it is satisfactory to find that Mr. Kirkman is convinced of the value of a phonetic transcription. He is thinking of French in particular; and, indeed, German is throughout treated a little *stiefmütterlich*—but that, I fear, is the rule nowadays. He might have said that in German, where the ordinary spelling is much more phonetic than in French and English, the use of the ordinary spelling and the phonetic side by side is quite free from danger. He also might have dwelt on the great importance for the Modern Language teacher of a knowledge of English phonetics. Unless the teacher has a respectable knowledge of the way in which sounds are produced in both languages, he cannot properly compare the pronunciations and guide his pupils to an appreciation of the differences.

The method of teaching the vocabulary is dealt with in an interesting and helpful fashion; the question of the 'direct connection' is ably discussed, and hints are given for teaching new words, and for practice in the vocabulary, in handling words and phrases occurring in the text read, and in the grammar. An excellent feature is the repeated advice to make full use of the blackboard. Such advice is needed; I have often found that the blackboard space provided is quite insufficient, or that the blackboard has been placed too low. There are, further, some useful remarks about written work and the order of steps in the lesson; and there is a useful list of accessories.

Only a few pages are given to the

Literary Course, but they are full of good sense. In conclusion there is a brief list of books for the use of teachers; opinions will differ as to its value. I should have omitted some (such as Freytag's *Technik des Dramas*), and inserted others (such as Robertson's *History of German Literature* and Könncke's *Litteratur Atlas*). In an appendix Mr. Kirkman records an experiment in research, the object of which was to find out how long it takes to eradicate a blunder once made. It is a good piece of work, and should stimulate others to similar experiments.

W. R.

THE TEACHING OF ENGLISH GRAMMAR.

The Teaching of Grammar. By L. BRACKENBURY, M.A. Pp. vi+138. John Murray, 1908. Price 2s.

In days when the mechanical teaching of grammar can hardly be considered a thing of the past, Miss Brackenbury in bringing out this book has rendered a notable service to education. Few subjects are more light-heartedly undertaken by the inexperienced teacher than grammar; in few is so much time wasted, so little result attained, after years in which 'English grammar' has formed, in all the successive stages of school life, a definite place, week after week, in the class-work and home-work time-table. It is as a science that Miss Brackenbury claims for grammar a definite place in the school curriculum, as the supreme instrument, on the humanistic side, for training children in thought, training them 'to see fine distinctions.' She would postpone grammar till the age of twelve in Primary, fourteen in Secondary Schools; would make the work entirely oral; and, while restricting it to some half-hour a week, would make that half-hour a time of intense thought and concentration.

'Our sole immediate purpose in every grammar lesson, and in every moment of a grammar lesson, is to make the children think.'

'School work in this subject should consist entirely of problems.'

'There are no facts in grammar the knowledge of which may serve to promote the practical interests of the children ; there is nothing in grammar to be remembered. There are some technical terms, but it is unimportant whether the children learn to use them or not ; what is of importance is that they should never use them without actually doing the thinking that was necessary when the distinction on which they are based was first apprehended.'

This is Miss Brackenbury's main thesis, and in chapter after chapter her illustrations in working out knotty points as they present themselves to the class reveal her, not only as the logician and psychologist, but, above all, as the practised teacher. Language she defines as 'made up of sentences which are the expressions of our thoughts about the changing world around us.' 'Sentences stand for thoughts ; thoughts are about things changing, things moving, things doing something ; therefore every sentence must refer, not only to a thing, but also to the moving, the changing, the doing of a thing.' This is a pregnant suggestion towards apperception of that undefinable word, Predicate, and the chapters on Analysis into and of the Subject and Predicate are among the freshest and most useful in the book.

It is tempting to quote the many passages where Miss Brackenbury's experience and insight appeal strongly to the common-sense of her readers ; but the following will probably stimulate curiosity, and send teachers to the book itself :

'Definitions of sentence, of subject, and of predicate, should, indeed, be avoided. The children would fasten on them with avidity ; they would very much rather learn something by rote than do a difficult piece of thinking. But we are teaching them grammar to make them think. . . . What the teacher has to do is to devise means of preventing this work from becoming monotonous or

mechanical. This is by no means easy . . . where the time allotted may be thirty, forty, or even fifty, minutes. Unless the conditions are exceptionally favourable, children of twelve cannot be kept thinking for even half an hour at a time, and, if they are not thinking, they are not learning grammar. What the teacher frequently does to meet this practical difficulty is to set the class to write, to analyse sentences in a tabular form, or to parse words according to a prescribed method.

This is waste of valuable time. . . .

'We should ask the children to see pictures with the mind's eye before analysing sentences. . . . We have to lead them from expression to mental content, and back again from mental content to expression, before they can analyse a sentence.'

'It is a great mistake to begin with simple sentences, and then to proceed with the analysis of complex sentences. From the beginning the children should be dealing with sentences the subjects of which contain, not only adjectives, but adjectival phrases and clauses as well ; the predicates of which consist, not only of verb . . . but contain also adverbs, adverbial phrases and clauses. . . . The greater the variety of structure, the better.'

Miss Brackenbury is, unfortunately, hampered by the absurd confusion of grammatical terminology which exists at the present day. Witness the pages dealing with complement and verbs of incomplete predication.

To classify 'his' in 'his horse' as a pronoun seems to raise unnecessary difficulties (p. 44). 'When there are two objects, grammarians call one the direct, the other the indirect object,' is misleading ; and one would challenge the attribution of 'us' in 'Sad news was brought us' to the category of 'retained objects.' Many statements on the subject of intransitive

verbs and objects are also open to stricture. Thus, apparently, 'This was given me' is considered to contain a *direct* object (me), but 'This was given to me' an indirect object (p. 69). In 'The French elected Napoleon Emperor,' 'Emperor' is claimed as a *Nominative* (p. 77).

Speaking generally, the terminology is the weakest part of a book which is singularly stimulating. Especially interesting to readers of MODERN LANGUAGE TEACHING should be the suggestion that, where a class has a knowledge of foreign languages, analysis of sentences in French, German, and Latin, should be put before them synchronously with sentences in English. The reviewer's own experience testifies to the enjoyment and progress of a class taught on these lines, and it is much to be hoped that Miss Brackenbury will follow up this book by another of very practical import, containing passages from all four languages classified for children's needs.

Elementary Lessons in English Grammar.

By HENRY CECIL WYLD. Pp. 224.
Oxford: Clarendon Press. Price 2s.

Any book from the pen of Professor Wyld deserves the attention of teachers, and is necessarily interesting and suggestive. This is especially the case with the *Elementary Lessons* which have recently appeared. The thought now being given to the best methods of teaching in English is a welcome sign of the times, and no one will be more grateful for improvement in this respect than the teacher of Modern Languages, who has so often had reason to complain of his pupils' inadequate training in the mother-tongue.

A particularly difficult part of the subject is the teaching of English grammar. There is a gratifying reaction against mechanical formalism. Miss Brackenbury has dealt with the problem in a philosophical spirit, treating grammatical instruction mainly as a method of logical training. Professor Wyld aims to put the main facts of grammar before the pupils in simple language. He acknowledges his indebtedness to Dr. Sweet's *New English Grammar*; and it is

indeed the fresh and unconventional, as well as profound and scholarly, spirit of Dr. Sweet that gives a distinctive flavour to this book.

It therefore should have the effect of a refreshing and invigorating bath to the teacher of English; none can read the book without deriving from it inspiration and a host of good hints to be utilized in his teaching. If we now proceed to make some criticisms of details, it is in no carping spirit; we trust that Professor Wyld may find some of them worthy of consideration when he prepares a second edition.

To write as though one were addressing a class of children is a very difficult undertaking; it is necessary to make up one's mind as to the average age of the assumed class, and to avoid letting them look behind the scenes—*i.e.*, talking about the teachers, or at the teachers while nominally talking to the pupils. Now we are not quite sure that Professor Wyld has sufficiently realized this; indeed, we sometimes feel that he would have done better to issue his book in two forms: plain text for pupils, text with annotations for teachers. As we read on, it seems as though the pupils addressed were growing older very rapidly; the early chapters are admirable in their simplicity. Later on we get language much more difficult, as when Professor Wyld says: 'Many qualities which distinguish persons and things are not fixed and invariable in the degree of intensity in which they occur' (p. 107), or, 'This fact is due to the tendency to assimilate them in form to the more common adverb-type' (p. 145). The number of technical grammatical terms introduced seems larger than is desirable; thus, we do not see the need of 'periphrastic conjugation,' nor are we attracted by the term 'assumptive' borrowed from Dr. Sweet. It is not judicious to put before the pupils such an example as, 'The master hurried into the room, and began a dull lesson which only the clever boys understood' (p. 8), nor to suggest that the subjunctive 'brings a golden harvest to many people in French and Latin,' or to refer to the pos-

sible incompetence of the teacher: 'Get your own teachers to do that for you, or, if they cannot do it . . .' (p. 163); 'if you were properly taught' (p. 191); 'Has it been the custom of your teachers to awaken this curiosity at every turn, and to gratify it? Have you not rather been accustomed to think . . .' (p. 192).

One of the most valuable features of the book is the important place it justly assigns to the spoken language. The twenty pages given to pronunciation are excellent. It is, however, a matter of real regret that Professor Wyld has adopted a transcription of his own. Absence of uniformity in phonetic alphabets is one of the greatest obstacles to the spread of phonetics. To give only one example: The generally accepted phonetic spelling of the open *e* is [ɛ], of close *e* [e]; Professor Wyld writes [pen] for *pen* and [œ] for *air*. (It may be added that M. Passy and some of his pupils unfortunately write [pen] for *pen*.) To imply in this way that the vowel sound in standard English *pen* is the same as the first vowel sound in *air* is to make it still more difficult for English children to discriminate close and open *e*—one of the great difficulties of French pronunciation. Another point to which attention may be drawn is the distinction of *z*, *v* as *loud*, and *s*, *f* as *gentle*; this seems to us quite unconvincing. The old practice of calling *z*, *v* *soft*, and *s*, *f* *hard*, was unsatisfactory, but better represents the effect of these sounds on the ear of a child.

The book is carefully printed. We note a few slips: On p. 28 *but* and *father* are given as German words; on p. 29 the vowel of *beau* is made long; on p. 58, (waifz, waif) should be (waivz, waif), see p. 33; on p. 62 there is mention of an old French adjective *beau(l)*, whatever that may be; on p. 74 we have *accusative*, on p. 75 *objective*; on p. 88 it is implied that *that* can be used as an interrogative; on p. 89 for *jew* read *few*; on p. 98 (line 13), *quantity* for *quality*; p. 124 (third line from bottom), *of* should be in italics; p. 155 (second line from bottom), delete

that; p. 181 (line 20), read *subjunctive* for *subjective*.

The final chapters, dealing with analogy and the history of English, are perhaps the best part of a book every page of which deserves to be read with careful attention.

ENGLISH LITERATURE.

The Springs of Helicon. By J. W. MACKAIL, M.A., LL.D., Professor of Poetry in the University of Oxford. Pp. xvi + 204. Messrs. Longmans, Green and Co. Price 4s. 6d. net.

Professor Mackail's name is a guarantee of sound scholarship, and these lectures on 'the progress of English poetry from Chaucer to Milton' are worthy of him and of the Chair from which they emanate. He attempts, so he tells us, to reinterpret the art of Chaucer, Spenser, and Milton, for the present age, to show us the life and significance of their poetry at the same time as he reveals it in relation to the evolution of art. For the purpose of these lectures, Chaucer is considered mainly as the representative of the earlier Renaissance and its classic influences; Spenser stands for its flower and blossoming-time; Milton, for the ripe scholar, who has independently 'won his way to the springs of Helicon, and given to England a poetry . . . for the first, time fully classical, which stands as art on the same level with the Greek classics.'

The three studies are from this point of view extremely suggestive and interesting. Professor Mackail shows, for instance, that Chaucer, by coming under Italian influence, 'created for English literature a wholly new type and aim'; his lecture is an examination and elaboration of this point, but with full understanding of the fact that English literature was not yet ready for the Renaissance, and that the work had to be done again by the Elizabethans. Similarly, he makes clear that, to appreciate Spenser, we must realize the 'four intertwined motive forces or impulses—the native, the classical, the French, and the Italian,' the subtle interaction of which is the characteristic feature of sixteenth-century poetry.

Spenser is the typical Elizabethan poet, precisely because all these influences mingle and accumulate in his writings. Lastly, Professor Mackail lays stress on Milton's position, 'in full touch and full intellectual sympathy with the New Learning, with the expanding movement of the human intelligence which was absorbing and annulling the Renaissance' in an age when there was 'a prodigious movement of advance in physical science.' He points out how, in Milton's poetry itself, 'the science is as wonderful as the art. The art is science applied to thought and language, and transfigured by that creative imagination on which the discoveries of science, like the fabric of art, are ultimately based. In the science of his art Milton stands alone among the English poets. . . . It is this beyond all else which makes him, in the full sense of the word, a classic.'

These quotations, inadequately as they represent Professor Mackail's insight and critical power, may at any rate serve to illustrate his attitude towards the subject he has chosen for treatment. Every reader will hope the present volume is indeed only one chapter of the study with which he proposes to deal during his tenure of the Chair—viz., 'the consideration of poetry as a progressive function and continuous interpretation of life.'

Heralds of Revolt: Studies in Modern Literature and Dogma. By WILLIAM BARRY, D.D. New edition, revised and enlarged. Pp. xlviii + 380. Hodder and Stoughton, 1909. Price 7s. 6d.

In his preface Dr. Barry asks his readers not to set down his judgments to 'mere prejudice or party spirit, to the colour of my coat or the shape of my neckcloth.' In the same paragraph he goes on to explain that the general view of all the authors criticized seems to resolve itself into 'Monism,' the doctrine of 'the All and One,' which he regards 'as false philosophy ruinous to the ethics, the arts, the social order, which we have inherited from our Christian ancestors.' Try as he may, Dr. Barry cannot help

being biased by his religious convictions. His attitude towards the various writers with whom he deals is determined largely by their common disbelief in the Christianity which it is his profession and his joy to preach. We may regret or we may rejoice in this fact, but we cannot, at his request, consent to ignore it. His essays are marked by broad tolerance, taste, and critical power; he has much to say which is well worth consideration; but whether he talks of George Eliot, Carlyle, Heine, French Realism, or Nietzsche—to name only a few of his subjects—his opinions are, naturally enough, tinctured by his belief that 'criticism . . . can no more be liberated from the jurisdiction of ethics than any other activity into which man breaks forth.' Dr. Barry brings all his authors to the bar of Christian ethics, and he finds all of them wanting. This is the unifying note which binds together the separate essays, though it is not this alone which justifies their republication in volume form.

English Literature for Schools. By E. E. FIRTH, History Mistress at the Croydon High School. Methuen's Junior School Books. Pp. 198, with 4 maps. Price 2s. 6d.

This book cannot be recommended. It appears to the reviewer to provide an excellent example of how not to teach English literature to junior forms. It contains a necessarily much-condensed outline history of literature—and 'outlines' should be anathema in the lower school; it adds cut-and-dried summaries 'of the chief historical events of the period, with brief explanations of the political, social, and religious tendencies of the time'—ready-made verdicts concerning the relative worth of different writers, 'to lead the reader to estimate rightly the value of their subject and the beauty of their style,' and questions which can almost invariably be answered by consultation of the textbook. The maps, which show 'the homes of great writers in England,' and so forth, are not of much value.

In brief, Miss Firth seems to confuse

a knowledge of facts about authors and their books with guidance to the appreciation of literature. Nor are her facts always correct [*e.g.*, Goethe did not write *Wallenstein* (p. 136); Percy's *Reliques* appeared in 1765, not 1764] nor her style and grammar always above reproach, ('Drama=a poem [*sic*] which represents events arising from the actions of the characters, and which characters are not described but made to show themselves in their acts').

We hope it will not be deemed unfriendly if we advise Miss Firth to confine herself in future to the subject in which, presumably, she has specialized.

ENGLISH TEXTS EDITED.

Carlyle. Essay on Burns. Pp. 64. Price 6d.—*Macaulay. Essay on Bacon.* Pp. 139. Price 1s.—*Lays of Ancient Rome.* Pp. 80. Price 8d. Oxford Plain Texts. Clarendon Press.

Admirable specimens of an excellent series.

Byron: Childe Harold. Cantos III., IV. Edited, with Introduction and Notes, by H. F. TOZER, M.A. Pp. 338. Clarendon Press. Price 3s. 6d.

The Introduction comprises an account of Byron's life, character, and literary characteristics, together with an elaborately careful 'Essay on the Art, Style, and Versification, of the Poem.' The notes err on the side of overfulness, and some of the explanations are not needed. But the edition is scholarly and accurate, and can be recommended to students.

Poems of Nature and Romance, 1794-1807. By S. T. COLERIDGE. Edited by MARGARET A. KEELING, Tutor in English, St. Hilda's Hall, Oxford. Pp. 248. Clarendon Press. Price 3s. 6d.

The Introduction to this volume gives an admirable critical account of Coleridge as a 'Poet of Nature and Romance.' Miss Keeling combines scholarship, critical acumen, and genuine appreciation; her essay is the result of all three, and is well worthy of study. The notes give just what is necessary by way of reference and explanation, and the poems are Coleridge at his best. No further eulogy is required.

Goldsmith's Traveller and The Deserted Village. Gray's Elegy. Edited by ROSE M. BARTON, M.A. Pp. xxvi+88. Messrs. Harrap and Co. Price 6d.

This little volume is nicely bound and printed, and contains good bibliographies. The questions are superfluous, and so are some of the notes; the student who requires to be told that 'cot' means 'a small house, a cottage,' will understand Goldsmith's 'fennel' more easily than the editor's explanation—'an aromatic plant.' The 'Subjects for Paragraphs and Compositions' are an insult to competent teachers, and the selected 'Quotations' savour too much of hints for examination candidates. Nor do we like the curiously disjointed paragraphs which compose the lives of the two authors. On the whole, for class-room use, we much prefer 'plain texts' to this kind of thing.

FRENCH.

La Chronique du Règne de Charles IX. By PROSPER MÉRIMÉE. Edited by A. T. BAKER (Oxford Higher French Series). Introduction, 32 pp.; Text and Author's Preface, 195 pp.; Notes, 26 pp. Clarendon Press. Price 3s. net.

Professor Baker has given us what we had been long expecting—a thoroughly adequate edition of a thoroughly interesting *nouvelle*, written by a masterly hand. Other editors have preceded him, but these have only succeeded in exaggerating the inherent episodic or jerky character of the narrative, by completely severing the thread of the story—*viz.*, the love of Diana de Pougis for the young stalwart Bernard de Mergy, and her persistent attempts to convert him to the orthodox belief; in this there is a piece of autobiography, which the editor has failed to notice. The text has been deftly handled; the pruning knife has only been used where Mérimée, as he so often does, oversteps the bounds of propriety, and it is difficult to imagine a better introduction to the study of this period of French history than a careful reading of the *Chronique*, though the mystery of the actual massacre of St. Bartholomew is

cleared up neither by Mérimée's introduction nor by his tale. And will it ever be cleared up? Mérimée, in the former, thinks that it was a popular insurrection, which could not be foreseen and which happened quite suddenly, but in another place he throws the whole onus on Henri de Guise. The notes fully explain all the allusions, and the editor has been able to trace many of the textual archaisms to D'Aubigné's Baron de Fœnesté, which Mérimée prefaced and edited in 1855.

The old Huguenot song (p. 27) is taken directly from that quaint, accurate, though bitter chronicler, Brantôme, to whose 'Great Captains' Mérimée was certainly most indebted for the *dramatis personæ* and for the *mise-en-œuvre* of the *Chronique*. Professor Baker in his Introduction naturally goes to M. Filon, the only authority in the 'know,' who has had the good fortune of meeting Mérimée, and was formerly tutor to the Prince Imperial. Yet his two books, *Mérimée et ses Amis* and *Mérimée* (Grands Écrivains Français), excellent as they both are, cannot be said to reveal the whole truth; on the contrary, though they do not actually cast dust in one's eyes, they gloze over many important points in Mérimée's career, which will remain inexplicable until the whole of his correspondence has been published. To give but one instance, over 1,500 letters were written by Mérimée to Madame de Montijo between 1830 and 1870; these M. Filon has seen and read, yet he has only partially utilized about a hundred, which cover a period of twenty-seven years. There are in this country, too, scores of his letters which have never been published. Discretion is here no part of valour. Every appreciation, therefore, of this great *raconteur* and still greater letter-writer is liable to error, for the simple reason that the full facts are not known. Quousque tandem! The editor's short note on the *Chronique* (pp. 31 and 32) seems the only part of his work which may be criticized at all adversely. He begins by cavilling at the word *chronique*. Surely this is

quite needless; Mérimée merely calls himself 'un faiseur de contes,' and adopts a modest and fitting term. Then, again, 'history was the fashion in France about 1829.' True, but the inspiring source of the *Chronique* is to be found in Scott's Waverley Novels, which about this time enjoyed an immense popularity among the French Romantics. Mérimée says that he was the busiest man in the world except Defauconpôt, who was translating these. An interesting fact worth recording is that this *méchant roman* started that long and interesting correspondence between Mérimée and the Unknown, who, writing to him in 1831 under the name of Lady A. Anglesey, expressed her appreciation of the book.

'Nothing shows us more clearly how far he is from the historian than the conclusion of the *Chronique*; the reader is left to choose the end he may prefer.' The former part of the statement is unjust. Can anyone be called a finished historian at the age of twenty-seven? That he did become a historian, though of the dry, learned, German-professor type, is proved amply and fully by his studies on Catiline's conspiracy, and the Social War, which secured his election to the Institute and Academy. Moreover, to leave the reader to form his own conclusions is quite characteristic of Mérimée. There can be no doubt that he was incorrigibly lazy—Stendhal tells us that—and that he tired quickly of his subject. This would account for many of his best-known stories ending in a kind of bathos. Is not chapter viii., the dialogue between the reader and the author, just merely an elaborate piece of leg-pulling, of which Anatole France is so great a master?

J. E. M.

Exercises on Erckmann-Chatrian's Waterloo. By A. WILSON-GREEN, M.A. Cambridge University Press. Pp. vi + 62. Price 1s.

It is an interesting sign of the times that the Cambridge University Press should issue a volume like this, which contains reform exercises on one of the

books in the Pitt Press Series. The author has written a set of exercises for every four pages of *Waterloo*; it would have been better to divide the text into sections forming a complete whole. The exercises on each section consist of an English passage, based on the text, for retranslation; questions (in French) on the text; questions of a general character on the words and phrases in the four pages under consideration; and questions on grammar. Some teachers might prefer to have more questions on the text, for which they would sacrifice the retranslation exercise; and they might also wish that the proportion of unapplied grammar questions were smaller. On the whole, however, the work has been carefully done, and we trust that more books of such exercises will soon appear in this well-known series.

Le Chat Botté. By EFFIE MAGEE. Pp 64. Blackie. Price 8d.

This *féerie en quatre scènes*, with songs by Susan, Countess of Malmesbury, is a kind of miniature Drury Lane pantomime in French, ogre, cat, and comedians, all complete. For those who like this kind of thing at breaking-up functions, school concerts, etc., this is just the thing they will like. It will provide a pretty spectacle, especially if the directions are duly followed, and *Le Marquis de Carabas*, for instance, appears in 'white tights with white tunic figured with gold. White suède shoes. Vest with long tight sleeves of gold tissue. Skull-cap of gold tissue with plume.' There is plenty of pretty music, too, and there are opportunities for dancing.

Le Français de France. Par Madame VALETTE VERNET. Edited by GEORGE BELL AND SONS, with preface by Professor A. BARRÈRE, and illustrations by Miss M. MONTBARD. Price 2s.

All French teachers who have classes of little children would do well to get a copy of this delightful collection of Dialogues, Recitations, Songs, etc. It is almost a pity that such a book did not appear some

years earlier, but still among much that is already known and used, there are a number of new suggestions. It contains sections on *pronunciation, dialogues, recitations and little scenes, exercises for translation and dictation on the subject-matter of the dialogues, elementary grammar and a French-English vocabulary.*

The whole is compiled in a bright and attractive way, made all the more interesting by a number of simple illustrations which are certain to appeal to children. One is almost sorry to find another reading method introduced, so many are already issued, but as this is only introductory, and does not appear in the body of the book, it need prove of no practical drawback. In a book so likely to lead to thinking in French, it is a little surprising to find an *English Grammar* section and a *French-English vocabulary*; this again, appearing as it does at the end of the volume, need not interfere with the French atmosphere which otherwise the rest of the book is likely to produce.

Histoire de la Langue Française. Par FERDINAND BRUNOT. Tome III. La Formation de la Langue Classique (1600-1660). Première partie. Colin, Paris. Pp. 456. Price 12 fr. 50.

There is something monumental about the plan which Professor Brunot is carrying out; and perhaps no period in the history of the French language is at once more difficult to treat and more fascinating than the first half of the seventeenth century. The extraordinary influence of Malherbe and, in a less degree, of Vaugelas; and the part played by the *Académie* and by the *Précieuses* in the elaboration of 'classical' French, are set forth in eighty pages of admirable clearness. The rest of the book is divided about equally between a discussion of the Vocabulary and of the Morphology. Both are based, as it is hardly necessary to say, on very extensive researches, and present the results in a clear and attractive form. As a book of reference this grammar should find a place in every teacher's library.

GERMAN.

Aus dem Leben. By L. HIRSCH, Ph.D., and J. STUART WALTERS. Pp. viii + 67. Dent. Price 1s. 6d.

This little book of German scenes for the class-room is an adaptation of Mr. Walters's *Épisodes en Action*. It starts with suggestions for dialogue of the simplest kind about objects in the class-room, parts of the body, etc. These are followed by some thirty dialogues representing scenes *aus dem Leben*. The vocabulary and phraseology are very useful; the footnotes give explanations in German of all that might present difficulty, and also references to the German Picture Vocabulary issued in Dent's Modern Language Series. Professor Rippmann has added some suggestions for the use of the book; as he says, the learning by heart of such dialogues is a very useful means of

strengthening the vocabulary and training to fluency of utterance.

Goethe, Der Bürgergeneral. Edited by S. H. MOORE. Pp. 78. Blackie. Price 1s.

We do not remember seeing any school edition of this slight comedy, with its brisk dialogue. Mr. Moore supplies an introduction in which the facts about the play are conveniently put together; a carefully printed text; the little annotation that is required; and exercises for retranslation, together with some subjects for free composition. The last-mentioned are not altogether satisfactory; for instance, the pupils are asked to 'Write a short account of the French Revolution,' and to 'Describe some other comedies you have read, and state which of them is your favourite.' Subjects more closely connected with the text of the play would have been better.

FROM HERE AND THERE.

THE BOARD OF EDUCATION have decided that, in the case of secondary schools upon the grant list, the additional grants for educational experiments provided for by Article 39 of the Regulations for Secondary Schools may again be made for the purpose of aiding a limited number of such schools to maintain French or German assistants engaged under the conventions between the Board of Education and the French and Prussian Ministers of Education. According to these conventions, young French and Prussian secondary schoolmasters and mistresses recommended by their respective Ministries may be attached for a year to secondary schools in England. The grants made will, as a rule, be £30 for each assistant, or half the cost of maintenance, where the total cost does not exceed £60.



ABERDEEN UNIVERSITY.—The Seafield Gold Medal in English and the Minto Memorial Prize in English have been awarded to R. S. Knox.



CAMBRIDGE UNIVERSITY.—At the oral examination in Modern Languages in

connection with the Medieval and Modern Languages Tripos, held in April, there were forty-nine candidates in French, twenty-seven in German, and one in Russian.



CAMBRIDGE UNIVERSITY, GONVILLE AND CAIUS COLLEGE.—The Governing Body of this College, with the approval of the French Ministère de l'Enseignement Supérieur, have appointed M. Émile Audra to hold the College office of Lector in French for a third year (1910-1911).



CAMBRIDGE, GIRTON COLLEGE.—A College Scholarship of £50 has been awarded to Miss E. Baker-Gabb, St. Felix School, Southwold (English and German), and the Pfeiffer Scholarship of £30 to Miss M. A. L. Burge (English and French).



DUBLIN UNIVERSITY.—The Commissioners have framed a new statute, combining the several Lectureships in the Italian and Spanish languages and literatures (with stipends of £100 attached) into a single whole-time Lectureship, with a stipend of £300.

EDINBURGH UNIVERSITY.—The Lanfine Bursary in Modern Languages (about £35 a year for two years) has been awarded to Miss Mary Burns ; and the Heriot Travelling Scholarships, each of £100, to Miss Ruth E. Clark, M.A. (French), and Miss Sophia I. Younie, M.A. (German).



IRELAND, NATIONAL UNIVERSITY.—Mr. Robert Donovan, B.A., Secretary to the Dublin Commissioners under the Irish Universities Act, has been appointed Professor of English Literature.



OXFORD UNIVERSITY.—The executors of Mrs. Paget Toynbee have intimated to the Vice-Chancellor that by her will she has made a bequest of £2,000 to the University. It is provided that the income of the fund shall be devoted to an annual prize in memory of her husband for the encouragement of the study of the works of Dante, of Old French language and literature, and of Provençal language and literature, the prize to be known as the Paget Toynbee Prize.



OXFORD, LADY MARGARET'S HALL.—A Scholarship of £50 a year for English has been awarded to Miss G. M. Madge, Winchester High School, and one of £35 a year, also for English, to Miss A. E. Hake, Miss Rudd's School, Bournemouth.



OXFORD, ST. HUGH'S HALL.—A Scholarship of £80 a year for French and Latin has been awarded to Miss D. Ibbetson, Redland High School ; and one of £25 a year for English to Miss M. Shaw, Uplands School, St. Leonards-on-Sea.



OXFORD UNIVERSITY, WORCESTER COLLEGE.—An Exhibition has been awarded to G. T. Pearson, Repton, for French.



OXFORD, SOMERVILLE COLLEGE.—A Clothworkers' Scholarship of £50 for three years has been awarded to Miss K. E. Chester, King Edward's School for Girls, Birmingham, for French ; an Exhibition of £25 to Miss L. P. Scott, Bath

High School, for German ; and an Exhibition of £20 to Miss S. D. Scott-Scott, of St. Paul's Girls' School, for French. Highly commended : Miss A. A. Harris, St. Felix School, Southwold, for German.



MR. WILLIAM J. BUTLER, M.A., Professor of Modern Languages in University College, Cork, has been appointed one of the two Assistant Commissioners of Intermediate Education in Ireland, in the place of Dr. J. Bellingham Brady, whose death occurred recently, and who had held the post for thirty years. The appointment of a Modern Language scholar is an innovation ; since the establishment of the Intermediate Board the rule has obtained that, of the two Assistant Commissioners, one should be a first-rate classical, the other a first-rate mathematical scholar. We welcome the appointment as strengthening the prospect of a thoroughgoing reform in the teaching of Modern Languages in Ireland, which the recent appointment of Professor Savory at Belfast, of Dr. Williams at Dublin, and of Mr. Rea on the Inspectorate, has also given us good reason to expect.



PROFESSOR A. LUDWIG, of the Technical College, Huddersfield, recently opened a subscription for the benefit of the sufferers from the recent serious floods in France, his native country. By his earnest efforts he succeeded in obtaining contributions to the amount of £80 5s. from Huddersfield and the neighbourhood, and this although some firms had sent their donations direct to the Lord Mayor's Fund. We congratulate Professor Ludwig on the very gratifying result of his disinterested endeavours.



MISS M. H. BOOTH, who has been for many years a public-school Modern Language mistress, and who is an experienced traveller, is hoping again to take out a party of girls of Upper Form Standard to attend the Modern Language Holiday Course of the Teachers' Guild at Honfleur. This course is for English people. Classes and lectures are held daily in the mornings,

presided over by French University men. Great attention is paid to Phonetics, Conversation, and Literature. Excursions are made in the afternoons, and there are various social entertainments in the evenings. Every facility and inducement is offered for speaking French. The residents of Honfleur are most friendly to the English visitors, and arrangements are made for the students who go out under Miss Booth's care to stay with French people. The course opens August 3, and lasts for three weeks, and the time is most enjoyable, as well as instructive. Honfleur is a healthy town in Normandy, not far from the sea, and the drinking water is good. There is an English Church. The surroundings are delightful, and many spots of historical interest are within easy reach. Further particulars and inclusive terms can be obtained from Miss M. H. Booth, Sunny Bank, Loughton, Essex, or from the Secretary of the Teachers' Guild. Arrangements should be made as soon as possible to insure good accommodation.



SOCIÉTÉ ACADÉMIQUE.—A new branch of this Society has just been formed among Secondary Schools in South London. This branch promises to carry on all the traditions for vigour and enthusiasm which have characterized the parent Society ever since its very able organization by Miss Stent five years ago. The whole Society now consists of about seven hundred members, of whom nearly four hundred belong to the Southern Branch. It is hoped that the development of the latter will keep pace with improved facilities for transit south of the Thames, as the impossibility of rapid communication between schools is at present a hindrance to many.

Numbers in the Southern Branch.

Affiliated Schools.	Members.
County Secondary Schools:	
Clapham ..	109
Eltham ..	89
Putney ..	34
Stockwell ..	36
Sydenham ..	87
Surbiton High School ..	38

The March *réunion* was held at the County Secondary School, Sydenham, by kind permission of Miss Purdie. Both the Northern and Southern Branches of the Society were invited to this meeting, and so large was the number of acceptances that the programme had to be repeated.

Miss Hart and Miss Rushforth had prepared a splendid entertainment, which was enjoyed by every member present.

La Belle au Bois dormant, Les Trois Ours, La Journée des Fleurs, were beautifully rendered, and enjoyed with the real pleasure that always accompanies the acting of Miss Violet Partington's plays.

The Committee wish to thank Miss Purdie for the help and support she is so kindly and generously giving to the Society.



An 'Association' has been founded at Paris, called the Association des Institutrices Diplômées. One of its principal objects is to introduce well-qualified ladies seeking educational posts to schools and families needing mistresses or governesses. The membership consists of honorary members, paying at least 5 francs a year, and active members, paying 50 centimes a month. The services of the 'Association' will not be confined to its active members, but these will naturally have the first claim upon it. The institution is supported by the Société des Professeurs de Langues Vivantes, and will, we hope, be of service to Englishwomen seeking posts in French families. The founder and Hon. Secretary is Mlle Sanua, 43, Rue Richer, Paris.



The COMPTE RENDU GÉNÉRAL of the Paris International Congress, a bulky volume of 850 pages, has now been issued by our enterprising sister Association, the *Société des Professeurs de Langues Vivantes de l'Enseignement Public*. It contains a very large number of interesting papers contributed to the Congress. The published price is 25 francs, but we are informed that, by favour of the *Société des*

Professeurs de Langues Vivantes, members of the Modern Language Association can obtain it for 10 francs, postage not included. Orders should be addressed to M. Paulin, publisher, Rue Haute-feuille 21, Paris.



The Ninth International Congress for Commercial Education will be held at Vienna on September 11 to 16. Tickets (k. 10 each) can be had from Regierungsrat Rudolf Krickl, Lothringerstrasse 10, Vienna.



The following note has recently appeared in the papers:

It is proposed to found 'The Institute of Linguists,' with the following objects: (1) To found an institute, and to apply in due course for a Royal Charter, for the purpose of furthering the study of modern languages, and to unite in a corporation persons, whether British or foreign, who, either as teachers, scholars, or men of letters, interpreters, or foreign correspondents, desire to co-operate in this endeavour; (2) to devise and impose means for the testing of candidates for admission to membership of the institute by examination, or by other practical tests, and to grant certificates of qualification to the successful candidates; (3) to hold conferences and meetings for the reading of papers and discussion thereon, and to publish reports of such proceedings. The examinations of the institute will in no way seek to rival or supersede the examinations of the Universities or other learned bodies.

As members of the Modern Language Association, we welcome any indication of growing interest in the study of Modern Languages, and we sincerely trust that the 'Institute of Linguists,' in spite of its unattractive designation, will have a prosperous career. At first sight it might appear that its work would cover similar ground

to ours; the fact that both Mr. Storr and Mr. Brereton are members of the Council may set at rest any apprehension lest the Institute of Linguists should interfere with our work—it is rather co-operation that may be expected. As to the proposed institution of more examinations, we prefer to withhold comment until we have more detailed particulars.



The *School World* for May contains a delightfully humorous article entitled 'Sidelights on History,' in which the anonymous author pokes fun at the compilers of a recent book of exercises in one of the ancient languages. It would be easy to cull an equally diverting anthology from several recent books of exercises in French and German.



Frenchman, knowing English, seeks an English correspondent knowing French, for mutual improvement in the use of the alphabet of the International Phonetic Association, which should be used. Apply to A. L. Carré, French Master, Truro College, Cornwall.



Professor Rippmann proposes to deliver in the autumn a short course of lectures for Modern Language teachers. There will be five lectures from 10.15 to 11.45 a.m. on October 1, 15 and 29, and November 12 and 26, on Phonetics, in which the sounds of English will be made the basis, French and German sounds being compared and contrasted; and five lectures from 12.15 to 1.15 on the same days, dealing with methods of Modern Language teaching. It is intended that the lectures shall be of direct use to teachers in their daily work, and there will be opportunities for the discussion of difficulties. The lectures will be given at Queen's College, 43, Harley Street, W. The fee for the Phonetics lectures alone is 7s. 6d., for the Method lectures alone 5s., for both courses 10s. All communications about these lectures should be addressed to Professor Rippmann (at 45, Ladbroke Grove, London, W.).

GOOD ARTICLES.

SCHOOL WORLD, May, 1910: Examinations (G. H. Bryan).

EDUCATIONAL TIMES, May, 1910: The Future of Endowed Schools in Secondary Education (M. E. Sadler).

THE A.M.A., May, 1910: First Steps in French, III. (L. von Glehn).

LES LANGUES MODERNES, May, 1910: John Keats (L. Wolff); Comment amener les élèves à lire en dehors des heures de classe (G. Pradel; to appear shortly in MODERN LANGUAGE TEACHING).

REVUE DE L'ENSEIGNEMENT DES LANGUES VIVANTES, May, 1910: L'En-

seignement des Langues Vivantes dans le Deuxième Cycle (E. Hovelague).

DIE NEUEREN SPRACHEN, May, 1910: George Meredith (B. Fehr); Wieder einiges zum Kapitel 'Ferienkurse' (L. Geyer; recommends Besançon, but not Nancy and Dijon).

THE ENGLISH TEACHERS' MAGAZINE (Japan), February, 1910: The Aim and Methods of Teaching English in our Middle Schools (B. Mitsui), April, 1910: Suggestions on the Teaching of English Composition in Middle and Normal Schools (P. A. Smith).

EDITORIAL NOTE.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 1st of February, March, April, June and July, and the 15th of October, November and December. The price of single numbers is 6d.; the annual subscription is 4s. The Journal is sent free to all Members of the Modern Language Association who have paid their subscription for the current year.

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

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

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

Contributions and review copies should be sent to the Editor of MODERN LANGUAGE TEACHING, 45, Ladbroke Grove, London, W. The Editor is assisted by an Advisory Committee, consisting of Messrs.

R. H. Allpress, F. B. Kirkman, Miss Purdie, and Mr. A. A. Somerville.

The Hon. Secretary will be glad to receive from members the addresses of well-educated families on the Continent willing to receive English guests, which can be recommended to students and teachers wishing to study abroad.

The addresses of houses where an English guest is not likely to meet any other English people are specially desired.

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

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

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

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

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

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

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

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN
LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMMANN

WITH THE ASSISTANCE OF

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

VOLUME VI. No. 5

JULY, 1910

UNE JOURNÉE D'ÉTÉ.

*Le matin était frais, tout perlé de rosée.
Au loin, à l'Orient, un trait d'or et de feu,
Du voile de la nuit ne se faisant qu'un jeu,
Alluma la forêt de la brume arrosée.*

*Dans le val odorant, sur une pente en fleur
Où le petit ruisseau tout doucement murmure,
Et des frêles roseaux rehausse la couleur,
Aux rayons du soleil, l'éphémère susurre.*

*Tout un essaim d'enfants respirant le bonheur,
Sous de riants bosquets qu'embaume l'églandine,
Pareils aux chérubins qui louent le Seigneur,
Font entendre en chœur leur chanson argentine.*

*Debout, le bras tendu, devant le maître autel,
Un prêtre à tête blanche, ami de la concorde,
Bénit le petit bourg, au nom de l'Éternel,
Des chants que l'on entonne à Sa miséricorde.*

*A l'heure du repos où le soleil décline,
Où tout en même temps semble songer à Dieu,
Alors que le rameau penche et que la fleur s'incline,
Les rossignols au jour chantent un tendre adieu.*

V. E. K.

REPORT OF THE BOARD OF EDUCATION FOR THE YEAR 1908-09.

WHO writes the Board of Education reports? It is an interesting speculation. A skilful penman, it is clear, for fact and romance are so cunningly blended that the uninitiated can hardly tell where one ends and the other begins; but it is equally clear that he is not always possessed of first-hand knowledge. No one, for example, who had intimate acquaintance with the decade 1899 to 1909 of Modern Language progress in England would write in 1909: 'Already there are schools in which the pupils are found really learning to express themselves fluently in the foreign language, and to understand it when spoken.' 'Already'!—in 1909! There were 'schools in which the pupils were found really *learning* to express themselves fluently in the foreign language' at least ten years ago. It is a poor sort of recognition of the group of schools, both boys' and girls', of which the Perse School may be taken as the type, with their splendid achievements in Modern Languages, to damn with faint praise like this.

'The new oral methods of teaching Modern Languages are being used in many schools' (a guarded statement, certainly), 'with experiments such as the use of the gramophone [*sic*] for teaching the pronunciation of French.' Yet the facts are that for every school that uses a 'gramophone' there are scores that 'teach the pronuncia-

tion of French' by means of phonetic drill and transcription.

'The vigorous interest and activity in experiment found all over the country' are attributed in part to 'the special associations which have been founded during the last few years'; and among these societies of mushroom growth one is startled to find the name of a society so venerable as to be almost within sight of its majority—the Modern Language Association.

But, after all, what is a sense of time compared with logic? And logic is, undoubtedly, the compiler's strong point. 'It is matter for regret that there has been some diminution in the study of German. This is to some extent the result of the revival of Latin *and the improvement in the teaching of French.*' The naïveté of the words we have italicized is refreshing; obviously the allurements of the gramophone in the French lessons offer too great a temptation to boys, masters, and head, and the curriculum is planned and the lessons given wholly under the influence of its seduction.

The position of German is, indeed, a serious one: '615 out of the 736 schools in 1907-08 provided instruction in Latin'; 'about 300 of the schools offered facilities for instruction in German.' This, observe, in 1907-08. The drop in German in 1908-09 will probably prove to have been considerable. In October, 1909, the Modern Language

Association drew the Board's attention to 'a rapid and alarming retrogression' in the study of German, and urged that the Board's policy would speedily bring it to vanishing point. It will be interesting to see what the official figures for German in 1908-09 prove to be in next year's report. But what shall we say of the hypocrisy of a document which in consecutive paragraphs can state : 'The Board attach so much importance to this study (Latin) that they make it a rule that, in all schools which take two languages other than English, Latin shall be taught unless a clear educational advantage in its omission can be shown.' 'It is matter for regret that there has been some diminution in the study of German.' It is allowable to believe that Latin offers a supreme training in mental grasp, and to act upon that belief ; but let us be both logical and honest. Few schools can attain to *three* foreign languages ; and when German has been annihilated, let us shed no crocodile tears. But the Board, when it has succeeded in killing German teaching in aided schools, will doubtless send its most distinguished Modern Language representatives to grace the obsequies.

The Board 'have recommended for use in schools the reformed scheme of Latin pronunciation adopted by the Classical Association. This has been generally adopted, and seems to be leading to economy of time and labour attended by greater efficiency and better results.' But you may

search the report in vain for any indication that the Board cares how you pronounce French and German, or, indeed, whether you pronounce them at all. Had the Board declared of Phonetics that its use in the classroom 'leads to economy of time and labour attended by greater efficiency and better results,' it would have been difficult to express the truth more tersely. But something more strident than Phonetics is needed before the Board's ears are penetrated : the gramophone they can hear.

'The circulars issued by the Board on the teaching of English Language and Literature, Geography, History, Latin, Geometry, Music, and Manual Work, have been found of great use, and have helped the very marked improvement in the teaching of these subjects. A similar circular on the teaching of Needlework has recently been issued, and one on Domestic Subjects is under consideration.' The omission is significant. It cannot be that the Board is too ignorant : can it be that it is too indolent ?

Under the head of Training of Teachers for Secondary Schools, though no reference is made to the need of provision for specialists in either Modern Languages or other subjects, there is some ground for hope in the Board's recognition of the value of training given in schools as contrasted with training given in colleges. 'To insure for the students that continuous and close familiarity with the whole life and daily routine of a secondary school'

the Board 'regard as the first condition indispensable for the proper training of teachers in such schools.' 'Students of an institution which is actually part of a school can more easily be placed under the care of specialists, and more certainly profit by their supervision and example, than if they attend at various times from a University or College.' This was a point vividly present to the minds of several members of the

Association's recent Committee on the Training of Modern Language Teachers, and it is a matter for congratulation that the Board has enunciated the principle so clearly. If it can bring about the specialization in the training of Modern Language teachers by schools particularly qualified to hand on sound methods, it will have contributed to the solution of a very urgent problem.

A FRENCH INSPECTOR'S DIRECTIONS FOR THE TEACHING OF MODERN LANGUAGES.

ON October 15, 1909, M. Hovelaque, Inspecteur-Général de l'Instruction publique, delivered a lecture at the Sorbonne on *L'Enseignement des Langues Vivantes dans le Deuxième Cycle*. It was reprinted in the *Revue Universitaire* (April 15, 1910), the *Revue de l'Enseignement des Langues Vivantes* (May, 1910), and in *Les Langues Modernes* (May, 1910).

In his introductory remarks, M. Hovelaque reminds his hearers that in October, 1902, his colleague, M. Firmery, and in December of the same year he himself, had addressed Modern Language teachers on the subject of the reform in their methods of teaching. In 1904 he had again addressed them, dwelling particularly on the work that was to be done in *Quatrième* and *Troisième*. He had promised on a later occasion to give them some directions for the teaching in the *dernier cycle des études*, and this promise he now carries out. This appears a particularly opportune moment, as the latest instructions issued had given rise to various misconceptions. It had been suggested that the recommendation of translation was inconsistent with the views previously expressed, and that a reaction against the

reform was indicated by these instructions. This M. Hovelaque repudiates:

'Nous ne travaillons pas à défaire l'œuvre qui nous a coûté tant de peine, tant d'années d'incessants efforts, et à laquelle tous, sans exception, vous avez collaboré avec un admirable dévouement, d'autant plus méritoire chez certains que la foi ne le soutenait pas. Notre foi à nous est plus grande que jamais, parce que l'expérience l'a confirmée, inébranlablement. Et que vous la partagiez tous un jour, c'est ce dont je doute moins que jamais.'

Various charges have been brought against the new movement; they are baseless. The method remains fundamentally the same, even though it apparently changes; it adapts itself to the varying requirements of the different stages of teaching. In the instructions bearing on the work of the upper forms there are two novelties: translation from the foreign language is recommended, and importance is attached to the teaching of literature. In this address M. Hovelaque confines himself to discussing the value

and the place of translation in the teaching of Modern Languages.

He begins by laying down two axioms:

- '1. Une version de langues vivantes n'est pas une version de langues mortes.
- '2. Une version de méthode directe n'est pas une version de méthode indirecte.'

These axioms sound commonplace enough, but the way in which M. Hovelague expounds them is far from commonplace. Admirable, indeed, are the passages in which he dwells on the difference between the translation of a modern and that of a classical author. In dealing with a Modern Language,

'il s'agit d'acquérir non un *savoir*, mais un *pouvoir*—la faculté de parler, et non pas seulement de comprendre et d'écrire. De là chez le professeur de langues vivantes des préoccupations que ne partage pas son collègue chargé d'enseigner le latin ou le grec. . . . L'un vise tout un ordre de connaissances dont l'autre ne s'occupe pas ou s'occupe moins.'

The advantages to be derived from translation vary according to the language from which we translate:

'Sans doute, toute version constitue une gymnastique intellectuelle. Mais les bienfaits de cette gymnastique ne sont pas indifféremment les mêmes, quelles que soient la langue que l'on emploie, les fins que l'on recherche, les méthodes que l'on emploie.'

Then M. Hovelague proceeds to give a remarkably profound and luminous appreciation of the respective qualities of Latin and Greek from the point of view of the translator. We regret that we have not space to reprint these pages. He concludes:

'Cette analyse est brève, elle est imparfaite; elle suffira, cependant, à montrer que le professeur de langues

vivantes, conscient de sa tâche, sait en reconnaître les limites. Il reconnaît que, comme exercice auxiliaire du français, comme moyen d'apprendre à composer et à écrire, la version de langues vivantes ne vaut pas la version de langues mortes; il ne peut en espérer les bienfaits que son collègue retire de la version latine ou grecque. C'est dire qu'il ne s'épuisera vainement à vouloir faire rendre à cet exercice ce qu'il ne peut lui donner. . . .

'Ni le contenu des textes antiques, ni les incontestables supériorités qu'ils présentent ne se trouvent dans les textes modernes. Ceux-ci ne peuvent au même degré enseigner à penser et à écrire. Le contenu et les supériorités de ces textes sont autres, liés au génie de la langue, et c'est ce génie qu'il faut dégager et enseigner, et non un autre. Les fins que nous poursuivons, qu'il s'agisse de la connaissance de la langue ou de la culture générale, ne sont pas celles que poursuit le professeur de langues mortes. Elles exigent d'autres méthodes, qui aboutissent à d'autres résultats.

This leads M. Hovelague on to the discussion of his second axiom. Whatever be the language taught by the 'indirect' method, the object of translation is the same—viz., the comprehension and rendering of the foreign text—and the aids of the pupil (grammars and dictionaries) are put to the same use. A translation of this kind is *un peu de la nature d'une série de devinettes*. Ask a pupil what pleasure he derives from it, and he will answer that it is the pleasure of *la difficulté vaincue*.

'C'est de parti pris que l'on fait ainsi appel à son ingéniosité et qu'on l'exerce; c'est un combat singulier qu'il doit livrer au texte, combat où, hélas! trop souvent au baccalauréat il est vaincu, et le terrain de sa défaite se couvre de monuments de charabia. . . .

'Ce tableau peut paraître chargé ; il correspond aux souvenirs de la plupart d'entre nous, et le principe fondamental : poser à l'esprit de l'élève une série de problèmes que par son labeur en grande partie solitaire, par son ingéniosité personnelle, à coups de grammaire et de dictionnaire, il résout, n'a pas changé. Il s'agit toujours de *comprendre* et de *rendre*, et—problème étrange—fort souvent de rendre ce que l'on ne comprend pas.

'Or, cette méthode est la négation même de la méthode directe, dont les principes essentiels sont : que c'est la langue tout entière et non une partie de la langue qu'on enseigne ; que l'enseignement part du professeur et non du livre ; qu'il ne faut jamais demander à l'élève un effort qui puisse le conduire à l'erreur. C'est en faisant déjà bien qu'il doit apprendre à faire mieux ; toute possibilité de faute doit lui être évitée, toute la besogne machée pour lui, parce que toute besogne qu'il fait seul est exposée à être mal faite et fortifie en lui sa tendance naturelle à l'erreur. . . . La seule source pure de la langue est le professeur, parce qu'en lui l'élève la trouve vivante, non à l'état de signes morts inscrits sur une page, et toute forme nouvelle doit passer par sa bouche, parce que seule sa bouche lui donne la vie complète.'

It is very satisfactory to find these truths so eloquently stated. Anyone who knows from experience what rubbish is often written as translation when the 'indirect method' has been consistently employed will agree with the view that the prevention of mistakes is better than the cure. It should be one of the great maxims of the Modern Language teacher. If his pupils in doing an exercise make many mistakes, he should earnestly consider whether the blame is not rightly put down to the teacher rather than to the taught.

It is clear what translation, according to the direct method, should not be. What is it? What is its purpose? How is it to be taught?

'Elle poursuit des fins nouvelles conformes aux intérêts et aux facultés nouvelles qui commencent à naître chez des élèves à qui l'on a déjà donné une connaissance élémentaire et pratique de la langue. Elle sert à faire connaître un nouvel ordre de vérités linguistiques et littéraires, dont ils deviennent peu à peu capables, et qu'il ne pouvait être question de leur donner plus tôt, avant que leur esprit fût suffisamment mûr, et leur possession de la langue suffisamment étendue pour qu'ils en profitent.'

Translation is to be regarded as an aid in the teaching of literature—a means of appreciating literary texts carefully chosen for their intrinsic value. It is a means of comparing the genius of the two languages, and thus incidentally an aid in the teaching of the mother-tongue. Further, it is a means of establishing a connection between the culture of the foreign nation and the culture with which the pupils are rendered familiar in their other lessons.

'Il est indispensable que leur culture étrangère rejoigne leur culture générale, s'y mêle et la féconde ; qu'elle ne soit pas dans leur esprit un domaine allemand ou anglais, italien ou espagnol, séparé par une cloison étanche de tous les autres domaines de leur intelligence ; et c'est un danger auquel votre méthode dans les classes inférieures les expose.'

Finally, translation is a means of encouraging the initiative of the learner and teaching him to walk without leading-strings.

M. Hovelacque then gives his directions for the selection of suitable material for translation. He suggests that lyric verse is best suited for this purpose,

'les poésies lyriques, si abondantes dans les langues que vous enseignez, si caractéristiques des littératures modernes, et qui, mieux que tous les autres textes, révèlent le génie individuel des races qui les ont créés.'

These are to be chosen with care and suitably grouped. Often it will be possible to connect them with poems by the same authors that have previously been read, and thus to give the pupils some comprehension of the poets' characteristics. Lyric verse will after a time yield to fragments of dramatic poetry and prose selections; and only in the highest classes

'des morceaux détachés plus difficiles, plus sommairement préparés, ou sans préparation aucune, afin qu'ils aient l'occasion d'exercer leur ingéniosité et le sentiment de marcher enfin seuls. . . . L'élève apprendra peu à peu à se passer de son professeur, à lutter tout seul contre un texte.'

Before translation there must be careful preparation, and this must be done by the teacher and pupils together in the foreign language only, and exclusively on the lines of the direct method.

In the first place, the teacher recalls the same author's poems that are already familiar to the poems. They are read or recited. He asks about them, guiding his pupils to the salient features. He gives a general outline of the contents of the poem; he reads it aloud expressively. Then, and not till then, the pupils read it, and the text is explained—of course, in the foreign language. The whole is perfectly understood, the teacher taking the place of a dictionary, grammar, and commentary. What remains for the pupil?

'L'effort qui lui reste maintenant à fournir, chez lui ou en étude, est un effort suffisant à éprouver toutes ses forces, s'il ne les dépasse: c'est de rendre en bon français ce qu'il a parfaitement compris en langue étrangère, et c'est cet effort seul.'

How is the translation to be corrected? In the mother-tongue, in class, and by the class. A pupil of average ability is called upon to read his rendering of the first verse, then another. The class criticizes, saying which rendering it prefers, and giving reasons. Finally, the teacher reads his own rendering, and makes his comments on points of style, rhythm, etc.

'Que les premières traductions soient gauches, soient faibles, c'est ce qu'il faut prévoir, et cela ne m'émeut guère. Elles s'amélioreront peu à peu. Rien de plus difficile que l'art de la traduction, et ce n'est pas à un élève de seconde qu'il faut demander des chefs-d'œuvre. Il entassera les impropriétés. Mais le magnifique charabia de ses versions latines vous ne le connaîtrez pas, et c'est un élément d'humeur qu'il ne faut pas attendre de votre enseignement. Il faudra vous en consoler.'

M. Hovelaque concludes by pointing out the gain to be derived from translation on these lines:

'A ce commerce prolongé avec un fragment qui manifeste puissamment la personnalité de l'écrivain étranger, il finira par percevoir nettement cette personnalité et la sentira directement; il sera comme face à face avec elle. Une lecture expliquée approfondie conduirait, dira-t-on peut-être, aux mêmes résultats. Mais à la compréhension du texte la traduction ajoute un élément nouveau. Elle permet de dégager, avec une netteté singulière, ce qu'il contient de proprement étranger, d'incommunicable, parce que lié aux mots mêmes de la langue étrangère. Que reste-t-il en français de tel chef-d'œuvre de Heine ou de Goethe, de Keats ou de Wordsworth? Peu de chose parfois. Dans la traduction, le parfum, la suggestion mystérieuse, du texte originel s'est évaporée.

Nos élèves sentent vivement, quoiqu'un peu confusément, la beauté pénétrante de ces textes; les insuffisances révélatrices de leur traduction, de toute traduction, en feront mieux apprécier encore le caractère unique, et ce qu'ils contiennent de proprement allemand ou anglais, ce que les mots français sont impuissants à rendre, parce qu'ils ne traînent pas derrière eux le même cortège d'associations, d'idées, n'expriment pas le même fonds de sensibilité que les mots étrangers, correspondent à une autre forme d'esprit, à une autre esthétique. Et c'est précisément parce qu'il est impossible de bien traduire des poésies lyriques qu'il convient de commencer par elles. Il est impossible que vos élèves ne perçoivent pas des différences aussi sensibles, et que des caractères étrangers aussi puissamment accusés, présentés sous une forme aussi séduisante et aussi frappante, leur échappent. Ils verront que la beauté étrangère n'est pas la beauté française, ni la beauté latine, ni la beauté grecque. Ils verront que les thèmes, l'inspiration de ces poèmes, diffèrent autant que leur forme des chefs-d'œuvre qu'ils étudient dans d'autres classes. Par la comparaison, ils arriveront à mieux comprendre ces chefs-d'œuvre, et ainsi la version de langues vivantes contribuera à leur culture générale.'

I have been unable to refrain from taking considerable passages from M. Hovelague's address. I am well aware

that the members of our Association hold many views, and that by no means all are firm believers in the reform method. The way in which it is being introduced in France must, however, be a matter of interest to all teachers; and this latest contribution by the French Board of Education (for as such we may well consider the address) is, to my mind, one of the most eloquent and convincing documents issued for the guidance of teachers.

I do not maintain that the suggestions are applicable in their entirety to our own schools; it may certainly be thought that French lyric verse is less suitable than English or German verse for the purpose indicated above. Nor do I think that any such very detailed directions, amounting practically to regulations, could be issued at the present time in this country. Yet I cannot help viewing with admiration the masterful way in which the *inspecteurs généraux* have thought out the principles and made their plans. Every word they have spoken shows them to be masters of their subject, fully deserving the confidence and respect of teachers.

Our Board of Education has fortunately on its staff at least three inspectors to whose opinions Modern Language teachers are ready to listen with respect, and whom they regard as doing full justice to their subject; but as long as the Board lets an English scholar write a memorandum on the teaching of French and German, and Greek and Latin scholars deal with Modern Language teaching in the annual reports of the Board, it is our duty to protest. Modern Languages deserve better treatment than they have received, and we shall not rest until we obtain the recognition and the encouragement which we know to be our due.

W. R.

COMMENT AMENER LES ÉLÈVES À LIRE EN DEHORS DES HEURES DE CLASSE.*

IL y a quatre ans, dans l'intention d'amener mes élèves à lire dans l'intervalle des heures de classe, je mis à leur disposition une bibliothèque comprenant près de 200 volumes. Les prêts furent nombreux dans le courant de l'année (10 prêts en moyenne par élève), mais bien peu d'élèves lurent les livres empruntés ; presque tous se contentèrent de les feuilleter et d'en regarder les gravures. Le but que je m'étais proposé, était presque complètement manqué.

L'année d'après, je tentai, en 3^e, l'expérience suivante : Je pris dans la bibliothèque l'histoire humoristique de *John Gilpin*, et je consacrai une classe entière à la raconter aux élèves, et à leur en dicter un court résumé comme leçon pour la classe du lendemain. Puis, je remis ostensiblement le volume à sa place. Lorsque arriva le jour fixé pour la distribution des livres, tout le monde me demanda l'histoire de *John Gilpin*. Comme j'avais eu la précaution de m'en procurer quatre exemplaires, je les donnai aux quatre premiers élèves qui se présentèrent, et les priai de les passer à leurs camarades dès qu'ils n'en auraient plus besoin. Au bout d'un mois, la plupart de mes élèves avaient lu *John Gilpin*. Je répétai naturellement une expérience qui m'avait si bien réussi,

de sorte que, à la fin de l'année scolaire, mes élèves de 3^e se trouvaient avoir lu sept volumes de la collection des *Books for the Bairns*, représentant un total de 420 pages.

J'ai, depuis, définitivement adopté ce procédé, et m'en sers avec un égal succès dans la 2^e et dans la 3^e période.

Les petits exposés que je fais sur les livres que je désire faire lire présentent des caractères particuliers, et diffèrent sensiblement selon que je m'adresse à des élèves de 4^e et de 3^e ou à des élèves de 2^e et de 1^{re}.

2^e Période.—Je suppose que je veuille faire lire à des élèves de 4^e ou de 3^e *The Story of a Donkey*, de la collection des *Books for the Bairns*. Tout d'abord, je leur raconte l'histoire en me servant autant que possible des mots et des expressions qu'ils connaissent déjà ; mais je ne la raconte pas d'un seul trait ; je l'interromps souvent afin de les questionner et de m'assurer par ce moyen qu'ils me suivent. Ma grande préoccupation est de me tenir constamment à leur portée. Si je vois que je la dépasse, je reviens en arrière, et reprends sous une forme plus simple ce que je viens de dire, de façon à être compris et à ranimer l'intérêt qui languit. L'histoire terminée, je leur en fais rédiger, à l'aide de questions, un petit résumé qu'ils prennent sur leurs cahiers.

* Reprinted from our esteemed contemporary *Les Langues Modernes*, by kind permission of the Editor and of the Author.

Puis, je fais lire le résumé et le donne comme leçon pour la classe suivante. Pendant les quatre ou cinq semaines qui suivent, je ne m'occupe plus du livre ; il me suffit, pour l'instant, d'avoir 'lancé' mes élèves, de leur avoir donné le désir d'essayer leurs propres forces, et je les laisse s'aventurer seuls sur une route où je n'ai fait que planter des jalons. C'est là une période féconde entre toutes, pendant laquelle ils s'attaquent aux difficultés de la langue, et éprouvent souvent le plaisir particulièrement stimulant de les surmonter. Ils ne les surmontent pas toutes, il est vrai ; la signification de bien des mots et de bien des expressions leur échappe, mais cela ne les empêche nullement de suivre le cours du récit grâce au résumé précédemment fait. Au bout de quatre ou cinq semaines, je demande à l'un d'eux de développer le petit résumé que je leur ai fait prendre sur leurs cahiers, puis je passe à un nouveau livre.

3^e Période.—Jusqu'ici, je ne me suis occupé de faire lire mes élèves qu'en vue de fortifier leur connaissance de la langue. Lorsqu'ils entrent dans la 3^e période, je cherche, en outre, au moyen des lectures que je leur conseille de faire, à éveiller leur goût littéraire. C'est pourquoi je fais alors suivre d'une *appréciation* le résumé plus ou moins sec et banal dont je me suis contenté en 4^e et en 3^e. Pour déterminer les caractères que doit avoir cette appréciation, il est indispensable de connaître, je ne dis pas la portée *réelle* de l'intelligence des

élèves, mais bien sa portée *relative*, c'est-à-dire celle qu'elle a lorsqu'elle s'exerce dans une langue étrangère. Les élèves, en effet, sont moins aptes à saisir une idée, à passer d'une idée à une autre, et à faire preuve d'une attention soutenue, lorsqu'on s'adresse à eux dans une langue autre que la langue maternelle. On dirait que leur esprit subit alors une triple déperdition de forces : il n'a plus ni la même pénétration, ni la même souplesse, ni la même endurance. Or, de ces conditions psychologiques spéciales, découlent logiquement les caractères que doit avoir l'appréciation qui nous occupe :

1^o Elle ne portera que sur les questions les plus simples, et n'entrera ni dans les subtilités, ni dans la distinction des nuances trop difficiles à saisir, afin d'être pour les élèves d'une intelligibilité immédiate ;

2^o Elle n'embrassera qu'un nombre très restreint de questions, une ou deux, tout au plus, afin qu'aucune confusion ne puisse se produire dans leur esprit ;

3^o Enfin, elle ne sera pas faite *ex cathedra*, ni sur un ton doctoral ; elle prendra la forme d'une causerie où l'on questionnera de temps en temps les élèves afin de les tenir en haleine.

Voici, à titre d'exemple, le résumé d'une appréciation de *Jules César*, destinée à des élèves de 1^{re} :

JULIUS CÆSAR.

Date : 1601.

Subject : The death of Cæsar and its consequences.

In a street : First, Cæsar and his train ; then Brutus and Cassius. They speak of Cæsar. The aim of Cassius is to induce Brutus to act in order to prevent Cæsar from becoming king. He fails. He tries another means : ' Awake, Brutus ; thou sleep'st ! ' etc. ; and wins Brutus to his party.

In the Capitol : Cæsar is stabbed by all the conspirators.

In the public place again : The dead body of Cæsar is brought there, and two speeches are delivered—one by Brutus, the other by Antony.

Here is portrayed the inconstancy of the people : Brutus ' satisfies ' the citizens, and one of them proposes to make him Cæsar ; then Antony stirs them to rise against Brutus and the other conspirators. Brutus and Cassius leave Rome.

At Philippi, in Macedonia : They are overcome by Antony. They both stab themselves.

Conclusion : The people play an important part, and the action takes place neither in one day nor in the same place as it does in our classical plays.

Cette appréciation ne porte que sur deux points : sur la liberté que prend Shakespeare relativement aux changements de lieux et à la durée de l'action, et sur la façon dont il a su peindre l'inconstance du peuple.

Je mets le premier point bien en vedette, ainsi que le montre le résumé ci-dessus, et j'insiste sur l'autre à deux reprises, lorsque les citoyens approuvent Brutus d'avoir poignardé Césaire qu'ils adoraient, et après le discours d'Antoine, lorsque ces mêmes citoyens poussent des cris de mort à l'adresse de Brutus et l'obligent à quitter Rome. D'autre part, je me garde soigneusement de traiter ces deux points à fond, et d'entrer dans des détails par trop minutieux que les élèves ne pour-

raient retenir, et qui, d'ailleurs, n'ajouteraient rien à l'impression générale qu'il s'agit de produire. C'est pourquoi je ne leur parle que des preuves les plus frappantes de l'inconstance du peuple romain, et que je passe sous silence un certain nombre de changements de lieu pour ne retenir que les plus importants. Quant aux autres questions —et elles sont nombreuses—qu'on peut se poser à propos de *Jules Césaire*, les unes ont été écartées parce qu'elles sont trop délicates ou trop compliquées, et les autres parce qu'elles nuiraient à la clarté des idées qu'il s'agit de communiquer aux élèves.

Est-ce à dire que, après cet exposé, tous les élèves s'empresseront de lire la pièce ? Évidemment non. Il en est qui ne lisent jamais, pas même du français, et l'on ne peut raisonnablement s'attendre à ce qu'ils lisent du Shakespeare. Mais il en est aussi dont la curiosité aura été éveillée, et qui voudront voir et juger par eux-mêmes. Si j'en crois ma propre expérience, ils le feront de diverses manières, selon leur force et aussi selon le temps dont ils disposent : quelques-uns —généralement les meilleurs — essayeront de lire la pièce dans le texte, et ils y parviendront peut-être grâce à l'entraînement méthodique auquel ils ont été soumis pendant trois ans ; d'autres, se contenteront des extraits plus ou moins longs qu'ils trouveront dans leurs livres ; d'autres enfin —et où est le mal ? —en liront une traduction. Or, quel que soit le parti qu'ils

prennent, ils feront toujours une lecture personnelle, c'est là précisément le but qu'il s'agit d'atteindre.

En résumé, avec une leçon par mois dans chaque classe à partir de la 4^e, il est possible d'amener les élèves qui veulent travailler, à lire au moins une vingtaine d'ouvrages. Ces lectures leur donnent une con-

naissance plus intime de la langue, les initient à la vie littéraire du peuple anglais, and contribuent à leur faire faire leurs 'humanités modernes.'

GENÈS PRADEL,

*Professeur d'anglais au Lycée
de Montluçon.*

THE PLACE OF GERMAN IN THE SECONDARY SCHOOLS OF SCOTLAND.

DR. LOUIS LUBOVIVUS, of the Glasgow Provincial Training College, eloquently expressed his views on the neglect of German in an address on 'The Place of Modern Languages in the School Curriculum with Reference to the Present Position of German,' delivered under the auspices of the Secondary Education Association of Scotland. By his kind permission, we give an extract from his noteworthy address :

'Why should the modern humanities not occupy the place in Scottish schools that they occupied among other great nations? The incapacity of foreign teachers that was at one time adduced as a reason did not hold good now. Not that foreign masters had become more efficient, but most of them had succumbed to their effort. If the few who survived could not be brought under the meaning of the Act as undesirable aliens, they might, in the interests of education, be granted a premature old age pension or some other form of merciful euthanasia. In the wave of self-depreciation that was passing over this country, the English, and, strange to say, even the Scotch people, had discovered that the linguistic faculty was one of the few—perhaps the

only one—that Providence had denied them. Was there anything to warrant the assumption that Scotch boys and girls had a natural affinity for the dead, and none for the living, languages? They knew that, when to speak and write Latin was the chief aim of education, Scotsmen were not deficient in linguistic ability. One of the greatest humanists of the world was George Buchanan, who, at the Collège de Guienne in Bordeaux, taught young Montaigne the art of writing Latin verse. After an experience of over twenty years in Scottish schools the lecturer had no hesitation in expressing his conviction that Scotch children were quite as capable as any other children of learning foreign languages. He had known many scores of scholars who, without neglecting their other subjects, had while at school learnt to read without difficulty any French and German books the subject-matter of which came within their comprehension, and in addition to express themselves correctly, both orally and in writing. If modern languages were to become essential elements of a liberal education, they must be given an equal opportunity with other branches of study. They must form an organic, not an excrescent, part of the curriculum. Their place in relation to education as a whole and to each other should be clearly defined. At present there was no educational principle underlying the organiza-

tion of the language departments of Scotch schools. In the majority of schools French was compulsory, German was voluntary. In some Higher Grade Institutions, German was not taught at all. Under the most favourable circumstances a child was allowed entire freedom in the choice of his first foreign language between Latin, French, and German. As French was fashionable and Latin respectable, while German was deemed neither the one nor the other, the choice generally fell on Latin and French. On what grounds, excepting perhaps its lack of canonical dignity, was German boycotted? Having regard to the enormous exchange of moral and intellectual, literary and artistic, values that was constantly taking place between Great Britain and Germany, having regard to their commercial relations alone, to the fact that they were each other's best customers, one would reasonably conclude that the German language would be held in as high regard in this country as English was in Germany. Throughout the German Empire there was no scheme of higher education in which English had not a place. More time was devoted to the study of scientific English grammar in German than in English Universities, and more time to Scottish literature than in the Scotch Universities. Pupils in German secondary schools not only learnt the English language; they were taught also a sympathetic appreciation of English culture: Britain's social and political institutions, the achievements in the various fields of human activity, the foundation and development of her civilization. The lad who left school to devote himself to business had learnt something of the English tone of mind, and had acquired a rational attitude to the people with whom he would come into commercial relations. He could not believe that popular sentiment had much to do with the retrogression of Germany within recent years. If politics were at all a determining factor in education, France should have banished German from her schools. Yet that was far from

being the case. German was studied much more in France, to better purpose, than in Scotland. The reasons for the neglect of German and other modern languages had to be sought elsewhere. They would probably be found in the exaggerated veneration for tradition, and in the dogmatic faith which the British people had in the infallibility of certain ideas that had become fixed principles, such as free trade, freedom from military training in any shape or form, and freedom from foreign influence, good as well as bad. The principal obstacle to the development of the study of modern languages, the lecturer thought, was the lack of interest on the part of the British people in educational questions. While America, and most of the great countries of Europe, looked upon education as one of the most important social problems, and saw in their schools the centre of national interests, the British people regarded education as a matter of pedagogy that had no concern except for the schoolmaster. To what extent German had been crowded out of the time-table of Scotch schools could be seen from the statistics issued by the Scottish Universities Joint Board for the Preliminary Examinations. In the March-April examinations of last year the entries in Latin, French, and German, for the four Scotch Universities together were respectively: Latin, 920; French, 372; German, 46. That the number of candidates in Latin should more than double the forces of French and German combined was easily accounted for by the fact that Latin was bracketed with English and Mathematics as a compulsory subject, while French and German as options stood on a footing of equality with Dynamics on the one hand, and Hindi, Marathi, Urdu, and Bengali, on the other. But how could the extraordinary discrepancy between French and German be warranted? The University made no distinction in their status, nor did the Education Department. Was the disproportion justified by the difference in the relative merits or the degree of

importance of these two languages? Though excluded from the sacrosanct pages of the "Memorandum," in which German was not mentioned, the lecturer claimed that by its poetry, music, and philosophy; by its science, criticism, and philology; by its history, education, and research; by all its cultural forces, German had a right to a position of equality with Latin for higher studies, and to equality with French for the practical purposes of life. If variety of mental interests and diversity of intellectual life were a source of strength to the nation, why should national schools, which, he held, owed a duty to the State as well as to the child, promote a dull uniformity of linguistic bias or attainment? Was it not to the national interest that knowledge should be as varied in language as in other domains of learning? Why should not some schools foster Spanish and Italian? He felt confident that if the Scottish people came to recognize that the present condition of modern languages in their schools was out of gear with the necessity of modern times, if the great body of parents realized the loss of power, profit, and pleasure, the ignorance of foreign languages entailed on their chil-

dren, means would soon be found to change the existing unsatisfactory state of things into one more desirable. As a practical solution of the language difficulty, on general educational grounds as much as with a view to placing modern languages on a sound basis, the lecturer proposed—(1) That German should alternate with French as the first foreign language. (2) That Latin should be postponed to the Post-Intermediate Course. (3) That the curriculum in the Intermediate Course should be uniform, normally without options. The alterations proposed seemed, under existing conditions, the simplest and most workable device for adjusting means to an end. While they called for no drastic changes in the present organization, and depressed no subject of the present time-table, they would, if adopted, give balance to the language departments and make the schools more efficient. The experience of Scottish teachers who had taught both French and German showed that the rate of progress was quicker in German than in French. The Frankfurt system of postponing Latin had proved eminently successful in Sweden and in the *Reformschulen* of Germany.

DISCUSSION COLUMN.

THE TEACHING OF COMPOSITION.

OWING to suggestions from several of our members, it has been decided to make the above the subject for discussion this year. The term 'composition' is held, for the purposes of this discussion, to include:

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

The questions concerning each which call for discussion are:

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

Members are urged to insure the success of this discussion by making contribution to it, however small. Our object is to gather opinions and

experiences from all sources. Anyone desiring to take part should send his or her communication, not later than two weeks after the issue of any given number of MODERN LANGUAGE TEACHING, to

F. B. KIRKMAN,

The Three Gables,

Letchworth,

Herts.

I.—MISS B. L. TEMPLETON

(*Goldsmiths' College*).

IN the early and middle stages, with which alone this note is concerned, 'composition' means, of course, 'free' composition in the foreign language. Translation into the foreign language would not be appropriate until the University stage of education is reached.

The aim of composition in early and middle stages in a secondary school should be to enable pupils to write in simple narrative style, and to attempt simple descriptions, avoiding both grammatical inaccuracy and that translation of English thoughts which leads to constructions impossible in the foreign tongue.

Composition should not be begun too early. In schools the fourth year of French is quite early enough. Before attempting 'composition,' pupils must be able to answer in French questions covering the ground of such narratives as are found in most 'Second French books.' 'Second French books' are not, in my experience, finished until the end of the third year of learning the language.

Early Stage.—1. To begin with, questions should be set, or found in the book, which, taken one after the other, bring out all the points of a story, or part of a story, in the pupils' reading-book. The questions should first be answered orally, and then, with the questions still before them, the pupils should construct the story orally, in short sentences. The teacher would suggest the use of ordinary conjunctions to make the narrative sound better.

2. An easier story, unknown to the

pupils, might be told. A set of questions should be written on the blackboard and answered orally. Then the whole story should be put together orally, and finally written down.

3. A story might be told by the teacher, and questions put orally, only in order to resume it. Then the story should be retold completely by the teacher, and lastly be written down by the pupils. So far, of course, it is the pupils' verbal memory which is being exercised, but verbal memory is very important at this stage of learning composition, and, as an aid to such exercise of it, the learning by heart of short passages from the reading-book would be most useful.

The process of reading, telling, and reconstructing stories could be varied by (for instance) working the story of a day's pleasure into a letter; or by telling a skeleton story, and getting suggestions from the class for conversations between the characters in order to fill it out. In the latter instance the composition would never be written down until the story had been retold in its completed form.

Middle Stage.—In this stage the pupils should learn to reproduce a story, choosing the points to be told for themselves. They should also begin to learn how to write a simple description.

1. After a fairly long piece of narrative has been read in their reading-books, the pupils should think over it and reproduce it, of course in shorter form. I should still have oral practice at times, and at other times a written account.

2. An easy piece of narrative poetry might be read, each members of the class having a hectographed copy before him. Then an account of the story should be

given orally ; after this the copies of the poem should be taken away and the 'composition' written. Some of La Fontaine's fables are very useful at this stage.

The aim, of course, would be to put in all the essential parts of the narrative, not forgetting any little descriptions which it might include.

3. A fable (for instance) might be read by the teacher, resumed by means of answers to oral questions, read again, and then written as a composition.

4. As an introduction to descriptions a picture might be used. The teacher must, of course, guide the class in the reading of the picture and in the words to be used, while he accepts and uses suggestions made by his pupils.

'Description' at this stage would really

be a reproduction of the teacher's description, and serve as a preparation for descriptions by the pupils at a later stage.

5. In order to secure variety, the teacher might give a short lecture on some places of interest he has visited, a lecture combining, perhaps, incident with description. This lesson might be illustrated by a set of post-cards, a complete set being lent to each pupil.

Learning prose by heart would still be very useful as an aid to written composition work.

To the principle of not beginning composition too early, I should add that of not 'composing' too often. One 'composition' a fortnight is enough, both for the pupils, who must not be bored, and for the teacher, who will have to do a certain amount of correction.

HOLIDAY COURSES: AN APPEAL TO MEMBERS OF THE MODERN LANGUAGE ASSOCIATION.

As has been pointed out in these columns, there is a growing conviction that students do not derive equal benefit from all the Holiday Courses established on the Continent. The Board of Education are reluctant to deal with the matter, and the Committee of the Modern Language Association now propose to institute an inquiry into the relative value of these Courses.

They have decided in the first place to appeal for an expression of opinion to such members of the Association as purpose to attend a Holiday Course this summer. It is suggested that this should take the form of a brief confidential report on the Holiday Course attended, in which information on the following points should be included

1. Under the auspices of what body is the Course conducted, and in whose hands does the management of the Course really rest?

2. What is your general opinion as to the lectures and the arrangements for providing practice in conversation (classes, excursions, etc.)?

3. On what lines is the class-teaching carried on? Is a limit fixed for the size of classes, and what is their size in practice? What steps are taken to secure the active co-operation of every member of the class? How far are the students graded according to their previous attainments?

4. Is the pronunciation taught mainly by means of lectures, or is there adequate provision for practical exercises? If use is made of

phonetics, the mode of transcription should be mentioned.

5. What examinations are held in connection with the Course, and how are they conducted? Where there is a written examination, a copy of the papers would be of service.

6. How far is the boarding accommodation adequate and satisfactory? Is there a limit to the

number of Holiday Course Students taken in by one family?

7. How much is charged for taking part in the Course, and what is the average cost per week of board and lodging?

The report should be addressed to the Hon. Secretary, 45, South Hill Park, Hampstead, N.W., and should reach him not later than October 1, 1910.

ANOTHER HOLIDAY COURSE IN SPAIN.

ON seeing in the June number of *MODERN LANGUAGE TEACHING* the notice of Holiday Courses in France, Germany, and at Santander, it occurred to me that students of Spanish might be interested to hear of the Annual Holiday Course at Burgos (Spain), established in 1908 by the Universities of Bordeaux, Toulouse, and Montpellier, for the mutual benefit of French and Spanish students. To this Course, which is free to the French and Spaniards, students of other nationalities are admitted on payment of £2. The Course lasts for about six weeks, from August 7 to September 15. It consists of (a) *Advanced Spanish* (translation into French of some Spanish classic and conversely of a French classic into Spanish, lectures on historical grammar and on literary history, oral work); (b) *Elementary Spanish* (grammar, explanation of some Spanish text, oral work, generally based on a picture); (c) *French* (more or less elementary classes to suit the needs of Spanish students and of any foreigners who happen to be present).

The Spanish teaching is undertaken wholly by Spaniards of whom the greater part are lecturers of the *Instituto* at Burgos. The French teaching is undertaken by certificated French teachers, of whom one at least is *agrégé* in Spanish. In addition to the above, some special lectures on Spanish art were given last year, generally on Thurs-

days, and these lectures were open to students of French and Spanish alike. I see from the programme for 1910 that similar lectures will be given this year.

The Course has been very successful. In 1908, the year in which it was founded, there were sixty students, and in 1909 the number rose to eighty-six, of whom two, myself and a friend, were English.

The greater part of our fellow-students were teachers in the elementary schools of Southern France, where Spanish is very generally taught. One or two were *professeurs* in secondary schools, and some of the younger ones were preparing for examinations, in most cases for the *Certificat d'aptitude primaire espagnol*. Speaking roughly, I should say that there were about as many women students as men. Their kindness and courtesy to us foreigners could not have been surpassed. We foolishly arrived at the end of the fourth week of the Course, when most of the others had had time to settle into a groove of hard work, only to be interrupted by friendly intercourse with their intimates. Moreover, it was especially difficult for them to make friends with us, because neither of us was fluent in both French and Spanish. It was perhaps fortunate that one of us had specialized in the former, and the other in the latter language, for thus our combined forces could cope with any emergency.

But, not only did the Secretary of the *Instituto* come to our hotel to call before we had had time to unpack, he placed his services entirely at our disposal, undertaking to arrange for private lessons for me, and to see that we were duly introduced to the 'professors' whose lectures we desired to attend. He would have met us at the station had we written in time to inform him of our arrival. Most of the French students had taken up their abode in *casas de huéspedes* (boarding-houses), where, on payment of three to five francs a day, they were more or less comfortably installed. A list of these boarding-houses, with their respective charges, had been sent to us by the Secretary before we left England, but as we were only to be in Burgos for so short a time, it seemed wiser to pay a little more and go to a good hotel. It is worthy of note that Mademoiselle X—, Spanish mistress at the Perpignan Secondary School for Girls, who has had long experience of Spaniards and *cosas de España* had, as we afterwards discovered, followed the same plan. To judge from the accounts of boarders, the food in Spanish *pensiones* is very insufficient, and the bedrooms are far from clean, often little more than windowless alcoves. For 10 *pesetas* (francs) a day we were comfortably lodged, and our food, though at times fearsomely Spanish, was in itself good and plentiful. We afterwards learnt that we ought to have bargained for 7 *pesetas*. With regard to the cost per head of the whole undertaking it may briefly be summed up as follows: Fees for Holiday Course, £2; Board and lodging at a good hotel for six weeks at 7 *pesetas* a day, £10; Excursions, books and stationery, £1; Return fare from London to Burgos, £9 10s. (The route is as follows: London to Bordeaux and back by the General Steam Navigation Company's boats, first class, £6. Return ticket, Bordeaux to Irun, second class, £1 10s. *about*. Irun to Burgos and back, second class, £2 *about*). Miscellaneous expenses (stamps, washing, cabs, tips, etc.) £2 10s. Total £25. The journey takes three days, of which two are spent at sea, and about twelve hours in the train.

There is a through connection between Bordeaux and the Spanish frontier, and between the latter and Burgos. A quicker, but also a more expensive, way is to cross from London to Paris, and thence by train to Bordeaux. It must, however, be borne in mind that the Sud-Express (Paris to Irun, Irun to Burgos) does not take second-class passengers. The journey to Burgos is therefore easier than that to Santander and no more expensive, for travellers to Santander must change trains, not only at the frontier (Irun), but again at San Sebastian and at Bilbao, driving from one station to another at both the last-named places. Moreover, the student must necessarily derive more benefit from a stay in Burgos, one of the most historically interesting towns in Spain, than from a visit to Santander, a sort of Southport, with a background of purple hills and a fine harbour, which somehow reminds one of Dublin. In Burgos, the capital of Old Castile, there are no electric trams, no shops worthy of the name, and only one station, with its single line of rails. Dilapidated omnibuses, drawn by jingling mules, meet the occasional trains and convey passengers to the three hotels of the place. As one jolts slowly up the uneven dusty road from the station, one catches a glimpse of the magnificent cathedral with its twin spires of what looks like delicate lace-work, and on the hill above it, of the ruined fortress where the Cid was married to Ximenez. After crossing the half-dried-up channel of the Rio Arlanzon, where washerwomen are busily employed in dipping garments into the thin stream of water which the summer drought has deigned to spare to them, the omnibus passes under a carved stone gateway erected by the Burgalese in the time of Charles V., containing effigies of the Cid and of this Emperor. A few yards farther on, it enters the narrow street of Lain Calvo, grandfather of Ruy Diaz, and with one final indescribable jolt draws up before the door of the Hotel del Norte, newest and best of the local *fondas*. Nor are these the only traces of Ruy Diaz to be met with in Burgos itself or in the sur-

rounding country. His remains are interred in the Town Hall; a stone pillar marks the site of his house; and the leather chest, which he is reported to have left with the Jews on the occasion of his exile, is still to be seen in the Cathedral cloisters. At San Pedro de Cardeña, a ruined Franciscan monastery, situated in the midst of desolate country, seven kilometres from Burgos, is his beautiful marble tomb, and legend has it that the bones of Babieca, his charger, repose near the monastery gate. To mention all the historical monuments which lie within easy distance of the city lies beyond the scope of this paper. I must, therefore, content myself by saying that, on Thursdays, the foreign students who attend the Holiday Course make excursions to the above-mentioned places and to San Domingo de Silos, San Puirce, La Cartuja, Fresdelval, Las Huelgas, etc.

Last year there were also diversions of a different, but no less interesting, nature. One Sunday we were marched in solemn procession through the streets of Burgos to the barren, thistle-clad banks of the Arlanzon. After crossing some sandy meadows and incidentally being introduced to a veteran of 103, who told us that he had known Napoleon, we arrived at our destination, a model dairy, thrown open for our inspection. Here were sleek black and white cows, munching their hay contentedly in a beautifully kept stable, flooded with blue light, so as to keep off the flies. We were afterwards invited by the proprietor of the dairy to pick flowers in the adjacent garden. At the back of it was a small fir-wood, where seats and music had been provided for us, the latter in the form of a guitar and flute. The Spaniards sang some improvised songs about the foreign students much to our amusement; then two of their countrywomen danced the *fandango* with dignified grace. The musicians struck up a lively tune, and we proceeded to execute waltzes and polkas on the uneven sandy soil, stirring up clouds of dust, which threatened both to blind and choke us. Next, one of the 'professors' of the *In-*

stituto recited a comic poem. Finally, after many bows and much shaking of hands, the party broke up, and we straggled homewards in the beautiful Southern twilight, plodding over the thistles in the direction of the cathedral, which stood sharply outlined against the clear blue sky.

On another occasion we were invited to a *Velada*, or afternoon reception at the Town Hall. We were first shown over the building and permitted to examine the municipal archives, which have been preserved from the earliest times. We were then ushered into a large hall, where we listened, first to the strains of the town band, and then to a passionate discourse from a priest, who advocated Faith as opposed to the modern spirit of scientific investigation. This speech, or rather sermon, was followed by a disquisition on 'Don Quixote and the Art of Warfare' made by a handsome soldier in his blue and red uniform. Next, one of the 'professors' of the *Instituto* read a paper on 'Elementary Education in Spain.' Lastly, the band made a praiseworthy, but far from successful, attempt to blend the 'Marseillaise' and the Spanish Royal March; and at about 9.30, dinnerless and hunger-stricken, we took our leave.

If, in this paper, I have dwelt unduly on the more frivolous side of our experiences, it has been because I feel that, to understand a nation aright, one must see it at play. Class-rooms and lectures are much the same all over the civilized world, but to spend a Sunday afternoon dancing polkas in a model dairy is, from the British standpoint, unusual, and therefore, perhaps, worthy of note. Lectures were, of course, given on the mornings of weekdays from 10 to 1, and in the afternoons from 3 to 6. All of them were held in the *Instituto*. This is a College for students of University standing, which, if it possessed a sufficient number of faculties, would be a University. The *Instituto* of Burgos is connected with the University of the neighbouring town of Valladolid. All the Spanish teaching was done in Spanish,

but when the class failed to understand, explanations were sometimes given in French. It therefore follows that only British students of Spanish who are thoroughly well acquainted with French could derive much benefit from the more advanced classes, in which Molière's 'Malade Imaginaire' was being rendered into Spanish, or some drama of Calderon into French. On the other hand, the more elementary classes and the lectures should be very helpful to students of Spanish who know little or no French, as there is no translation from or into that language. Moreover, the majority of the French students and teachers present

last year were very fluent in Spanish, and quite ready to converse with us in 'el castellano.'

But let no Britisher who wishes to visit Northern Spain count on being able to make himself understood in his own tongue, for, except at San Sebastian and possibly Bilbao, he will, in all probability, never hear a word of it whilst in the Peninsula.

A. R. HUTCHINSON.

[We understand that Miss Hutchinson, 11, Eltisley Avenue, Cambridge, will be glad to answer inquiries about the Burgos Holiday Course.]

INTERNATIONAL EXCHANGE.

WE have received a copy of the *Edward Alleyn Magazine*, the school magazine of Alleyn's School (Dulwich), in which Mr. P. W. Cooke draws the attention of pupils and their parents to the advantages of International Exchange. By kind permission of the Editor we reprint the article, as an incentive to other Modern Language teachers to adopt similar methods of making the system of exchange known in their schools.

HOLIDAYS IN FRANCE AND GERMANY.

Why not go abroad for the holidays? The many advantages of such a step are so obvious as scarcely to need explanation.

In these days of keen commercialism and of international rivalries, the more we can learn of the progress, habits of thought, and customs, of our Continental neighbours, the better both for us and for our country. An occasional shaking-up of our insular prejudices does much good, as we cannot undergo such a process without being subsequently in a better position for helping to keep our nation in the van.

Quite apart from the mental effects of a new environment, and the almost unconscious assimilation of most valuable know-

ledge, the esteem and friendship of 'foreigners' have a special international value in themselves.

As a result of the joint work of the Modern Language Association and the Société d'Échange International des Enfants et des Jeunes Gens, Paris, most satisfactory arrangements can now be made for the exchange of young people between English and Continental families. Such exchanges may be made either for vacations or for longer periods.

Beyond the necessary travelling expenses and a fee of 5s. to the Modern Language Association to cover necessary outlay, there is no further cost.

In this way one may have a pleasant holiday in a foreign country, together with the opportunity of becoming acquainted with the home life of a neighbouring people and of learning to speak their language.

It of course goes without saying that the more practice one can get in speaking the foreign tongue *before* going abroad, the greater the progress made whilst there, and this in a continually increasing ratio.

It should be borne in mind that social conditions and ways of living differ considerably in different countries, and that some comforts to which English people

are accustomed are not always found in Continental homes of the same social standing. It may be added that all exchanges are made on the understanding that care will be taken to respect religious and political opinions.

Any parents who would like their sons

thus to secure an advantageous introduction to a foreign land should make an early application through the head-master, as the Modern Language Association is obliged to observe a strict order in making the necessary arrangements, which may require some time for completion.

MODERN LANGUAGE ASSOCIATION.

A MEETING of the General Committee was held at the College of Preceptors on Saturday, May 28.

Present: Mr. Pollard (chair), Miss Althaus, Miss Batchelor, Messrs. Brigstocke, von Glehn, Miss Hentsch, Miss Johnson, Mr. O'Grady, Miss Purdie, Messrs. Salmon, Saville, Spencer, Miss Stent, Mr. Storr, and the Hon. Secretary.

Apologies for absence were received from Mrs. Connal, Messrs. Brereton, Hutton, Kittson, Lipsecomb, Miss Lowe, Messrs. Milner-Barry, Norman, Odgers, Rippmann, Somerville, and Steel.

After the minutes had been read and confirmed, the Chairman moved that the congratulations of the Committee be offered to Dr. Breul on his appointment as Schröder Professor of German at Cambridge. This was carried unanimously.

The Committee then proceeded to consider the following recommendation of the Information Sub-Committee:

That, as there appears to be no satisfactory separate certificate in Modern Languages for those teachers who are unable to follow a regular course of study, negotiations be re-opened with the University of London with a view to the establishment of such a certificate.

After a lengthy discussion on the questions what Universities should be approached, for what persons the certificate should be designed, and what its scope should be, the following amendment, moved by Mr. von Glehn and

seconded by Mr. O'Grady, was carried by a large majority:

That, as there appears to be no satisfactory teaching certificate in Modern Languages, negotiations be opened with the Universities of Oxford, Cambridge, and London with a view to the establishment of such a certificate.

It was understood that the term 'teaching certificate' connoted a certificate of ability to teach Modern Languages as well as a knowledge of them.

A Sub-Committee consisting of Professors Breul and Fiedler, Messrs. Brereton and Twentyman, Miss Hentsch and Miss Pope was appointed to consider the details of the scheme.

Miss Althaus then introduced the subject of the admission to Branch membership of associate members, paying less than the full membership subscription; pointing out that there were many teachers to whom Branch meetings would be useful, who were not in a position to pay the full annual subscription.

A letter from Miss Lowe in support of this view was read.

After some discussion the matter was referred to the Finance Sub-Committee.

A grant of £5 for the year was made to the Yorkshire Branch, in view of its large membership.

On the recommendation of the Exhibition Sub-Committee it was resolved that the books on Method in the Exhibition be placed at the disposal of the Library Sub-Committee for issue to readers when not

required for the purposes of the Exhibition.

The formation of the Bristol and West London Branches was approved.

Dr. Spencer reported that, being at the meeting of the Neuphilologenverband at Zürich, he had conveyed to them the greetings of the Association. Dr. Spencer was thanked for his action.

A letter was read from M. Dupré expressing the sorrow with which the Société des Professeurs des Langues Vivantes had heard of the death of King Edward VII. The Hon. Secretary was instructed to send a suitable reply.

The following fifteen new members were elected :

Miss C. Bradshaw, King's High School for Girls, Warwick.

Miss J. W. Carless, Liverpool College, Huyton, Liverpool.

Miss J. Charlton, B.A., Penistone Grammar School, Yorks.

Miss J. E. Davies, B.A., Secondary School, Colvestone Crescent, Dalston, N.E.

M. Frankland, Ossett Grammar School, Yorks.

Miss M. Fraser, 14, College Avenue, Great Crosby, Lancs.

Miss M. A. Lord, Todmorden Secondary School, Yorks.

Miss E. Naumann, County Day School, Gravesend.

A. R. Pemberton, General Post Office, E.C.

A. C. Poiré, Northern Institute, Leeds.

H. A. Frankerd, B.A., B.-ès-L., Liverpool College.

Miss D. A. Rappard, Croydon High School.

B. S. Richards, M.A., Bradford Grammar School.

S. G. Simpson, M.A., Royal Technical Institute, Salford.

Miss E. Thompson, Normanton Secondary School, Yorks.

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

Present: Messrs. Pollard (chair), Andrews, Atkinson, Brereton, Hutton, O'Grady, Miss Purdie, Messrs. Rippmann, Somerville, Twentyman, and the Hon. Secretary.

Miss Johnson wrote apologizing for absence.

The minutes of the last meeting were read and confirmed.

A letter from the Board of Education was read, in which they stated that they could not undertake the work of reporting on the Holiday Courses held abroad.

Suggestions for approaching the problem in other ways were made, and, as one measure, it was resolved to enclose in the next number of MODERN LANGUAGE TEACHING a letter to members on this subject.

Letters from the University of London and from the Vice-Chancellor of the University of Cambridge, in answer to the resolution of the General Committee on a Teaching Certificate in Modern Languages, were read.

The question of the admission of Associate Members was then considered, and after considerable discussion it was resolved to send the following statement to the Branches :

'The Executive Committee have considered the proposal that there should be a new grade of members, to be called Associate Members. They think it undesirable to alter the rule that all members of a Branch should be members of the Association, paying the full annual subscription. At the same time, the Committee see no objection to a local Branch admitting non-members interested in Modern Languages to their meetings, as long as they are not in any way regarded as members of the Association and have no voting powers. Whether on any such occasion non-members should be charged a fee is a matter left to the discretion of the local Branch.'

The Hon. Secretary reported that representatives of several Associations had met

and had drawn up a provisional timetable for the annual meetings. It was resolved to accept the dates arranged for the meeting of the Modern Language Association—viz., Tuesday and Wednesday, January 10 and 11, the dinner being on the Tuesday evening.

A letter from the Board of Education was read, asking if the Association would undertake to deal with inquiries about books received by the Board. It was resolved that a reply be sent to the effect that the Association will be glad to receive such letters provisionally and deal with them, unless it is found that this cannot be done without an infringement of the principles on which the Association is carried on.

The answering of such inquiries was referred to the Exhibition Sub-Committee, and it was resolved that it should be an instruction to the Sub-Committee to bear in mind the general policy of the Association to recommend no particular method.

The following nineteen new members were elected:

Miss L. L. Atkinson, Girls' High School, Settle, Yorks.

Miss Irene Barratt, Mortimer Lodge, Clifton, Bristol.

Carleton F. Brown, Ph.D., Bryn Mawr College, Penn., U.S.A.

Miss M. Clayton, Girls' Grammar School, Bingley, Yorks.

D. P. Coulton, B.A., Barnet Grammar School.

A. G. Denniston, B.A., Royal Naval College, Osborne.

Miss Hilda Graham, Queen's College School, W.

Miss M. B. Henson, Selby High School, Yorks.

W. J. Hughston, B.A., Camberwell, Melbourne, Australia.

Harry M. Ives, A.M., Harvard University.

Roger S. Loomie, A.B., Harvard University.

Miss A. Merriman, LL.A., Colston Girls' School, Bristol.

C. G. Mould, Handsworth Grammar School.

Miss A. Ritson, Clifton High School.

Miss Dorothy S. Scott, Green Secondary School, Isleworth.

Miss G. H. Tompkins, LL.A., Colston Girls' School, Bristol.

E. L. Wells, B.A., Sir William Borlase School, Marlow.

L. A. Willoughby, M.A., Ph.D., Taylorian Institution, Oxford.

Rev. W. H. Wright, M.A., Wellington College.



WEST LONDON BRANCH.

A MEETING of the proposed West London Branch of the Modern Language Association was held on Friday, May 27, at Queen's College, Harley Street, W. There was a fair attendance.

In the course of the meeting Mr. H. W. Atkinson showed the Lantern slides which constitute the loan collection of the Association. The slides were greatly appreciated, and the audience were glad to have so favourable an opportunity of seeing the latest additions to the collection.

Afterwards Professor Rippmann explained to the meeting the reasons and objects of forming a West London Branch, and proposed:

1. That the boundaries of the West London Branch should be Finchley Road, Tottenham Court Road, Charing Cross Road, and the boundaries of the W. and S.W. postal districts.
2. That the following districts in Middlesex should be included: Harrow, Northwood, Pinner, Isleworth, Southall, Uxbridge.
3. That two meetings of the Branch should be held in each of the winter terms, on the second Fridays of October, November, February, March.
4. That Miss L. C. Brew, Godolphin and Latymer Girls' School, should act as Hon. Secretary for the Branch.

The proposals were accepted by the meeting, and Miss Brew was instructed to apply to the London Executive Committee for permission to constitute the Branch.

The approval of the Executive Committee has now been obtained, and the first regular meeting of the West London Branch will be held on Friday, October 10, at the Godolphin and Latymer Girls' School, Hammersmith, by the kind permission of Miss Clement.



NORTH LONDON BRANCH.

THE Organizing Sub-Committee met on Friday, June 8, when meetings for next session were discussed, as well as the desirability of having branch members who do not belong to the Modern Language Association.

The committee hope that there will be a large gathering of North London members in October next at Mr. Cloudesley Brereton's house. They have also accepted an invitation to Southwood Lawn, which Miss Rowe has kindly offered for a meeting, and this will probably be held in November.

The committee do not think it desirable or necessary to admit members to the branch at a lower fee who are not also members of the Association. They think this might be detrimental to the future membership. They also think that members should bear in mind that by belonging to the Association they are not only getting a very valuable publication, but are helping to support a body which has looked after Modern Language interests, and is increasingly doing so, practically throughout the English-speaking world.



BRISTOL BRANCH.

A MEETING was held on May 25 at the University of Bristol, at which a resolution was passed that the Bristol Branch of the Modern Language Association should be formed. The motion, intro-

duced by the Chairman, Professor Clement Ord (Bristol University), was proposed by Miss Jowitt (Bristol University Secondary Training Department) and seconded by Miss Merriman (Colston School for Girls).

The Chairman, Professor Clement Ord, set forth the constitution of the branch, which was adopted unanimously:

1. That the Bristol Branch, formed on May 25, 1910, shall hold its meetings at the University of Bristol.

2. That the minimum number of meetings shall be four during the session.

3. That the area shall extend to the city and county of Bristol.

It was decided that the chief objects of the branch are:

To discuss questions connected with the teaching and study of Modern Languages.

To afford opportunities for intercourse and co-operation for all those interested in Modern Languages.

That papers should be read, followed by discussions.

The officers and committee were then elected:

Chairman: Professor Clement Ord.

Vice-Chairmen: Dr. Finn and M. Jaccard.

Hon. Secretary and Treasurer: Miss L. M. Grove.

Committee: Miss Jowitt, Miss Ritson, Miss Merriman, Miss Morris, and M. Stéphan.



A meeting of the Bristol Branch was held at the University on Thursday evening, June 23. Professor Ord (President) was in the chair, and twelve members were present.

The question of Associate membership was brought up, and Professor Ord proposed that there should be Associate members, who should have the privilege of attending the Branch meetings, of which there would be four a year, and subscribe 2s. 6d. The motion was seconded by Miss Ritson (Clifton High School).

It was suggested by Miss Jowitt that a small Branch library might be started, containing a few periodicals, such as

MODERN LANGUAGE TEACHING, *Die Neueren Sprachen*, and the *Revue de l'Enseignement des Langues Vivantes*, so as to attract a large number of Associate members.

The motion was carried unanimously.

A discussion then followed on 'The Place of Translation in Modern Language Teaching.' The discussion was opened by Miss Jowitt (Secondary Day Training College). She said that the Place of Translation involved the still wider question of why we learn a language, and that the aim she wished to insist on was that we did so in order better to appreciate, understand, and handle our own language; that translation must have a great place if language was to be considered as an instrument of thought—of training in accurate thought in our own language. Translation helps us to realize shades of meaning in our own tongue. It must not be thought, however, that translation was a lesson in English. The great mistake of many teachers is to establish watertight compartments—to imagine that in the English lesson English only should be taught; in the French

lesson French only. Comparison and analogy are most essential, and Miss Jowitt insisted strongly on grammar being taught on comparative lines.

Training in thought being the basis of language teaching, it would be impossible to begin translation before the Lower Fifth; but that there should be a preparatory stage to translation, in which help should be given in the understanding of the accurate meaning of words.

Professor Ord agreed with Miss Jowitt that translation should help us to realize the shades and subtleties of the Mother-tongue.

Miss Ritson thought translation need not be detrimental to the Direct Method, and that in a story read in the foreign language certain passages should be translated in order that it might be ascertained whether the pupils understand it accurately.

Other members took up the question, and a lively discussion followed.

[On the question of Associate membership, see the account of the June meeting of the Executive Committee.—EDITOR, M.L.T.]

POLYGLOT CLUB.

WE have in previous issues had the occasion to refer to the existence of this club. We understand from the Secretary that there are now 250 members, and that during the past three sessions, from October last to the present month, there have been no less than 75 meetings, including 65 lectures; 16 (including 7 debates) being delivered in English, 14 in French, 10 in German, 11 in Italian, 8 in Spanish, and 6 in Russian.

In addition to these lectures and debates, there have been part readings from standard authors in the English and French Sections. There have also been ten social events, including three 'at homes,' at the club-rooms, to which songs, recitations, etc., were contributed, including items in the languages of the several sections; and at the Waldorf

Hotel two house dinners and an annual dance, and the annual banquet, presided over by Sir Thomas Barclay, M.P. There have also been a special reception of the Italian Section, when the members of the club were invited to the house of Dr. and Mrs. Stauder to meet the Italian Ambassador, the patron of that section, and a special reception of the Russian Section, given by Dr. and Mrs. Paul Dvorkovitz, at the club-room.

The officers of the club, to whom inquiries for information concerning the different sections should be addressed, are as follows:

English: Mr. Stanley J. Rubinstein (Secretary).

French: Monsieur Edmond Palmié (Chairman).

German: Dr. Ludwig Hirsch (Secretary).

Italian: Signor Tullio Sambucetti (Secretary).

Spanish: Señor Don Juan Salas Antón (Secretary).

Russian: Dr. Paul Dvorkovitz (Chairman).

We understand that the club contemplate taking a room at 4, Southampton Row, where the lectures are still to be held, and it is hoped that this room will be open always for members, commencing with the autumn session in October.

Further information can be obtained from the General Secretary, 5 and 8, Clement's Inn, Strand, W.C.

CORRESPONDENCE.

ROUTES INTERNATIONALES.

I CANNOT refrain from thanking Mr. F. R. Robert for his 'Pourquoi apprenons-nous le Français?' Every word, every sentiment, should be spread as widely as possible, being dictated by the noblest thoughts.

But one tag I should like to add to his concluding sentences. Because so few of us can afford to learn many languages, why should not each of us make it a duty to learn Esperanto, even if our principal aim be the study of national languages, for, in urging the study of French, Mr. Robert argues that it is necessary to make use of *routes internationales*. Now, French can only conduct us along one such route, whilst Esperanto gives us routes by the dozen. Speaking, as he does, from personal experience, I can affirm, even more strongly than he, that we who have learnt to use the eyes, opened by a knowledge of Esperanto, can, indeed, claim to be *ingénieurs et civilisateurs*.

E. A. LAWRENCE.

June 3, 1910.

MAISON UNIVERSITAIRE, SAINT-VALÉRY-SUR-SOMME.

MONSIEUR,—Vous voulez bien exprimer le désir d'avoir quelques indications sur la *Station d'Étude et de Repos* pour les travailleurs intellectuels inaugurés il y a quatre ans à St. Valéry-sur-Somme.

La caractéristique de notre École de Français, ce qui la distingue, avec la part faite au repos à la campagne, des autres cours de vacances, c'est que l'on compte

pour les progrès qu'on y peut faire, sur tout l'ensemble de la vie à la Maison Universitaire: réunion aux repas, lecture matinale en commun, conversation, promenades, conférences—excursions dirigées comme un entretien. Il n'est guère de moment dans la journée où cesse la pénétration de ce qui a été méthodiquement étudié dans les leçons.

Celles-ci réunissent les étudiants en groupes formés d'après leur connaissance plus ou moins complète de la langue. Dans tous les groupes un soin constant est donné, non seulement à la prononciation, mais à toute la technique du langage parlé—respiration, intonation, rythme, diction en un mot. En dehors des leçons proprement dites, la lecture à haute voix d'œuvres variées assouplit et discipline les organes, constituant, en même temps qu'un agréable emploi du temps, un 'entraînement' journalier fécond en résultats pour la langue comme pour la préparation physique à l'enseignement.

Même dans les groupes les plus élémentaires, l'étude des idées n'est pas négligée pour celle des sons et des mots. N'apprend-on pas vraiment une langue en effet *par le dedans*, pour ainsi parler, en s'exerçant à penser soi-même ce qui se dit et s'écrit en cette langue?

Deux ou trois fois par semaine, une question à discuter met aux prises les étudiants que le professeur écoute sans les interrompre, leur fournissant tout au plus ça et là une expression rebelle à l'appel, et notant à mesure ses observations sur la feuille préparée pour chaque interlocuteur.

Ces débats sont souvent la préparation des travaux écrits.

Les textes d'explication, traduction à livre ouvert, traduction écrite, exercices de vocabulaire, etc., seront pris cette année, pour les étudiants les plus avancés, dans des auteurs de la seconde moitié du XIX^e siècle, qui feront aussi l'objet d'une étude littéraire. Les ouvrages suivants ont été proposés :

Faguet, *Politiques et Moralistes du XIX^e Siècle*. 2^e Série.

Faguet, *Flaubert*.

Jules Lemaître, *Les Contemporains*. 6^e Série.

Guyau, *L'Art du Point de Vue socio-logique*.

Fromentin, *Les Maîtres d'Autrefois*.

Taine, *Essai sur Balzac*.

Renan, *Souvenirs d'Enfance et de Jeunesse*.

Michelet, *XIX^e Siècle*.

Maupassant, *Contes choisis*.

Rostand, *La Princesse lointaine*.

Sully-Prudhomme, *Choix de Sonnets dans 'les Épreuves'*.

Les Cent meilleurs Poèmes. (Londres. 6d.)

Chaque étudiant, suivant ses goûts, l'état de son savoir, les examens à passer ou l'enseignement à donner dans son pays, choisit 2 ou 3 de ces volumes sur lesquels il demandera à être interrogé dans l'examen facultatif pour l'Attestation d'Études. Cet examen sera dirigé cette année par M. Ch. M. Garnier, professeur au Lycée Henri IV., membre de la société 'Autour du Monde' et de l'Association des Maisons Universitaires.

Les frais d'études et de séjour sont indiqués par la Table des Holiday Courses du Board de l'Éducation de Londres.

Quant aux frais de voyage, dix excursionnistes voyageant ensemble obtiennent de droit le demi-tarif en France, et l'obtiendraient sans doute pour la totalité du parcours ; il y aurait profit à s'entendre, et d'avance, entre étudiants d'une même Université ou maîtres d'écoles voisines.

MME. CHALAMET.

THE BESANÇON HOLIDAY COURSE.

FROM an article which appears in the July number of the *Bulletin de l'Association des Etudiants de Besançon* I gather that the statement 'The London B.A. Honours syllabus has been all but abandoned,' in the letter by Mr. Cooke and me in your last issue, was misleading.

It would seem that we are not to regard the brevity of the reference to the B.A. syllabus as denoting any lack of appreciation of the syllabus. English students will be invited to select among the set books those they would particularly like to study. Moreover, a new class has been formed. Every week one or two hours will be given to questioning English students on the French history and the French literature set down in the B.A. syllabus, or, if they prefer, the students will each in his turn deliver a short lecture on some literary topic of his own choice.

As even these arrangements were not mentioned in the brochure, I may be forgiven for not knowing anything about them.

I hope, sir, you will be able to give publicity to the above statements. I am most anxious to do no injustice to the Besançon Professors, who are, as I have always said, a body of extremely kind and devoted gentlemen.

For the rest, my position remains the same : I regard the withdrawal of Dr. Vandaele with the deepest regret.

OSMOND T. ROBERT.

ADDRESSES OF FAMILIES ABROAD AND IN ENGLAND.

I SHOULD like to offer my thanks to those members of the Association who have sent me addresses of families abroad which can be recommended to English teachers and students. They will all be useful. My list has been sensibly increased by their addition, but I have still need of more. At this moment, for instance, I want to

find a French family in a watering-place not frequented by English who would receive an English boy, and though I have good addresses at French watering-places, they are all in towns frequented by English. Addresses in the German Rhineland also do not seem forthcoming.

May I add that addresses of English families willing to take foreigners are still wanted? Certainly I have received, thanks

to the kindness of members, some of these; but, unfortunately, they are in London, or inland towns, or in the North of England. Naturally, French and Germans, either children or adults, who come here for the summer, wish to reside either in seaside towns or in the country in parts of England not too far from the Continent.

G. F. BRIDGE.

June 21, 1910.

FROM HERE AND THERE.

CAMBRIDGE UNIVERSITY.—As usual, we classify the results of the recent Medieval and Modern Language Tripos:

	<i>Men.</i>	<i>Women.</i>	<i>Total.</i>
First Class	8	10	18
Second Class	11	17	28
Third Class	8	6	14
	<hr/> 27	<hr/> 33	<hr/> 60

In addition to these, 4 men and 3 women attained the standard of the ordinary degree.

Section A (Modern English) was taken by 12 men and 15 women; B (Old English), by 2 men and 2 women; C (Modern French) by 23 men and 25 women; D (Old French and Romance), by 1 man and 2 women; E (Modern German), by 12 men and 14 women; I (Russian), by 1 man.

We learn that in the 'Mays' (annual examination for Honours students) the numbers were as follows:

	<i>Men.</i>	<i>Women.</i>	<i>Total.</i>
Second year	24	36	60
First year	38	21	59
	<hr/> 62	<hr/> 57	<hr/> 119

The three chief sections were represented as follows in the 'Mays': A (Modern English), 56 students; C (Modern French), 100 students; E (Modern German), 46 students.

It appears that the falling off in German and the increase in French is largely explained by the practice of the women's colleges to encourage students to take Section A, and either C or E, and not the combination C and E.

The total number of students reading for Honours in the Modern and Medieval Languages Tripos during the late session was about 200. This is a fine record, and we congratulate the energetic and enthusiastic teachers on the noteworthy success of their efforts. The growing number of efficiently taught men and women who leave Cambridge to take up Modern Language posts in secondary schools is an important factor in the remarkable improvement which is taking place in the teaching of Modern Languages throughout the country.

CAMBRIDGE UNIVERSITY, ST. JOHN'S COLLEGE. — M. Jean Morel has been appointed Lector in France.

CAMBRIDGE UNIVERSITY.—The electors to the Tiarks German Scholarship announce that they are prepared to receive applications for candidates.

CAMBRIDGE UNIVERSITY.—An influential and representative meeting was held on Wednesday, June 15, in a committee-room of the House of Lords, with the object of founding and endowing a Chair of English Literature in the University of Cambridge. Lord Tennyson was in the chair, with Mr. S. H. Butcher, M.P., as vice-chairman, and the following were present: The Earl of Crewe, Lord Courtney of Penwith, Lord Justice Kennedy, Mr. Alfred Lyall, Mr. Alfred Lyttelton, M.P., Mr. Birrell, M.P., the Master of Peterhouse, the Provost of King's, Pro-

fessor W. W. Skeat, Mr. George Macmillan, Mr. Edmund Gosse, Mr. Reginald J. Smith, K.C., Mr. Vernon Rendell, Mr. Charles Whibley, Mr. G. M. Trevelyan, Mr. Arthur Benson, Mr. Horace Smith, Mr. Israel Gollancz, and Mr. Percy Lubbock. It was unanimously resolved that every effort should be made to found the Chair, and a committee (with power to add to their number) was appointed for the purpose. The speakers were Lord Crewe, Lord Justice Kennedy, Sir Alfred Lyall, Mr. Birrell, and Mr. Gosse. Letters giving warm support to the scheme were received from Lord Esher, the Bishop of Ripon, and others. Mr. Reginald Smith undertook to act as secretary to the committee.



DUBLIN, TRINITY COLLEGE.—Modern Literature Scholarships have been awarded to Miss Janie K. Renton and to Mr. G. C. Stevenson.



DURHAM UNIVERSITY.—Mr. E. M. Ellershaw, B.A., has been appointed Professor of English Language and Literature.



LONDON UNIVERSITY, UNIVERSITY COLLEGE.—Mr. Edmund C. Gardner, M.A., has been appointed Barlow Lecturer on Dante for a period of three years, and Lecturer in Italian for the session 1910-11.



LONDON UNIVERSITY, UNIVERSITY COLLEGE.—Mr. P. V. Thomas, B.A., has been appointed Assistant in the Department of French for the session 1910-11.



LONDON UNIVERSITY, UNIVERSITY COLLEGE.—The West Scholarship in English and English History has been awarded to B. Croom, of the Stationers' Company's School.



OXFORD UNIVERSITY.—The honorary degree of M.A. has been conferred on Cesare Foligno, D.Litt., Milan, Taylorian Lecturer in Italian.

OXFORD UNIVERSITY.—Dr. Henry Sweet, M.A., Balliol College, has been reappointed, by the Delegates of the Common University Fund, Reader in Phonetics for three years. The stipend of the Readership is henceforward to be £300 a year.



OXFORD UNIVERSITY.—The Curators of the Taylor Institution have elected Dr. Karl Jost, of the University of Basle, to the vacant Taylorian Lectureship in German.



OXFORD UNIVERSITY.—Convocation has accepted the Churton Collins Memorial Committee's offer of £100 to found a prize to be given to University Extension students or others for proficiency in English Literature and Ancient Classical Literature.



OXFORD UNIVERSITY.—In our paragraph dealing with the Paget Toynbee Prize it should have been stated that the bequest is subject to the life interest of the distinguished scholar whose name it bears.



OXFORD UNIVERSITY.—Miss Margaret S. McFie, of the Society of Oxford Home-Students, has been elected to the Fellowship granted annually to the Association for the Education of Women in Oxford. Miss McFie obtained a First Class in the Honour School of Modern Languages (French) at the examination held during the present term, and proposes to continue her studies in France.



We have received a cutting from the *Northern Whig* containing an account of a meeting of the German circle of the QUEEN'S UNIVERSITY, BELFAST, which was addressed by Mr. von Glehn and Dr. Breul, extern examiners in French and German respectively. Mr. von Glehn commented on the present neglect of German in the boys' schools of the United

Kingdom, which he declared to be nothing short of a national danger. He could see no reason why there should not be ample room for German as well as for French, Latin, and Greek, in all the secondary schools, and there were many strong reasons why boys should learn German. It was often only a question of arranging the time-table and giving German fair play. Dr. Breul pointed out that, among the numerous diligent candidates whom he had had the pleasure of examining in German as extern examiner in the Queen's University the other day, there had not been a single representative of the sterner sex. This seemed to indicate a grave neglect of German, and perhaps of the modern humanities generally, in the boys' schools of Belfast and district. He hoped that steps would be taken to induce the head-masters concerned to give German the position which it deserved in a school curriculum of the twentieth century, a position similar to that which English occupied in the schools of Germany.



LA SOCIÉTÉ ACADÉMIQUE.—The travelling scholarship offered by the Society, this year, has been competed for and won by one of Miss Macirone's pupils at the Dalston Secondary School. She is much to be congratulated, as all the candidates who entered were very keen, and, according to the Rev. R. de Courcy Laffan, who most kindly conducted the whole examination, did exceptionally good work.

The last meeting of the Northern Branch was held at the St. Saviour's and St. Olave's Grammar School for Girls, by kind permission of Miss Frodsham. Once more the members had the privilege of listening to one of Miss Partington's delightful 'causeries'; this time she had chosen a most appropriate and interesting subject — '*Souvenirs de la vie scolaire française*' — and one which was appreciated very fully by all the schoolgirls present.

The next reunion will take place on July 13, in the grounds of Bedford

College, when the members hope to see all their friends and well-wishers.



It is announced that China has decided to make English the official language for scientific and technical instruction. It does not require much imagination to realize how important this step is. Language is one of the binding forces of mankind; and this decision means that English influence will be a very powerful factor in the development of China, which is likely to have such far-reaching consequences in the shaping of world-history. One of the immediate results will probably be that China will send some of her most promising young men to study at English and American Universities. Whether the students go to England or to the United States will depend on the facilities offered. Enlightened educational, and, we may add, commercial authorities should see to it that these Chinese students are well received. They on their part will do well to acquire a good knowledge of English before they leave their country. There is a vast field of valuable work for good teachers of English in China. If some of our young men and women resolved to devote their energies to this task, they would be doing a work of vast national and international importance, and in a sense it might be called a valuable branch of missionary enterprise.



Last month a congress of notabilities assembled at Brussels. Le Congrès Mondial consisted of hundreds of delegates from almost every existing international society, 125 in number. King Albert could not attend the opening session as the Court was in mourning, so M. Beernaert, the Belgian Minister of State, took his place. Amongst those present were Sir William Ramsay, General Sebert, Professor Ostwald, Senator La Fontaine, Mr. Archdeacon, and many other notable scientists. During the sittings of the scientific section of the congress the view was expressed, and, with one exception, agreed to unanimously, that an inter-

national auxiliary language, not a national language, was an imperative necessity for scientists.



A teacher at the Montpellier *Lycée* wants his son, who is now leaving school, to spend three months in England; he would be ready to come in August. The boy is quite familiar with English, both in speaking and writing; he is well educated and gentlemanly. He is willing to give help with his own language in return for the hospitality extended to him. For further particulars apply to W. J. Saull, Esq., M.A., Brava, High Beech Road, Loughton.



A young Frenchman, a student of the École Polytechnique, wishes to reside with an English family of good social position during the month of August. He is prepared to offer liberal terms if a suitable house can be found. He wishes to meet English people in society, and enjoy social amusements. A Roman Catholic Church in the vicinity is essential. For medical reasons the seaside is barred. Write to Hon. Sec., M.L.A., 45, South Hill Park, Hampstead, N.W.

Two boys of seventeen, *élèves au Lycée de Montluçon* (Allier), would like to enter into correspondence with two English boys. Their names are Alphonse Auxiètre and Paul Brun. Will one of our readers send us the names of two of his pupils for this purpose?



Professor Rippmann proposes to deliver in the autumn a short course of lectures for Modern Language teachers. There will be five lectures from 10.15 to 11.45 a.m. on October 1, 15 and 29, and November 12 and 26, on Phonetics, in which the sounds of English will be made the basis, French and German sounds being compared and contrasted; and five lectures from 12.15 to 1.15 on the same days, dealing with methods of Modern Language teaching. It is intended that the lectures shall be of direct use to teachers in their daily work, and there will be opportunities for the discussion of difficulties. The lectures will be given at Queen's College, 43, Harley Street, W. The fee for the Phonetics lectures alone is 7s. 6d., for the Method lectures alone 5s., for both courses 10s. All communications about these lectures should be addressed to Professor Rippmann (at 45, Ladbroke Grove, London, W.).

GOOD ARTICLES.

JOURNAL OF EDUCATION, June, 1910: The Disappearance of the Illiterate—and After; The Pronunciation of Early English (D. Jones). July, 1910: French as an Instrument of Culture in Schools (A. E. Mahuteaux); Educational Progress in Switzerland (A. J. Pressland).

THE SCHOOL WORLD, June, 1910: Examinations and the Teaching of English in Secondary Schools (W. Walton); Examinations, II. (G. H. Bryan); A Method of Introducing German Lyrics (R. Wake).

THE EDUCATIONAL TIMES, June, 1910: L'Académie Française (A. H. Bernaardt); School Recognition in England in the Light of Foreign Practice (J. S. Thornton). July, 1910: The Position and Training of Teachers in German Schools (T. F. A. Smith).

THE A.M.A., June, 1910: On Some Administrative Problems connected with Secondary Schools (E. W. Small); Myopia in Education (G. S. Turpin).

THE TEACHERS' GUILD QUARTERLY, June, 1910: Aims and Methods in the Teaching of English (H. O.); Pension Schemes for Secondary School Teachers.

LES LANGUES MODERNES, May, 1910: L'Enseignement des Langues Vivantes dans le Deuxième Siècle (E. Hovelague); A propos de la Campagne contre l'Allemand (G. Raphael). June, 1910: L'Enseignement des Langues Vivantes dans le Deuxième Cycle, II.; L'Enseignement Littéraire (E. Hovelague).

REVUE DE L'ENSEIGNEMENT DES LANGUES VIVANTES, June, 1910: Les

Sentiments Anglais et l'Entente Cordiale (L. Cazamian). July, 1910: La Nouvelle Historique dans Gottfried Keller (L. Benoist - Hannapier); L'Hébraïsme et l'Hellenisme de Meredith (P. Denis).

DIE NEUEREN SPRACHEN, June, 1910: Aus und über Amerika (A. Rambeau).

MODERNA SPRÅK, June, 1910: Une Satire Littéraire et un Nouvel Art Poétique: Chantecler (V. Pinot).

EDITORIAL NOTE.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 1st of February, March, April and June, and the 15th of July, October, November and December. The price of single numbers is 6d.; the annual subscription is 4s. The Journal is sent free to all Members of the Modern Language Association who have paid their subscription for the current year.

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

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

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

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

The Hon. Secretary will be glad to receive from members the addresses of well-educated families on the Continent willing to receive English guests, which can be recommended to students and teachers

wishing to study abroad. The addresses of houses where an English guest is not likely to meet any other English people are specially desired. Names of families should not be sent unless the member can recommend them from personal knowledge. Full particulars should be given.

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

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

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

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

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

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

Through the courtesy of the Board of Education, the collection of books contained in the Travelling Exhibition of the Modern Language Association will be displayed in one of the rooms at the offices of the Board in Charles Street, Whitehall, during the months of August and September. Members desirous of examining the collection should call at the Board between the hours of 10 and 5 (Saturdays 10 and 2), and on arrival should ask for the Librarian.

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN
LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMMANN

WITH THE ASSISTANCE OF

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

VOLUME VI. No. 6

October, 1910

HENRY WESTON EVE.

It is difficult to pay a just tribute to the memory of Mr. Eve. For one who had the good fortune to come under his influence as a young man, and who had the privilege of being for many years a member of his staff at University College School, it seems impossible. The mere remembrance of his unfailing kindness and generous sympathy, and of his noble example of pure, unselfish devotion to duty, makes one conscious of too deep a debt of gratitude. It needs severe restraint to resist the temptation to dwell too much upon personal detail. Within the narrow precincts of a school a man endowed with Mr. Eve's great gifts of mind and qualities of character looms so large that one who knew him best by daily contact with him in the little world of school activities is apt to forget that his bright beams gave light to other worlds besides.

Mr. Eve was born in 1837. He was educated at Mill Hill and Rugby, and at Trinity College, Cambridge, where in his first year he gained a scholarship. He was Eleventh Wrangler, and was placed in the second class of the Classical Tripos in 1860. Two years later he was elected to a Trinity Fellowship. From the year of his graduation until 1876, with a short interval during which he served on the Schools Inquiry Commission, he was a master at Wellington College, where his special task was to organize the Modern Side. In 1876 he succeeded Professor Key in the head-mastership of University College School, and he remained there as Head-Master for twenty-two years. For an even longer time he was Dean of the College of Preceptors, holding office from 1883 until the early part of the present year. He served several times on

the Committee of the Head-Masters' Conference, and he was a member of the Teachers' Registration Council, of the Council of the Teachers' Guild, and of the Girls' Public Day-School Trust. In 1893 he was the President of the Modern Language Association.

Only a few salient features can here be given of Mr. Eve's work and influence at University College School. He introduced the system of 'consulting masters,' by which each boy on entering the school was assigned to one of the senior masters, under whose supervision he remained during the whole of the time he was at the school. By this means he gave fresh interest to the work of his assistant-masters, kept them in touch with the work of their colleagues, and made them feel that they shared with him and with each other the responsibility for the welfare of the school. The gain to the boys themselves was great; their interests could be more closely watched, and the consulting masters could keep in close touch with their parents. The importance that Mr. Eve attached to the training of character as a duty of the day-school, no less than of the boarding-school, is further shown by the encouragement he gave to the games, the cadet corps, and the various school societies. So great was the interest that he took in the games, and the value that he attached to them as a part of the school life, that it was felt, at the time of his resignation, that a fitting memorial of his head-mastership

would be the purchase of a playing-field, which should bear the name of the Eve Memorial Field. His system of monitors, which must at first have seemed a bold policy, shows the confidence that he had in his senior boys. New monitors were chosen, by the votes of the monitors themselves, from a list of boys handed to him for his approval by the captain. The officers were the captain, a lieutenant, and sergeants, and promotion went—again, of course, with the approval of the Head-Master—by seniority. In this way it was possible for a boy to become captain of the school who was not one of the best scholars, or even in the Sixth Form. The system was justified by its results, and doubtless much of Mr. Eve's influence with boys was due to the trust which he reposed in them.

A well-known Professor, long since departed, used playfully to speak of Mr. Eve as the 'gentle knight.' No name could have been more happy. 'Right faithfull true he was in deede and word.' He ruled with a gentleness that was truly remarkable. I cannot remember ever to have seen him impatient. All his energy was reserved for his work. His rapidity and power of work were extraordinary, and he never spared himself. In addition to all his outside activities, he did a large share of the class teaching, and took an enormous part of the examination work in the school. He was daily in his class-room long before school hours began and long after they

were over, and at these times everyone, down to the smallest boy in the school, had ready access to him. Yet he always seemed to have time to spare. He could find time to discuss with ready sympathy even the details of school work, and the advice that no one ever sought from him in vain was tendered so gracefully, so sincerely, that one went away inspired with fresh confidence and strength.

The name of Mr. Eve will ever be held in honour by the members of the Modern Language Association. He was one of its founders in 1892, and in the following year he succeeded Professor Max Müller as its President. In the early days of the Association he took an active part in the work of the committee, and in 1898 he represented it at the Neuphilologentag at Leipzig. Up to the last he rarely failed to attend the Annual General Meeting, even though it was held so far away as at Durham; and when the meetings were in London he and Mrs. Eve were sure to extend

the hospitality of their house in Gordon Square to the representatives of similar foreign Associations. It is no exaggeration to say that it was very largely Mr. Eve's work, for more than a quarter of a century before, that made the time ripe for the Modern Language Association to arise. His work at Wellington, at University College School, and at the College of Preceptors, his French and German Grammars, his editions of French Classics, his pleading for the better recognition of Modern Languages as subjects worthy to take an important position among the other branches of serious study in schools, did much, if not most, to awaken men to a sense of the unjust neglect under which those languages had suffered, and to make English teachers of them take heart of grace and band themselves together to promote and improve the teaching of French and German, and gain for them the recognition that they deserve.

W. G. LIPSCOMB.

COMPULSORY GREEK AT OXFORD.

THE proposals made by the HEBDOMADAL Council for putting into effect the resolutions passed by them on April 27, 1909, that Greek should be no longer required as a necessary subject for a degree in Arts, and that an Entrance Examination should be passed by all candidates for Matriculation, will be found in the report of the Council, published by the Clarendon Press.

The subject is divided into two parts—the reform of Responsions and the institution of an Entrance Examination, and the Council propose to submit the first question to Congregation by itself, in order to give it the opportunity of voting on the question of compulsory Greek, apart from any consideration of an Entrance Examination. But if the proposal for the latter examination

be subsequently carried, Responsions will eventually be abolished, though there will be a period of transition during which the two examinations will exist side by side.

The proposed changes in Responsions are very simple. The only obligatory subjects are to be Latin and Elementary Mathematics. Candidates will also have to pass in either Greek or a modern language, and in addition in one of five optional subjects, which are the same as those given under B in the scheme for the Entrance Examination.

That scheme is as follows :

I. NECESSARY SUBJECTS.

1. English : To be tested by an essay or a composition on materials supplied—*e.g.*, précis or reproduction of a passage read aloud.

2. Latin or Greek.

(a) Unprepared passages.

(b) In Latin, a continuous passage of English to be translated into Latin prose.

In Greek, English sentences to be translated into Greek.

No Grammar paper to be set.

3. Elementary Mathematics : Two papers, (a) Arithmetic and Algebra, (b) Geometry ; excellence in one paper being allowed to compensate for comparative deficiency in the other.

II. OPTIONAL SUBJECTS.

A. 1. Latin as above, if not already offered.

2. Greek as above, if not already offered.

3. French	{ Unprepared translation and continuous prose composition, including both translation from English into the language offered and 'free composition.'
4. German	
5. Italian	
6. Spanish	

B. 1. A portion of English History in outline—*e.g.*, either from the earliest times to 1688, or from 1485 to 1900.

2. Elementary Politics ; the main features of British Government—local, national, and imperial.

3. Elementary Trigonometry, Statics, and Dynamics.

4. Elementary Physics and Chemistry.

5. The general principles of Geography, and the geography of the British Isles and the Empire.

Candidates must offer one subject taken from Group A and one from Group B.

It shall be an instruction to the examiners to take account throughout the examination of the candidate's power of writing English.

There is an interesting difference between the two schemes in the proposals for the examination in Modern Languages. The scheme for reformed Responsions mentions prose composition only, and it is further added that candidates shall be examined in such a way as to test their knowledge of the grammar of the language offered ; the plan for the Entrance Examination recog-

nizes free composition, and makes no mention of grammar. The only other difference (but it is a big one) appears to be that English is an obligatory subject in the latter scheme, and is not recognized even as an optional subject in the former.

It is proposed to entrust the con-

duct of the Entrance Examination, if it is instituted, to the Delegacy for the inspection and examination of schools, an arrangement which will emphasize its character as a test of school acquirements, and conduce to the maintenance of a uniform standard.

DISCUSSION COLUMN.

THE TEACHING OF COMPOSITION.

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

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

The questions concerning each which call for discussion are :

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

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

F. B. KIRKMAN,
The Three Gables,
Letchworth,
Herts.

II.—MISS M. L. HART

(County Secondary School, Sydenham).

It may not be out of place in an English journal to define French Composition, although teachers of the subject, who have been trained in a French school or college, are well aware of all that this delicate and difficult art includes. Briefly, it is a ceaseless effort to speak clearly and eloquently on some subject viewed as a harmonious and artistic whole. An English

composition *may* be a mere string of facts ; a French composition *must* offer a logical sequence of ideas, focusing on one central point, and forming, as the details in a picture, a delightful entity.

1. *Stage at which Composition should be Introduced.* — As all French language teaching in school may be considered as preparatory to composition, the fundamental principles of the latter need not be overlooked even in the initial stage. In one sense composition should never be

introduced; the beginner composes in his very first sentence, correctly formed in the foreign language under the guidance of his teacher. But during the two earliest stages (age eleven to thirteen or seven to thirteen) these oral efforts are of such an elementary and imitative character that the results are formative rather than formulative. They contain, however, the germs of all future progress: (a) The spontaneous desire for self-expression in the foreign tongue; (b) the power of clear and accurate expression; (c) development of taste; (d) the feeling for the harmonious and delightful whole, as distinguished from desultory and isolated fragments. In other words, the beginner longs to say something in French; he acquires ease in doing this after daily work under the guidance of his teacher; he discovers that his phrases, even when correct, may be clumsily or elegantly turned; he is delighted to find that he can make quite a long and pretty little speech on some picture or subject treated.

During the third stage (age thirteen to fourteen) formulated written results may be expected. The learner is well practised in oral composition; his instincts have been trained in the right direction; he has learned to be on the alert for those ever-varying verbs. He must now close with the latter seriously; endless *questionnaires*, oral and written, oblige him to turn and twist them, until at last he can even transcribe them faultlessly. Written composition of the simpler kinds is certainly within his power.

2. *Subject-Matter*.—In a foreign language, more even than in the mother-tongue, it is pleasant to speak fluently on any interesting subject whatsoever. Two principles, therefore, govern the choice of material for composition:

(1) Interest, naturally including adequate familiarity.

(2) Variety, including diversity of form and style.

3. *Method*.—Every practical teacher, working on such principles as have been given above, will evolve for himself a

definite and distinctive method of applying them. The following suggestions and notes may serve as concrete illustration, and so form a starting-point for profitable discussion.

First Stage.—From the first, the teacher, knowing French and French children at home, can insist on teaching nothing but real, living sentences, such as the French of France themselves use. It is of the utmost importance that the English beginners should hear idiomatic French only, not doubtful translations of the mother-tongue (e.g., as an extreme case: *J'ai eu mon déjeuner* for *J'ai déjeuné*). Dialogues, narrations, poems, songs, must be chosen, not from textbooks compiled by foreigners, but from the stock used by French children themselves in French schools and families. It is all-important that English children should learn to feel that 'French' is synonymous with good style, good taste, lightness, grace, gaiety—above all, versatility and vivacity. It may, of course, be necessary that dialogues, etc., should be specially written for a class of English children by French people who know them.

Second Stage.—When the child is ready and able to tell a little French story himself, he will be keen to read others in a book, to enlarge his field of observation and imitation. In the absence of an ideal first reader, every teacher can himself compile one. Two or three short written stories and many oral ones, all very carefully selected, will probably suffice for the first term. In the reproduction of these, a very definite step towards composition must be made by means of the *questionnaire*; and, in addition to the distinctive qualities of 'French' already mentioned, two others, precision and clearness, specially engage attention. The questions are formed into a *questionnaire*, very carefully drawn up beforehand, and planned so as to lead up to the final *récit*. In the treatment of any passage there will perhaps be three stages: (1) Questions intended to reproduce more or less the words of the text, so as to insure clear ideas, accuracy,

familiarity, ease in handling the verbs; (2) questions destined to elicit a *group* of two or three sentences, special attention being paid to precision and clearness; (3) questions of a more general kind, requiring several groups of sentences—the rudiment of the period—hence the teacher's chief preoccupation being balance and style. Approximately one-third of the time allotted might be spent on the first set of questions, with much answering in chorus; or one-third on the second and third; after which not less than one-third should be given to the final *récit*. The answers and paragraphs, at first entirely oral, will, by degrees and as need arises, find their way to the blackboards (for a large class several being used at one time), where faults will be pounced on at once by the critical observers, and instantly corrected. About halfway through the second stage a clear written *récit* of less than a page might be exacted once a fortnight. This little composition would be based on the class-work, and would preferably at first be 'chained' rather closely to the text. The class might, for instance, dramatize an anecdote or write an account of a dialogue; they might be trained to give a simple description (present or imperfect of verb); easy written dialogue (present and spoken past); anecdote combining both the preceding, and simply divided into three parts: (a) description (*exposition*), (b) action (*œud*), (c) conclusion (*dénouement*)—a novel or drama in miniature! But for purposes of composition it is always essential that this little bit of finished work should be complete in itself, and rightly proportioned.

Third Stage.—In the third stage the amount of written work will gradually

increase. The stories read will have become more complex; there will be also increasing complexity in the *questionnaires* and *récits* based on them. Independent subjects may occasionally be set for composition—e.g., a letter. One short written exercise a week should be expected, and, two or three times a term, a long *rédaction* or composition of more than one page. The verb will now be familiar in all tenses and tense relations, and, with the development of the pupil's reasoning powers, *logical sequence* of ideas could be insisted on. A book of suitable *rédaction* and composition exercises would be invaluable for practice in acquiring fluency and confidence, while supplying the essential variety and, above all, inspiration.

Fourth Stage.—The habit of logical sequence once formed, the principal achievement of the next stage should be the making of a French *plan*, and writing on it. Proceeding analytically as before, the pupil might discover for himself the mechanism of models placed before him, and gradually succeed in producing an adequate scheme for any subject which had to be treated. The work would, of course, be very simple at first, and largely controlled by the teacher. Oral debates and discussions would be excellent practice.

Fifth Stage.—A course of *lectures expliquées* in literary French would well go hand in hand with written composition. Subjects set for French children themselves could, with some modification, be now safely attempted, and, while not neglecting the earlier forms of letter, narration, dialogue, etc., might not the fifth year of French reasonably hope for productions not altogether unworthy of the title *dissertation littéraire*?

FOUR MONTHS IN A FRENCH LYCÉE.

IN these days, when residence abroad plays such an important part in the curriculum of the Modern Language student, it may interest teachers and others to hear how I spent four months in a French *lycée*.

Having obtained exemption from University attendance during the summer term, it was at length arranged that I should go to the *Lycée de Jeunes Filles de Versailles*.

On my arrival I found that boarders do not reside in the *lycée* itself, but in one of the *maisons d'éducation*, which are under the direction of a *surintendante*. Two of these houses are in the immediate vicinity of the *lycée*. The others, known as the *Pavillons Jacqueline Pascal*, are situated in a large sunny garden a mile away. Each *pavillon* is designated by a colour, and I became an inmate of the *Pavillon Rouge*.

From the first it was evident that there would be every opportunity of talking French, for, out of the thirty-eight girls in the house, only three were English. Indeed, among the 600 pupils attending the *lycée*, the British and American girls numbered no more than ten. In such surroundings it seemed quite out of place to speak, or even think, in English.

The ages of the girls ranged from six years old up to twenty-three. The older girls are usually candidates for *Sèvres* and the *Certificat*. I was struck at once by the friendliness of the French girls. They look upon foreigners, not as intruders, but as friends and playmates. One of my room-mates, a lively chatterbox of sixteen, considered it her duty to increase my scanty knowledge of French school *argot*. The other, a big Alsatian, having a positive genius for teasing, was by no means easy to live with. But this only served to increase the liveliness of our conversation.

We three shared a sunny room at the back of the house, looking out into a garden full of flowers and big shady trees, beyond which were the tennis-courts and croquet-greens. The interior of the *pavillons* is as bright as the exterior. Besides the dining-room and schoolroom, there is a *salon* at the disposal of the girls during recreation hours, where games and dancing may be indulged in. The airy bedrooms, with adjoining *cabinets de toilette*, have a decidedly gay appearance, for girls may at their own discretion decorate the walls with flags and picture postcards. Furniture, however, is limited. Each girl has a bed, a chair,

and a small *table de nuit* which does duty for a chest of drawers. I must admit that I was more fortunate, for, besides the above-mentioned articles, I had a table whereon to deposit my books. I did love that table. When it rained or when it was too cold outside, I used to push it up to the window, and sit there and work. My room-mates cast envious glances at me, for they, being French, were only allowed to work in the schoolroom under supervision.

We foreigners had many privileges, but there was one which we shared with our French companions—that of early rising. When the second bell rang at 6.30, we all had to get up. The only exceptions to this rule were Thursdays and Sundays, when we rose at 7. After the *petit déjeuner* at 7.30, we had to make our beds, and at 8 o'clock we could be seen walking up the Avenue de Paris on our way to the *lycée*. At 8.30 the classes started.

Foreigners are by no means restricted in their choice of lectures and classes, and may construct a time-table to suit their own special needs. The more advanced are placed in the two highest forms, the 5^e and the 6^e. It was in these classes that I attended the lectures on literature, history, and psychology. In literature we studied the poets of the Romantic period, and two of the Parnassiens—Leconte de Lisle and Sully Prudhomme. Then we had what was called *explications de textes*. In connexion with this we read part of Bossuet's *Oraisons Funèbres*, Boileau's *L'Art Poétique*, Fénelon's *Lettre à l'Académie*, and several of La Fontaine's fables. In the literature of the sixteenth century we read extracts from Marot, Ronsard, Rabelais, and Montaigne.

In addition, we foreigners had a special literature lesson once a week. Here we studied chiefly seventeenth-century literature. In this class we each took it in turns to speak for ten minutes, at the beginning of the lesson, on the life or work of the author we were studying. This was a great advantage, for the other classes are so large that foreigners

are not expected to answer questions that are put to the French girls.

In history, lectures were given on the *nations nouvelles du XIX^e siècle*.

The psychology class, held twice a week, was most interesting. The liveliest debates took place here. For instance, a girl would be asked to give her own definition of Happiness. Immediately she had sat down another girl would get up and contradict this, and so on, till the curiosity of the girls concerning the real definition was fully aroused. It was at this point that the teacher began her lecture, which was listened to with deep attention by all concerned. At first it was rather difficult for us foreigners to follow the different arguments, but after a time our ear got so trained that we even mustered up enough courage to support our opinions upon the subject under discussion.

For grammar, most of the foreigners are advised to go to one of the lower classes where there are girls of twelve or thirteen years old. Most of the difficulties in connexion with past participles are gone through, and typical sentences made up by the pupils themselves. This is often varied by a dictation exercise. Every fortnight a subject for an essay is given out, which foreigners are quite at liberty to write and hand in for correction.

Towards the end of the term there are two examinations for foreigners—an oral and a written. The latter consists of an essay and translation from French into English. The oral includes reading aloud, questions on grammar and syntax, and general questions on the literature done during the term. Those who pass the examination obtain a *diplôme* setting forth the subjects passed and the *mentions* received. All foreigners who attend regularly at the *lycée* have no difficulty in passing this examination.

In addition to all the classes we attended, an Italian girl and I wished very much to attend a class for Phonetics. But after making inquiries we found that no such class existed, because no one,

except my friend and I, could be found to attend it, which was rather sad. A few weeks later, however, a special *cours de diction* for the French girls was started. I thought this might be some help, so I went. After a month I found that it was practically no use; all we had to do was to try and imitate the teacher, but we were never told *how* to imitate him. For this class we had to pay 8 francs a month extra. All the other classes were included in the cost of board. This, including laundry, was 600 francs for the summer term of four months.

Except the *cours de diction*, which was held in the afternoon, all the classes mentioned finished at 11.30. Five minutes later we started off on our way back to the *pavillons*. *Déjeuner* was at 12 o'clock. As soon as it was over we were out in the garden playing tennis or croquet, or walking about with some companions. At 1.30 some of the French girls went back to the *lycée* for gymnastics, pianoforte, singing, dressmaking, or perhaps domestic economy. But we foreigners had special conversation lessons, and dictation with a French teacher who resided in our *pavillon*.

These lessons, however, were of a decidedly elementary character, and I found it a much better plan to work carefully through the morning lectures and do some extra reading. Each of the higher classes has its own special library, so there was no difficulty in getting books to read.

As I had a good deal of spare time in the afternoons, I asked if I might give some English conversation lessons to the younger girls at the *lycée*. In about a week's time I had five little French girls of twelve years old to teach. Later, five of the older girls begged to have lessons with me. So for two hours every week I taught English. I did this more as an experiment than anything else, for the remuneration given is not worth speaking of. Still, I found it worth while, for I got to know those French girls so well, and, though it may seem strange, I got

not a few hints from their mistakes in English.

When afternoon school was over, we went back to the *pavillon* for tea, after which we had recreation for half an hour. Then, when the bell rang, we went in and worked or wrote letters.

The French girls are always under supervision, but we foreigners had a much better time. We could go out whenever we liked, and without a teacher. This we greatly appreciated, and often when our work was finished, and we were tired of the garden, we used to walk to the Château and explore it and the *parc*, or go to Trianons and spend an hour or two there. Of course, wherever we went we met the inevitable 'tourists,' and then we used to say to one another, 'Oh, isn't it lovely that we haven't got to rush through like that!'

Schoolgirls as a rule have no deep affection for French history, but none of us could help being interested in the Château, Gardens, or Trianons. We used to imagine Louis XIV. and the Princes walking through the *Galerie des Glaces*, and we wondered whether the courtiers found the long, long corridors as endless as we did. Then we wandered outside to the solemn, old-fashioned gardens, where we felt like being in church.

In spite of these numerous attractions, we always managed to be back in time for dinner at 7. Then we were allowed out to the garden till 8, when a bell rang and we had to assemble for prayers. Nearly all the French girls are Catholics, so we Protestants had prayers apart with a French Protestant teacher. After prayers we could work or sew till 9, and sometimes the *surintendante* read an interesting passage from some newspaper or magazine. Then we all went to the kitchen for our jug of hot water. About 10 the light was turned off, and those who were not ready had to go to bed in the dark.

Thursday, like the Saturday here, is always a holiday, and we utilized the day for excursions or theatres. For the latter special arrangements are made, usually

with the Comédie Française, and tickets can be bought very cheaply, 3 francs 50 centimes, including railway fare to and from Paris. This is really worth while, for the seats are good and one hears well.

The excursions, too, are always interesting. Besides frequent visits to Paris, Sèvres, and St. Cloud, we visited Chantilly and Fontainebleau. A French teacher accompanied us on all these excursions and explained things.

On Sunday mornings we went to the French Protestant Church, and in the afternoon we went for a walk to the woods. Of course, when the *grandes eaux* played in the gardens of the Château, we went there on Sunday afternoons. It is a sight in itself to watch the crowds, but one hears as much English as French.

A French Sunday is, of course, not a bit like an English Sunday; and the little French girls and boys play about just as on other days, and are quite as naughty.

One Sunday there was the *Fête Hoche*. We foreigners before coming to Versailles had never heard of Hoche. The French girls were much surprised at our ignorance, and explained that Hoche was a famous French General who was born at Versailles. There is a big square in Versailles called after him, and in the middle of it there stands his statue, which we went to see on the day of his fête. In the evening there were fireworks in front of the Château. The latter was lit up by Bengal lights, and showed up red against the dark sky, and, with the red Château as background, the statue of Louis XIV. on his charger appeared dark and lonely.

The *Fête Hoche* reminds me of another fête—that of the *Quatorze Juillet*. There was no *lycée* to go to that day, so the girls spent the morning in making badges and putting candles into Chinese lanterns, and fixing them on to long sticks. At nightfall the lanterns were lit, and girls streamed out from all the *pavillons* and assembled on the lawn. Two leaders were chosen among the big girls, and all the others formed up in twos behind, everyone

carrying a lantern, and a long procession filed slowly through the dark trees. Suddenly the leaders started the opening bars of the *Marseillaise*, and the march became brisker and the Chinese lanterns began to look like *étendards sanglants*, and then a mighty cheer of *Vive la France!* burst from the throats of two hundred patriotic girls. When all was quiet again, the clear voice of a French girl rang out, and *L'entente cordiale!* were the words that filled the still night air. The cheering began again mightier than ever. At last all became silent and lanterns were put

out, and we British girls walked back through the dark, silent garden with full hearts.

These happy days at Versailles have come to an end, and I am back once more in 'Bonnie Scotland.' But every week brings with it letters and postcards from my French companions, and I feel glad that I went among strangers only to find that they were not strangers, but friends.

MARIE LOUISE BARKER.

16, Marchhall Crescent,
Edinburgh.

HOLIDAY COURSE IMPRESSIONS.

GRENOBLE.

AFTER reading Mr. Pell's interesting article in the November number of 1909, I decided to go to Grenoble for the Holiday Course this summer, in August. The Course was admirably organized.

M. Rosset lectured to us four mornings a week at 8 on Phonetics. His lectures on *Phonétique descriptive*, in which he treated the vowels, were very clear, interesting, and helpful for teachers. He also dealt once a week with the use of the *liaison*, and compared M. Passy's practice with that of M. Gaston Paris, showing the difference between the *prononciation populaire* and the *prononciation savante*.

At 9 o'clock on Tuesdays and Thursdays M. Varenne lectured on Vocabulary. These lessons were particularly practical and helpful. He gave us exhaustive lists of words derived from a given root, and the locutions and proverbs that had clustered round the word, also synonyms and word-formation. At the same time M. Barrier lectured on Grammar and *Sémantique*.

At 10 o'clock we English-speaking students went to M. Mallet's *traduction* lessons. M. Mallet was translating *The Rivals* and *Sketches by Boz*. I cannot speak too highly of the careful and interesting way in which he dealt with these texts. His translation of *Sketches by Boz* was particularly able.

The afternoon lectures on French Literature and History were very well attended. M. Michaud from the Sorbonne lectured on the *Poètes Romantiques*; M. Weil took *Le Roman en France de 1800 à 1850*; M. Morillot lectured on *Mistral et le Félibrige*; M. Chabrol dealt with French institutions.

The week-end excursions were delightful. We went to the Convent de la Grande Chartreuse, and made several trips in the Dauphiné, such as the Forêt de Lente, Les Grands Goulets. The most pleasant trip of all was the three days' excursion to the Midi. We visited Orange, Avignon, Nîmes, Arles, and Marseilles.

At Orange we saw a magnificent performance of *Le Cid*, given in the Roman amphitheatre by leading artistes of the Comédie Française. We shall none of us forget the wonderful acting of Mlle Roch in the rôle of Chimène, M. Lambert as Rodrigue, and Paul Mounet as Don Diègue. The classical setting of the scenery created a very powerful impression upon us. In conclusion, I would say that no Holiday Course could possibly be more profitable or delightful than that at Grenoble.

J. P. WILSON, B.A., OXON.,
Licencié-ès-lettres,
Assistant-Master, Tonbridge School.

HONFLEUR.

'OUI, monsieur, j'ai fait le tour du monde, mais je n'ai pas vu une côte aussi jolie que celle-là.' The speaker was a thickset Norman sailor who had just landed at Havre from a voyage to Australia, and was making his way by our little steamboat to Honfleur, his native town, on the other side of the Seine. As he gazed affectionately at the rapidly approaching shore, I was bound to admit that, even making due allowance for the *nostalgie du pays* innate in every true Frenchman, he had considerable justification for the faith within him.

Honfleur, easily accessible from London via Southampton and Havre, is beautifully situated at the mouth of the Seine. It lies at the foot of the picturesque Côte de Grace, which is clothed from base to summit with the most luxuriant vegetation. It is here the Norman sailor invokes the blessing of the Virgin—Stella Maris—or renders thanks to her for blessings vouchsafed at sea. To the American millionaire or the Parisian *nouveau-riche*, dashing along at breakneck speed in his thousand-pound motor-car, Honfleur is merely an interesting and convenient calling-place on the way to Trouville; but to the antiquarian, the artist, or to the lover of Nature, Honfleur and its charming surroundings are a continual delight.

As, however, I am asked to give my impressions of Honfleur from the student's point of view, I must leave this tempting subject, and devote myself to the Holiday Course. First of all I should like, on behalf of all the students, to express our gratitude to Mr. W. A. L. Mease, of King Edward VII. School, Sheffield, for the assiduous care and attention he devoted to his duties as representative of the Teachers' Guild. I take this opportunity of thanking Miss Booth for her kindness in helping to organize the various excursions, picnics, and soirées. It was in no small measure due to her energy and experienced guidance that the social side of

the Holiday Course was so great a success. In this connexion a word of praise must be awarded to M. Albert Leconte, who was unsparing in his efforts to render our stay at Honfleur both pleasant and profitable.

Most of our students found homes with the families of the professors attached to the College of Honfleur. The only serious complaint I heard was that the food was too abundant and too rich. We all agree in saying the people of Honfleur were amiability personified; indeed, my outstanding impression was that the French people were really pleased to see us. It was the same everywhere. Shopkeepers, hotel proprietors, visitors from Paris, farmers, peasants, and even the Vice-Consul and the Châtelaine of Barneville, did all they could for us. Whether this is to be attributed to the Entente Cordiale I cannot say, but my experience of France during the Boer War was quite *une autre histoire*.

Long excursions were made to Rouen and Lisieux, and short ones to the Allées Marguerite and the Abbaye de Grestain. In the first named we were 'personally conducted' by Miss Booth, and, thanks to her local knowledge (and shall I say activity?), we saw a tremendous amount in an incredibly short time. Some of us returned home with Jeanne d'Arc on the brain.

Perhaps the most enjoyable time we had was at the Abbaye de Grestain, where Arlette, the mother of William the Conqueror, was buried. On this occasion our guide, philosopher, and historian, was M. Leconte. He was understood to state that it was at this spot that Arlette's father was cured of an affection of the eyes by washing his face in a certain well. Someone humorously suggested that that event was the dawn of French sanitation. Another scoffer cast a doubt on the Professor's veracity by remarking that, as the level of the water was three feet below the surface of the ground, Erlouin must have had a remarkably long neck.

With regard to the educational aspect

of the course, I was particularly impressed by the earnestness of the students. They were there to learn French, and they intended business. All the meetings were invariably well attended, and at the end of the course it was surprising to see teachers, who must have had a surfeit of this sort of thing, cheerfully submit to the torture of an examination in the French language and literature.

To those taking French for their final examination, say for the London Arts degree, the lectures of M. Leconte must have proved specially useful. The spontaneous round of applause which greeted him at the end of each lecture was ample evidence of the interest and satisfaction of his audience. By the way, if anyone would wish to spend a pleasant half-hour, I would recommend him to attempt a vigorous idiomatic rendering into French of the 'Charge of the Light Brigade.' I hope the result may be anything like as good as what Professor Leconte declaimed to us 'while all the world wondered.'

To those visiting France for the first time, the knowledge thus obtained at first-hand of the customs, home-life, and habits of thought, of our neighbours will be invaluable. They will have done a little real 'travelling,' than which no better means of education exists.

CHARLES C. BAGGLEY.

LÜBECK.

No wonder the Teachers' Guild decided to continue their experiment of last year, and once more hold a foreign holiday course for students of German at Lübeck. May I state at once that, in the opinion of all with whom I conversed—and as local Hon. Secretary of the Course I came into close touch with most of the members—the holiday organized by the Teachers' Guild this year in Lübeck was a great success in every sense?

Why was this? Well, in the first place, the Teachers' Guild made themselves responsible for it, and what they take in hand is *a priori* likely to be a success.

But they scored a point, in the opinion of us all, in being able to secure again the services of Mr. and Mrs. Dawes, of the Secondary School, Castleford, Yorkshire, as the English representatives of the Teachers' Guild in Germany. All that Mr. Dawes contributed to the welfare of the members in general was eclipsed, if possible, by the thoughtful activities of Mrs. Dawes for the ladies, who formed a half of the entire number. Mr. Dawes and his good wife are marvellous personalities, not only guide, philosopher, and friend, to English folk in a foreign land, but possessed of that humour and ready wit which are the very salt of life in a relationship of this kind. So ably had they conducted the undertaking of last year that the fame of it had spread, so that the numbers were almost doubled; but they were not content with the results of 1909, but introduced ever new ideas, and so tactfully organized the achievement of their conceptions that those who immediately carried them out were led to think themselves the originators, and were generously awarded all the praise. Of course, all that our friends conceived was not accomplished—that would be impossible—but the fault lay not with the leader, but was due to timidity on the part of ourselves.

But in Herr Direktor Dr. Schwarz, the Head of the Realschule zum Dom, the Guild had the services of one of the finest educational experts that Germany has produced—one of the most enthusiastic directors for the German side of the work that it is well possible to imagine. He is certainly one of the cleverest men I have had the pleasure to meet, while his capacity for organization and for obtaining the affection of his pupils and the best of their work is marvellous. Usually in a course of thirty students it would have been but natural to find some malingerers, but owing to the Doctor's influence I believe there was not a single absentee from a day's work the whole three weeks. His daily lecture, embracing such interesting subjects as 'Die politischen Parteien in

Deutschland,' 'Fortbildung nach der Schule,' 'Erziehung zur Kunst,' 'Der Deutsche Buchhandel,' etc., was ever a treat in matter, in vocabulary, and in style, such that it was alone worth the visit to Germany. It was, however, only when the seniors of the party were gathered together on his balcony, in the pretty garden of his house at the back of the school, for his special conversation lessons, that we fully realized the genius of the man, his immense erudition, his matured scholarship, his sympathy with his fellow-teachers from another land, and his courtesy in answering our manifold questions. These are qualities that are not often found together in one personality. You may easily imagine that the other teachers, both of the different small conversation classes and for phonetics, were all that could be desired, when they were selected by one who was himself so capable.

But all this, I do not think, would explain the success of the scheme, had we not met together in that marvel of cities, the ancient and free Hanse town, Lübeck. I have visited dozens of other German towns, have loved for the time each and all of them, but Lübeck outshines them all. I was indeed prepared for something good, but the guide-books do no sort of justice to this glorious town. It has all the antiquarian attractions one would expect from the ancient head of the famous and wealthy Hanse League—and these are no small part of its merits—but it is also one of the most go-ahead of all the modern German towns. While it is a *Stadt* and a *Staat* in one, and a small republic in both; while it is the repository of the most beautiful specimens of ancient Gothic brick architecture; while its façades and gables are the wonder of master-builders from all parts of the world: it is one of the most modern towns in its absolute cleanliness, in its modern houses and flats, in its wonderful and widespread waterways and harbours, in its electric lighting and traction, and in its town planning and town parks. What shall

one say of its educational establishments? For a population of 100,000 souls it has twenty-eight elementary schools, any of them equal to similar edifices of the London County Council; while it boasts six or seven secondary schools for boys and girls, each suggesting St. Paul's or Westminster in the richness of their foundations and in the magnificence of their modern structures. Even all this would not have begotten the feelings of delight that were evinced on all sides by our English visitors. One must add the gladsome geniality of the inhabitants, their constant courtesy, their ingenuous politeness. Everyone seemed determined to put the visitors at their ease, to make their visit a pleasant time of recreation as well as a feast of reason and a flow of soul from an educational point of view. From the august members of the Senate down to the courteous policeman, from the Heads of the proud educational establishments down to the humblest host or hostess of a pension, every one did his and her part to make our visit one to be looked back upon as one of the happiest experiences of one's life.

Naturally, a Holiday Course is not all play, and from the first the work was splendidly organized. On Thursday evening, August 4, we all met for a reception evening in one of the apartments of the great *Stadthalle*, an immense and beautiful building with rooms for all sorts of work. Here we were addressed in most friendly terms by Senator Kulenkamp, who in the name of the government of the city bade us the warmest of friendly welcomes. The work was subsequently discussed, and a local committee elected, who at a later meeting chose their chairman, Mr. Dawes, and their hon. secretary and hon. treasurer. The latter was Mr. Ries, of Barnsbury Park, London. No better man could have been selected. He had no light task, but his methodical and tactful management of the money contributed by all for the general purposes fund of the centre merited the hearty approval of every member. Out of this fund we had

each our daily German paper, our *Volkslieder* book, all necessary exercise-books, and an abundant supply of notepaper and envelopes, all stamped with the arms of Lübeck and a facsimile of an ancient engraving of the city. I have not yet understood how Mr. Ries made our small contributions, together with the fines we agreed to pay when we were late, cover all the petty expenses of our stay in Germany. The committee met for a short time daily, and heard all complaints or suggestions, with the result that no one had any complaints at the end, when it is too late to apply a remedy.

Twice a week we had alternately social evenings (*Gesellige Abende*) and debates, or *Diskussionsabende*. These were held in the *Stadthalle*, the *Schabbelhaus*, or in the *Kolosseum*, places of great interest in the city, in each of which there was also a restaurant. Each paid for his own refreshments, coffee, wine, or beer, according to his temperament. To each entertainment German friends were invited by advertisement in the papers as well as other ways, so that we had always a large number of Germans present. Gathered with these round separate tables, we formed little friendly conversation circles. At times the tables were moved nearer to the walls, and all who could joined in a dance, and at times we all united in singing *Volkslieder*. Many of these, such as,

‘Freut euch des Lebens, weil noch das
Lämpchen glüht
Pflücket die Rose, eh’ sie verblüht!’

with its haunting air, will be abiding memories, real hymns of happy experience during the rest of our lives.

The *Diskussionsabende* were a new invention of our resourceful English representative. Some simple subject—‘Was gefällt Ihnen am besten in Lübeck?’ ‘Welche Unterschiede haben Sie zwischen deutschen und englischen Sitten gefunden?’—was proposed at the beginning of the week. Later, when we met together, our names were all placed in a hat; and as each was drawn, the owner must up on his feet

and hold forth in German as long as sense and vocabulary permitted. The next day we were surprised to find our German lucubrations in the daily paper. When all had answered to their names, some notable Germans of the company were asked to reply. So free and easy were these discussions that even the youngest of our members were not afraid to say a few sentences. I cannot imagine anything so useful in promoting confidence in speaking a foreign language. But, indeed, it was marvellous to see how all our people, from their first landing on German soil, took to the vernacular, and one heard very little English at any time during the stay.

Almost every afternoon we made an *Ausflug*, or excursion, to some place of interest either in the town or within a ten-mile radius. These were quite inexpensive, and almost all the members took part in them. Quite as many Germans accompanied us on these tours. Now by rail, now by motor-boat on the lovely waterways that surround Lübeck and open out into the Baltic, or by the Elb-Trave canal into the Elbe, now on foot or by bicycle, we set out, each of us for the most part in close conversation with a German friend, as merry a party as you would wish to meet. The renowned antiquities of the city, the *Dom*, the *Marienkirche*—splendid examples of the Gothic brick churches, each with double towers some 400 feet high; the *Rathaus*, or town-hall, than which there is no more wonderful building anywhere, whether one considers it from outside or from within; the *Schiffergesellschaft*, the Hospital of the Holy Ghost; or, outside the city, Schwartau, Ratzeburg, Padelügge, Ratenhusen, Waldhusen, towns and villages of wondrous beauty, nestling under hills by the shores of lakes equal to Killarney or Windermere, were some of the most noted attractions. One excursion of special interest extended to a distance of twenty miles, to the famous lake district of North Germany, the Holstein Switzerland. Good walkers left with Dr. Schwarz in the early morning of a beautiful Sunday; others of us, not so light of foot, went by

train and boat, and in the afternoon met the others at Uglei, one of the picture-places of this part of Holstein. There we dined, walked round some of the other lakes, and late in the evening returned, some on foot, some by train, boat, and tram, thoroughly delighted with this wonderful scenery. One of the shorter but equally charming excursions was to the open-air school in a pine-forest at Wesloe. Unfortunately, it was one of the two wet afternoons we had in the entire month of August. But the rain passed off before we left, and we had ample opportunity of observing the care of the city fathers for the less robust children of the community.

But all the young folk are well provided for. For the children of a population of 100,000 souls, there are twenty-eight magnificent elementary schools, each equal in accommodation, and most of them superior in equipment, to similar schools in the largest of our cities. The classrooms and corridors were the pink of perfection in cleanliness, and mural decorations of a simple but effective kind were not wanting, even the backs of the stairs being ornamented with some fancy scroll. Many of us were much interested in visiting classes of all kinds, and were much pleased with the ready answers of the young people. The teacher for the most part propounds a question. All who can reply stretch forth their hands, and in turn they are asked for an answer, which must be given at length, in full sentence form. Should the answer be in any wise incorrect, another is asked, and the defaulter is then made to answer in the approved form. Should the lesson seem to pall, the teacher lifts a violin that always lies to hand, strikes a keynote, and all join in one of those charming *Volkslieder* of which each pupil is bound to learn by heart at least twelve each year. But it is not all book-lessons; the Manual Training Room and the *Turnhalle*, or Gymnasium, claim a considerable portion of the pupil's time. The Gymnasias are beautifully fitted up, and that they are

used to purpose one can at once observe from the well-developed chests of all the youngsters that sit before him. All day long are to be seen in the streets processions of school-children from the various schools, tripping off to the great open-air baths which are such a splendid feature of Lübeck. These are immense erections built on piles round three sides of a square in the water of two huge lakes in the immediate vicinity. All round are the undressing rooms, and the enclosed area is shallow water for the babies who are just learning to swim. Through the third side you swim out into deep water, and can cover distances in one line of 200 metres or more. Here and there are posts marking the distances, but there is no touching bottom till you return to the baths. The school-children, I fancy, have their baths free, but for adults the subscription is 5s. for the season or 3s. a month. If you bring your own bathing suit and towels, you pay no more; but these are provided, as fresh as if bought yesterday, for a halfpenny each. There is a small gymnasium and reading-room in the bath erection. Many of us never missed a day. I could swim 30 yards when I went to Lübeck; when I came away, I was, without fear, swimming daily 200 metres.

Before closing, I must give a short résumé of a day's work, including Saturday: Dr. Schwarz's lecture from 8.45 till 9.30 (anyone late had to pay 1d. fine); conversation with the Doctor for those of us in the senior class, and in smaller classes of four or five with other teachers, till 10.20. Phonetics—splendid lessons—with Herr Oberlehrer Dr. Grund from 10.40 till 11.30. After the committee meeting we went for our bathe. Dinner was usually at 2 o'clock, and by 3 o'clock or 3.30 we were off for an excursion, or on free days had a row-boat on the river for 6d. an hour. Evening meal, or *Abendbrot*, 7 o'clock, and at 8 o'clock a social evening, as before described; or off we went to the summer theatre, where we heard, during our stay, Tolstoi's 'Resurrection,'

Lessing's 'Minna von Barnhelm,' Davis's 'Unsere Käthi,' Sardou's 'Madame Sans-Gêne,' Barnay's 'Kean,' and several operettas.

But we were not content merely to hear the German Drama. One of the many bright suggestions of Mr. and Mrs. Dawes was that we should ourselves produce before a German audience a short German comedy. It was no light matter to work in numerous rehearsals into days already well crowded. But where there is the will there's the way, and on the last social evening, Thursday, August 25, four members of the party, aided by two young German friends, played before our astonished guests in the *Kolosseum* Benedix's pretty little one-act comedy 'Eigensinn.' All went as merry as a church-bell, and no end of praise was awarded our effort in the next day's newspaper. I do not think any other of our exercises was more helpful in mastering fully in practice the phonetics which we had been studying daily in class. Mr. Dawes promises to go one further next year, when we hope not only to act a play, but to write one.

It may seem that I have exaggerated, as I have only praise for the Course at Lübeck. Nay, rather, half the good things have not been told. Some blots there were, but only as on the sun. Some of us would have wished for better opportunities of studying Commercial German, and some looked for help in Scientific Terminology; but these defects are not worth mentioning amidst all that was so good. I only put these points on record, as I have tried all through my narrative to give an absolutely truthful and impartial account of the Course as it appeared to me and to others with whom I journeyed to and fro. I have no doubt that next year the defects will be remedied.

Alas! the holidays have an end; and how sorry we were to leave Lübeck, though some of us were, happily, able to spend a week or a fortnight after the classes were over!

'Es ist bestimmt in Gottes Rat,
Dass man vom Liebsten, was man hat,
Muss scheiden.'

One of the happiest evenings we spent in our pension, though one of the saddest, owing to our approaching departure, was the *Abschiedsabend*, which our good *Wirt* and *Wirtin* prepared for us. All the household stayed at home that evening. On the table were wineglasses and red wine, and ornamental biscuits were also served. A pretty *Abschiedslied* was sung, and as the accented note of the bar was reached, each in turn clinked his glass with that of his friend on the left, and he with whom the last accent fell had to drink his glass out, and so on till all were out of the game. Another verse was sung twelve times, a different month of the year being inserted in each, and those whose birthdays fell in each month must stand up and drink off. Further songs of the kind soon brought the evening to a close. Our hosts made us several *Andenken* presents, and as a small return we presented them with a signed copy of the photograph of all the members of the Course, which had been taken in Dr. Schwarz's garden. We have never had a pleasanter holiday, and we can thoroughly recommend the Teachers' Guild Holiday Course at Lübeck to any who wish to combine a delightful vacation with magnificent opportunities of studying the language and customs of the Germans.

W. A. GREER.

NEUWIED.

Readers of MODERN LANGUAGE TEACHING may be interested in a short account of this year's Holiday Course at Neuwied-am-Rhein.

The course is conducted under the auspices of the Teachers' Guild, the organization being in the hands of a committee of that body, and the oversight of the Course's working in Neuwied is carried on by Mr. Steinmetz, an instructor in modern languages of the Surrey Education Committee. The Course lasts three weeks, during which each week-day has three lectures, the rest of the time being free for private reading, excursions, and social intercourse. The lecture hours were

this year devoted, for the more advanced students, to a course upon Goethe's Life and Works, a special and detailed study of his drama 'Torquato Tasso,' and a course of phonetics, on the lines of Viëtor and Passy. The exponent of the first two was Herr Doktor Biese, Director of the Royal Gymnasium at Neuwied, and one of the deepest of present-day students of Goethe. The subject of Phonetics was in the able hands of Herr Beus, a member of the Gymnasium staff, who also took two lecture hours for the elementary division of the students. One of these hours was devoted to the study of a simple modern novel, and the other to conversation on facts and usages of everyday German life. This conversation class was so divided that not more than seven were with the instructor at any one hour. Those left over from one lecturer were engaged in conversation with Fräulein Schultz, a qualified teacher of one of the neighbouring public schools, and all who were bent on conversational acquirement, and were willing to overcome the British tendency 'to speak so close and inwardly' (as Milton says), had good opportunities for progress and practice. Some of those who were classified in the advanced division sometimes leaned an envious ear towards the lower division's 'omnium gatherum' learnings in the conversation classes. Members of the upper division were supposed to be beyond the mere everyday conversation stage; and phonetics—scientific and difficult, and, for those not gifted with a good ear, almost unconquerable—took the place of the more discursive talk practice of the lower grade. The value of phonetics to those who are teaching is undeniable, but some of us were contented with lower values! For some, of whom the writer was one, were keener on the 'Holiday' than on the 'Course' side of our gathering, and were there partly for a rest after the year's hard work, of which rest a valued element was that of losing ourselves in foreign sights and sounds, with the profitable result of getting, without being too much aware of exertion, considerable

insight and practice in German. Most of our number were, or had been, teachers, and for them it was refreshingly piquant to have an entire change of attitude of mind in the strange surroundings of another land, and the becoming once more disciples instead of leaders. Our ages varied from eighteen to fifty or thereabouts, and the numbers of ladies and gentlemen were nearly equal.

The arrangements for accommodation in Neuwied were in most cases made through the kind help of Frau Biese, wife of the Herr Direktor Biese, and a very large part of the success of the course is due to these arrangements. Not more than two students were lodged in the same house, and the hosts or hostesses were kindly, educated people who duly talked German to us on every possible occasion, put us on right lines as to German customs, listened to our halting speech with indulgent and understanding ear, helping us out now and then with a more idiomatic turn of phrase, or acting as a living dictionary when we were altogether at a loss. For it must be admitted—painfully for our British educational pride—that we found German people to be taught more English, and to speak and hear English more intelligently, than English folk of corresponding social standing would have learned to hear and speak German. Painful often, too, was it to us, when we went into shops or offices, having first elaborated our requests in our best German, to be answered in polite and fluent English! Our hosts in many cases introduced us to their friends, and we were invited to social gatherings and games and excursions with such kindness and freedom as filled out for us with meaning the German word *gemütlich*.

Neuwied is, on the whole, an eminently suitable place for a Holiday Course, though some find it, like other places in the Rhine Valley, rather damp and relaxing. Otherwise it is healthy and airy, and an excellent centre for cheap excursions, by the Rhine steamers, by train, tram, and public motor. It is a clean and orderly-built

eminently proper little town. It was founded after the Thirty Years' War, by the then Prince of Wied, who, finding his territory depopulated by the war, offered land and town privileges to those who would come and settle in the little plain at the mouth of the Wied River, on condition that they should build after his town-planning, and that nobody should suffer punishment for, or be deterred in any way from worshipping according to, his religious convictions. Various religious bodies, unacceptable to the ruling Churches of his day, took advantage of this offer. Chief among these were the Herrnhuter, or Moravian Brethren, followers of Count Zinzendorf, whose faith is a kind of devotional, puritan, mystical Christianity with a strong missionary spirit and an episcopal form of government. Others are Baptists, Mennonites, Jews, and Roman Catholics. The orthodox Evangelische Kirche has two fine churches at least. The Herrnhuter are most in evidence, with their palatial boarding-schools, in which are many English pupils; their fine Gasthaus; their plain meeting-house church, in which men and women sit separately, with the school-children in all the front rows, the women's status as married, single, or widows, being indicated by the different colours of the ribbons of their caps. There is also—it seems odd to English minds, accustomed to the association of puritan-like Christianity with temperance movements—a Brüdergemeine Brauerei on a very large and profitable scale.

The little principality of Wied is somewhat remarkable for its schools. Two of these, beside the Gymnasium—where the lectures were given—were visited by the Holiday Course students. The first of these, with a fine fitness—for were we not all somewhat qualified to feel with the deaf and dumb when we found ourselves all the time listening to, and trying to speak, a foreign tongue?—was the Deaf and Dumb Institution. The Director gave an address, of course in German, on the subject of the oral system of teaching

the deaf and dumb, and then a demonstration in three classes, and some of us felt touched almost to tears by the pathetic efforts of five little beginners to say, 'Papa kommt,' 'Mamma kommt,' after the teacher's showing with mouth, throat, breathings, and touch, how the sounds were produced. The Blind Institution was also visited. Here the pupils are boarded as well as taught, and this, with the genial guidance of the good Director, who also gave us an address, we pervaded from garret to cellar, learning much by the way about German domestic arrangements, as well as about the teaching of the blind.

Beside these school visits, excursions, longer or shorter, were made almost every day. One which dwells in the writer's memory was to the Drachenfels, where the natural beauty and historical associations of the Siebengebirge district were felt to be somewhat spoiled by the tourist and tripper ridden, cosmopolitan aspect of the public ways, greatly contrasting with the charming provincial sleepiness of quiet Neuwied. Another visit was to Rengsdorf, an open-air cure and health resort in the hills, where the easy-going, out-of-door, happy Rhineland ways of holiday-living were seen in a framework of noble forest, with peeps here and there over the wide plain in which Neuwied lies to the volcanic hills of the Eifel beyond the Rhine. Another visit was to the Lahn Valley by Ehrenbreitstein, Ems, to Nassau. This leaves a memory of wooded hills, high-perched castles, blue vistas of slopes coming down one behind another to the twisting river, now seen, now lost, quaint villages with queer smells, an unromantic but most useful railway, popping in and out of tunnels, and last, but not to be despised, a very good and cheap coffee-and-cake meal at a wayside inn. Other excursions were to the Laacher See, a crater lake in the Eifel, with a twelfth-century monastery church near by; one to Andernach, with its octagonal watch-tower and its Krahnenberg, with view on the Rhine towards Hammerstein and down

over the Namedy Sprudel—a wonderful Artesian spring which is let off with geyser-like effect some two or three times a day. Another excursion was to Coblenz, and one to the old town of Wied.

As to the question of expense. The charge for lectures is £2 (less to members of the Teachers' Guild), the charge for board and lodging 28s. to 35s. a week, the return fare from London varying, according to class on train and steamer and route taken, from £3 to £5. Books, excursions, and incidental unavoidable expenses, should have 30s. to £2 allowed for them. Some did the whole thing for about £11; some, who did not seem to be particularly extravagant, spent £18. Much depends on tastes and management. The Teachers' Guild can give more exact details. The cost of another week's board and lodging is worth providing for, because after three weeks the student is just beginning to feel at home in the language and makes rapid progress, and three weeks by no means exhausts the pleasant walking excursions around Neuwied.

An examination, for which a small fee is charged, is held at the end of the three weeks' Course, but entrance is optional. Those who are subsidized for this Holiday Course by public money—Council or School Scholarships, etc.—thus have an opportunity, if they wish or need it, to show such contributing public bodies to what degree they have benefited by the educational privileges extended to them.

To conclude, what have we gained from our Holiday Course? Those of us who went to absorb all the German we could have learned much. We have listened to limpid, exquisitely-enunciated, flowing expositions by Herr Biese, full of the poetic spirit, punctuated occasionally by twinkling humour and interfused by genial kindness. We have struggled, under Herr Beus's attractive guidance, to make sounds we thought we knew all about (but found we did not!), and to

represent simple sounds by signs new to us. We have passed from the speechless stage of arrival, in which we felt hopelessly bewildered on the station platform at Neuwied (saved only from despair by the lifebelt flung out to us by Frau Biese's hearty welcome and cheerful English greeting), to a stage of self-possession in a foreign tongue, such as enables us to make our own arrangements with coachmen and hotel people, to chat to chance acquaintances, fellow-travellers in train and steamer, to play games, and tell tales to German children, and to listen intelligently to good preachers. The more accomplished, who arrived already in possession of such acquirements as the above-named—for some of our number had already had some years at German Universities, and came merely to refresh their knowledge—have had the advantage of forming a deeper acquaintance, under Herr Biese's care, with the spirit of one of the greatest of Germans, and with one of his ripest works. They have also had opportunity to readjust and purify their oral—and aural—knowledge of German sounds. We have all gained much in pleasant memories and friendly acquaintanceships, and a sense of kindred with a great nation. Incidentally we have got some first-hand knowledge of principles and practices underlying the differences—social and economic—from our own conditions.

Teachers have gleaned many little interesting seeds to vivify Modern Language teaching in the class-room, in such a way as no study of books or people, apart from the land itself, could have given them. Yes, the writer thinks we all gained much, and we owe warm thanks to the Teachers' Guild and its representative, Mr. Steinmetz, who took endless pains to make all arrangements profitable and pleasant.

H. E. D.

[Owing to lack of space we are compelled to hold over accounts of Courses at Rouen and at Berlin (Institut Tilly).]

MODERN LANGUAGE ASSOCIATION.

A MEETING of the Executive Committee was held at University College, W.C., on Saturday, September 24. Present: Messrs. Pollard (chair), Andrews, Atkinson, Brereton, Brigstocke, Draper, von Glehn, Hutton, Miss Johnson, Messrs. Milner-Barry, O'Grady, Rippmann, Twentymann, and the Hon. Secretary.

The minutes of the last meeting were read and confirmed.

Before any further business was taken, the Chairman referred to the death of Mr. H. W. Eve, and to his long connexion with the Association. The following resolution was unanimously passed:

That the Association puts on record its deep sense of the loss which the cause of Modern Languages has sustained in the lamented death of Mr. Henry Weston Eve, who was its second President, and its appreciation of the generous services which he rendered to the Association.

It was ordered that a copy of this resolution should be sent to Mrs. Eve, with an expression of the sympathy of the Association.

The Hon. Secretary reported that the Head-Masters' Association had circulated the inquiry about the inspection of Modern Languages by the Board of Education, which had been drawn up at the last meeting, and that a number of answers had been received from Head-Masters. He was instructed to thank the Association for their action, and through them the Head-Masters who had replied. Further consideration of the matter was postponed.

The names of seven members, whose subscriptions were two full years in arrears, were ordered to be deleted from the list, unless the arrears were paid in a month's time.

The Teaching Certificate Sub-Committee presented a report and syllabus of the proposed examination for Modern Language teachers. This was discussed at length, and, after some alterations had been made, was approved.

The Exhibition Sub-Committee reported that the Exhibition had been on view at the Board of Education since the beginning of August, and had been visited by about 200 people. It was resolved that the Board be thanked for their courtesy in allowing the display. The Sub-Committee also reported that it had been decided to allow separate sections to be sent to provincial towns, if this was desired by branches or other local organizations. They also recommended that in future the Association should pay the carriage for the outward journey only. This was approved.

The Hon. Custodian of lantern slides (Mr. H. W. Atkinson) presented a very full report of his work, and exhibited a specimen of the boxes he had had made for the carriage of the slides. He also suggested a new set of rules for the use of the slides, which were approved. An abstract of the report and the rules will be found in another column. Mr. Atkinson was thanked for his services.

The Chairman, Hon. Secretary, and Hon. Treasurer, were appointed to act as the Sub-Committee for the Annual General Meeting.

Miss Hamburger and Mr. W. G. Lipscomb were appointed to represent the Association on the General Committee of the North of England Education Conference.

The following sixteen new members were elected:

Miss Eva Clegg, L.L.A., Hebden Bridge, Yorks.

Miss Dessin, Training College for Women, Cambridge.

F. B. Ford, A.M., Cambridge, Mass., U.S.A.

Miss I. Grossmann, A.B., Quincy Mansion School, Wollaston, Mass., U.S.A.

G. Heftel, Wandsworth Technical Institute, S.W.

Miss E. Holdsworth, L.L.A., Council Secondary School, Halifax.

Miss A. R. Knapp, B.A., St. George Secondary School, Clifton.

Miss Annie Jones, B.A., County Secondary School, Bromley, Kent.

Miss M. M. King, High School, Lichfield.

H. Lonsdale, B.A., Lewis' School, Pengam, Cardiff.

Miss C. Norcliffe, County Secondary School, Hyde, Cheshire.

Mlle Pignégué, County Secondary School, Clapham, S.W.

Miss G. E. Rendall, Montem Street School for Girls, Tollington Park, N.

J. K. Rooker, B.A., Lycée Michelet, Paris.

E. Worsnop, B.A., Realgymnasium, Trier, Germany.

Miss S. E. Woodward, The Mount School, York.

The following ten members of the General Committee retire by rotation at the end of the year, and will not be eligible for re-election till the beginning of 1912: Professor Atkins, Miss Batchelor, Mr. H. Bradley, Professor Fiedler, Dr. T. Gregory Foster, Miss Morley, Mr. C. H. Parry, Miss Shearson, Messrs. A. A. Somerville and A. E. Twentyman.

Nominations of members to fill these vacancies must be sent to the Hon. Secretary, 45, South Hill Park, Hampstead, N.W., before December 1.



SOUTH-EASTERN LONDON BRANCH.

A MEETING of the South-Eastern London Branch of the Modern Language Association was held on Friday, June 17, at the Goldsmiths' College, New Cross.

There were eleven members present.

Miss Templeton took the chair.

The minutes of the last meeting were read and confirmed.

As the outcome of a suggestion made by Miss Stent on behalf of the North London Branch, Mr. O'Grady moved the resolution:

That the South-Eastern Branch should, when arranging its meetings, avoid the third Friday in the month, already chosen by the North London Branch, and so give the op-

portunity, to members who wish it, of attending the meetings of both Branches.

The resolution was seconded by Miss Cruickshank, and carried unanimously.

The possibility of a unified programme for the London branch societies was then discussed, with the result that a resolution was moved by Miss Hart and seconded by Miss Wise:

That the Secretaries of the different Branches should meet to discuss, and, if possible, draw up a programme of subjects for discussion during the ensuing term.

The proposition was carried unanimously.

Miss Hart then opened the subject for discussion, *The Teaching of Composition*, by referring to the questions raised in the Discussion Column of the June number of *MODERN LANGUAGE TEACHING*, dismissing the first one—At what stage should composition be introduced?—as unnecessary, since composition has its place from the moment the child begins to learn the foreign tongue.

With regard to the second question—What should be the subject-matter?—she remarked that the obvious answer was: Any subject that was interesting to the child.

Miss Rushforth then followed with a paper on *The Teaching of Composition in its Elementary Stages*, briefly recording her own experience, and indicating some of the methods which she had adopted during the first two years of the pupils' instruction in the foreign tongue.

Miss Smith, who had previously expressed her willingness to read a paper on the subject, and to open the discussion, was unfortunately prevented, by an unforeseen engagement, from attending the meeting, but had sent her paper.

Miss Hart therefore dealt with the paper, which reviewed the difficulties which beset the teacher, and recorded the results which it was possible to secure from pupils who had reached the highest form in the secondary school.

Much discussion followed on the subject of style and correctness of the pupil's

composition. Mr. O'Grady expressed his opinion that there was danger lest, in the desire for good oral work, correct written work should be neglected.

The great value of both teacher's and pupils' work on the blackboard was then emphasized by Miss Purdie and Miss Hart, as a means of preventing either neglect on the teacher's part, or inaccuracy on the pupils' part, of the written work.

Mr. O'Grady gave expression to the general opinion of the meeting when he spoke of the lack of suitable reading-books with a correspondingly good *questionnaire* in the foreign tongue.

Towards the end of the meeting, it was suggested by Miss Purdie that it would be a good plan at the beginning of the next session to issue invitations to all members in the South-Eastern district to attend the meetings of the Branch, at the same time asking them to send word to the Secretary whether they wished to avail themselves of the opportunity, so that afterwards notices need only be sent by the Secretary to those members who had expressed their desire to attend the meetings.

Miss Purdie then proposed that each member should be permitted to invite a friend to one meeting. Mr. O'Grady seconded the proposition, which was carried unanimously.



YORKSHIRE BRANCH.

At a committee meeting of the Yorkshire Branch of the Modern Language Association held at Ashwood Villas on June 18, it was decided that—

(a) During the session 1910-11 four local meetings should be held ;

(b) That these meetings should take place alternately in Leeds and in other towns ; and

(c) That, in response to the graceful suggestion made by Professor Moorman (Leeds University) at the inaugural evening, one of these meetings should be a joint one of the English and Modern Language Associations.

Thanks to the interest of the President, Professor A. W. Schüddekopf, it has been possible to arrange the following programme :

November 2.—Meeting at Leeds in the Refectory of the University. Speaker, Dr. Breul : 'Die deutsche Kunstballade.'

December 6.—Keighley. Speaker, Dr. Lily Grove : 'Methods.'

February 7.—Proposed joint meeting of English Association and Modern Language Association, Leeds (University). Speaker, Professor J. G. Robertson.

March 7.—Halifax. Speaker, Mr. T. W. Dawes (Castleford) : 'Holiday Courses—their Advantages and Disadvantages.'



We are glad to be able to announce that a course of lectures on the Teaching of Modern Languages will be given during the Christmas vacation by Mr. W. Osborne Brigstocke, B.A., Senior Modern Language Master at Berkhamsted School. We hope to give further particulars in our next issue.



The Travelling Exhibition has been on view since the beginning of August in the Inspectors' Library at the Board of Education, and has been visited by more than 200 people. The collection has been considerably enlarged, especially in the sections containing French and German songs and plays for use in schools. The number of volumes relating to phonetics has also been increased, and French anthologies suitable for boys and girls are quite numerous. The Association owes its best thanks to the English and American houses that have generously sent copies of their publications—without their co-operation the Exhibition would be impossible—and also to the Board of Education for providing facilities for the display.

In the same room is being exhibited a large collection of textbooks used in French schools, which were a legacy to the Board from the Franco-British Exhibition. A comparison of these with our own textbooks should be of much interest to teachers, and may possibly furnish some hints to editors and publishers.

LANTERN SLIDE COLLECTION.

The following new rules have been adopted:

All communications about lantern slides should be sent to Harold W. Atkinson, West View, Eastbury Avenue, Northwood, Middlesex.

Members may borrow slides at the rate of a halfpenny per slide, with a minimum of one shilling. Any special charge for local delivery and the return carriage to be paid by the borrower.

In ordering slides, attention is requested to the following points:

1. Book in advance, giving date of lecture. The slides will, whenever possible, be sent so as to reach the member two or three days before the lecture.

2. Send *list in duplicate*, referring to slides by reference letter and number only. One copy will be returned, marked showing those sent.

3. Give postal address and nearest railway-station and name of railway. Slides will be sent by parcels post, or by parcels on rail, according to quantity, and at the discretion of the Custodian. The borrower will be advised of the date of despatch, and whether by post or rail.

4. Send remittance with order. Refund will be made for any slides that cannot be supplied. If remittance is made by country cheque, threepence must be added to cover cost of collection. Stamps not accepted.

5. Slides must be despatched on return in the course of the day following the lecture, and the postcard supplied filled in and sent at the same time.

Members requiring a set of slides for a series of lectures at near dates may book them for specified dates at the above rates for the first lecture, and at half rates for the succeeding lectures; but any of these slides required by other members between those dates must, unless the dates are so close as to render it impracticable, be temporarily returned, and carriage on them be paid both ways.

No member whose subscription is twelve months in arrear shall make use of the slides.

Three boxes, holding enough slides for a lecture, have been bought, and three travelling-cases for these, lined with thick felt for safety in transport.

The next issue of the MODERN LANGUAGE TEACHING will contain lists of additions to the collection, which will probably include slides of Paris and Versailles, Touraine Castles, old towns of Normandy, the Rhine, various German towns, and Phonetics.

APPEAL.

The Hon. Custodian makes the following appeal: The Modern Language Association has now nearly 1,000 members. Let us have a '1,000 shillings' Lantern Slide Fund. Will every member who can spare a shilling send it along right away? Each shilling means a slide, and an additional 1,000 would at once make our collection really useful. The number of inquiries already to hand for this season shows that the collection may prove of great use to the members, if only we can get enough slides to be of service in illustrating the lectures that members desire to give.

HAROLD W. ATKINSON.

CORRESPONDENCE.

A WORD ON THE OTHER SIDE.

BEFORE we all join in W. R.'s approval of the doctrines of M. Hovelague, it may be as well to look at his theories from more than one point of view, and to consider on what principles they are based and to what end they will lead us.

The first essential principle of M. Hovelague's system of language-teaching is that the pupil shall never be allowed to make a mistake. 'Il ne faut jamais demander à l'élève un effort qui puisse le conduire à l'erreur.' 'Toute possibilité de faute doit lui être évitée.' That is to say, he must never be called upon to do anything for

himself, or to think out anything for himself. For all thought involves the possibility of error, and no one ever yet learnt to think without making many mistakes, just as no child ever learnt to walk without tumbling down, and few boys ever learnt to ride without getting thrown. The pupil, according to M. Hovelague, must never be left to himself; all his tasks must be carefully prepared for him, 'toute la besogne mâchée pour lui,' just as food must be 'semi-digested' for people with weak stomachs. He must never be allowed to use books; grammars and dictionaries are 'perfides auxiliaires' (a favourite doctrine, by the way, with some extreme reformers, who appear to think that teachers are infallible); he must run to his instructor whenever he is in a difficulty. The sight of a boy standing on his own legs, wrestling single-handed with a troublesome task, inspires M. Hovelague with positive pity, and he draws a moving picture of the teacher searching out his pupil who has been wounded 'dans cette lutte solitaire,' binding up his wounds and showing him the light (a mixture of metaphors for which, let the kind reader observe, M. Hovelague must accept the responsibility). Being allowed to use neither the ordinary sources of knowledge nor his own wits, the pupil must rely solely on his teacher; he must learn every day afresh the great lesson that there is only one way out of a difficulty, and that is to ask somebody to help you.

If we accept these theories, put forward by M. Hovelague with persuasive eloquence and acclaimed with enthusiasm by W. R., it follows at once that the learning of modern languages ceases to be education. It no longer plays any part in brain-development. Mental effort alone can form mind, exercise alone can strengthen faculty. Mental effort, however, the pupil must not make, lest he should fall into error. He must never think. Thinking—or, at least, independent thinking—must be a most pernicious heresy in M. Hovelague's eyes. 'Es irrt der Mensch, so lange er strebt,' and anyone who thinks

probably goes wrong twenty times a day. Modern languages are, in fact, degraded to the level of shorthand; they become something which can be acquired mechanically. The head-masters of the public schools and the authorities at the ancient Universities are therefore apparently right, after all, in their contention that proficiency in French and German is no proof of mental ability. How, indeed, can it be, when it can be attained without a struggle? At most it is evidence only of a retentive linguistic memory. The Board of Education is apparently right in encouraging Latin at the expense of German. For Latin trains boys to use their brains, and it is certainly much more desirable to know how to use one's brains than to be able to speak German. It makes boys understand the joy of 'la difficulté vaincue,' and to find great joy in the conquest of difficulties is infinitely more important than to find pleasure in lyric poetry. If M. Hovelague is right in his analysis of the methods to be employed in learning the ancient and modern languages, then we had better devote all our efforts to Latin and Greek, and relegate French and German to the Berlitz Schools.

But, someone will say, M. Hovelague suggests that, in the later stages at least, difficult tasks should be set to boys. Indeed he does; he suggests the most difficult he can find—the translation of German and English lyrics. But observe what it is that M. Hovelague wishes the pupil to do. He is not to think out the *meaning* of the foreign text—that is to be done in class, the pupils and the teacher working together; no boy is to be allowed to attempt it for himself. The boy's task is limited to 'rendre en bon français ce qu'il a parfaitement compris en langue étrangère'—that is, it is less an intellectual than an artistic exercise, less an exercise of thought than an exercise in literary skill; taste is demanded rather than brain. The writer is not called upon to wrestle with the thought—that has been carefully done for him; what he has to do

is to put it into pretty words, a task which, as M. Hovelague says, is no doubt in its way extremely difficult, but it is not the kind of difficulty which is calculated to strengthen the thinking powers.

Here we touch what are to many of us the great weaknesses of the Reform Method—its disregard of the intellectual faculties and the one-sidedness of its aims. Of the former perhaps enough has been said; let us turn to the latter. What are the aims which, according to the more advanced Reformers, teachers of language should set before themselves? They have never, so far as I know, been distinctly formulated, but I am inclined to think that they may be considered as being mainly social and æsthetic. There is also, quite rightly, a purely utilitarian aim, but as this is probably regarded by most teachers less as an ideal than as a grim necessity, and as it has no special connexion with the 'Reform Method,' it need not be discussed here. The ideals of the advanced Reformers, then, are mainly social and æsthetic ideals. Foreign languages are to be learnt, first, as a necessary social accomplishment for purposes of intercourse with foreign people. The books read should be mainly the books people talk about—that is, comedies and novels. Success will have been achieved if a fair proportion of the pupils can in after-life hold their own in a foreign drawing-room, can follow French plays at the theatre, and like reading French fiction. Next, more especially in the advanced stages, the aim should be the æsthetic and emotional appreciation of imaginative literature. For when the advanced modern language teacher speaks of 'literature' he appears, for all practical purposes, to mean imaginative literature—poetry, plays and novels. The most important thing is, in his view, the study of such literature as a fine art. Translation must be practised as a fine art only, not as a means of getting inside the author's skin. Its object is to train the pupil's æsthetic sense, not his power of independent thought. It is literature as the expres-

sion of feeling and as a work of art that is to be studied, not literature as the record of fact and thought. To the classical master literature is the study of history, politics, philosophy, and so forth—the study, that is, of things quite as much as the study of words. To the 'Reformer' literature is the study of literary forms and literary values. Classical boys read 'study literature' as well as 'drawing-room literature'; modern boys read 'drawing-room literature' only.

Now, it may be admitted that the ideals which have been described as the ideals of the extreme Reformers represent certain aspects of education which have been neglected in the past, and to which it is well that attention should be called. At the same time, it is evident that there are some very large omissions in their schemes of literary education. The more strictly intellectual faculties are left out in the cold—brain-development does not appear to have a very large place; mental and moral self-reliance and the power of thinking about difficult subjects are not much considered. In a word, the intellectual ideal is missing; it has been driven out by the social and æsthetic ideals. It is the man of the drawing-room that is to be produced—the man who can talk, who can enjoy art and light literature, who is at home in society; not the hard thinker, the sturdy worker, the man who is at home in the bustle of life or in the company of students. Consider, once more, the advanced teacher's attitude towards translation. The old idea of translation was that it was an intellectual exercise. What the master looked for in the result was not so much artistic effect as evidence of mental effort. He was not greatly disturbed by the presence of clumsy language, or even by mistakes, if the work showed signs of conscientious and independent thought. The process was to him more important than the result. The question to be asked about all exercises in the manipulation of words, not only translation, but also paraphrase, and even Latin verse, was not, Is the result pretty to

look at? but, Has the process done the boy good? Of course, the result in a large number of cases was not pretty to look at. Wherever there is independent intellectual effort, there will be a considerable proportion of failures. If you set thirty boys a piece of translation which is sufficiently difficult to call out the energies of the more able, there will certainly be a good deal that is ugly sent in by the duller ones. And the modern teacher is shocked by this ugliness; it offends his æsthetic sense, and therefore he contends that translation should never be attempted, except under such conditions as will secure that there shall be no 'howlers' and as little ugliness as possible.

At bottom it is a question of educational values. The old teacher believed that the strengthening of intellectual faculty was the first benefit the pupil should derive from literary study, and contact with the mind of the author the second. Æsthetic appreciation and literary skill were excellent things, but in his scheme they came only third and fourth, and were for the most part the concern of only a minority of his pupils. A considerable section of the teachers of the present day—not modern language teachers only, but also teachers of English—seem to be moving in the direction of reversing this system of values. The artistic side of literary studies with them is put first, the assimilation of ideas and information and the cultivation of faculty second. The old education regarded the boy first and foremost as a mind that had to be trained and disciplined; the new education seems inclined to regard him rather as a bundle of sensory nerves that have to be stimulated.

A system of literary education which makes social accomplishments and æsthetic cultivation its main aims, and neglects intellectual discipline and training in habits of self-reliance and solitary thinking, which views with nervous apprehension a girl who makes a mistake and with motherly pity the boy who is set a difficult task, is, I am convinced, too alien

to the genius of our race ever to find much favour in this country. But there is a grave danger that such utterances as those of M. Hovelague and the support given them in MODERN LANGUAGE TEACHING may furnish strong arguments to those who are opposing the more complete recognition of modern language studies by the public schools and the old Universities. The abolition of compulsory Greek at Oxford will not be made easier if a picture of teachers shuddering at the thought of boys being compelled to do a piece of translation all by themselves is held up before the eyes of Convocation!

B.

[W. R., to whom the above letter was sent for an expression of opinion, writes: 'I regret that owing to pressure of work I am unable to reply at length to B.'s letter. I hope it may give rise to a good discussion. . . . In the early days critics accused the Reform teachers of encouraging grammatical inaccuracy; now that the Reform teachers are devising means to prevent mistakes, they are charged with discouraging independent thought.']



THE NEGLECT OF GERMAN.

May I call your attention to an erroneous statement in the last number of MODERN LANGUAGE TEACHING?

On p. 156, under 'Cambridge University,' the statement is made that 'The falling off in German and the increase in French is largely explained by the practice of the women's colleges to encourage students to take Section A, and either C or E, and not the combination C and E.'

This is certainly not the case at Newnham College, and I believe not at Girton College. I have at present before me a list of the Modern Language students entering Newnham College next October, with both the sections which each candidate intends to take already filled in. When, as rarely happens, a student comes up undecided as to her course, it is generally because the question whether

she is good enough to take one of the philological sections (B, F, D) has to be discussed with the lecturers.

In the case of the modern sections A, C, E, a candidate who came to college prepared to work at any two of the three, as the lecturer might suggest, would be either unusually well or unusually badly prepared. The explanation of the most regrettable falling off in German at Cambridge must surely be sought in the previous stages of the student's education.

Another fact which impugns the validity

of your contributor's explanation is that in each of the last six years (I have not troubled to look farther back) there have been more Newnham candidates taking C and E than A and E.

M. STEELE SMITH

*(Director of Studies in Medieval
and Modern Languages,
Newnham College).*

Newnham College,
Cambridge,

August 29, 1910.

FROM HERE AND THERE.

BANGOR UNIVERSITY COLLEGE.—Modern Language Exhibitions of £10 (to attend vacation courses abroad) have been given to Margaret E. Hewitt and J. Helen Rowlands.



CAMBRIDGE, GIRTON COLLEGE. — A Studentship of £40 has been awarded to Miss I. M. Massey (Medieval and Modern Languages Tripos, 1908, Class I., with distinction in French and German, 1909, Class II.); the Therese and Montefiore Memorial Prize (about £64) to Miss M. Seaton (Medieval and Modern Languages Tripos, 1909, Class I., with distinction in French, 1910, Class I.); and the Charity Reeves Prize for English to Miss A. K. Kinross.



CAMBRIDGE, NEWNHAM COLLEGE.—A Mathilde Blind Scholarship has been awarded to D. E. Keatch, James Allen School, Dulwich, and E. Ord, Clifton High School, who were equal, for Modern Languages.



DURHAM UNIVERSITY.—It is the Rev. Henry Ellershaw, M.A., who has been made Professor of English Literature. We regret that in our last number the name was incorrectly given.



EDINBURGH UNIVERSITY.—The Lanfine Bursary in English (£35 a year for two

years) has been awarded to Catherine M. M'Lean.



GLASGOW UNIVERSITY.—Dr. William Wallace has resigned (on grounds of health) the Lectureship in Scottish Literature, and Sir George B. Douglas has been appointed in his place.

Mr. Fernando Agnoletti, D.Litt., has resigned the Lectureship in Italian Language and Literature.



LIVERPOOL UNIVERSITY.—A Scholarship in Modern Languages and Literatures has been awarded to Henry Alexander, and a Scholarship in English Literature to Edith Birkhead and Helen S. Kermode.



LONDON UNIVERSITY.—A Scholarship in English has been awarded to Elsie Chick, University College; and a Scholarship in German to H. N. Fryer, University College.



LONDON UNIVERSITY, ROYAL HOLLOWAY COLLEGE.—Scholarships of £60 for three years have been awarded to A. D. Askew, Fulham Secondary School, for English and History; to A. J. M. Flewett, Blackheath High School, for French and German; a Scholarship of £45 for three years to A. J. G. Hewitt, Streatham College, for English, with credit for History.

LONDON UNIVERSITY, UNIVERSITY COLLEGE.—A Scholarship in Modern Languages and History has been awarded to W. Strang; the Morley Medal and Prize (English Literature) to Gilbert Porteous; the Early English Text Society's Prize for Languages to Winifred O. Hughes; the L. M. Rothschild Prize (French) to C. Gill; the Fielden Research Scholarship (German) to Margaret A. Körner; and the Hermann Silver Medal (German) to W. E. Collinson.



LONDON UNIVERSITY.—The Seventh Annual Holiday Course for Foreigners was attended by 256 students from fifteen countries. This total (the limit that had been fixed) was reached some weeks before the Course began, and between eighty and ninety applications had to be refused. The next Course will last from July 17 to August 11, 1911. A number of applications have already been received.



OXFORD UNIVERSITY.—The results of the last examination in the Honour School of Modern Languages may be analyzed as follows (F = French, G = German):

	<i>Men.</i>	<i>Women.</i>	<i>Total.</i>
First class...	2 F	2 F 1 G	4 F 1 G
Second class	3 F 1 G	5 F 2 G	8 F 3 G
Third class	2 F	1 F	3 F
Fourth class	2 F 2 G	—	2 F 2 G
Ægrotat ...	1 F	—	1 F
	13	11	24

The following are the results in the Honour School of English Language and Literature:

	<i>Men.</i>	<i>Women.</i>	<i>Total.</i>
First class ...	—	4	4
Second class ...	6	8	14
Third class ...	9	8	17
Fourth class ...	—	2	2
Ægrotat ...	1	—	1
	16	22	38



OXFORD UNIVERSITY.—The Curators of the Taylor Institution have elected Dr. Karl Jost, of the University of Basle, to the Taylorian Lectureship in German,

rendered vacant by Dr. Budde's return to Germany.



OXFORD, SOMERVILLE COLLEGE.—The Clothworkers' Scholarship (of £50 for three years) has been awarded to K. E. Chester, of King Edward's High School for Girls, Birmingham, for French; an Exhibition of £25 has been awarded to L. P. Scott, of Bath High School, for German; and Exhibitions of £20 have been awarded to S. D. Scott-Scott, of St. Paul's Girls' School, for French, and A. A. Harris, St. Felix School, Southwold, for German.



At the Borough Polytechnic Institute, Mr. A. E. Appleton, B.A. Oxon., Assistant-Master at Watford Grammar School, has been appointed French and English Master, and Mr. B. W. Phillips, B.A., part-time German Master.



Miss Margaret S. McFie, of the Society of Oxford Home Students, has been elected to the Fellowship granted annually to the Association for the Education of Women in Oxford. Miss McFie obtained a first class in the Honour School of Modern Languages (French) at the examination held during the last term, and proposes to continue her studies in France.



Miss BESSIE H. A. ROBSON has been made *Officier d'Académie* by the French Minister of Education for services rendered in connexion with the Edinburgh Vacation Courses. We offer her our warm congratulations on the honour which she has so well deserved. A large number of French students attend the Edinburgh Course, keeping up the long-established Franco-Scottish connexion.



Mr. G. A. VOWLES, who took the German Honour School at Oxford last June, has been appointed Associate Professor of Germanic Philology in the Fargo University College, North Dakota, U.S.A.

A young German lady, who has just gained a certificate of teaching capacity from the Nürnberg Seminar, desires to find a post-*au pair* in an English school. Communications should be addressed to Mr. L. von Glehn, 14, Warkworth Street, Cambridge.



LA SOCIÉTÉ ACADÉMIQUE.—The garden-party held in the grounds of Bedford College, Regent's Park, was attended by the large number of 550 members, and was the most successful yet held. The committee desire to express their gratitude to the authorities of Bedford College and to Miss Tuke, who so kindly allowed the use of their beautiful grounds. The programme arranged by the French mistresses and girls of the St. Saviour's and St. Olave's School was received with great enthusiasm, as it well deserved to be. Miss Frodsham, the Head-Mistress of this school, has very kindly consented to become President for the ensuing year. The committee and members thank Miss Clark, Head-Mistress of Lady Holles's School, most heartily for the very kind way in which she has carried out her presidential duties during the past year.



The visit of a party of German students to London, Cambridge, and Oxford, arranged by the Anglo-German Students' Committee, was very successful. It was well written up in the press, and all we need do here is to congratulate the Committee on initiating this useful work, and to hope that they may continue and extend it.



The Japanese Exhibition at Shepherd's Bush has attracted much attention, and has helped us to know a little more of our friends in the Far East. It is desirable in every way that the interest that has been aroused should not be allowed to decline. Mr. Nomura, Professor at the *Gakushūin* (Nobles' School), Tokyo, informs us that his pupils are very keen to exchange picture postcards with the boys of an English school. They would write on

theirs in the best English that they can command. There are forty boys in the class, and their age ranges from thirteen to sixteen years. Mr. Nomura suggests that in the first place the cards should be sent to 'No. 1 Boy (No. 2 Boy, etc.), Third Year Class of the *Chūō-ka* of the *Gakushūin*, Tokyo.' We should like to receive a similar offer from one of the great Japanese girls' schools.



A correspondent sends us the following note:

There are people who hold that the textbook one uses is of quite secondary, or even tertiary, importance. I did until quite recently, but I have changed my opinion, and for this reason:

During the past twelve months I have been using in my classes a little book called *Épisodes en Action*. It consists of a series of scenes from French everyday life. They are arranged for three, four, or five players, and are of graduated length and difficulty.

From the first the work was taken up enthusiastically by all four classes in my charge, and whenever there was any cause or opportunity for such a request, I was always greeted with, 'Please, sir, may we have *Épisodes*?'

The boys thoroughly enjoyed acting these little scenes, and as to learning them, there was no difficulty, one group of boys going so far as to learn scenes on their own initiative and *in their playtime*, to act for the benefit of the others.

But it was only the other day that I learnt the full extent of their enthusiasm—I was asked to attend a meeting of the Episode Club! About twenty-five boys from the various classes using *Épisodes en Action* had formed the club for the further study of French out of school hours! The word 'surprise' hardly expresses my sentiments; but I was, of course, immensely pleased, and I didn't need any pressing to attend the meeting.

The committee, it seems, had decided that the scope and sphere of the club were

inadequate to its growing requirements, and that the name would have to be altered to meet the enlarged scheme.

At a delightful meeting it was decided to call the club the Victor Hugo Society.

The members bound themselves—

1. To pay a small monthly subscription, the proceeds of which to be used in the purchase of (a) a weekly French illustrated paper; (b) tickets (drawn for by lot) for the French plays that are performed in London from time to time.

2. To speak only French one hour per day (this has since been reduced to half an hour).

3. To write a letter in French at least once a month (these letters are exchanged with certain pupils at a French *collège*).

4. To form a library of French books for the use of the members.

5. To go for rambles during the holidays, speaking French for a fixed portion of the day.

6. To try and persuade their parents to let them have at least a week in France during the summer holidays.

I accepted with pleasure the office of president, but the whole thing was cut and dried before I came on the scene. They had decided whom they would have for 'vice' (a boy of quite unusual organizing capacity), and for secretary, and the committee elected were practically the old committee of the Episode Club. The latest talk is of a magazine to be produced by the members, but I sincerely hope I shall not be asked to correct the proof-sheets. Enthusiasm is in itself so beautiful that one shrinks from doing the slightest thing to damp or damage it.



The following notice about posts in France appears in the June number of *Les Langues Modernes*:

COMMISSION DE PLACEMENT.

Les membres de la Société des Professeurs de Langues vivantes ont, sans nul doute, appris avec plaisir la constitution d'une Commission de placement. Le Bureau et le Comité ont pensé que cette

mesure était appelée à rendre de réels services et répondait au vœu de tous. Des demandes de postes en France et à l'étranger pourront donc être adressées aux membres de la Commission de placement. Ces demandes seront transmises à Mlle Sanua, secrétaire générale de la Société des Institutrices diplômées. La Société des Institutrices diplômées, de fondation récente, s'est donné pour tâche de faciliter aux jeunes filles l'obtention de places convenablement rétribuées et d'aider celles que leurs aptitudes et leurs brevets ont poussés vers l'enseignement et le préceptorat à trouver des situations dignes d'elles.

Les demandes de postes sont gratuites pour les membres de la Société des Professeurs de Langues vivantes; c'est dire que toute personne étrangère à notre Association désireuse de bénéficier de nos moyens d'action et des moyens d'action de la Société Sanua devra s'affilier à notre groupement professionnel. La Commission de placement ne saurait s'engager, d'une façon absolue, à donner satisfaction à toutes les demandes qui lui parviendraient; mais elle a le ferme espoir de les voir couronnées de succès; en tout cas, elle s'engage à faire les démarches nécessaires et à témoigner aux intéressées son entier dévouement.

Toute demande devra être accompagnée de renseignements précis sur l'âge de la postulante, sur le genre de situation qu'elle désire et, s'il y a lieu, sur ses états de service antérieurs.

Les postes d'*assistantes* ne sont pas du ressort de la Commission de placement.

Les demandes pourront être adressées dès le 1^{er} juillet 1910, à :

Mlle Weiller, professeur d'allemand au Lycée Racine, 15, rue Trézel, Paris;

M. H. Dupré, professeur d'anglais au Lycée Montaigne, 164, rue de Vaugirard, Paris;

M. Garnier, professeur d'anglais au Lycée Henri VI, 1, rue Vauquelin, Paris;

M. Lavault, professeur d'anglais au Lycée Janson - de - Sailly, 16 bis, rue Dufrénoy, Paris.

GOOD ARTICLES.

JOURNAL OF EDUCATION, August, 1910: The Importance of the Historical Novel (J. H. Harris). September, 1910: The Compulsory Evening School: A Preliminary Survey; Henry Weston Eve.

THE SCHOOL WORLD, July 1910: The Position and Training of Teachers in German Schools—I. Elementary Schools (T. F. A. Smith). August, 1910: The same—II. Secondary Schools (T. F. A. Smith); The Education of the Adolescent. September, 1910: Testing Intelligence (J. L. Paton); Variant Types of Curricula in Secondary Schools (S. A. Burstall); German Schools—A National System (T. F. A. Smith); Relations between Uni-

versity and School Education (H. A. Miers). October, 1910: The Examination of Intelligence in Children (O. Lippmann). *THE EDUCATIONAL TIMES*, September, 1910: Henry Weston Eve.

REVUE DE L'ENSEIGNEMENT DES LANGUES VIVANTES, September, 1910: L'Enseignement des Langues Vivantes dans le Deuxième Cycle (E. Hovelague).

DIE NEUEREN SPRACHEN, August, 1910: Über die Vermittelung eines praktischen Wortvorrats im neusprachlichen Elementarunterricht (B. Herlet); L'Application du Phonographe à l'Enseignement (L. Weill).

EDITORIAL NOTE.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 1st of February, March, April and June, and the 15th of July, October, November and December. The price of single numbers is 6d.; the annual subscription is 4s. The Journal is sent free to all Members of the Modern Language Association who have paid their subscription for the current year.

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

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

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

Contributions and review copies should be sent to the Editor of *MODERN LANGUAGE TEACHING*, 45, Ladbroke Grove, London, W. The Editor is assisted by an Advisory Committee, consisting of Messrs.

R. H. Allpress, F. B. Kirkman, Miss Purdie, and Mr. A. A. Somerville.

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

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

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

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

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

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

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

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN
LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMMANN

WITH THE ASSISTANCE OF

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

VOLUME VI. No. 7

November, 1910

DISCUSSION COLUMN.

THE TEACHING OF COMPOSITION.

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

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

The questions concerning each which call for discussion are :

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

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

F. B. KIRKMAN,

The Three Gables,

Letchworth,

Herts.

III.—MISS F. M. S. BATCHELOR.

(Grassendale, Southbourne-on-Sea.)

NOW that the teaching of composition has been considered from a general point of view, it will not be out of place to offer a

few remarks on the difficulties which confront us in our attempt to carry into effect the principles that have been put forth by previous contributors to the discussion. I venture to make them in the hope that other teachers will tell us how they

deal with the various points, especially with the correction of free composition, and that thus the discussion may prove to be of practical value, since in the multitude of counsellors there is wisdom.

The main difficulties in teaching free composition from the earliest to the latest stages fall under four heads: 1. Vocabulary; 2. Adequacy of expression (*i.e.*, sufficiently developed sentences); 3. Accuracy in the use of accidence; 4. The correction of shortcomings in 2 and 3.

Personally, I do not consider that the choice of subject-matter need cause much trouble. We always have the reading-book to fall back upon for reproduction, dramatization or elaboration in the earlier stages, while in the later stages short stories may be read aloud, or material for general and literary compositions may be drawn from lessons on more general and literary subjects.

The use of the reading-book as a basis for composition has the advantage of giving material within the range of the pupil's vocabulary—a very important point—and I have even found it useful with a backward or stupid division to set an incident or short story to be learnt by heart, and then have it reproduced as a composition with a change of person or tense. But as soon as one goes outside the reading-book for subjects, the difficulty of vocabulary becomes a very real one, especially if the use of a bilingual dictionary be discouraged, and a composition has to be prepared beforehand with the class. In this case the subject may be discussed orally in the lesson; the words needed will be suggested by different members of the class or given by the teacher, written down and learnt. This also gives an opportunity of dealing with the putting together of the material, and of suggesting what goes to the making of a composition in any language, English or French.

Adequacy of expression is not to be dealt with so easily. A well-balanced sentence is no easy matter when one is still struggling with moods and tenses, and in free composition the teacher cannot

oblige the pupil to grapple with difficulties of construction as he can in prose composition. The only way of dealing with this difficulty seems to be to give plenty of reading, much practice in writing, and in learning by heart of good prose, especially prose which deals with everyday things, though occasional exercises in adding subordinate clauses to unfinished principal clauses may prove helpful in teaching the pupil how to expand sentences.

Accuracy in the use of accidence is a snare even for the best, and more especially for those pupils who have learnt their modern languages from foreign nurses or governesses. How often does one despair over 'j'avait' or 'j'avez,' while unfailing agreement of subject and verb seems almost too much to hope for!

These two points bring me to the last—viz., how to correct free compositions. As each pupil writes a different version, class-teaching in the ordinary sense of the word is out of the question, except in the case of a mistake common to several exercises, while many corrections written in take up much of the teacher's time and make but little impression on the mind of the pupil. This is a very practical difficulty, especially if the class is at all large. I have tried marking the kind of mistake in the margin—*e.g.*, T. for tense, G. for gender, etc.—and letting the pupils find out the correction needed, and then going round the class and taking individual difficulties, especially faults of style. The eradication of such mistakes as 'j'avait' needs endless patience and writing out of rules and corrections, though it is rather consoling to find that French children, and even grown-ups, often make the same mistake, and certainly French teachers treat it with much less severity than we do.

In some ways the teaching of prose composition offers fewer difficulties than the teaching of free composition; this applies especially to the correction of the exercises, as it is easier to correct and explain mistakes which are more or less common to all. But prose composition is, as it were, the coping-stone of the

edifice, and should not be taken till the pupil is sufficiently at his ease in the foreign language to be able to get away from the English and to express the sentence rather than the words. He must be master of a fairly large vocabulary, and here, again, preparation with the teacher is much more likely to have good results, even in the worrying out of the rendering of difficult words, than constant reliance on a dictionary, and that without undue lightening of his work, since the teacher will guide him in the choice of the best, and the best only. If the whole prose, or difficult words and phrases, be first worked through with the class, then written out and corrected, and finally the fair copy learnt and said from the English,

there will be plenty to tax the pupil's intelligence and power of concentration, while it cannot fail to impress itself upon his mind. I am convinced that it is only the best pupils who should do prose composition; it is too hard a nut to crack for those who are not very fairly fluent to begin with.

Oral composition is a great help to fluency both in speaking and writing, and I should be much interested to learn how it is to be done satisfactorily with a largish class in a period of forty or forty-five minutes, unless small sections of the class are taken separately and the rest employed with writing work meantime, a plan which has distinct disadvantages.

HOLIDAY COURSE IMPRESSIONS.

BERLIN, INSTITUTE TILLY.

ADMITTEDLY the pleasantest way to learn the language of a country is to share the life and conversation of a family. But those who are concerned with systematic knowledge find this method insufficiently thorough and orderly. For such the Tilly Institute, near Berlin, is a unique combination of both kinds of advantages, for it is a family transformed into an institute, *quale portentum!*

Herr Tilly began his Institute eighteen years ago, while he was still a lecturer in Marburg University. Since then it has evolved into something much more complex, and occupies the whole of his time. It is located in a large house in Gross-Lichterfelde, one of the remotest and pleasantest suburbs of Berlin. The house itself has accommodation for twenty students, but many others have rooms near, and there have been at one time as many as forty students. Naturally, when the German members of the Institute are so outnumbered, the rule that, with exception of necessary correspondence, no English be spoken, read, or written by any student during the whole of his stay,

is very necessary, but perhaps somewhat precariously observed. Tuition can be had in French, Italian, Spanish; special courses are given on the pronunciation of Sanscrit, Hebrew, Greek, Latin, Middle High German, Old English, Chaucer, and Shakespeare; but the greater part of the time is devoted to teaching on a phonetic basis the pronunciation of modern German. The time-table is a well-planned one, and attendance at all the morning lectures and some of the evening courses is compulsory. Only a small number of students attempt a second language (usually French), for Professor Tilly is a man with a system—a system so entirely foreign to English and American University methods that most students quickly realize the wisdom of concentration. Let it not be thought that this system may be taken literally as an example and mechanically reproduced in other lands and places. No one could draw Achilles' bow. The Institute Tilly should be studied as a work of art, whose function is not to dictate, but to inspire. Herr Tilly is not only capable of giving phonetic drill and grammatical discipline, but he can inspire one with enlarged ideas

of conscientiousness, thoroughness, and exactitude in work; he has the enthusiasm and concentration of a true artist, and at the same time that fervent hero-worship for the greatest things in literature, art, and music, which is the most valuable gift a teacher can impart. Accordingly, he is no drill-sergeant, fanatically insisting on the details of his rule-book, but a 'virtuous man' in the Aristotelian sense—one who has independently fashioned for himself a high standard of morals and of culture, and is therefore fit to help mould the characters of other citizens. It is not unjustly that Herr Tilly claims that his Institute is a school of character.

There are fifteen teachers in all, six of whom give conversation lessons only. The time-table for the majority of students is somewhat as follows; the courses marked by an asterisk are given by Herr Tilly himself:

and incessant questioning, reading aloud, alone, and in chorus. There is no lecturing; reading from manuscript is unknown; and there is very little opportunity for the taking of notes, which to the University student is so often a comforting guarantee that he has attended a lecture and brought away something tangible which will be invaluable to him three weeks before his Tripos. Herr Tilly does not require and will not allow paper diligence. His students must drop the usual lounge over the unhygienic desk, and learn 'sich zusammen zu raffen, und straff zu sitzen' before a desk with a shelf below for text-books and copy-books not actually in use, and a top which can be adjusted to form a book-rest (and not an elbow support!) when reading aloud in chorus is the order of the day. In short, of the two most frequently used lecture-rooms, the one has the almost identical appearance of an English elementary school class-room, and the other

STUNDEN PLAN.

	MONTAG.	DIENSTAG.	MITTWOCH.	DONNERSTAG.	FREITAG.	SONNABEND.
8-9.	Deutsch.*	Shakespeare* auf Deutsch.	Deutsch.*	Deutsch.*	Deutsch.*	Deutsch.*
9-10.	Botanik* oder Deutsch Gespräche.	Geschichte der Deutschen Sprüche,* oder Brieflesen.	Opern* oder Bilderhefte.	Homer auf Deutsch* oder Kunst Lesen.	Kunst* oder Schreiben.	Philosophie* oder Lesen.
10-11.	Französisch* oder Kunst Lesen.	Phonetik* oder Lesen.	'Hermann und Dorothea'* oder Lesen.	Französisch* oder Bilderstunde oder Grammatik.	'Italienische Reise'* oder Lesen.	Französisch* oder Bilderstunde oder Grammatik.
11-12.	Französisch* oder Schreiben.	Französisch* Bilderstunde oder Grammatik.	Französisch oder Schreiben.	Französisch* oder Schreiben.	Französisch* Bilderstunde oder Grammatik.	Französisch* oder Schreiben.
12-1.	Deutsch.*	Briefe.*	Deutsch.*	Deutsch.*	Das Neue Testament.*	'Der kleine Deutsche'* (Kron).
1'45-2'15.	Singen* oder Lesen.	Singen* oder Lesen.	Singen* oder Lesen.	Singen* oder Lesen.	Singen* oder Lesen.	
4-5.	Sanskrit, Hebräische, Griechische, Lateinische, Alt-Englische, etc. Phonetik.	Prüfung.	Prüfung.	Prüfung.	Prüfung.	
5-6.				Aussprache* von Chaucer und Shakespeare.		

All these subjects are taught—vigorously taught—with blackboard, pictures, illustrations of all kinds, anecdotes, strenuous

is adorned with wall-pictures, models, and other such equipment of a Kindergarten. Some of us learnt for the first time to look

steadily and consistently at a blackboard or a map, to answer only when a question was directly addressed to us, and not to murmur our private impressions in a general sort of way; not to listen for a while and then take a short mental nap or indulge in a little critical reflection, honouring the lecturer with our approving attention only when he became 'more interesting.' No; one must listen the whole time, from point to point, consecutively. If the matter be easily understood, one is sure to be called upon to answer or explain something; if the mind is just beginning to grasp the meaning, one must exert oneself to retain some of the expressions used; if no meaning at all is conveyed to the rather unhappy and bewildered beginner, then he must remember that 'Aller Anfang ist schwer,' and, above all, not rest upon that consoling thought, but concern himself actively with the tone, accent, and stress of unknown words, confident that sound-memory, if sedulously cultivated, will soon set up associations of ideas, and, by some mysterious psychological process, the strange and unknown become changed into the known and familiar. And so the upbuilding goes on from day to day.

Of course, the sensible student will make some written record of the day's or the hour's impressions—*e.g.*, (1) new words understood, to be referred to repeated, used when opportunity occurs; (2) new words not understood, to be looked up in a dictionary, or, better still, in the mind of a cleverer friend. That a dictionary may be useless is an interesting discovery. Some of us had built no small hopes on the possession of one, and felt a little injured that the German luggage-rate prevented us from packing a Grieb, Flügel, or Muret-Sanders. Eight weeks later we felt a great desire to consign the dictionary to a German waste-paper basket. Some foolish notion of false economy deterred us. Does a dictionary change its value on English ground, we wonder, or will it merely stand in the bookcase as a warning?

There is very little time for private

reading at the Institute Tilly. Some make this a grievance, and the question is one that needs careful consideration. Again we must face the system. The Institute affords this interesting experience—that one can live a strenuous intellectual life for two months without reading ten consecutive pages in any book. The result is an exhilarating freshness and instantaneousness in one's mental attitude. One learns, what is hard for academic minds to learn, that Life is a living, moving thing, and not the reposeful material of books. The English student considers private reading in University or college library of great importance. His lectures and his lecturers direct his studies, and he sometimes comes to regard the spoken word as a welcome break, a sort of mental relief, after long hours of thoughtful reading. Comparative Phonetics is not a subject to be treated in this way, and according to Professor Tilly the teaching of modern languages means Comparative Phonetics. We still cling blindly to the written word, 'die heilige Orthographie'; the ignorant copy it slavishly, the learned cherish its historical indications, its inaccuracies, and its quaintnesses. But it is good to look at language as a living thing, to secure a firm grasp of the speech of a people—that ever-changing, ephemeral thing we call Standard Pronunciation—and to regard this as a necessary and indispensable preliminary to the further understanding of a nation's life and literature.

It is easy to write this, and easy to say that it is but another plea for, and reiteration of the advantages of, the Direct Method in the reform of Modern Language teaching. It is a harder thing, however, to cease being merely theoretical, and at the Tilly Institute the practical outcome is interesting. It means that some thirty students, including heads of schools, lecturers, medical men, military and naval officers, journalists, undergraduates and schoolboys, must provide themselves with hand-mirrors (which naturally vary from large shaving-mirrors to tiny pocket look-

ing-glasses, price 10 pf., with German mottoes on the back), and on the stroke of eight every morning must one and all, old and young, take 'Spiegel in die linke Hand und Stimmbänder kontrollieren mit der rechten,' and, at the word of command, turn towards the light, and on the various 'Articulationsstelle' enunciate sounds, existent and non-existent in actual speech; it means that some Oxford Honours man may be called upon to point out, on a large wall-map, the dividing-line between north, middle, and south German speech, and will, with manifest nervousness and hesitation, grope wildly about with a long pointer, trying to find Cöln, Cassel, and Poland, and perhaps eventually retire confused and discomforted to his seat; that the graduates, lieutenants, art critics and the rest, sit dumb and helpless while the Professor's small daughter, ten years old, comes forward to indicate on the blackboard the initial sound in the Japanese word, Fkaku.

Every morning from Monday to Friday a simple German sentence with its English translation is written in phonetic script on the blackboard, and treated as a musical phrase. The students pronounce in chorus, first the sounds (not the letters!), then the syllables, then the word-group, and finally the whole sentence. Such sentences are day by day repeated, always with careful theoretical study of the sounds of both languages; and fruitful, indeed, is practicality! Some students, it is true—a small and mutinous band, who have, by some mistake, come to the Tilly Institute to learn German without the wish to lay stress on the pronunciation—persist in regarding phonetics as an additional subject, unconnected with their general purpose; and their presence at the first *Stunde* is but a polite, or rather a necessary, concession to Herr Tilly's unintelligible fanaticism for phonetics. (It would be delightful if this article were clear and emphatic enough to prevent anyone with a genuine interest in German literature, but with an ear incapable of phonetic subtleties, from joining this

unfortunate minority.) Some others are satisfied, and rightly so, when they have mastered, with an exactitude that the most fluent products of other systems can never attain, the differences, hard or easy, subtle or clear, between the 'l,' the 'r,' the 'sh,' and especially, of course, the vowel sounds of both languages. Some, finally, come to see that through Comparative Phonetics a new world of sound-study has been opened to them, that by means of the vowel triangle Umlaut can be understood, that Phonetics and Grimm's Law may have some connexion with each other, that philology is being transformed, and a new basis of poetics formulated.

The students are divided by examination into various groups, mainly two: the beginners, and the more advanced. Everyone must begin in Group I., and, by examination in phonetic script and orthography, make his way into Group II. Group II. has distinct advantages, one being that two evenings in the week are quite free from obligatory lessons, and the work itself is far more interesting. Picture-lessons, fairy-tales, and German *Handschrift* day after day do tend to become a little monotonous. The strain on the memory is great, and a good deal of the work—e.g., the copying of corrected exercises—is very mechanical; and there is no escaping, for Herr Tilly himself examines the exercise-books every Saturday morning, and receives a report from each student about his attendance at the conversation and evening lessons.

The *Kunst* lessons, given by Herr Tilly and members of his family, are delightful. They are excellent as language lessons, but their wider educational value cannot be too highly praised. It is to be hoped that this feature of German method will soon be common in English schools. The works of art chosen for detailed study are those that can be seen in Berlin, and it is a very stolid and unappreciative student who is not soon sufficiently interested and enthusiastic to spend some part of his free week-end in the picture-galleries and

museums there. Herr Tilly has almost every week photographs and models of ancient temples, works of art and antiquarian treasures, sent him from world-travellers who came to his Institute as burly Philistines many years ago, and have received from him their first interest in art.

We have written appreciatively and, it must be added, gratefully of a two months' holiday course at the Institute Tilly, but Herr Tilly by no means recommends such short courses. The time-table is not specially arranged for the students who can only stay a short time. One makes beginnings of many things and receives a host of new suggestions and fresh impressions, all to be fruitful later, we hope; but such hurried work has its drawbacks. This is recognized in the prospectus, and whereas formerly students were allowed to come for a month, none are received now for less than six weeks, and a prolonged stay of three or six months is strongly advised. This allows time for a thorough grounding in Phonetics, and students are encouraged to work for the examination by Professor Viëtor at Marburg for the German Diploma of the International Phonetic Association. The Group examinations in the Institute are useful preparation for this. They include:

1. Phonetic transcription of German dictation.
2. Orthography of the same passage, with explanation of the punctuation and spelling.
3. Learning by heart, and reading at sight from phonetic script, as pronunciation tests.
4. Description from model of the speech organs.
5. Study of German sounds, with black-board illustration of their production; also comparison of similar English, German, and French sounds.
6. English phonetic transcription, with study of peculiarities of dialectal and American speech.

Such being Herr Tilly's object, most of the drawbacks attending a short holiday

course at the Institute must not be attributed to the system, but rather to the limitations of those who disregard the statement of the prospectus. It is but fair to mention these drawbacks. To those who come with no knowledge of phonetics progress seems at first very slow. They despond because no definite result is obtained after a minimum of seven hours a day compulsory work. No books have been read through, and only scraps of composition done. It is very difficult to get rid of the old habit of book-work and the longing for quiet time for reading. So much phonetic drill is very tiring when the ear is unaccustomed to fine differences of tone—many an American must study southern English as if it were a new dialect, and even the educated Englishman mumbles his mother-tongue in a manner utterly opposed to the clear and energetic articulation of the foreigner, and he has infinite trouble to distinguish between and correctly produce *e*, *ε*, *æ*, *a*, *g*, *θ*, etc. His joy, when he thinks he has detected a difference, and set down the correct phonetic symbol thereof, duly adorned with the requisite number of 'damned dots,' too frequently finds utterance in a satisfied growl: *öü ja!* But even this impulse of joyous expansion is checked when he realizes from the expression on the faces of the initiated that he ought to have exclaimed: '*ax zo!* All this is apt to be trying.

On dark days the absence of systematic grammatical instruction worries one too, and there comes a vulgar craving for repetition of declensions and verb paradigms, and an angry detestation of the idiomatic sentences whereby Jopp seeks to inculcate the régime of the various prepositions. The beginner, too, must bear a curious sense of forcing process, a would-be evolution with nothing to evolve, no associations to evoke, and yet a constant claim upon the empty mind. These morbid sensations, however, are but the penalty of ignorance, and the unhappy beginner in the early days, after his morning's work of five *Stunden* with

intervals of drill and breathing exercises, followed by *Mittagessen* with its further claims on his vocabulary (and digestion !); then by a *Gesangstunde* with gramophone and pianola renderings of classical music, and the singing in chorus of *Muss I den . . . , Crambambuli . . . ,* etc., is mercifully too exhausted to speculate, and simply sleeps. One such unfortunate was known to sleep on from 2.30 p.m., unconscious of cocoa at 3 p.m., of conversation lesson at 4 p.m., of leisure at 5 p.m., of *Abendessen* at 6 p.m., to wake up refreshed about 7.30, after the evening *Stunde*.

Sleep, however, is but the refuge of the newcomer. The duly accustomed learn to appreciate the German conception of the sacredness of *Arbeit*, and from that broad stepping-stone pass on into the calm regions of divine philosophy, conscious of strange new *Aetherschwingungen* and marvellous *Empfindungen*. Even the most single-minded enthusiast has three sides at least, and the three sides of Herr Tilly are Phonetics, Philosophy, and Music; nor would it be unbalanced to say that his antipathies against Wagner and Haeckel are as strong and infectious as his professional antipathy against orthographical philologists. He whose *Bewusstsein* is adequately equipped with a German vocabulary will find in Herr Tilly an eager disputant as to the true *Erkenntnistheorie*, and also an eloquent orator on Kant's second question—*Was soll man tun?* and even those who resent the humorous stories about 'pfarrers,' and his excellent dramatic imitations of the unique and distinct pronunciation of the English clergyman, must feel grateful for the earnestness with which he explains and preaches the Goethian triad: *Ehrfurcht vor dem das über uns ist, Ehrfurcht vor was um uns ist, Ehrfurcht vor was unter uns ist*. The moral, too, is not passed over; we catch faint hearings of Goethe's world-voice, but we also learn that it is equally worthy of our patience and effort correctly to know the vowel in Goethe's name; we must have *Ehrfurcht* for the great, and, which is much harder, *Ehr-*

furcht for the phonetic *Kleinigkeiten* on the blackboard in front of us.

'In small proportions we just beauties
see,
And in short measures, life may perfect
be.'

But for those merry Englishmen who wish to avoid what they consider the obscurity or the sentimentality of the German mind, the Institute is none the less a place of good comradeship and of many pleasures. Intellectual rewards are given in their fullness only to those heroes who bide the winter through, but the July-August weaklings have also their reward, and they know, too, that even in the days when time does not allow of long excursions to Sans-Souci, Charlottenburg, the Spree-wald, or of evening strolls in the *dunkle Grunewald*, the air of Gross-Lichterfelde is pure and light, the swimming and tennis good, *Kuchens* dainty, *Madchens schön*, and friendly intercourse lisped in a foreign tongue over Tokay wine and cigarettes on the festooned and flower-bedecked balconies of the Rheingold, or even of the humbler Café Mehlitz, inexpressibly sweet.

One can best describe the attractions of the Institute in the accumulative way. In that it is like a school, there results the playfulness and frankness of schoolboy society—a very refreshing atmosphere for those who for some years have been unaccustomed to it. Again, in that it is like a college, it has the double advantage that the Oxford and Cambridge types are comparably together, and the variety is still further enriched by the other professions of law, medicine, and war. Finally, Herr Tilly, like a skilful alchemist, has transformed his rich combination into precious gold by adding the element of the feminine. The atmosphere of the Institute Tilly is the exhilarating one of new ideas and fruitful, strenuous work, made fragrant by a rare spirit of comradeship. Among the many good things this Holiday Course has given are long, untroubled hours of work and play, lasting friendships, increased knowledge of the German lan-

guage, and pleasant memories of the German land and people.

M. HOLMES.

E. C. BLIGHT.

ROUEN.

I ATTENDED during three and a half weeks in August the lectures for foreign students at Rouen.

1. The Course is conducted nominally under the auspices of the Alliance Française, but the management mainly rests with a body of local 'professeurs.' The director is Monsieur Chevaldin, who is 'Agrége de Grammaire' of the University of France, and one of the leading teachers at the Lycée Corneille. Monsieur Chevaldin was supported by a staff of experts who hold posts at the Lycée Corneille, at the École Professionnelle de Rouen, or at the École Normale de Rouen.

2. There were lectures specially adapted to the requirements of advanced students and of those whose knowledge was of a more elementary character. In addition there were lectures on subjects of general interest for both sections combined, such as French literature (the chief poets and prose writers of the nineteenth century), the Church and the State in France, the geography of Normandy, etc. One evening per week was devoted to an illustrated lecture by Monsieur Delabarre on the architectural wealth of France; it was much appreciated by all the students. The lectures on the various branches of the subject were of the highest quality, and I should like to make special mention of the excellence of those given by Monsieur Chevaldin on Phonetics, and on the old farce 'Maistre Pierre Pathelin'; of those by Monsieur Dupéron on Translation from English Authors into French; and those by Monsieur van Tieghem on Nineteenth-Century French Literature; also the latter gentleman's careful explanation and expressive reading of certain extracts from *Les Cent Meilleurs Poèmes Lyriques de la Langue Française*.

About a quarter of an hour was usually

set apart at the end of each lecture for conversation between 'professeur' and student, this conversation embodying mainly the subject-matter of the lecture.

Every Saturday was devoted to excursions to places of interest in the neighbourhood. I myself was present at two, namely, those at Les Andelys and Caudebec. The 'professeurs' who conducted the party were accompanied by numerous Rouen friends, both ladies and gentlemen, so that there were abundant facilities for French conversation.

3. The didactic method was adopted by the lecturers, but not to such an extent as to leave the students without any share in the subject under discussion. On the contrary, the latter were encouraged to ask questions on any points of difficulty, and not infrequently the lesson resolved itself into a discussion between the teacher and the students. All the lecturers aimed at putting the students at their ease, at arousing their interest in the work in the highest degree, and were thus successful in securing the active co-operation of each member of the class. As the number of students attending the Course at Rouen was not large (about twenty during my residence there, the majority of whom were advised to join the higher section after having been put through a brief oral examination by the Director, who also inquired about their previous attainments in French), no difficulty was experienced with regard to the size of the classes. In all those that I attended, individual attention was constantly given to each student.

4. With regard to pronunciation, no use was made of scientific phonetics, but, with the aid of the blackboard, the various French sounds were dealt with in a most thorough and practical manner. Numerous words illustrating the different sounds were given. Furthermore, the 'professeur' made each student reproduce these words, and was unwilling to rest content until the exact intonation had been secured. Monsieur Chevaldin treated the subject in a masterly way, and suc-

ceeded in putting life into the dry bones of this important section of French teaching.

5. Students who had attended the lectures during one month approximately were admitted to an examination, and were eligible for a 'diplôme de capacité,' which was granted in the name of the Alliance Française. There were two grades, 'élémentaire' and 'supérieur.' Candidates were considered as deserving the diploma if they obtained half-marks. The following questions were set in the higher examination on August 12:

I.

DISSERTATION LITTÉRAIRE (20 points).

(a) Quel est le poème qui vous a le plus intéressé parmi ceux qui ont été expliqués ici ?

Donnez les raisons de votre choix.

(b) Dites ce que vous savez de la préciosité dans le langage français, notamment à l'époque des *Précieuses Ridicules*.

(c) Que savez-vous de Victor Hugo ?

II.

COMMENTAIRE GRAMMATICAL, LEXICOLOGIQUE, ET PROSODIQUE DE CES DEUX VERS DE LA FONTAINE. 'MAÎTRE CORBEAU, SUR UN ARBRE PERCHÉ,' 'TENAIT EN SON BEC UN FROMAGE.'

(a) *Grammaire* (4 points).—Nature de chaque mot. Sa fonction dans la phrase. Restitution de la phrase dans l'ordre logique.

(b) *Lexicologie* (4 points).—Étymologie de chaque mot. Mots de la même famille (composés ou dérivés). Anciennes formes des mots *maître*, *corbeau*, *tenait*, *fromage*.

(c) *Versification* (2 points).—Quels vers ? Quelles rimes ? Comment disposées ? Quelles césures ? Distiques ou non ? Pourquoi ?

III.

TRADUCTION (10 points).

The Meeting on the Hill.

Adam walked back till he got nearly to the top of the hill again, and seated himself on a loose stone against the low wall, to watch till he should see the little black

figure leaving the hamlet and winding up the hill. He chose this spot because it was away from all eyes—no house, no cattle, not even a nibbling sheep, near—no presence but the still lights and shadows, and the great embracing sky.

She was much longer coming than he expected ; he waited an hour at least, watching for her and thinking of her while the afternoon shadows lengthened and the light grew softer. At last he saw the little black figure coming from between the grey houses, and gradually approaching the foot of the hill. Slowly, Adam thought, but Dinah was really walking at her usual pace with a light, quiet step. Now she was beginning to wind the path up the hill, but Adam would not move yet ; he would not meet her too soon ; he had set his heart on meeting her in this assured loneliness. And now he began to fear lest he should startle her too much. 'Yet,' he thought, 'she's not one to be over-startled ; she's always so calm and quiet, as if she was prepared for anything.'

IV. EXAMEN ORAL.

	<i>Points.</i>
Lecture expressive et expliquée ...	10
Questions de littérature ...	10
Explication d'auteur ancien ('Pathelin') ...	10
Questions d'histoire ...	5
Questions de géographie ...	5
Total ...	40

Those students who preferred not to present themselves for the written and oral examination had, if they had been regular in their attendance at the lectures during about a month, the right to receive a 'certificat d'assiduité,' stating that they had worked diligently at the subject. 12 francs 50 centimes was the fee necessary for each of the diploma examinations, and 2 francs 50 centimes for the 'certificat d'assiduité.'

6. The cost of board and lodging with French families varied between 40 francs per week, which was the average cost for residence in Rouen itself, and 35 francs per week for board and residence with a family living in the suburbs.

A list of families desirous of receiving foreigners as boarders was sent to each student, and I am informed that the boarding accommodation was in all instances adequate and satisfactory. Although no limit was fixed to the number of Holiday Course students received by one family, from inquiries I made I learnt that full opportunity was given to each student to have continual and regular practice in French conversation. Certain 'professeurs' in residence at Rouen themselves received boarders into their houses, and great desire was shown on all hands to render the stay of the guests at once profitable and pleasant.

7. I myself paid 40 francs for taking part in the Course during three and a half weeks, although the fact of my being known to many of the teachers, with whom I had previously been acquainted at the Lycée Corneille during my residence there as English Assistant, no doubt influenced the authorities to grant me a reduction. Other students paid 50 francs for tuition during the same period.

This is but the second year of the

existence of these Holiday Lectures at Rouen, and I feel quite sure that, when their merits are more widely known, there will be a far greater number of English teachers and students who will be anxious to avail themselves of this splendid opportunity. Rouen is easy of access, and is the centre of a most interesting and beautiful district. Moreover, the expense connected with the Course is very reasonable. I strongly recommend English francophiles, desirous of spending their holidays next year in a useful and agreeable way, to arrange with Monsieur Chevaldin (23, Rue Bouquet, Rouen) to join these classes. I am certain that they will, without exception, bring away with them the same favourable impression as I myself have done.

W. M. KERBY, D.LIT., M.A.,
Senior French Master,
Municipal Secondary School for Boys,
Ipswich.

[Accounts of the Holiday Courses at Besançon and Tours will appear in our December issue.]

LANGUAGES IN THE OXFORD SENIOR LOCAL EXAMINATION.

AN inspection of the columns in the Supplementary Tables of the recent Oxford Senior Local Examination gives some remarkable results. If we take the eleven towns, Birmingham, Bradford, Bristol, Hull, Leeds, Liverpool, Manchester, Newcastle, Nottingham, Reading, Sheffield, we find that the candidates they furnished, deducting absentees and those who did not take the full complement of subjects, numbered 1,714. Of these, 752 passed in French, 105 in Latin, and 41 in German. The number that passed in two languages was 136, or just under 8 per cent. of the whole. The inference to be drawn from these figures seems clear. Schools where the leaving age is sixteen or seventeen are finding it very difficult to bring two languages up to the examination level. It

will be noticed that the towns we have mentioned are all well supplied with secondary schools. It must, however, be added that we have no means of knowing what proportion of the candidates came from public secondary schools, though it is probable that the majority did so. The percentage of candidates taking German, we learn, has now sunk to 4·7.

That school of scientists which holds that acquired characteristics are not inherited might find an argument in defence of their theory in the Report of the Delegates on the recent Oxford Local Examinations. The art of doing examination papers must surely have been acquired by the last generation, but apparently it has not been inherited. At least the Delegates find it necessary to hint to can-

didates that it is better to get 30 per cent. out of x marks than 10 per cent. out of $1\frac{1}{2}x$ or $2x$ marks. Or, to quote their own words :

'The Revising Examiners wish to call the attention of teachers to an error of judgment which is a frequent cause of failure in the Language Sections. It is the established practice, necessary in view of the great difference between the best

and worst candidates, to set two alternative passages of English, one harder than the other and receiving more marks, for translation into another language. A very great number of candidates attempt the harder passage and fail entirely, whereas they might have done enough to pass on the easier passage. Teachers would do well to warn their weaker pupils against this mistake.'

GERMAN IN GIRLS' SCHOOLS AND THE CIVIL SERVICE COMMISSIONERS.

IN the new regulations for the Examination for Women and Girl Clerks in the General Post Office the Civil Service Commissioners have struck a serious blow at the teaching of German in secondary schools.

A second language is now grouped with English history and mathematics, and only one of these subjects may be chosen. We may assume that in the schools at least mathematics or history will be chosen, since these are subjects taught almost from the beginning of the secondary school course, and that the very large majority of the candidates who have hitherto offered German in the examination will now desire to concentrate their efforts on the necessary subjects ; German will become of only secondary importance,

or drop out altogether, so great is the competition for places in these examinations.

In an increasing number of girls' secondary schools, where the majority of pupils must later earn their own living, German is chosen by nearly all who do not intend to enter the teaching profession, with the result that the German classes are comparatively large. The greater utility of German in commercial life is, of course, the reason of this choice ; but without the approval virtually expressed by the Civil Service Commissioners in including the subject in their syllabus, it is feared that this fact may no longer be of sufficient influence to support the teaching of German.

MODERN LANGUAGE ASSOCIATION.

A MEETING of the General Committee was held at the College of Preceptors on Saturday, October 29.

Present: Mr. Pollard (chair), Miss Althaus, Messrs. Andrews, Atkinson, Miss Batchelor, Messrs. Brereton, Brigstocke, Draper, von Glehn, Miss Hentsch, Messrs. Hutton, Kittson, Miss Lowe, Miss Purdie, Messrs. Rippmann, Salmon, Saville, Miss Shearson, Messrs. Storr, Twentyman, and the Hon. Secretary.

Letters of apology for absence were received from Professor Breul, Mrs. Connal, Miss Johnson, Messrs. Latham, Lipscomb,

Milner-Barry, Miss Morley, Messrs. Norman, Odgers, Somerville, Steel, and Miss Stent.

Mrs. Connal also wrote resigning her membership of the committee owing to the pressure of other duties. Her resignation was received with regret.

Professor Milner-Barry also wrote on the Report of the Examinations Subcommittee.

The minutes of the last meeting were read and confirmed.

A letter was received from Mr. H. T. Gerrans stating that a Committee of the

Hebdomadal Council would be glad to meet representatives of the Association on November 9 to discuss the proposals for a certificate in Modern Languages. The Chairman, Hon. Secretary, Professor Fiedler, and Miss Pope, were appointed to meet them.

Professor Breul having in his letter stated that the University of Cambridge had appointed delegates for the same purpose, the Chairman, Hon. Secretary, Professor Breul, and Miss Hentsch, were appointed to meet them.

Miss Althaus was appointed as one of the representatives of the Association on the General Committee of the North of England Education Conference.

The Hon. Treasurer made a report on the revenue and expenditure of the year.

Some arrangements for the Annual General Meeting were made; these are mentioned in another column.

Mr. H. W. Atkinson reported on the lantern-slides now available for members, and Miss Batchelor on the exchange of children. Particulars of these reports will be found in another place. Cordial votes of thanks were accorded to Mr. Atkinson and Miss Batchelor for their services.

The remainder of the sitting was occupied with a discussion of the Report of the Sub-Committee on Examinations. The Report as amended will be published in the next number of MODERN LANGUAGE TEACHING.

The following twenty-one new members were elected:

Miss Gertrude Baker, West Leeds High School.

R. Biffen, London County Council Commercial Centres.

F. C. Blake, Claremont, Streatham, S.W.

G. A. Briquetot, B.-ès-L., Thoresby High School, Leeds.

C. Calvert, B.A., Aske's School, Cricklewood, N.W.

C. R. Cardwell, B.A., Lancing College.

Miss M. Chalmers, M.A., The College, Harrogate.

Miss M. H. Cole, Stroud Green High School, N.

B. S. Davies, M.A., Walsall Grammar School.

Miss A. Donald, M.A., Girls' Modern School, Leeds.

Miss A. L. Hargraves, St. Olave's School for Girls, S.E.

A. Kirk, B.A., Bolton Grammar School.

E. H. Knowles, Ph.D., Secondary School, Todmorden, Yorks.

C. H. Laurence, Leeds Grammar School.

Miss A. M. Lyne, B.A., Stroud Green High School, N.

J. E. Mansion, B.-ès-L., George Watson's Boys' College, Edinburgh.

Miss K. E. Martyn, Cambridge County School, Glamorgan.

H. Midgley, B.Sc., St. Olave's School, S.E.

Miss Nimmo, Cirencester Grammar School.

Miss E. M. Osmond-Barnard, Bromley High School, Kent.

S. Walton, Batley Grammar School, Yorks.

The General Meeting, as already announced, will take place in London on Tuesday and Wednesday, January 10 and 11. The presidential address will be delivered on Tuesday morning by Professor Breul. On Wednesday morning there will be discussions on phonetics; Miss Althaus will read a paper on 'Means of Instruction available for Intending Teachers in Phonetics'; and Mr. von Glehn and Mr. Andrews short papers on 'Use of Phonetics in the Class-room.' In the afternoons the Report on Examinations and that on Grammatical Terminology will be discussed in detail. It is hoped also to arrange for an address by some French professor of distinction. The annual dinner will be held on the Tuesday evening. The full programme will be posted to members early in December.

The following ten members of the General Committee retire by rotation at the end of the year, and will not be eligible for re-election till the beginning of 1912: Professor Atkins, Miss Batchelor,

Mr. H. Bradley, Professor Fiedler, Dr. T. Gregory Foster, Miss Morley, Mr. C. H. Parry, Miss Shearson, Messrs. A. A. Somerville and A. E. Twentymann.

Nominations of members to fill these vacancies must be sent to the Hon. Secretary, 45, South Hill Park, Hampstead, N.W., before December 1.

Mrs. Connal is resigning her seat on the Committee at the end of the year. The number of vacant seats, therefore, will be eleven.



WEST LONDON BRANCH.

A MEETING of the Branch was held on Friday, October 14, at the Godolphin and Latymer Girls' School, Hammersmith.

Professor Rippmann proposed that a small sub-committee should be formed for the purpose of arranging meetings and any other business in connexion with the Branch. Accordingly, Miss Ash, St. Paul's Girls' School, Mr. Payen-Payne, and Miss Brew, Godolphin and Latymer Girls' School, were elected.

The subject for the evening was 'The Teaching of Free Composition.' Miss Ash opened the discussion with a very interesting account of her methods of teaching free composition based on the reader, and showed how the pupil progressed from the first stage, which consists in answering questions based closely on the text, to the stage where mastery of the subject is sufficient to enable the pupil to write a simple essay by means of headings prepared in class or even without that help.

Mr. Payen-Payne deplored the teaching which makes a pupil consider free composition easier than translation, with disastrous results in examinations where these are alternative tests; and he suggested the reading aloud of a story in English, to be reproduced in French, as a better test of knowledge.

Miss Partington laid stress on the necessity of avoiding mistakes, especially with young pupils, and suggested that the version should be written in class in

rough notebooks, under the teacher's supervision; homework could then be confined to making a fair copy of the work already done. She also pointed out the value of stories about animals in teaching your pupils.

Professor Rippmann considered that the reading of a story in English, to be reproduced later, would be valuable only as an occasional exercise, not as a regular piece of work. Other members also took part in the discussion.

At the close of the meeting a vote of thanks was passed to Miss Clement for kindly permitting the use of the school.



Mr. W. O. Brigstocke sends us the following syllabus of the five lectures on the Teaching of Modern Languages which he has been asked to deliver in the Christmas vacation:

THE TEACHING OF MODERN LANGUAGES.

1. Examinations. Inevitable. The kind we do not want. The kind we do. Specimens. The preparation implied. How can we prepare well for a bad examination? How for a good examination?
2. Pronunciation. The teacher's knowledge. What ought the pupil to know? Difficulties of class-teaching. How much time ought we to devote to pronunciation? How can the best results be obtained at various stages?
3. Reading a foreign language. What is *Sprachgefühl*? Is it acquired at all by slow pupils? How can it best be imparted in class-teaching? To what extent does this influence the whole course of teaching?
4. Writing a foreign language. Can a foreign language be written at all without some *Sprachgefühl*? If not, when and how should 'writing' be begun? Composition: its nature and place in class-teaching. Difficulties of organizing composition work.

5. *Realien*. What do we mean by *Realien*? To what extent are we able to do anything more than 'teach a language'? We must at present count the worth of everything introduced, because limits of time exclude a number of very attractive things. At best, the introduction of *Realien* is dangerous, except for a very clever teacher; at worst, it is misleading. Scaffolding is essential in building; it can also be used for getting views of the inside of the building. We have to build; if views can at the same time be obtained of what the language contains, so much the better. But beware of scrambling!



EXCHANGE OF CHILDREN.

The number of exchanges arranged with families abroad again shows a marked increase this year. In 1909 the total number of exchanges was 24, 23 of which were with France, and only 1 with Germany. Up to the end of September, 1910, the total number of exchanges

was 41, of which 9 were with Germans—3 for the holidays and 6 for longer periods. This is very satisfactory, though, as will be seen, English families prefer very much to send their children to France than to Germany. The proportion of exchanges to the total number of applications was very fairly high, being 41 to 65, and that it was not higher was due to the difficulty of persuading French families to send their children to the North of England.

The letters received from parents since the return of their children show great appreciation of the scheme, and one and all testify to the progress made in the foreign language, even during such a short stay abroad as six or seven weeks, which some parents even go so far as to call 'incredible.'

It is much to be hoped that next year will see a proportionately greater increase in applications and exchanges, especially with Germany, for to every English family willing to send a child abroad there are at least two or three French and German families only too eager to avail themselves of the opportunity to do likewise.

CORRESPONDENCE.

THE AIMS OF THE REFORMERS.

B.'s letter in the October number certainly raises very wide questions. We Modern Language teachers ought to welcome the contribution, for it is an able exposition of the difficulties with which all of us who take our work seriously have had to struggle at one time or another, and with which many of us are struggling still. To deal in anything like an exhaustive manner with all the points he raises would take more time than I can afford, but I hope I may be allowed to make a few hasty comments.

One would like to ask B. at once whether the object of Modern Language teaching should not be in the first place to teach Modern Languages. For the real reason why the old translation method

has been discarded is because in this respect it proved a failure. By it boys did not really learn the language. (Of course, I know that many boys now who are being taught by the Direct Method are not learning the language, but that is due to all sorts of causes: for example, the classes may be too large, the time allowance may be insufficient, the boys may have too much other work, or the teacher may not be—well, let us say may not be a member of the Modern Language Association. That does not affect the fact, which has been sufficiently proved, that by the new method boys *can* acquire the language.) I have taught earnestly by both methods, and I am convinced that the oral method is beyond comparison the better. If any Reform teacher should ever feel any hankering

after the old method, I should advise him to go for one term to a school where it is still in use. If he survives that term, he will be cured for good. The chief impression the experience will leave on him will be that under the translation method all his work is being done in vain.

B., however, would appear to hold that the essential thing is not the acquiring of the language, but the intellectual gymnastic which the pupil is made to undergo. Now, I am very loath to admit the value of an intellectual gymnastic which is founded on a sham. How can it be other than demoralizing to a boy to spend several years in attempting something which he never succeeds in accomplishing? To come into a class-room day after day to learn a language which one never succeeds in learning is a farce. It is unreal, and everything connected with it is unreal. Nor is it easy to think very highly of the teacher who condescends to spend his life in performing such unfruitful work. It seems to me that to cling to bad methods when good methods are known which can produce better results, or to teach or tolerate a bad pronunciation when there are known methods of obtaining a right one, is simply not to act honestly by one's pupils. To tolerate a wrong pronunciation is to tolerate lies.

Having said so much, I should now like to make it clear that I am by no means altogether of M. Hovelague's way of thinking. Some phrases in his pronouncement, which I have read in full, aroused very little enthusiasm in me. I hold that hard, conscientious work—resolute effort, physical, mental, and moral—should always be the basis of a boy's training at school. I am not eager to have any subject in the curriculum that may not be made to satisfy this requirement. Where I differ from B. is in holding that Modern Languages taught by the Direct Method satisfy it infinitely better than Modern Languages taught by the old translation method.

In the early stages it may readily be

conceded that we Reformers demand but little intellectual effort from the pupil. He has to learn to pronounce correctly, to enunciate clearly, to speak the foreign language fluently. All his efforts, in fact, are concentrated on learning the art of speaking the foreign language. But the pupil is still young, and the kind of effort demanded of him is physiologically suited to the stage of development at which he has arrived. It calls for honest work, and is founded on an idea which he can understand and appreciate—an idea, in fact, which he is likely to take up with enthusiasm if it be presented to him in the right way; and enthusiasm, be it noted in passing, is a very valuable thing. In all these respects, it seems to me, he is better off than if he were learning *avoir* and *être* by heart, and translating bad English into meaningless French.

With all this it is possible B. would agree. What he regrets so bitterly is the translation exercise, practised as a 'means of getting inside the author's skin.' I don't think very highly of this exercise from any point of view, but I will describe what I have been accustomed to substitute for it.

When a class can speak the foreign language pretty fluently, they are given a passage of French or German to prepare at home with their Larousse or their Hoffmann, no other dictionaries, of course, being allowed. Next day the boys are questioned on the passage in such a way as to ascertain whether they have mastered it; this, of course, like all the work of the class, being done in the foreign language. To make this exercise a success, the master should prepare the passage himself in the same way as the pupils, so as to get to know their difficulties, and to be able to judge their work; he should make himself familiar with the exact definition given in the foreign dictionary of each difficult word or expression in the passage set. Thus prepared, he is ready to meet the excuse of the boy who pleads inability to understand by asking for the dictionary definition to be given. If the definition

be forthcoming, the pupil may be asked what there was in it he could not understand. Perhaps there was some word with which he was unfamiliar ; did he look that up too ? And so on. This thorough way of doing it leaves no loophole of escape for the malingerer. With boys who have been properly trained in the earlier stages I know of no better exercise ; certainly there is no more effective way of 'getting inside the author's skin.' Finally, if the master be keen on translation exercises, he can have the passage put into English, when he will find that they will translate into real idiomatic English, not into the grotesque jargon they generally used under the old system, to write which must have done a boy's intellect positive harm.

Again, to discuss in class some simple theme, and then let the pupils write a composition on it, is one of the best linguistic exercises I know—always assuming that they grasp the subject well beforehand, and that careful and conscientious work is absolutely insisted on.

Grammar also can be taught quite as stringently in the foreign language as in English.

It seems to me certain, therefore, that the Reform Method is not only a much more thorough way of teaching the language, but it also gives the teacher a much better disciplinary grip over his class.

The essential difference between the old and new methods is really this : The old-fashioned teachers employed methods that were in direct opposition to known psychological laws. When the pupil then went wrong—as *a priori* he was sure to do—the teacher, mindful of discipline and intellectual gymnastic, punished him. If he was a proper upstanding Britisher, perhaps he flogged him. The Reform teacher, on the other hand, harnesses the psychological laws, and makes them work for him ; and if he is then not satisfied with his pupils' progress he may use whatever kind of arguments he likes, but he will at least do so with a clear conscience.*

* B. finds it difficult to sympathize with the aims of the Reformers, because

We next come to the important question of literature. B. holds up for our admiration the example of the classical master, to whom literature 'means the study of history, politics, philosophy, and so forth.' I prefer to remain sceptical about the amount of 'history, politics, philosophy, and so forth,' which the classical boy brings away from his Greek lessons. It is not necessary to dwell on the matter, though it may be mentioned in passing that a modern Sixth which has become really familiar with Greek life and thought through English histories and translations is a by no means impossible development of the near future. What requires to be pointed out is that, if the teaching of classics is associated with higher ideals than the teaching of Modern Languages, it is by no means strange. The man who teaches classics has generally had a good classical education at a school where classics have occupied the honoured place in the curriculum ; he has then proceeded to the University, where he has continued the study of his subject under the best teachers. Now, contrast that with the shabby way in which so many Modern Language teachers have scraped together what knowledge of their subject they possess—the studying under difficulties, the phonetic courses attended in the holidays, the stealthy visits abroad 'on the cheap,' and so forth. Many of them have had no teaching in their subject at school, except such as they would have been better without ; many of them have had no University training at all. Is it any wonder that they are often without high ideals and lofty traditions ? But the high ideals and lofty traditions will come for us also ; they will come when Modern Languages begin to occupy their rightful place in the schools and the Universities.

they are 'alien to the spirit of our race.' Possibly some Reformers go to extremes ; but it should be pointed out to B. that the most strenuous nation in modern Europe is not England, but Germany. Germany, however, has largely adopted the Direct Method, and appears to thrive on it.

And when that time comes, I don't think what we call the Direct Method will have perished; on the contrary, I feel confident that its ideas will have been generally accepted, that the Universities will by that time have introduced an oral test into their entrance examinations, and that the Modern Language teacher will have come to regard a mispronunciation with the same horror with which a classical master at present regards a false quantity.

But even as things are at present, B. is not justified in making it appear that the aims of all the Reformers are merely to read light literature. Many of us aim at putting our pupils in touch with the best French and German thought, but we hold rightly that reading of this kind should be founded on a sound knowledge of the language. 'The gods sell all things at a fair price,' and the price to be paid for access to a nation's literature is the sweat of learning its language, the first steps in which process are the learning to pronounce it purely and to speak it fluently. The student who grudges that price is lacking in reverence before possessions so sacred as are the language and literature of any nation. To have a boy reading Montesquieu who does not know how to pronounce that author's name is wrong. That we are paying so much attention to pronunciation and oral work at present seems to me a hopeful sign; it means that we are beginning at the right end. B. wants to begin at the top.

E. CREAGH KITTSON
(*Whitgift Grammar School*).

I have not studied M. Hovelague's theories, but I have read in the October number of MODERN LANGUAGE TEACHING B.'s letter of warning against them.

Strangely enough, after hearing only one side of the question, I find myself prepared to sympathize with the other.

Twenty years of Modern Language Teaching have brought me to the very conclusion criticized so severely by B., that 'Il ne faut jamais demander à l'élève un effort qui puisse le conduire à l'erreur.'

'The sight of a boy standing on his own legs, wrestling single-handed with a troublesome task,' does not, however, inspire me with pity. But if the task wrestled with is an impossible one, it is not pity that moves me, but indignation.

Everyone knows that no amount of wrestling will get out of a boy's head what isn't in it, so the sooner we put a stop to the 'wrestling,' the better it will be for the boy and for fair-play.

A foreign language, especially a living language, cannot be discovered by much study. It needs must be revealed. It is to a student what a highly specialized tool is to an uninitiated apprentice.

Allow a novice to handle the unknown tool as he fancies; let him experiment with it, guided by no other knowledge than his experience of other tools. What will be the result? For the novice, disgust at the inadequacy of the new implement. Let him exert to the utmost his ingenuity and his resourcefulness, his master, however sympathetic and appreciative of the efforts of the apprentice, will condemn the work as meaningless and ridiculous.

What self-respecting student will submit to this kind of drudgery and humiliation? No amount of 'self-reliance' and 'solitary thinking' is going to enable a language student to evolve out of his consciousness (aided even by theoretical textbooks and dictionaries) what should have first been put before him as a revelation. The student is willing enough to imitate; he can't be expected to create.

In spite of all that has been said to the contrary, there is an educational process at work in the class of a teacher of languages who refuses to have anything to do with the kind of wrestling B. advocates.

Let us compare the work of a language class to a journey undertaken in a new land. The teacher alone knows the way; he is the only guide; the class must look to him alone for guidance. He alone is responsible for the forward progress of the party.

The teacher takes the first steps forward along the road that he alone knows; the others follow, alert, examining closely this first bit of road, familiarizing themselves with every detail, until each one becomes, for that part of the journey, as reliable a guide as the leader himself.

Day by day all new ground is so thoroughly explored by all, that every individual member of the party may be allowed perfect freedom within the explored region. Within these limits he will require no further help, and will look for none, if he has used, as he should, his perceptive faculties, his powers of observation, his memory. He may be trusted to look after himself, and will insist on doing so. He will be self-reliant just as far as his knowledge goes, and no farther.

A self-reliance that would tempt him farther afield and off the explored track would amount to foolhardiness. The foolhardy ones need to be severely checked, for, like sheep who go astray, they waste the shepherd's time, suffer all sorts of discomfort, and are never a penny the wiser.

Self-reliance is not far removed from self-restraint, and it is here we find scope for mental discipline.

For three or four years the young travellers must keep to the beaten track, resist their impulses to step off to the right or to the left, know that every step they take is justified by authority—the authority which they have themselves acquired by experience.

Having become quite familiar with every kind of difficulty they are likely to meet with on the road, the relatively experienced travellers may now be trusted to explore new regions, and, full of confidence in their own powers, they will face their difficulties wisely, and may fairly be expected to do their work well.

F. O. R.

Presumably B., the writer of the somewhat amusing letter headed 'A Word on the Other Side,' has been educated on the system which he so warmly advocates.

From the earliest days he has been accustomed to stand on his own legs, to 'wrestle' with abstruse thought unaided, save by dictionary and grammar. Is it not a little unfortunate and surprising that this vaunted training of the mind should have proved so entirely inadequate when B. came to deal with a writer of M. Hovelague's lucidity? And yet such is the case.

Not one of B.'s smart little sallies or witty criticisms but shows the most complete want of comprehension of M. Hovelague's simplest thought. He has never *once* 'got inside his author's skin'; and if he *have* wrestled, he has certainly been most lamentably worsted in the fight, for a more complete failure of real 'grip' it would be difficult to find.

Let us examine the points that have proved such stumbling-blocks:

- (a) 'Il ne faut jamais demander à l'élève un effort qui puisse le conduire à l'erreur.'
- (b) 'Toute possibilité de faute doit lui être évitée.'

One would hardly consider (a) a really difficult statement to understand. It is true there is the relative clause, which perhaps needs a little looking into. B. only looked *at* it, and at once ran away with the idea that, because the pupil was not to be allowed to make one certain well-defined effort, for that reason he was not to be allowed to make any effort at all; that because the teacher's aim was to keep the pupil's mind unclouded by error, *therefore* the pupil was not to be given the opportunity of thinking. Every muscle, every faculty worthy of the name, was to remain inactive, untrained, and he himself allowed to develop into a curiously invertebrate being, suggested by B. as socially accomplished and fit for the drawing-room.

So thoroughly to misunderstand so simple a statement presupposes, not only a regrettably superficial judgment, but also a profound ignorance of the commonest first principles of education.

The first essential principle, not only of M. Hovelague's system, but of *all* good

teaching, is that 'prevention is better than cure.'* Everyone knows that it is harder to root out one error than to implant fifty truths. Error has a tiresome trick of sticking, and of cropping up again and again long after we think we have extirpated it; and if it does nothing worse, it creates a doubt, a hesitation, which in itself is a source of weakness.

The Reformers do most certainly aim at keeping error out. But there is a wide difference between keeping a child's mind unclouded by error and taking away his independence of thought and action. There must be mental effort in all education. It is because this effort has so often been wrongly directed that M. Hovelague speaks as he does. Many 'efforts' are required by inexperienced teachers which can only 'lead to error.' The question is, Which is the better direction for effort to take? Shall it waste its strength groping on lines whose limitations have been proved, or shall it by judicious guidance be put in the way of using thought to some real advantage?

In the Reform Methods every sort of effort is required of the pupil from the beginning. He is constantly called upon to do things for himself and by himself. At every turn he is made to compare, to contrast, and even to correct. There is, indeed, far more opportunity for original thought and endeavour than with the old methods, where the pupil, presented with a rule and a certain number of cut-and-dried examples, had literally no chance at all for original effort. Beyond supplying him with a certain amount of discipline, it is hard to say what his exercises really did for him, devoid of sense and connexion as they mostly were.

And what of his translations? (M. Hovelague is, I think, writing of 'les classes de 3me et de 4me'.)

From the results admitted even by B., I am inclined to consider the term 'intel-

lectual exercise' as applied to the so-called translation of a fourth-form boy or girl somewhat euphemistic. I cannot think that the mechanical turning up of a dictionary or a vocabulary involves any mental effort worthy of the name, nor can I think it, except in a very infinitesimal degree, educational. In how many cases is there any real appreciation of the author after his meaning has been thrashed out? In how many cases does the work show any signs of 'conscientious and independent thought'? How often does a fourth-form boy wrestle with a difficulty? The pity comes in because, instead of wrestling, he merely shelves it, and snatches at the first help he can find in vocabulary or dictionary, whether it makes sense or not. There are certain things that can reasonably be expected of young students, and others that cannot.

A child that is allowed to walk alone too early not only tumbles, but gets bandy legs. Nineteen out of every twenty forms who learned their Modern Languages on old methods *have* bandy legs. They find it, indeed, so difficult to walk at all, that when they leave school they mostly give up Modern Languages altogether.

In the early years of the study of a modern language the value of translation educationally is practically nil. It is of necessity far too easy or far too difficult. No text can be given requiring real thought that is not far beyond the comprehension and also the linguistic powers of a third or fourth form.

English boys are not confronted with authors (in their mother-tongue) whose thought requires grappling with, until they have attained a certain power both of comprehension and of expression in their own language. When they have acquired this power (and this, let it be observed, some considerable time after they have been able to speak and write fairly correctly), then it is thought time to put into their hands authors requiring critical study and analysis. Translation involves entering into the spirit of two languages. For this reason, it cannot be

* These lines were written before I could reread W. R.'s article in the July number of MODERN LANGUAGE TEACHING.

expected of a third or fourth form. The literal hammering out word by word of one language into another is not translation. Rightly understood, it is the most difficult work that can be required of a form, and supplies most valuable mental training in weighing, thinking and comparing, *after* the author's thought has been got at; and this, not to 'find pretty words,' but adequately to render the thought, so that it neither loses nor gains, but stands essentially reproduced in life and spirit.

Translation of the dead languages was a means to an end—practically the only means for schoolboys, since the days of Johann Sturm, who believed that Latin could not be properly studied by his boys until they could speak it.

Translation of living languages is not only, as M. Hovelague says, a totally different thing, with different aims, but requiring different preparation and forming an exercise of a different character. It is also the flower, or, better still, the fruit, of all our previous work; not always the end, but certainly one of the looked-for results or rewards, of our labours.

Modern Languages are living languages, and, as such, constantly changing and growing; they cannot be approached or treated in the same way as languages no longer spoken. But is the study of a living literature, a living language, so entirely without educational influence? Is the effort required in studying it, because perhaps of a different character (or shall we say differently directed?), so little calculated to strengthen the mental powers?

B. speaks contemptuously of the reading of novel and comedy, as if this were the aim and the end of all Modern Language teaching. They are, in truth, but the means to an end. Weight is laid upon them in the earlier days, because it is only the reading of these that gives the pupil a command of the living language, and because it is only through the living language that he can truly enter into the spirit of the literature of a nation. In

these matter-of-fact, prosaic days, when even the lowest form of a school regards its education more or less from a commercial point of view, is it a matter of such great regret if an æsthetic ideal be added to the more intellectual ones?

The aims of the Reformers *are* æsthetic and they *are* social; but they are not æsthetic and social only, and they are æsthetic and social in the highest sense of the terms, and not in the limited 'drawing-room' sense implied by B. However reluctant certain minds may still be to acknowledge that the Reform Method is an effective substitute for the old, the fact remains that, unless the old had been found defective, there would have been no need for reform. Generations of failures have long since proved that reform *was* necessary, that living languages were *not* satisfactorily taught on the same lines as the old. And if the Reform Methods are still sometimes, and, alas! justly, criticized as ineffective, it is entirely due to the regrettable fact that there are still so few capable exponents of them. No great Reform movement arrives at perfected development at once; its leaders are born, but their disciples, be they never so enthusiastic, rarely are. And until we have a sufficient number of *efficiently trained* teachers, the question of the efficiency of the method cannot fairly be discussed.

L. H. ALTHAUS.

FRENCH VERSE.

JE n'ai sans doute pas été le seul à lire avec stupéfaction (et regret) la pièce de vers *Journée d'Été*, publiée en tête du numéro du MODERN LANGUAGE TEACHING en juillet dernier; et il me semble qu'à cette heure, où la prosodie française est si controversée, et la langue elle-même, dit-on, menacée du péril le plus grave, il peut être dangereux de laisser passer sans commentaire une telle publication.

A ceux de vos lecteurs curieux de prosodie française moderne, je dirai donc: Ne vous y trompez pas; cette pièce n'est

point écrite en vers libres. Il y a bien ici un vers de onze syllabes :

'Font entendre en chœur leur chanson argentine,' et là un vers de treize :

'Alors que le rameau penche et que la fleur s'incline,' et ailleurs encore un autre vers auquel le patient (c'est le lecteur que je veux dire) pourra attribuer onze ou douze pieds, selon qu'il est d'humeur plus ou moins chiche :

'Pareils aux chérubins qui louent le Seigneur.'

Mais les autres vers ont bien tous douze syllabes ; les rimes sont riches sans difficulté ni recherche (inclinent et déclinent, concorde et miséricorde, Dieu et adieu). Malherbe, il est vrai, ne les eût guère goûtées, mais c'était un vieux grinchu, et nous ne sommes pas des Malherbes. Rimes masculines et féminines alternent de la manière la plus régulière ; oui, malgré quelques défaillances nous avons là une pièce de facture parnassienne.

Mais laissons la versification ; ne nous embarrassons point de la pensée un peu incertaine du poète qui semble faire ses vers comme les aéronautes de naguère faisaient leurs voyages, partant avec le matin frais *tout perlé de rosée*, mais ne sachant pas trop où ni quand ils pourront descendre. Sans nous arrêter davantage à la fadeur de quelques métaphores (essaim d'enfants, riant bosquets, voile de la nuit, etc.) déjà vieilles au temps de Fénelon, considérons seulement ces deux vers comme spécimen de l'expression poétique de votre auteur :

'Un prêtre . . .
Bénit le petit bourg au nom de l'Éternel
Des chants que l'on entonne à sa miséricorde.'

J'en ai assez longtemps pesé le sens avec quelques amis à qui rien de ce qui veut être français ne saurait être étranger, et voici ce que nous avons trouvé : Un prêtre, au nom de Dieu, bénit le bourg par les chants que d'autres (*l'on*, les fidèles sans doute) entonnent en vue d'obtenir la miséricorde de Dieu.

Charmant pathos ! Non, monsieur, de telles choses ne devraient point se trouver

dans une revue de langues vivantes. Que Monsieur Tibaudier fasse des vers, mais, s'il vous plaît, ne lui donnez pas l'hospitalité !

A moins—et alors je vous ferai toutes mes excuses—à moins que le morceau ne vous ait été communiqué par un professeur trop facilement enthousiasmé des exercices prosodiques de ses élèves . . . mais alors il aurait fallu nous en avertir ; et la première page était tout de même trop d'honneur rendu et au maître et à l'élève.

UN FRANÇAIS.

The author of the poem sends us the following 'Réponse à une Critique' :

'Parce que, de propos délibéré, j'ai, pour l'oreille, pour la musique du vers, à tort ou à raison, transgressé deux fois les "règles," n'est-il pas étonnant que même un inconnu se soit oublié jusqu'à écrire une critique telle que la sienne ?

'Sans doute aucun, le véritable motif d'un Français est de me donner, si possible, un coup de jarnac, tout en cachant sa honte.

'Si, "à cette heure, où la prosodie française est si controversée"—ce sont ses propres paroles—ce prosodiste anonyme n'avait eu vraiment rien tant à cœur que de courir à la défense de Malherbe, il eût agi tout autrement,

'Et puis, qu'aurait dit le "grammairien à lunettes" d'un défenseur qui corrompt le français ?

'On ne dit pas "grinchu," mais bien "grincheux." A ce compte-là, en effet, "la langue elle-même est menacée du péril le plus grave."

'Enfin, selon le mot de Montaigne, l'expression de mon critique fait corps avec sa pensée.

'VICTOR E. KASTNER.'

LOAN COLLECTION OF LANTERN SLIDES.

You published an appeal for 1,000 shillings to increase the lantern slides possessed by the Association. May I say—what the author of the article couldn't say for himself—that the Curator of the

lantern slides has spent a very great amount of time, trouble, and money on making the collection more useful? A large Association is sure to contain a number of members who are keen photographers—members who are interested in letting others less fortunate than themselves see pictures of the many fascinating things they have seen during their travels. Many teachers already make lantern slides

a regular part of their teaching. Surely the Modern Language Association should back up Mr. Atkinson's efforts, and help him to make the collection still more valuable. I met him last Saturday, and gave him my shilling contribution; he had then received four others. Where are the 995? Every shilling means another slide.

W. OSBORNE BRIGSTOCKE.

REVIEWS.

PHONETICS.

Daniel Jones: Intonation Curves. Teubner, Leipzig.

Every phonetician has reason to be thankful to Mr. Jones for the laborious care he has devoted to this collection of phonetic texts (English, French, and German), in which the intonation is marked throughout by means of curved lines on a musical stave. For this purpose Mr. Jones has made use of a number of gramophone records. On the right-hand pages of the book the intonation curves are given, with the phonetic transcription below. On the opposite pages the text in the ordinary spelling and in the 'normal average pronunciation,' the style of transcription being more elaborate than is thought necessary for ordinary work. No student of the subject should fail to get this little book and study it.

First Principles of French Pronunciation.

By ÉMILE SAILLENS and E. R. HOLME. With an Introduction on the Organs of Speech by T. P. ANDERSON-STUART. Blackie and Son, Ltd. Price 2s. 6d. net.

This book is for English-speaking people. It has a threefold object. First, it should serve those general readers or speakers of French whose feeling for the language is such that they will not rest content with a mere rough-and-ready approximation to the way in which it is pronounced by Frenchmen. Secondly, its concern is with teachers and their pupils already devoted to the 'direct' method of Modern Language study, as also with those who are liberal enough to give that

method a trial. Thirdly, it may furnish a handy epitome of its subject for academic students of French, whose needs must be met more in detail by the advanced investigations of the recognized specialists, and particularly those native to the language.' The volume will no doubt be useful to the first two classes mentioned by the authors, and will, we hope, be consulted by them. We do not suppose that 'academic students' will be able to make much use of 'a handy epitome' which contains nothing that they ought not to know. The only 'handy epitome' we know of is a student's own notebook. For beginners who mean business there is much to be gained from this book of 'first principles.'

ENGLISH.

Cambridge History of English Literature.

Edited by A. W. WARD and A. E. WALLER. Vol. v., pp. xiii + 508; vol. vi., pp. x + 533. Cambridge University Press. Price 9s. net each.

These two important volumes deal with the history of English drama from the beginnings down to the year 1642. They provide not only scholarly investigation of fact, and balanced judgments on many difficult points, but are also likely to prove intensely interesting to the general reader, who is anxious to gain some information on one of the most attractive branches of literary history. It is true that the number of authors who collaborate in the work adds difficulties by introducing a variety of opinion on some debatable questions. On the other hand, it

makes it possible to secure the result of the latest research in many different directions. For example, Professor Creizenach, whose own still unfinished 'Geschichte des neueren Dramas' is likely, for many years, to be the authoritative work on the subject, contributes the chapter on 'The Early Religious Drama'; Professor Robertson deals with 'Shakespeare on the Continent,' Mr. Child with 'The Elizabethan Theatre,' and Professor Manly with 'The Children of the Chapel Royal.' It is, of course, out of the question, within the limits of such a review as the present, to deal fully with the many interesting problems which are discussed. Professor Gregory Smith's chapter on Marlowe and Kyd struck the reviewer as being singularly independent and convincing. Mr. Macaulay summarizes most admirably the knotty points arising in connexion with Beaumont and Fletcher; Professor Vaughan is equally good in what he has to say of Tourneur and Webster.

In short, the high standard of the Cambridge literature is fully maintained; the text is as a rule all that can be desired, and the bibliographies are excellent. It is superfluous at this stage of the undertaking to say that the History should be in every school and college library.

English Literature. By F. J. RAHTZ, M.A., B.Sc. Pp. x+244. Methuen. Price 2s. 6d.—*Selections from English Literature, 1350-1700.* A companion volume, by the same author and publisher. Pp. xi+212. Price 2s.

These books are intended for pupils in the upper forms of secondary schools. The aim of the one is 'to review in a general but critical manner the ground-work [*sic*] of English Literature'; of the other, to illustrate the history. The kind of information imparted in a concentrated essence of literary history does not seem to us ever to be worth retailing. Numbered paragraphs, each dealing with one aspect of Shakespeare or Milton, Scott or Dickens, three or four lines about Hobbes or George Eliot, a quarter of a page dealing with 'Minor Poets of the Age of Pope'—in the nature of things, these cannot be made

anything but dry-as-dust and dogmatically instructive. When, in addition to inherent defects of method, examination questions are added to each chapter, we fear that both pupils and teacher will feel that the resemblance to a cram-book is complete. It is next to useless to tell us in the preface to the Selections that 'a first-hand acquaintance with the great works of English Literature is all-important,' and then to put us off with these tit-bits of general information. The ideal in the author's mind is a wrong one: boys and girls cannot be taught literature from a textbook; they must be brought into contact with the living reality. The historical skeleton that is essential had better be learned from charts and tables than from an ambitious and laborious attempt to achieve the impossible.

FRENCH.

La Comète: Pourquoi Hunebourg ne fut pas rendu. ERCKMANN-CHATRIAN. Edited by T. H. BERTENSHAW. Longmans, Green and Co. Price 6d.; Teachers' Edition, 8d.

The plan of this series is known: 24 pp. of text, 9 pp. of notes in English, 5 pp. of exercises on the text, of which the following is a specimen:

Learn by heart p. 10, l. 1 to l. 4.

1. Everybody; large; to grow large; lift up your head. . . .

2. (a) Is it wise to (de) look [at] the comet? . . .

(c) The chain is quite rusty; take it [down]. . . .

Finally, 'recapitulatory exercises' (2 pp.), in which the English is given for retranslation from the text; and a vocabulary. The Teachers' Supplement (2d. extra) gives the solutions to the exercises.

The plan seems carefully worked out; the only fault that calls for special mention is the system of printing silent letters in italics and pronounced letters in thick type. Even if we recognize the impossibility of being consistent, it does seem a pity to admit such inconsistencies as 'vers

plusieurs' and 'bœufs'; and it is difficult to understand why in 'dix-huit blessures' a pupil is sure to know that *t* is silent, and yet not know that *x* is pronounced in so common a combination. The system seems justifiable only in the case of proper names or foreign words.

Les Feuilles d'Automne. VICTOR HUGO. Dent's Modern Language Series. Edited by H. C. NORMAN. Price 1s. 6d.

Students who have had to face a French examination, for which *Les Feuilles d'Automne* was a set book, and others who are engaged in the study of Victor Hugo's verse, will welcome the appearance of this edition, 'annotée à l'usage des étudiants.' The book contains a brief biography of Victor Hugo drawn from Lanson, and a short 'Tableau Historique,' which, as the editor points out, is a necessity, if one is to understand the political allusions contained in *Les Feuilles d'Automne*. In addition, there is a collection of criticisms of the author and his work from various well-known authors, both English and French, a bibliography, and the preface to the poems themselves.

The notes have the supreme merit of being written in French. It must, however, be confessed that in some cases they are disappointing. To readers sufficiently advanced to be studying such difficult verse many of the notes given seem out of place—*e.g.*, *Maint* = beaucoup de; *maint employé* partitivement n'est jamais trouvé avec la préposition *de*. Cf. *différents*, *divers* (p. 130). Compare also pp. 134 and 135, etc. This strikes us as *vocabulaire*, and often unnecessary.

On the other hand, some of the notes are very good—*e.g.*, those in which quotations from Lanson, Faguet, etc., suggest the point of view which Victor Hugo has taken. These, however, might well be supplemented by paraphrases of some of the more involved and difficult thought and its form of expression. The notes on scansion could with advantage be increased. The book will be very useful, but it could be more so.

Les Maîtres Sonneurs. By GEORGE SAND. Ed. STÉPHANE BARLET. Oxford Higher French Series.

Mr. Leon Delbos must be very proud of his series. This volume contains, besides George Sand's text (which is, perhaps, the most interesting example of her ideal-realistic style, if we may so call it), a Preface in French by M. Barlet (he likes and appreciates George Sand—some Frenchmen pretend they do not); a short 'Notice sur George Sand'; a bibliography; and a very useful and carefully compiled glossary.

Dom Garcie de Navarre. MOLIÈRE. J. M. Dent and Co. Preface and Glossary, etc., by FREDERIC SPENCER.

We welcome another dainty volume in the series of the Temple Molière, uniform with the Temple Shakespeare.

Le Chêne Parlant. GEORGE SAND. Adapted by POOLE AND LASSIMONNE. Murray. 1s.

Les Voisins de Campagne. H. MONNIER. Adapted by POOLE AND LASSIMONNE. Murray. 1s.

These two volumes are the first of a new series entitled *Lectures Scolaires Élémentaires*. The first is a charmingly told story, suitable in every way for a class in its second or third year of French. The second is a play. It strikes us as being rather more difficult than the story. If this series does not find its way to the class-room, it will be for no other reason than that the price is too high.

Monsieur de Beaufort à Vincennes. DUMAS. Adapted by P. B. BINGHAM. *Edmond Dantès.* DUMAS. Adapted by MARC CEPPI.

Le Conscriit. ERCKMANN - CHATRIAN. Adapted by H. RIEU. (Methuen's Simplified French Texts. 1s.)

As pointed out in an earlier review, the volumes published in this series should not fail to secure readers. Without the vocabulary, they might well find their way to the shelves of the French lending library for the use of pupils out of school hours. For the purpose suggested in the notes, the price strikes us as high, since two or three of these short readers would be required in a single term.

GERMAN.

Buddenbrook: Ein Schultag eines Real-untersekundars. Extracted from THOMAS MANN's *Buddenbrooks*, and adapted for school use, by J. E. MALLIN. George Bell and Sons. Price 2s. 6d.

German textbooks are not too numerous: the good ones are rare. This volume deserves careful attention from those who teach German on 'reform' lines. It is impossible to criticize a work of this kind in detail in a short review; a few lines from the preface will indicate the scope of it. The text describes a day spent at school by a boy, in the course of which he has lessons in Scripture, Latin, chemistry, English, geography, and drawing. The language of the book is modern, and seems very suitable for the purposes of a school classbook. It is meant for pupils who have been learning German for at least two years. Easy words are excluded from the vocabulary. The text has been divided up into sections, and each section is followed—(1) By numerous questions in German, framed to give practice in conversation on the text, and to draw attention to important usages connected with those in the text; (2) by grammatical exercises in German. English exercises based on the text are appended for translation. A few footnotes in German have been added. The volume is well printed.

Auswahl deutscher Prosa der Gegenwart (mit Lebensbeschreibungen der Verfasser und Anmerkungen). Herausgegeben von Gustav Hein. Oxford: Universitätsverlag. Price 3s. 6d.

About 170 pp. of very interesting sections and about 30 pp. of notes—just

the notes the intelligent pupil requires. Printed by the University Press. This speaks for itself. We commend this very useful book to all teachers of German.

Der Müller am Rhein. C. BRENTANO. Edited by A. FLORENCE RYAN.

Die Nothelfer. W. H. RIEHL. Edited by P. B. INGHAM.

Die Geschichte von Peter Schlemihl. CHAMISSO. Edited by R. C. PERRY. (Methuen's Simplified German Texts. Cloth. 1s.)

Well-known texts for young pupils who have been learning the language for about two or three years; for the most part retold in simple German. No formal notes, but a vocabulary in which difficulties of idiom are explained in English. There are about 30 to 40 pp. of text, well printed and, on the whole, accurately edited.

Easy Free Composition in German. By W. RIPPMMANN. Dent's Modern Language Series. 1s. 4d.

'Before the learner can attempt to translate from English into the foreign tongue with profit and success, he needs a training in free composition' (see Preface). The training here mentioned is essentially a part of the Reform Method of Modern Language teaching, and, as the author of this valuable little book, in his helpful suggestions for its use, points out: 'Free composition of a very simple kind can be introduced with advantage into the early teaching of a foreign language.'

We warmly recommend this book to the notice of the all too few masters and mistresses who are engaged in the teaching of German.

FROM HERE AND THERE.

ABERYSTWYTH.—Professor Ker, University College, London, has given £150 to carry on Welsh research work, and the Council of the Welsh College has decided to offer the money to Miss Mary Williams, a native of Aberystwyth and Doctor of

Literature of Paris University, to enable her to remain in the French capital to continue her researches at the National Library. Miss Williams now holds a Fellowship in Celtic studies in connexion with the University of Wales.

BELFAST, QUEEN'S UNIVERSITY.—The following scholarships have been awarded for French and German :

Entrance Scholarship.—William Stothers, Grammar School, Lurgan, £60 per annum for three years for highly distinguished answering.

Second - Year Scholarship. — Susan Adrain, Queen's University, Belfast.

Third-Year Scholarship.—S. Whitfield and E. Heron, equal : both from Queen's University, Belfast.



BELFAST, QUEEN'S UNIVERSITY.—We notice with pleasure that Professor Savory is delivering a course of lectures on French pronunciation this term. At the opening lecture on October 26, Professor Henry, who was in the chair, referred with much appreciation to Professor Savory's zealous work in the cause of phonetics.



BRISTOL UNIVERSITY.—Mr. J. W. Eaton, B.A. (T.C.D.) has been appointed Assistant Lecturer in French and German.



CAMBRIDGE UNIVERSITY.—The Charles Oldham Shakespeare Scholarship has been awarded to Richard Farrar Patterson, B.A., of St. John's College, *proxime accessit*, Francis Frederick Locker Birrell, of King's College. Honourable mention, Stanley Grocock, B.A., of Queen's College, and William Edward Womersley, of St. Catharine's College.



CAMBRIDGE UNIVERSITY.—Sir Harold Harmsworth has made a gift of £10,000 to endow a chair of English Literature ; and so at last a grave reproach to Cambridge University will be removed.



EXETER UNIVERSITY COLLEGE.—Mr. A. E. Morgan, Bristol University, has been appointed Assistant Lecturer in English.



GLASGOW UNIVERSITY.—Signor Ernesto Grillo, of Perugia, has been appointed to the Lectureship in Italian, vacant by the resignation of Dr. Agnoletti.

LONDON UNIVERSITY.—In consequence of the aid of a generous benefactor, arrangements have now been completed under which Professor Kuno Meyer, of the University of Liverpool, will conduct classes in Old Irish for beginners, and in Irish manuscripts, at University College during the first and second terms of the current session. The classes are held on Thursday and Friday afternoons at half-past five o'clock. Further particulars may be obtained from the secretary of the college.



LONDON UNIVERSITY.—Mr. A. G. Haltenhoff has been appointed Assistant in the Department of German.



LONDON UNIVERSITY.—The Gilchrist Studentship in Modern Languages for 1910 has been awarded to Miss L. D. Sawyer, B.A., of University College.



LONDONDERRY, MAGEE COLLEGE.—The Rev. R. J. Temple, M.A. (R.U.I.), has been appointed Professor of English and History.



READING UNIVERSITY COLLEGE.—Mlle Salmon, daughter of Professor Salmon, has been appointed Assistant in Conversational French.



READING UNIVERSITY COLLEGE.—Miss M. D. Belgrave, M.A., has been appointed Sessional Lecturer in English Literature.



Some recent changes in the curriculum of ETON COLLEGE deserve attention, as they indicate what most Modern Language teachers will regard as a move in the right direction. As late as 1904 no specializing was allowed ; the only exception to the rule was that a boy on reaching the Fifth Form might take German as an alternative to Greek. Now a boy in the lower part of the school may, with special leave, give up Greek, and take up handicraft instead ; whilst, on reaching Middle Division he may

specialize in science, or take German for Greek. But a boy in Upper Division and First Hundred may specialize in Modern Languages, science, history, and mathematics, or he can combine two of them. Last half two hours' Latin was compulsory for all, but now the specialist need not do any, but he has to take five hours' English, of which one hour is divinity and another civics, English literature or geography, according to his division.

A boy who wishes to go into the Army may enter the school now without any knowledge of Greek, but he must have sufficient knowledge of other subjects to

enable him to take Middle Fourth; otherwise he cannot enter the school.

▲ ▲ ▲

In our last issue there was an announcement (on the page opposite p. 3 of the cover) of French lessons by correspondence offered by Mlle L. Richardet, Avenue d'Ouchy 12 F, Lausanne. Miss M. Kathleen Ware, of St. Peter's School, Weston-super-Mare, writes: 'I can confidently recommend Mlle Richardet to your readers, having myself profited greatly by the instruction in French which I have received from her, and I shall be pleased to answer any further inquiries.'

EDITORIAL NOTE.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 1st of February, March, April and June, and the 15th of July, October, November and December. The price of single numbers is 6d.; the annual subscription is 4s. The Journal is sent free to all Members of the Modern Language Association who have paid their subscription for the current year.

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

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

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

Contributions and review copies should be sent to the Editor of MODERN LANGUAGE TEACHING, 45, Ladbrooke Grove, London, W. The Editor is assisted by an Advisory Committee, consisting of Messrs.

R. H. Allpress, F. B. Kirkman, Miss Purdie, and Mr. A. A. Somerville.

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

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

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

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

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

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

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

MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN
LANGUAGE ASSOCIATION

EDITED BY WALTER RIPPMAUN

WITH THE ASSISTANCE OF

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

VOLUME VI. No. 8

December, 1910

MODERN LANGUAGE ASSOCIATION.

REPORT OF GENERAL COMMITTEE ON EXTERNAL EXAMINATIONS FOR SCHOOLS.

The Report was drawn up by a Sub-Committee, consisting of Messrs. Atkinson, Bridge, Draper, Hallifax, W. G. Hartog, Miss Hentsch, Messrs. Hutton, Kirkman, Kittson, Longsdon, and Siepmann, and was adopted by the General Committee at its meeting on October 29, when various changes were made. It is published for the information of Members, and must not be taken as the final opinion of the Association till it has been submitted to the General Meeting.

I.

PRELIMINARY EXAMINATIONS.

THESE are designed for candidates below the age of fifteen. Not being required for the purposes of a leaving-school certificate, they impose an unnecessary strain on young pupils, and should therefore be abolished.

II.

JUNIOR EXAMINATIONS.

These are designed for candidates from fifteen to sixteen years of age.

This examination should consist of the following tests, all compulsory:

A. ORAL.

It is desirable that for the reading and conversation tests together not more than six candidates should be taken in the hour, or eight if two are taken together.

(a) *Dictation*, which might with advantage be given by the teacher in the presence of the examiner.

(b) *Reading aloud*, selected from a book that has been read by the

candidate. This should be a test, not only of pronunciation, but of intelligent comprehension.

Pronunciation can further be tested by written questions which may require the use of phonetic symbols, but which should not render a knowledge of any particular set of symbols compulsory.

(c) *Conversation in the foreign language*, testing both the candidate's ability to understand the foreign language and to express himself in it.

This test usually takes one of three forms:

1. Conversation on general topics—*e.g.*, the weather, meals, the theatre, garden, and the like.

This should not be the sole form of conversation test, as it gives to conversation a false value as an end, and also obscures its value as method, many schools being content to make it a special examination subject divorced from the rest of the teaching in the language concerned. There is, however, no objection to such questions forming some part of the conversation.

The other two forms are—

2. Conversation on a short story in the foreign language previously read silently by the candidate in the presence of the examiner.
3. Conversation on the content and vocabulary of a book previously prepared by the candidate.

The second form is defective, in that it supplies the candidate with a vocabulary which may be picked up at the moment, so that it is difficult even for an experienced examiner to decide how much of it is part of the candidate's permanent mental content. The third form has no such defect, and, moreover, insures that the conversational exercises of the class-room shall be based on subject-matter of educational value. While, therefore, the second form may be regarded as a useful alternative in cases where there is an objection to offering set books, the third is on the whole to be preferred.

The text chosen should contain not less than 6,000 words, and should be approved by the examining body. The questions should be such as to test whether the candidate has an intelligent grasp of what he has read. His answers should not be merely parrot-like repetitions of passages learnt by heart.

B. WRITTEN.

(d) *Translation into English of unprepared prose or verse*. This, together with (c), suffices to test the candidate's ability to understand the language. In choosing the passages, stress should be laid rather on difficulties of construction than on those of vocabulary. Setting disconnected idiomatic sentences for translation is best avoided, as it leads to the cramming of books specially prepared for the purpose.

(e) *Grammar, Vocabulary and Word-formation*. The questions in

grammar at this stage should bear on the grammar necessary for practical purposes, and should for the most part require the application rather than the mere statement of grammatical knowledge. Questions involving nothing but the mechanical reproduction of what has been learnt by heart are of little value. Grammar may be tested without requiring translation, in the manner suggested below. In setting grammar questions, especially those relating to syntax, examiners should observe the principles that candidates should be required to state their systematized knowledge in the forms in which it is practically useful to possess it, and that the questions should test intelligence. The following are examples of types of questions that should be avoided :

1. Asking for rules or lists of grammatical forms—*e.g.*:
'What are the conjunctive and disjunctive personal pronouns, and when are they respectively used? Explain the use of *du*, etc., in the following sentences: "Je mange du pain. . . ."
2. Asking the candidate to form sentences to illustrate rules.
3. Requiring the candidate to correct mistakes in sentences given — *e.g.*,
'Correct the following sentences: "Je les ai vu dans la rue. . . ."

4. On metre, these being too advanced for the Junior stage.
5. Asking for the gender of lists of nouns, the answers being often mere guess-work.

The following list indicates some of the possible methods by which acquaintance with the grammar may be tested without requiring translation :

Substitution of pronouns for nouns, and *vice versa*.

Transformation of affirmative statements into negative.

Transformation of statements into questions, the words that are to be changed being underlined.

Conversion of direct into indirect speech.

Changing person, number, or tense, of verb forms.

Changing bracketed or italicized infinitives in a narrative into the proper verb form.

Changing active sentences into passive, and *vice versa*.

Supplying suitable words—*e.g.*, prepositions, verb-forms, noun-cases, etc. — in sentences where there are blanks.

A few questions on vocabulary and word-formation may be added (excluding such as require translation into the foreign language)—*e.g.* :

1. Questions asking for categories or series of things or actions—*e.g.*, articles of furniture, dress, getting up

in the morning, going to school, etc. The answers should be in sentence form, and should be of such a nature as to show that the candidate understands the terms used.

2. Such questions as—Give the nouns and verbs corresponding to *blanc*, *vert*. Mention adjectives derived from *Vater*, *leben*, and nouns formed from *wahrhaft*, *mischen*. Explain the formation of the words *unabhängig*, *Höflichkeit*. Form sentences to illustrate the difference between *un livre*, *une livre*; *répondre*, *répandre*; *marcher*, *se promener*; *fahren*, *führen*; *acht Uhr*, *acht Uhren*, *acht Stunden*.

NOTE 1.—It is a good practice to base some of the questions referred to in (e) on the passages set for translation from the foreign language.

NOTE 2.—Questions of this class may in some cases be asked by means of pictures printed on the examination papers.

(f) *Composition*. Ability to write the language should be tested solely by free composition. Translation from English should form no part of the examination at the Junior stage.

There are several forms of free composition which may be recommended:

1. A story is read twice to the candidates in the foreign language, who then write the substance of it, having

for reference the bare heads of the story.

2. A subject is given to the candidates. In this case heads should be given (in the foreign language, and not in English), and not less than three alternatives should be set. Some suggested subjects are: Historical events and personages, legends, fairy tales, animals, common scenes and occupations, and other familiar topics. Subjects involving a distinctively English vocabulary should be avoided.
3. The headings of a story are given to the candidates on paper in the foreign language.
4. The abstract of a story is given in the foreign language, and the candidates are told to write it as told by a certain character in the story, or to write a conversation between two of the characters.

The principle that at this stage the candidate should be provided with the necessary subject-matter underlies the above recommendations.

In estimating free composition, account should be taken of arrangement, syntax, idiom, and vocabulary—that is, it should be judged on the same principles as a piece of elementary English composition. About 200 to 300 words should be required, and a high standard of

accuracy demanded. The foreign equivalents of a few necessary difficult words may be given.

III.

SENIOR EXAMINATIONS.

These are designed for candidates of not less than sixteen nor more than eighteen years of age.

The nature of the tests and the principles on which questions should be set being in general the same for both stages, it is only necessary to add here the special suggestions made for the Senior stage.

(b) *Reading aloud.* Add, 'Sight-reading should be permitted.'

(c) *Conversation in the foreign tongue.* Add, 'The conversation may well extend beyond the limits of the content and vocabulary of the book.'

(e) *Grammar, etc.* In the Senior examination the special grammar test should be eliminated.

(f) *Composition.* Free composition and translation should both be obligatory.

For the translation two or more pieces should be set, the vocabularies of which should differ as widely as possible.

Care should be taken that the pieces set afford an adequate test in common syntax and ordinary idiom.

(g) *Approved book.* While the compulsory subjects for an external school examination should consist of the oral and written tests already described, there is a risk that the humanistic influence of the study of

foreign literature may be lost sight of. The following recommendations are therefore made :

1. An approved book may be offered as an optional subject. The marks obtained on the paper should count solely for distinction, and that only if the candidate has passed on the compulsory subjects.
2. The book offered should be of genuine educational value. The books most favoured by examining bodies should be: History, biography, drama of the higher kinds, poetry, and fiction which illustrates some historical epoch, preference being given to books dealing with the nation whose language is being taught. Of fiction other than that referred to, only the very best should be allowed, and that sparingly. Some nineteenth-century or contemporary prose should always be required. Subject to these considerations, liberty of choice should be left to the teachers.
3. Questions should be asked on some or all of the following subjects:
 - (a) The matter of the book.
 - (b) Prosody.
 - (c) Historical and other allusions.

- (d) Knowledge of the history or of the social and political condition of the foreign nation required for the understanding of the book, or which may be derived from the book.
- (e) The author's life and times, so far as these bear upon the book.
- (f) Interpretation of the text, by translation or otherwise.
4. Questions involving literary appreciation should only be sparingly asked, as candidates at this age are hardly capable of forming independent literary judgments or estimating literary values.
5. The questions and answers should both be in the foreign tongue, except where actual translation of a passage is asked for.

IV.

SCALE OF MARKS.

Maximum 100.

Oral test (conversation and reading)	25
Dictation	15
Unprepared translation into English	20
Grammar and vocabulary questions	10
Composition	30

At the Senior stage the marks assigned to composition should be divided equally between the two kinds, and the marks assigned to grammar in the above scale should be added to those for composition, making a total of 40 for this paper.

V.

STANDARD TO BE REQUIRED FOR A PASS.

The Committee are of opinion that the low percentage usually required for a pass is a serious defect in the present system of external examinations. They consider that it would encourage thoroughness in teaching if the papers set were somewhat easier, and a higher percentage of marks demanded for success. They recommend, therefore, that the percentage for a pass should be 50 per cent., and that the papers should be such that a well-taught candidate of average abilities should be able to attain a higher mark.

The following resolutions indicate the principal changes made by the General Committee in the Report of the Sub-Committee, and the decisions of the former on points on which the Sub-Committee made no recommendations.

1. That the text chosen [for the Oral Test] should contain not less than 6,000 words [instead of 'not less than 12,000 words']. Carried *nem. con.*

2. Junior Examination, section (e). The first paragraph was inserted. Carried by 12 to 4.

3. Junior Examination, section (f). That Translation from English should form no part of the Examination at the Junior stage. Carried by 13 to 6.

4. Senior Examinations, section (e). All the qualifications to the words 'That in the Senior Examination the Special Grammar test be eliminated' were deleted. Carried by 14 to 3.

5. Senior Examinations, section (f). That free composition and translation should both be obligatory. Carried *nem. con.*, after resolutions in favour of free composition only, and free composition and translation being alternatives, had been rejected by 12 to 4 and 6 to 5 respectively.

6. Senior Examinations, section (g). That the answers to the questions on the

Approved Book should be in the foreign tongue. Carried by 6 to 3.

7. The scale of marks was altered as follows:

	<i>Sub-Committee.</i>	<i>General Committee.</i>
Oral Test (conversation and reading)	20	25
Dictation	10	15
Unprepared translation into English	20 or 25	20
Grammar and vocabulary questions	15	10
Composition	35 or 30	30
Carried by 4 to 2.		

ARRÊTÉ RELATIF À LA NOUVELLE NOMENCLATURE GRAMMATICALE.*

LE MINISTRE DE L'INSTRUCTION PUBLIQUE
ET DES BEAUX-ARTS, VU L'AVIS DU
CONSEIL SUPÉRIEUR DE L'INSTRUCTION
PUBLIQUE ARRÊTÉ :

Art. 1.—Dans les examens et concours relevant du Ministère de l'Instruction publique, et correspondant à l'enseignement primaire jusqu'au brevet supérieur inclusivement à l'enseignement secondaire des garçons et des jeunes filles jusqu'au baccalauréat ou au diplôme de fin d'études inclusivement, la nomenclature grammaticale dont la connaissance est exigible ne pourra dépasser les indications contenues dans le tableau ci-joint.

Art.—2. Le présent arrêté sera applicable dès les examens de l'année 1911.

GASTON DOUMERGUE.

NOMENCLATURE GRAMMATICALE.

PREMIÈRE PARTIE : LES FORMES.

Le Nom.

Division des noms : Noms propres, noms communs (simples et composés).

* The subject of grammatical terminology will be discussed at the Annual Meeting, and this *Arrêté* will therefore be of some use. It should, however, be borne in mind that it applies only to French grammar, although this is not explicitly stated.

Nombres des noms : Singulier, pluriel.
Genres des noms : Masculin, féminin.

L'Article.

Division des articles : Article défini, article indéfini, article partitif.

Le Pronom.

Division des pronoms : Personnels ou réfléchis, possessifs, démonstratifs, relatifs, interrogatifs, indéfinis.

Personne et nombre des pronoms : Singulier, pluriel.

Genres des pronoms : Masculin, féminin, neutre.

Cas des pronoms : Cas sujet, cas complément.

N.B.—On entend par cas les formes que prennent certains pronoms selon qu'ils sont sujets ou compléments.

L'Adjectif.

Nombres : Singulier, pluriel.

Genres : Masculin, féminin.

Adjectifs qualificatifs (simples et composés) : Comparatif d'égalité, comparatif de supériorité, comparatif d'infériorité, superlatif relatif, superlatif absolu.

Adjectifs numéraux : Ordinaux, cardinaux.

Adjectifs possessifs.

Adjectifs démonstratifs.

Adjectifs interrogatifs.

Adjectifs indéfinis.

Le Verbe.

Verbes et locutions verbales.

Nombres et personnes.

Radical et terminaison.

Éléments du verbe.

Verbes auxiliaires (avoir, être, etc.).

Formes du verbe : Active, passive, pronominale.

Modes du verbe : Modes personnels—Indicatif, conditionnel, impératif, subjonctif. Modes impersonnels—Infinitif, participe.

Temps du verbe—Le présent. Le passé : Le passé simple, le passé composé, l'imparfait, le passé antérieur, le plus-que-parfait.

Le futur : Futur simple, futur antérieur.

Verbes impersonnels.

La Conjugaison—

Les verbes de forme active sont rangés en trois groupes :

1°. Verbes du type *aimer* (présent en *e*).

2°. Verbes du type *finir* (présent en *is*, participe en *issant*).

3°. Tous les autres verbes.

Mots Invariables.

1°. Adverbes et locutions adverbiales.

2°. Prépositions et locutions prépositives.

3°. Conjonctions et locutions conjonctives. Conjonctions de co-ordination ; conjonctions de subordination.

DEUXIÈME PARTIE : LA SYNTAXE.

La Proposition.

Termes de la proposition : Sujet, verbe, attribut, complément.

Emploi du nom : Sujet, apposition, attribut, complément.

Emploi de l'adjectif : Épithète, attribut.

Les Compléments.

Presque tous les mots peuvent avoir des compléments. Il y a—

1°. Des compléments du nom.

2°. Des compléments de l'adjectif.

3°. Des compléments du verbe (complément direct et complément indirect).

Division des Propositions.

1°. Propositions indépendantes.

2°. Propositions principales.

3°. Propositions subordonnées.

N.B.—Les propositions principales ou subordonnées peuvent être co-ordonnées.

Les propositions peuvent avoir des fonctions analogues aux fonctions des noms. Elles peuvent être : Proposition sujet, proposition apposition, proposition attribut, proposition complément.

DISCUSSION COLUMN.

THE TEACHING OF COMPOSITION.

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

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

The questions concerning each which call for discussion are—

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

Members are urged to insure the success of this discussion by making contribution to it, however small. Our object is to gather opinions and

experiences from all sources. Anyone desiring to take part should send his or her communication, not later than two weeks after the issue of any given number of MODERN LANGUAGE TEACHING, to

F. B. KIRKMAN,

The Three Gables,

Letchworth,

Herts.

IV.—MISS C. R. ASH

(*St. Paul's Girls' School, Hammersmith*).

AFTER reading the inspiring article on the subject of Free Composition in the October number of MODERN LANGUAGE TEACHING, I feel diffident of offering an account of the method of teaching it of which I myself make the most use. My plea must be that, where only a limited number of lessons are allotted to Modern Languages, I find the practice of free composition independently of the rest of the form work an unattainable ideal, though fully recognizing its value in adding to the learner's vocabulary and introducing a welcome element of variety. My plan has therefore been to link all free composition more or less closely to the reader in use, and to look for its interest and variety to the working up of its form and style and to its gradual advance in difficulty.

The initial steps consist, as I suppose is the case everywhere, in the straightforward use of the *questionnaire*, or, in its absence, of questions set by the teacher, after the reading and oral discussion of the text. The answers are either prepared in form and written at home, the use of the text being then forbidden, or, more often with the younger children, prepared at home and written in lesson, when one can go round and give hints, if need be, to the more backward. At first the answer required would be as nearly as possible a reproduction of the question, demanding nothing more difficult than the substitution of a new subject or object for the interrogative pronoun. Then, little by little, more is expected; the child must be able to change the person, tense, or number of the verb, create a new sentence

in answer to the question 'Why?' or 'What did so-and-so do?' without feeling in any way tied to the words of the question or anxious to bring them into her answer regardless of the sense. In short, she must be able to handle easy French or German questions as she would English ones; and though still making the words of the reader her model, she would be allowed some licence and encouraged to use, wherever possible, phrases or words learnt earlier or in different connections.

When this stage has been reached, something may be attempted of the nature of composition or continuous narrative. The work is first done in lesson with the co-operation of the whole form. A certain number of questions are set as before, and the answers to the first three or four are given and written up on the board. Then comes the transformation of these answers into a 'composition.' The children are called on to link them together and give them meaning in themselves independently of the question. This may be done by the substitution of pronouns for nouns that recur too often, the creation of a subordinate sentence or participial clause to avoid the cumbrousness of two principal sentences, even simply the insertion of adverbs or conjunctions. Once the children catch the spirit of it, they are able to use the questions simply as guides to the construction of the narrative, and to make the changes they consider necessary without the preliminary step of writing up the mere bald answers first. An appeal, however slight, is made to their judgment and their power of invention, and they are quick to respond. And when the actual substance of the story is completed, they are made to see that it needs, to round it off, both a beginning and an ending. The

hero has to be introduced, the position of the house or town indicated, or the circumstances given, to bring us into touch with what is to follow, and the end requires the drawing of some conclusion or the briefest possible summary of the events described. Anything more elaborate is apt at this stage to lead to an over-indulgence of the inventive genius latent in most children, which may, it is true, add much to the interest of the work produced, but also adds enormously to the mistakes. They have had no time or thought to spare for mere grammar.

When the *questionnaire* is found to give an unnecessary amount of help in the writing of free composition, or the form has been promoted to books without *questionnaires*, an advance is made to the use of short headings, supplied either by the teacher or the pupils, and copied into their note-books to act both as a plan of the composition and as assistance in the writing of it. The essay is then worked up as before, and gradually the preparation in form becomes largely oral, only difficult spellings or complicated constructions being written on the board for discussion. All work of this kind demands, obviously, great care in the choice of the reader, not only for its vocabulary and style, but just as much for its character, a series of incidents being best suited to the purpose. Where the composition means simply the reproduction of a few pages of text without any natural cohesion in the narrative, it may easily become wearisome, whereas a clearly-marked incident, making a whole in itself, awakens interest and conduces to an intelligent treatment of the subject.

Not till the children are approaching the stage where I begin the teaching of translation from English into French do I attempt anything more ambitious in free composition. As the beginnings of 'prose' consist of retranslation exercises founded on the reader, its vocabulary and style are being studied with some thoroughness by this means, and one may safely diverge from it in setting other varieties of written work. But even so I base the

essays set on the reader, drawing from it suggestions for subjects, and even to some extent the material. Descriptions of scenery, sea, forest, or mountain, of buildings, streets, or towns, lead to the working up of similar descriptions of places or scenes known to the form; while criticisms or comparisons of characters, the narration of parallel incidents, the rewriting of dialogues in narrative form, or the breaking up of a narrative into dialogue, all furnish opportunity for some original work, though it is not yet entirely independent of support. If the reader seems to supply sufficient vocabulary, and the subject does not demand much thinking out, it is enough to discuss it in form after the usual oral work has been done on the text, propose a method of treatment, invite suggestions for arrangement and for introducing and closing the subject, and then set it at once to be written. More often the vocabulary, as applying to only one individual or scene, is inadequate for adaptation to a variety of ideas; in that case a preparation and a lesson may with advantage be given to the finding and use of new words such as each child may need to express its thoughts. This both enlarges the vocabulary and definitely groups together the words so learnt, while at the same time giving a good opportunity for a conversation lesson where material and words are already provided. Where it is a question of criticism of character or the transformation of a passage into dialogue, reference may be allowed to the reader, if only to discourage the writing of compositions with no bottom, which is so often the weakness of the literary essay later on. Descriptions or narrative are generally done independently of the text, so that the pupils may describe something known to them as they have seen it, trusting rather more to their own powers and accumulated knowledge of idiom.

I may claim for essays of this kind that they lead on by an easy transition to critical work on literature read as such, as practice has already been given in forming the plan of the composition, in

independent narration, and, to a certain extent, in criticism itself. Moreover, such literary work hardly presents the difficulties of the earlier stages, for much help may, and indeed must, be given by discussion and reading; and there is every grade of composition to be set, according to the capacities of the form, from summaries of the plot of play or novel to the criticism of a situation or character. Then, too, the interest has now been transferred from the language and form, in which at first it almost wholly lay, to the subject-matter, of which these now serve simply as more or less perfect vehicles.

This interest is undoubtedly the one

that appeals most directly, as well as most permanently, to the learner; and the more it can be introduced into the work in all its stages, the greater will be the keenness aroused. But, on the one hand, I have found that as long as the command of the language is limited there is real danger in giving too much scope to the inventive powers of the children, as it leads almost inevitably to inaccuracy in writing; and, on the other hand, that the opportunities offered for the exercise of their judgment and power of arrangement, insignificant though they seem, do both arouse interest at the time and serve them in good stead in their later work.

HOLIDAY COURSE IMPRESSIONS.

BESANÇON.

It is not my intention to give any detailed account of the holiday course held in the University of Besançon during the months of July to October of this year. For, in the first place, I only attended them during the month of August, and can therefore only speak of that month; and, in the second place, the general lines of the course were indicated in the articles contributed by Messrs. P. W. Cooke and Osmond J. Robert to MODERN LANGUAGE TEACHING in November and December of last year. As your readers will remember, these articles were very favourable to the course, and, indeed, spoke in high praise of them; but the same gentlemen saw fit to add some remarks in one of the early numbers of the magazine this year (which were, however, qualified in a later number), condemning certain changes in the management and curriculum of the course, and practically advising British students not to attend it. These remarks, together with what I was given to understand the same gentlemen did privately to dissuade students from attending this year, are said to have done a great deal of harm to the course among English-speaking students; and this, indeed, was only too evident from the small number of such

that attended this year. The object of these few lines, then, is to try and undo, to some extent at least, the injury thus caused to the course.

The Besançon Holiday Course is organized by the Faculty of Letters of the University, with the help of the *Comité de Patronage des Étudiants Étrangers*. The director of the course is M. Vernier, professor at the University, and the secretary and assistant director, M. Vuillame, *professeur agrégé au lycée Victor Hugo*. The lectures cover a wide range of subjects; during August they included such as French Drama in the Seventeenth Century, French History from 1789 to 1870 (2nd part), French Phonetics, Elementary Education in France, *Explication des auteurs français du programme B.A. (Université de Londres)*, etc., and were uniformly good. Besides, there was a very useful and practical course on *Explication des morceaux choisis; Style, dictées*. All these and others were meant for all the students except the most elementary, and were attended by about a hundred students. There were, however, other practical classes for translation and conversation, in which the students were divided into groups of about twelve or fifteen, and in which every student had plenty of opportunity of taking an active

part. Pronunciation was taught chiefly by practical exercises, and lucid instructions were given as to how to pronounce the different sounds. No special mode of transcription was used in the lectures on phonetics, and the lecturers did not seem to lay much stress on phonetics as a science. There was a special class for beginners, conducted largely by two English ladies long resident in France (Miles Evershed, 4, Rue Charles Nodier). The social side was well cared for. Every Wednesday evening the students met at a café near the University, where conversation, music, and dancing, were indulged in; local artistes of repute would often come and entertain us with songs and recitations, while there was plenty of opportunity for conversation with French people. On Thursday afternoons walks were taken into the beautiful country around Besançon, and on Sundays longer excursions by rail were indulged in by the more adventurous spirits. On these we were always accompanied by young men and women from the town, as well, of course, as by some of the *professeurs*. Those who wished to sit for an examination at the end of their course had the choice of two—the *Certificat d'Études Françaises*, a State examination which could only be taken by such as had followed the course for three months; and the *Certificat de Langue Française*, which could be taken by anyone able to do so, and for which students could sit about once a month. The fee for the first examination is 20 francs, and for the other 10 francs.

The boarding accommodation was fully adequate, and, so far as I know, perfectly satisfactory. I heard no complaints from anyone on this score. The charge for board and lodging varies from 110 to 150 francs a month, and is thus rather cheaper than in most French University towns. For the course itself you have to pay 40 francs for one month, 50 for two months, 60 for three months, and 65 for four months.

No praise is too great, for all concerned,

for the admirable way in which they carried out their duties. The people of the town as well as the professors and lecturers at the University all did their best to make our stay in Besançon a pleasant one, and to make us feel at home in a foreign land. And especially should I like to mention in this connection the name of M. Vuillame, the secretary and deputy director of the course, who worked so hard to make it a success, who arranged everything so well and made everything run so smoothly, and who sacrificed practically all his holidays for our sakes. Indeed a high reward is his!

D. J. DAVIES.

County School,
Aberystwyth.



TOURS.

THE Committee of the Teachers' Guild decided at the beginning of the year to discontinue the Course at Tours—at any rate for a time. With commendable enterprise the 'professeurs' at the Lycée, who had previously been engaged in the teaching, determined to take the organization up for themselves, and in August a body of about twenty-five students gathered for the Course. The number was certainly small, but the time for advertising the new arrangements had not been long, and they look forward to a much larger assembly next year. M. Sourdillon, the representative of the Alliance Française at Tours, acted as 'directeur,' and the teaching was given by M. Papot, 'professeur' of history (who has worked for years with the Teachers' Guild Courses), and M. Letzelter, 'professeur' of French.

As regards the advantages offered to students, the enterprise of the 'professeurs' was abundantly justified. All of them did the utmost in their power to assist everyone. They spoke with remarkable clearness; their lectures were simply and clearly phrased, and yet conveyed a large amount of information. The timetable was much as usual. First came a

lecture by M. Papot on some literary or historical subject, the titles ranging from Vercingetorix to Napoleon, from Gregory of Tours to Victor Hugo, followed by reading of French plays, the two together slightly exceeding the hour. Then we separated into two groups (advanced and elementary) for conversation, and much skill was displayed in making them real 'conversation' classes. My own experience in previous years has been that such a class tends to become a lecture by the teacher, with a few questions from the audience thrown in. After a few minutes' 'recreation,' M. Letzelter took us in hand with a lecture on literature, history, or archæology, followed by a lesson in grammar, reading, or dictation. The whole meant about three hours' steady, and quite sufficiently exhausting, work.

Our relations with our masters were none the less happy outside the class-room. They accompanied us on automobile excursions to the Châteaux, to Villandry, Azay-le-Rideau and Langeais, to Chenonceau and Amboise, to Chinon. They arranged a visit for us to the town-hall with the

architect, M. Sourdillon entertained us at his home, attached to the École Normale, of which Mme Sourdillon is principal.

Tours itself is a fascinating town; situated in the valley of the Loire, it combines the charm of wonderful natural beauty with the flavour of antiquity and the advantages of modern civilization. The roads are level and well made, the only drawback being the sharpness of the little stones on their surface, which tend to cause punctures. In some of the narrow streets one could well imagine the gay courtiers of Dumas bursting out of doors on some wild adventure, or scheming some affair of gallantry, while at the end could be seen the stream of modern traffic.

Whatever success it may meet with under its independent organization, the Course at Tours deserves the highest; the town, the district, the 'professeurs,' and the hosts, are worthy of every support.

R. L. AGER.

Tettenhall College,
Staffs.

MODERN LANGUAGE ASSOCIATION.

A MEETING of the Executive Committee was held at the College of Preceptors on Saturday, November 26.

Present: Messrs. Pollard (chair), Breul, Draper, Fiedler, Hutton, Miss Johnson, Mr. O'Grady, Miss Purdie, Messrs. Rippmann, Somerville, Twentyman, and the Hon. Secretary.

Letters of apology for absence were received from Messrs. Andrews, Atkinson, Brigstocke, von Glehn, and Miss Shearson.

The minutes of the last meeting were read and confirmed.

A Sub-Committee, consisting of Miss Purdie, Mr. Twentyman, and the Hon. Secretary, was appointed to consider how a Report on Holiday Courses could be obtained.

The Chairman reported the meeting at Oxford between a Committee of the Heb-

domadal Council and representatives of the Association to discuss the question of Teachers' Certificates.

The programme of the Annual General Meeting was settled.

The following nineteen new members were elected:

Miss W. Alison, Girls' High School, Chapel Allerton, Leeds.

F. A. Bahns, B.A., Raine's Foundation School, E.

Mme de Boyes, Notting Hill High School, W.

Miss Cotton, West Leeds High School, Armley, Leeds.

Miss E. M. Crake, St. Cyr, Eastbourne.

C. E. Delbos, Downside School, Bath.

Miss A. B. Edwards, Intermediate School, Porth, Glamorganshire.

Miss K. Fitzgerald B.A., Keighley.

H. E. Hale, B.A., L.-ès-L., Royal Masonic School, Bushey.

N. L. Hallows, Merchant Taylors' School, E.C.

Miss Hunter, Perse Girls' School, Cambridge.

A. C. F. Luke, Raine's Foundation School, E.

K. G. Macleod, B.A., Elstree, Herts.

T. H. Pritchard, Polytechnic Secondary School, Regent St., W.

Miss H. Ridler, B.A., High School, Pendleton, Manchester.

Miss M. J. Ryan, B.A., 10, Hercules Road, Lambeth, S.E.

Miss H. C. Thompson, B.A., 40, Devonshire Street, Keighley.

Miss J. Waltenberg, Girls' Modern School, Leeds.

H. E. G. Wylie, Downside School, Bath.

The scrutiny of the votes for the election of eleven members of the General Committee will take place at the College of Preceptors on Saturday, January 7, at 2.30 p.m.



The ANNUAL GENERAL MEETING of the Modern Language Association will be held on January 10 and 11, 1911, at Queen's College, 43, Harley Street, W., Cavendish Square, by kind permission of the Council.

PROGRAMME.

On Monday, January 9, from 8.30 to 10.30 p.m., there will be a conversazione at Queen's College. Members who intend to be present are requested to apply for cards to Mr. F. W. M. Draper, City of London School, Victoria Embankment, E.C.

Tuesday, January 10.

9.45 a.m.—Meeting of General Committee.

10.30 a.m.—General Meeting, Report of General Committee, Hon. Treasurer's Report, Reports of Editors of Publications, Report of Hon. Custodian of Lantern Slides, Report of Hon. Librarian.

12 noon.—Presidential Address: Professor Breul, University of Cambridge.

2.15 p.m.—Report of General Committee on External School Examinations. Introduced by Mr. H. W. Atkinson.

The following resolutions, which embody the most controversial points, will be submitted:

1. That at the Junior stage ability to write the foreign language should be tested solely by Free Composition.

2. That there should be no Grammar paper at the Senior stage.

3. That at the Senior stage Translation from English and Free Composition should both be obligatory.

4. That at the Senior stage examination in an Approved Book should be optional, and the marks obtained should count solely for Distinction, and that only if the candidate has passed in the compulsory subjects.

If time permits, amendments may be moved to the other parts of the Report.

It will be moved that the General Committee be empowered to complete the revision of the Report as amended by the Meeting, and to issue it, indicating any points on which there is a considerable divergence of opinion.

7.30 p.m.—Annual Dinner at the Holborn Restaurant.

Wednesday, January 11.

10 a.m.—'Means of Training available for Modern Language Teachers in Phonetics,' Miss Althaus.

11 a.m.—Address by Professor Brunot (University of Paris), on 'Comment la Langue Française Classique a été l'Image de la Société du xvii^e Siècle.'

12 to 1 p.m.—Report of Conference on Grammatical Terminology. Introduced by Professor Rippmann.

2.15 p.m.—Report on Grammatical Terminology. (Discussion continued.)

3.15 p.m.—'The Use of Phonetics in the Class-room.' Mr. M. P. Andrews (Lancing College); Mr. L. von Glehn (Perse School).

Members wishing to move amendments to the resolutions, or to raise any other point in connection with either of the

Reports, are urgently requested to send their motions to the Hon. Secretary before January 3, in order that they may be printed for the meeting. *Discussion of motions of which notice is not given cannot be guaranteed.*

In the discussions, movers of resolutions will be allowed five to ten minutes at the discretion of the Chair; other speakers, five minutes.

There will be a Publishers' Exhibition at the Meeting, and part of the Travelling Exhibition of the Modern Language Association will be on view.

Tea will be provided at the Meeting on both days.

The price of tickets for the Dinner will be 6s. (not including wine).

Application for these must be made to Mr. F. W. M. Draper, 1, Elgin Road, Alexandra Park, N., to whom cheques and postal orders should be made payable. Early application will greatly facilitate the arrangements.

The dates of the meetings of other Associations are—Historical Association, January 6 and 7; Assistant Masters' Association, January 11, 12, and 13; Assistant Mistresses' Association, January 13 and 14; Geographical Association, January 14.

NORTH LONDON BRANCH.

ON November 18, the North London Branch was kindly entertained at Southwood Hall, Highgate, by Miss Rowe, and a discussion was held on the subject of 'Modern Languages and Mental Training.' The question was opened by a paper read by Mr. Fuller, in which he supported the claims of Modern Languages to be considered as capable of affording a training and culture of the same kind as that afforded by the study of the classical languages. The means by which this end was secured in Modern Language teaching were indicated and the possibilities of more advanced and scholarly work in the later stages. The discussion which followed dealt in particular with methods of teach-

ing grammar, the proper use of translation, suitable work for third and fourth year courses, and the value of Latin as an aid in the teaching of French.

Sympathy was expressed with the Hon. Secretary, Miss Stent, on account of her temporary absence through ill-health, and it is hoped that she will soon be able to resume her duties.

WEST LONDON BRANCH.

THE second meeting of the West London Branch was held on Friday, November 11, at St. Paul's Girls' School. Professor Rippmann took the chair.

A discussion on 'My Text-Books and Why I Choose Them,' was opened by Miss Partington. She emphasized the necessity for careful selection of text-books. Many books seem, on a cursory examination, to be most valuable, but are found later to be unsuitable; the editor has attempted too much, or has not made good use of his material, or the *questionnaire* is merely a series of disconnected questions on the text—therefore almost useless. An ideal text-book would contain many exercises illustrative of elementary grammatical rules, and much drill in verbs, agreement of noun or adjective, etc. Many exercises on the use of the subjunctive are out of place in a text-book for junior forms, and lead to many faults in style.

All members present took part in the discussion and exchanged views with regard to books they had used or are using.

The meeting ended with an expression of thanks to Miss Gray for kindly permitting the use of the school.

The next meeting will be held on Friday, February 10, at the Notting Hill High School, by the kind invitation of Miss Paul.

YORKSHIRE BRANCH.

THE winter programme was opened on November 2 in the Refectory of the Leeds University, when Dr. Karl Breul, Schröder Professor of German at the Cambridge

University, delivered an interesting lecture on German ballad poetry. Professor Schüddekopf presided over a satisfactory attendance. Dr. Breul traced the development of the German ballad during the last 150 years, showing how much it owed to English ballad poetry, and also to the old German popular songs. He quoted a curiously mistaken observation of Mr. Gladstone's made in *The Speaker*, that there had been no German literature since Goethe, and he showed by reference to one branch of literature—the ballad—that Mr. Gladstone was completely wrong. On the contrary, there had been continuous growth and development from the last third of the eighteenth century down to the present day, much of its early impetus being derived from Percy's 'Reliques of Ancient English Poetry.' Dr. Breul characterized the early German

ballads without reading them, and then gave a sketch of the ballads of the last fifty years, and read extracts from the following poets—Strachwitz, Geibel, Fontane, Scheffel, C. F. Meyer, and Münchhausen. He added that he thought this subject was well worth the study of the members of the Modern Language Association, because the German ballads which he had cited were instinct with the same feeling, spirit, and style as English ballad poetry. It was a department of literature in which the two languages went hand in hand, and, properly considered, therefore, it could be made an agency for a more thorough understanding between the English and German nations. Modern German poets, he added, deserved to be much better known in this country. Dr. Breul was heartily thanked for his instructive lecture.

LOAN LANTERN SLIDES COLLECTION.

MEMBERS are reminded of the advice in Rule 1 to 'book in advance.' Two members have recently been disappointed, owing to the slides they required being already booked for dates which made it impossible for them to have them. Moreover, orders sent only a few days before the intended lecture may not be able to be executed owing to the Curator being away from home, as has happened in one case. During October and November five

sets have been issued, and the three members above mentioned disappointed. The sets issued have gone to London, Scarborough, Salisbury, Exeter, and Dublin.

The '1,000 Shillings Fund' has reached 15s.

New members can obtain the rules and list of slides from the Hon. Custodian.

HAROLD W. ATKINSON.

West View, Eastbury Avenue,
Northwood, Middlesex.

LECTURES ON THE TEACHING OF MODERN LANGUAGES.

MR. W. O. BRIGSTOCKE, B.A., Senior Modern Language Master at Berkhamsted School, will deliver five lectures on Tuesday, January 3, 1911, and four following days, at 10.30 a.m., at University College,

Gower Street, London, W.C. The fee is 5s. for members of the Association and 10s. 6d. for others. The syllabus appeared in the November issue of MODERN LANGUAGE TEACHING, p. 206.

OBITUARY.

WINIFRED BRYERS.

ON November 10, Miss Winifred Bryers, one of our most promising Modern Language scholars, died suddenly, at Girton College, Cambridge.

Miss Bryers had taken the French and German sections of the Medieval and Modern Languages Tripos at Girton College, Cambridge, in 1904, and had been placed in the First Class; she had taken the English section in her fourth year and completed her course of study by a year's training at St. Mary's College, Paddington. In her University and training work alike she had shown unusual ability and real enthusiasm. She was appointed Assistant Resident Lecturer in Medieval and Modern Languages at Girton College in 1906, and eventually specialized in English literature, in which subject she lectured both at Girton and at Newnham Colleges. In spite of the many and increased claims

upon her time, her thirst for wider knowledge led her to work for a German doctor's degree. She had latterly devoted all her spare time to a thesis on Landor, which was accepted by the University of Würzburg, where she had worked under Professor Jiriczek, and obtained the doctor's degree *magna cum laude*, in July, 1910.

Miss Bryers took a deep and lively interest in the cause of Modern Languages, which she did not a little to forward by her work at Girton College. Her teaching was of that inspiring character which calls forth in pupils a real love of work and a desire to study further after the College course is over. The Modern Language Association loses in Miss Bryers one of its staunchest supporters; her colleagues and pupils alike feel that they have lost one of the best of friends.

CORRESPONDENCE.

THE AIMS OF THE REFORMERS.

All reformers have at times to cry out, 'Save us from our friends.' B.'s attack upon M. Hovelague's doctrines in MODERN LANGUAGE TEACHING of October seizes upon some very dangerous phrases in the French Minister's lecture, and is to that extent welcome; but the further assumptions made and conclusions drawn by B. may not pass unchallenged. Will you allow me to review his letter in detail? For convenience of reference I number his paragraphs, and deal with each in turn.

1. Agreed. M. Hovelague's theories are by no means unexceptionable, if we are to take every word said in its literal sense.

2. Here B. rightly pillories what I can only regard as a Gallic exaggeration, thrown out by H. in order to attract the attention of his audience. Rewrite B.'s first quotation thus, 'Il ne faut jamais demander à l'élève un effort qui le pousse

à l'erreur,' and the second, 'Toute possibilité de faute doit lui être évitable,' and I think you have the sane theory adopted by most 'advanced reformers.' H.'s complete article is not in my hands; but does he really refuse to allow the pupil *any* use of books? If so, he surely goes beyond all other reformers. Still, his words contrast remarkably with those of Professor G. Dumenil (*Pour la Pédagogie*, Libr. A. Colin), who, I think, lays down the sound doctrine: 'Pour le reste, que le professeur fasse faire par l'élève . . . une bonne partie du travail qu'il s'efforce maintenant de lui indiquer tout mâché! Il n'y a de besogne profitable que celle où on s'emploie soi-même.' Yet D. is also a reformer and is here protesting against too many 'rédactions'; 'je ne demande pas qu'on cesse d'écrire, mais d'écrivasser.' Our object is, above all, to make the pupils work, to which end we provide straw and clay for their bricks. What M. Guyau

has said of the sciences is just as true of language: 'On ne prétend pas lui (*i.e.*, à l'enfant) laisser découvrir (en supposant qu'il en fût capable) les lois fondamentales de la science . . . (*Éducation et Hérité*, F. Alcan). In fact the heuristic method may be carried much too far. And when B. seriously denies H.'s contention that 'l'effort qui lui (*i.e.*, à l'élève) reste maintenant à fournir, chez lui ou en étude, est un effort suffisant à éprouver toutes ses forces, s'il ne les dépasse . . .' we part company at once. All our experience proves the truth of this assertion, and, further, that the old 'classical' method of setting translation, sentences or 'prose,' often without *any* previous class preparation, to beginners and unripe learners, was merely courting disaster. As for the value of the 'mind-training' involved, cf. Sweet, *Practical Study of Languages*, p. 275 (on the frequent *irrationality* of ancient languages); for some glorious results of this antiquated method, see Viëtor's *Einführung in das Studium der englischen Philologie* (Elwert, Marburg, 1903*).* I quote but one example (from cap. iii., p. 50): 'Die Betriebsamkeit des Augapfels (the industry of the pupil!) ist die Freude des Lehrers.' It certainly does at times give him food for laughter, and also qualms of conscience.

Probably a retentive memory achieves its best results in the earlier stages of our method. But, then, memory is a species of mind-activity not to be despised, but to be cultivated. I shall show later that the Reform Method calls upon the imagination and the 'intellect' with ever-increasing insistence. On the old system of teaching Latin and Greek I have too often found, with junior and middle boys, that the majority realized most keenly the *irrationality* of 'la lutte solitaire' against difficulties to them insurmountable.

B.'s fourth paragraph contradicts itself, since he admits that 'pupils and teacher work together,' yet denies that the pupil is called upon to think. Manifestly B.

travesties the whole spirit of H.'s instructions, and in particular the last passage quoted by W. R. The pupil, says H., is to be brought '*face à face avec la personnalité de l'écrivain étranger.*' How effect this result—*e.g.*, in the case of those studying Heine, Goethe, Keats, or Wordsworth, without making them think, and think much more deeply than the average boy does over his translation? The real intellectual effort is implied in H.'s phrase, '*ce qu'il a parfaitement compris.*' Imagine the process of perfectly understanding Goethe's *Faust* without intellectual exercise! The task left for translation, '*de rendre [ceci] en bon français,*' is in short, as Mr. F. B. Kirkman writes (in *The Teaching of Foreign Languages*, Clive, 1909), mainly 'an exercise in construction.'

At paragraph 5 we reach B.'s master criticism: 'What are the aims which, according to the more advanced reformers, teachers of language should set before themselves? *They have never, so far as I know, been distinctly formulated.* . . .' Astounding! Rip van Winkle is awake again! Or whom does B. mean by 'the more advanced reformers'? Clearly Professor Breul is out of the category; or has B. never seen the Schröder Professor's scheme of aims laid down in *The Teaching of Modern Languages*, etc., pp. 12-15? (Cambridge University Press, 1906³). Is Mr. F. B. Kirkman also not sufficiently advanced? K.'s work, cited above, has for subtitle the words *Principles and Methods*, and opens with a chapter on 'The Objects of Instruction,' subdivided under the heads: (1) A Means of Literary Culture; (2) A Source of Information; (3) A Means of Communication; (4) A Means of promoting International Goodwill; (5) A Means of Literary Discipline through Translation as a Fine Art. In the last section K. denies the assertion that translation 'gives an unsurpassed mental discipline in a wider sense,' and holds that 'it does not demand the kind of thinking required in original composition.' Does this criticism, whether correct

* Fourth edition, 1910.

or no, show a disregard for intellectual training? To the rest of K.'s lucid exposition I cannot do justice here, but suggest that critics might buy, or at least borrow and read, the little work, which is cheap and good. The valuable bibliography given by Professor Breul (*op. cit.*) mentions many famous and many less renowned works on both sides of the question, among others those of H. Breyermann on the *Reform-Literatur* (Leipzig, 1895-1905).

In Germany, Professor Viëtor and Direktor Max Walter are usually accounted tolerably advanced even yet. W.'s statement of aims is clearly set forth in his pamphlet on *Die Reform des neu-sprachlichen Unterrichts*, etc. (Elwert, Marburg, 1901). I have already quoted them in MODERN LANGUAGE TEACHING (February, 1910). Viëtor's views are equally well known, but I translate a passage from the work cited above (*Einführung*, etc.), which is, perhaps, not very familiar in England. Chapter v. (on the pedagogical requirements of the teaching profession) ends thus: 'Whoever has read more out of the history of pedagogy than names, dates, and high-sounding phrases; whoever has obtained by earnest study an insight into the inward connection of this science with ethics, psychology, and all the deepest questions and the highest problems of existence, will . . . enter upon his profession with pride as well as with modesty. His task is not to cram in rules, hear paradigms, and correct exercise-books, but in keen, cheerful, united activity to introduce the youth entrusted to him to a share in the possession of one of the richest and mightiest of all literatures; to open up to them a world new and strange, yet very closely related to the one they know at home; to educate them, so far as he has opportunity, to be men and women of independent judgment, firm of character, and large of heart—educated men and women in the true sense of the word.' That is an ideal, moral, social (in the widest sense), and intellectual, vastly different from those imputed by B. to the 'advanced reformers.'

The fact is, as Kirkman points out (*op. cit.*), translation is not the best means of attaining these ends, or even (to quote B.'s elegant metaphor, since he is particular about such figures of speech) of 'getting inside our author's skin.'

I leave those reformers who are now actively at work in English schools to deal with the passage on 'drawing-room literature,' and refer also to M. Chouville's article in MODERN LANGUAGE TEACHING (July, 1909) for an account of what his pupils read, since the Perse School is probably the most 'advanced' in England. In Germany the literature chosen is still much as described by Direktor Dörr in MODERN LANGUAGE TEACHING for June, 1907; Shakespeare, Macaulay, and Dickens, still predominate in the schools.

Paragraph 6 has in part been traversed already. The case against too much and too early translation is that, not merely æsthetically, but also intellectually, it does far more harm than good. We teach our pupils to reason, not to guess. The modern teacher is shocked at the idea of turning his great opportunity for mental, moral, and æsthetic culture into a soul-destroying, mind-paralyzing puzzle or treadmill exercise. For the same reason, to avoid waste of spiritual energy, he keeps the highest and most difficult literary studies for the dessert of his banquet, and denies them to those whose mental digestions are too weak to deal with them.

In paragraph 7, B. displays a curious psychological theory, implying that beauty tickles the sensory nerves, but makes no appeal to the spirit. Shall we never get free of our debased English form of puritanical Philistinism, and realize that 'Beauty, Truth, and Goodness are three sisters,' all equally desirable by the complete human being? Even the French, it appears, are not always free from the taint of this Philistinism. At least, M. C. Bayet (*Revue pédagogique*, 1901) believes they are not, and writes:

'Enfin, je désirerais qu'on habituât l'enfant à aimer et à respecter la vie plus qu'on ne le fait généralement. Il faut le faire pour bien des raisons

—je ne parle ici de celles qui sont d'ordre scientifique et d'ordre moral— mais l'expression de la vie est la condition essentielle de l'art.'

Again, M. Jules Payot (*Aux Instituteurs et aux Institutrices*, Libr. A. Colin) reminds us :

'La beauté nous environne de toutes parts. Elle est aussi commune autour de nous que l'air que nous respirons : malheureusement il faut une éducation spéciale pour être amené à prêter attention aux choses que nous voyons chaque jour. On n'entend que si on a laborieusement appris à écouter ; on ne voit que si on a appris à regarder, et c'est un sentiment douloureux pour le penseur que de songer à la somme des joies profondes et durables perdues par l'humanité, faute de savoir goûter la beauté répandue à profusion dans les choses les plus humbles !'

Which of us does not at times echo M. Rayot (*Bulletin départemental de l'Instruction primaire des Hautes-Alpes*, 1905).

'J'ai souvent encore la sensation que notre école est triste, morne, monotone, sans mouvement, sans vie, sans le moindre rayon de poésie. Trop fréquemment je la trouve froide, peu impressionnante, peu enveloppante, peu éducatrice, incapable de prendre l'enfant par tout le fond de son être, de faire vibrer, si l'on peut dire, toutes les fibres de son âme . . . on rapporte presque tout à la préparation des examens . . . qui . . . fait que l'enseignement se rapetisse en prenant un caractère trop pratique, trop utilitaire, et qu'on oublie ainsi le but essentiel à l'éducation qui ne doit viser qu'aux choses du dedans, à l'âme, à sa formation, à sa culture.'

Once more I cite M. Guyau's *Éducation et Hérité* for an account of the true 'rôle de la poésie dans l'éducation' :

'Avant de parler à l'intelligence, surtout à l'intelligence des enfants,

des jeunes gens même, il est nécessaire de parler au cœur, à l'imagination, aux sens ; et pour que l'imagination voie, il faut que tout revête forme et couleur. Le cœur même a besoin d'être éclairé par les yeux. . . . Le propre de la poésie est d'être débordante comme la tendresse même, de dépasser les formes visibles où elle se manifeste, de laisser pressentir au delà quelque chose d'infini. . . . Comme elle dit beaucoup et laisse deviner plus encore, elle se trouve à la portée de tous les esprits, des plus jeunes comme des plus mûrs, qui la comprennent selon leur mesure. . . . Enseignons donc à nos enfants à connaître, à comprendre, surtout cette poésie vers laquelle, à tous les âges de la vie, nous revenons tant de fois, pour lui demander tantôt d'oublier, tantôt d'espérer.'

What, then, are our aims? Briefly they may be summed up thus : To teach those whom we have to educate, not merely to reason logically, but, further, to act nobly, to imagine finely, and to enjoy boldly that which is worthy to be enjoyed. Let us be Puritans of the higher, the Miltonic type, neither too utilitarian nor even over-rational; let us attain, if we can, to the high æstheticism of those old Puritans who began their *Shorter Catechism* with the profound question, 'What is man's chief end?' and answered with triumphant assurance : 'Man's chief end is to glorify God, and to enjoy Him forever.' '*Auch in unserm Geniessen des Höchsten betätigt sich der Weltgeist*,' says Goethe.

Let me close with an apology for the length of my letter.

MARSHALL MONTGOMERY
(*Giessen University*).

Note.—All my French quotations are extracted from an invaluable book which some readers of MODERN LANGUAGE TEACHING may like to know of: *Les meilleures Pages des Écrivains pédagogiques de Rabelais au XX^e Siècle*.

Extraits avec un Avant-propos et des Notes par Edmond Parisot et Félix Henry (Libr. A. Colin, 1908). Préface de Jules Payot, who writes with truth :

'Très moderne, très complet, le nouvel "instrument de travail" . . . permettra aux étudiants en pédagogie d'avoir à leur disposition, dans un volume de près de 400 pages, une bibliothèque contenant l'essentiel des richesses pédagogiques.'

The remarks on M. Hovelague in M. L. T. for October contain a criticism of the aims of the supporters of the Reform Method which seems to me rather unfair. I am not concerned with the attack on M. Hovelague, who most likely will be well able to defend himself, but I should like to say something about the more general question discussed.

The aims of the Reform Method have, it is perhaps true, not been distinctly formulated as a matter of doctrine to which all Reformers have verbally agreed. On the other hand, I think they stand out fairly clearly for anyone who takes a candid review of the Modern Language question as a whole. I think also they will then be seen to be quite different from those which M. Hovelague's critic attributes to the Reform.

If I attempt in the following to outline a notion of these aims, it is to be understood that I have no intention of speaking as an authoritative representative of the Reform Method. I wish only to contrast with the unsympathetic and exaggerated picture already given by our critic one which, however lacking in authority, is at any rate sympathetic, and, I firmly believe, more in harmony with the actual position of affairs.

It would, in my opinion, be wrong to regard the Reform Method as the policy of a limited number, having among its other aims that of organizing a party of language teachers with a view to controlling educational administration in their own department.

It is just as well to remark this at the outset, because there is, I think, some tendency among the unsympathetic to take this too narrow view of the Reform Method as a whole. It certainly has that appearance when Reformers are warned to be careful of their utterance lest they give offence in Oxford ! Of course it may be a matter of practical necessity, that among the Reformers individuals or groups of individuals may be forced, under various circumstances, to form a party of some such sort, with a definite policy ; but it would be wrong to regard such a party as the sole representative of the ideas and aims of the Reform Method or its programme as the final word in the reform of Modern Language Teaching. The Reform Method does not represent such a policy ; it represents, rather, the distinctly modern tendency to examine the true nature of the problems presented by the teaching of languages, and to deal with those problems in a rational manner based on our modern knowledge of the nature of language, and the psychological activity of man. One of the first things we must have for this purpose is absolute freedom of discussion for all ; it must not be thought that the search for truth in this domain is to be subordinated in any way whatsoever to the interests of party policy.

The Reform Method has at least one clearly outstanding and immediate aim as its principal feature — namely, the acquisition by the learner of the power of self-expression in a foreign language. No one who takes into consideration the nature of modern languages, and the history of their study can doubt that this aim is not merely justifiable, but also that its conception was inevitable. Its historical inevitability might, indeed, be a sufficient plea in itself, but I will add some considerations for its further justification.

The Reform Method is, then, at once characterized by the singleness of its linguistic aim ; it is a method of learning languages, not a method of studying literature, or anything else but languages

for the time being. The question at present is—how can this be justified?

My attempt at such justification renders it necessary for me to say something about the value of language study. There is, I fear, a considerable confusion in the ideas of many people who have tried to form a notion of this value. This chiefly arises from the fact that attempts in this direction are generally made from a purely individual standpoint.

But the whole value of Modern Language study can only be realized by doing justice to two points of view. The first and chief is the national. Under modern conditions it is obvious that no nation can, without serious danger to its well-being, neglect to keep in contact with the culture of other nations. England must, for example, know what is going on in France and Germany in every field of human activity, and must realize the nature and the forces of the national culture of these countries. That is nowadays not merely a matter of interest but of necessity. It is therefore of supreme national importance that all English people who have the necessary gifts should have the broadest opportunities for acquiring foreign languages, since on these people England depends to keep in contact with the life of foreign nations. The present growing position of modern languages in education seems to me to be based on a perhaps as yet almost unconscious sense of this national importance of their study. And it must be remembered that from this point of view the *value* of modern language study hardly calls for discussion, since we are in face of an imperative national necessity. Let us therefore remember that the importance of modern languages in modern education is not so much a consequence of their value to the individual as of a national need. It is not merely individual culture which is concerned; to a very large extent the culture of the nation is involved, in thousands of more or less hidden, and by many unsuspected, ways.

The second standpoint for fixing the value of modern languages is that of the individual. Here the task is much more difficult, because it must be borne in mind that this value varies almost infinitely from one individual to another. At one extreme we have the man who is content if he can just make out the drift of a scientific or technical article in a journal; at the other we have the man who must commune with the greatest minds in their own language; and between these an incalculable number of gradations, all these representing not one value but a scale of different values. The value of a foreign language for an individual accordingly depends altogether on the external conditions of his individual life, and also on the varying internal factors of interest, and will, and stimulus; all of which things are more or less outside the direct control of educational authority. We must not forget as teachers that we cannot insure that an individual will learn a foreign language, nor can we insure that if he does so he will put his knowledge to its best use. The chief value of a language, from the individual standpoint, in an educational system is consequently not so much an actual as a possible one. The power of converting this possible value into an actual one does not rest with the educational system, it rests with the individual.

Now, if modern languages have won a place in the *general* education, it is not because the final actual value for the individual can be that of mere utility. It is because the final actual value, which can arise through the exertions of the individual himself, is a very high ideal one. It is because the individual who knows a modern language, like French or German, has in his possession an important means of self-culture as well as a fruitful opportunity to act, in however humble a capacity, in the service of the community, as an intermediary between the national culture of a foreign nation and the national culture of his own. Every man who knows French or German thoroughly may profit thereby not only

for himself, but for the community. As regards the latter point, it is easy to see how much more acute the present position between England and Germany might be, if there were no people on either side to appreciate all the ties that bind England and Germany together in spite of many vexatious differences; such appreciation presupposes, however, a sufficiently large number of individuals who know both languages.

In accordance with the value of modern languages as I have tried to lay it down above, the aim of our educational system must be first to provide the State with people who are well qualified to act as interpreters of foreign national culture and intellectual life; and, secondly, to provide the individual with the opportunity of gaining such knowledge of these things as admits of being employed by him with the highest ideal advantage to himself. The first and the main difficulty in the way of this is the foreign language: the first educational problem which must be faced is the linguistic problem, and this can only be thoroughly solved by teaching foreign languages in such a way that it is, so far as possible, obliterated. The aim must be, therefore, that which I defined above, of enabling the individual, so far as any teaching method can do, to acquire a thorough command over the foreign language, one of the same order, if not so intense, as that over his mother-tongue. The claim of the Reform Method is that for this purpose it is the best which has yet been evolved, and, so far as I see, this claim has never been refuted.

Intercourse with a foreign nation, whether of the individual or of the State through the individual, must be the more fruitful the more direct it is. Such direct intercourse, however, can only take place on the basis of a thorough command of the foreign language by the individual.

Perfect direct comprehension and thorough practical command of a language go together; the first is not possible without the second.

When an author expresses his thoughts

he does so on the assumption that his language will be directly clear to his readers. He assumes that they will be able to understand his thought without the aid of linguistic interpretation. This assumption is, of course, not always fulfilled, but it is very approximately so in the case of his own countrymen. The aim of the Reform Method is, then, that the student shall, in regard to a foreign author, be on approximately the same footing as that author's fellow-countrymen. It is not its aim to turn out people in possession of a pretty drawing-room accomplishment, but rather people who will be able to hold direct personal communion with the best spirits of a foreign nation in any or every intellectual field.

Does the Reform Method give sufficient exercise to the 'intellectual faculty' of the learner? Our friend B. seems extremely doubtful on this point. And yet I must ask if his doubts are reasonable. To me, who believe that learning a foreign language by any method whatsoever is a very difficult task, that it calls for the exercise of many important qualities of patience, perseverance, observation, self-reliance, and self-criticism, there is only one answer to this question. If there is little or no intellectual effort, and, consequently, no intellectual 'strengthening' involved in learning modern languages by the Reform Method, then modern languages should disappear entirely out of the educational programme. I see no sufficient excuse for making them artificially strengthening by means of translation exercises. An attempt to do so would certainly fail in the long run. So soon as parents found out that their children did not require to exercise their intelligence in learning languages by a particular method they would cease paying money to have them taught by any method; for whatever does not call for intellectual exertion can scarcely be supposed to require teachers. The old idea that translation is an 'intellectual exercise' may be quite right; it does not follow from that that it is a good means of teaching the practical em-

ployment of foreign languages. And the modern objection to such exercises is based not on any aversion to intellectual effort as such, but on the recognition of the fact that if you want to teach people the practical use of a foreign language it is best to avoid translation. When one has a clearly defined aim the means adopted to attain it must be adequate, and their value is to be measured by their adequacy. For the aim of the Reform Method translation is more than inadequate. It would not therefore be intellectual, it would be stupid to retain it. That is the real reason why translation is going—not the ugliness of dull or lazy boys' translations.

'At bottom it is a question of educational values,' says B. Herein I quite agree; but this question of educational values does not hinge on the question of translation. The educational values involved in Modern Language Teaching are such as I have outlined above, and on those values depend the acceptability of the Reform Method, as I have tried to show. If there is, as I believe, an intimate connection between those values and the aims of the Reform Method, we need not vex ourselves by a search for the 'intellectual ideal' which we are suspected of having lost.

It may be useful to point out, in conclusion, that the final aim of the Reform Method—viz., direct personal intercourse with a foreign nation and foreign culture, in which the linguistic obstacle is reduced to a minimum—is as natural to modern languages as it would be unnatural to the Classic tongues. This sort of direct intercourse can only be acquired in living languages. In the case of dead languages it is impossible—at least, for all but a few geniuses here and there. On that account the aim of teaching methods in Classics and modern languages must be quite different: in the first case, interpretation; in the second case, direct comprehension. Hence the different positions which translation has in the two methods; it is a very necessary part of interpretative method, but it has nothing

to do with the power of direct comprehension and its acquisition.

R. A. WILLIAMS.

Je viens de lire dans votre Revue la lettre de B.

J'ai pensé à un dicton de mon village : 'Quand les chiens aboient, c'est qu'il passe un homme.'

En France aussi on a aboyé depuis que M. Hovelague fait son œuvre de réformateur.

Les attaques de M. B. me semblent contenir quelques erreurs. Ainsi il reproche à M. H. d'avoir dit, 'Il ne faut jamais demander à l'élève un effort qui puisse le conduire à l'erreur,' et il traduit : 'The pupil must not make mental effort, lest he should fall into error' !

La méthode directe ne permet pas de traduire *avant* d'avoir compris, mais M. B. traduit sans comprendre !

Cette phrase signifie que nous devons demander à l'élève tout l'effort dont il est capable, mais pas davantage, et ne pas lui faire faire des fautes qu'il faudra corriger à grande perte de temps. Il y a là un subjonctif et une proposition déterminative, un 'that,' et non un 'which.'

Puis M. B. reproche à la Méthode Directe et au premier de ses promoteurs de ne pas mettre assez haut la joie de la difficulté vaincue et la valeur de l'effort : 'The more strictly intellectual faculties are left out in the cold, brain development does not appear to have a very large place, mental and moral self-reliance are not much considered ;' alors que d'un bout à l'autre de la conférence de M. H. on trouve cette idée sous toutes ses formes. S'il s'agit de la version grecque et latine, il parle justement du 'plaisir de la difficulté vaincue,' du moment où 'l'élève est seul devant son adversaire, livré à lui-même,' et nous voyons qu'il doit apprendre 'à analyser, à comparer, à deviner, et à reconstruire.'

A qui a vu M. Hovelague devant une classe, l'idée ne viendrait pas qu'on puisse l'accuser de favoriser le psittacisme aux dépens du développement intellectuel.

A propos des langues vivantes, et non plus du grec ou du latin, il dit : 'Toute synthèse doit être l'œuvre de l'élève lui-même, au lieu de lui être présentée toute faite par son professeur ; c'est moins le résultat final qui importe que les processus qui y conduisent, l'activité d'esprit mise en œuvre pour y aboutir ; et l'effort d'intelligence exigé de l'élève est plus précieux que ce qu'il dépose dans la mémoire.'

Je ne veux pas accuser M. B. d'être de mauvaise foi, mais je le crois de mauvaise humeur. Il y a encore en France des partisans de l'ancienne méthode, la méthode de tout repos, qui n'ont pas pu se remettre de ce brusque réveil, et qui n'arrivent pas à se rasséréner. J'ai, de plus, l'impression que M. B. méprise 'la frivolité française' ; mais c'est gratuitement qu'il accuse la Méthode Directe et

M. H. de ne voir à l'étude des langues vivantes d'autre but que la possibilité de causer dans un salon, de comprendre des pièces de théâtre, de lire des romans ou des poètes, tout au plus. Tout cela n'est pas à dédaigner au point de vue du développement intellectuel, mais il y a autre chose.

J'espère que M. B. relira cette conférence.

Je n'ose pas continuer à défendre de ma mauvaise prose les grandes idées que ces attaques laissent intactes dans leur hauteur sereine ; mais je n'ai pu voir attaquer sans un geste de défense une position conquise avec peine, comme l'est pour moi la Méthode Directe, et je demande à faire nombre parmi ceux qui la défendent.

M. G.

Marseille,

3 nov., 1910.

REVIEWS.

ENGLISH.

History of English Prosody. Vol. III. *From Blake to Swinburne.* By GEORGE SAINTSBURY, LL.D., etc. Macmillan and Co., 1910. Pp. xiii + 562. Price 15s. net.

With this volume Professor Saintsbury concludes the stupendous task he has set himself—a task for which he is admirably equipped by virtue of his wide reading and of his genuine enthusiasm for his subject. To him there is nothing dull in prosody and in theories of versification ; just the contrary. This is natural, for he realizes always, that the history of form is one aspect of the history of poetry, and that the story of English literature, with its unbroken continuity, is incomprehensible unless we understand the gradual development of poetic structure. The form cannot be separated from the spirit.

Professor Saintsbury is so thoroughly convinced of the truth of this proposition that he is inclined to forget that the converse is at least equally true. He even goes so far as to say 'that the mighty change which came upon English poetry about the meeting of the eighteenth and

nineteenth centuries was very mainly a prosodic change.' This is, as it stands, a mis-statement. The change in form is the outcome of a change in matter and in spirit ; the particular type of verse is the only possible clothing for the poetry of which it is an essential part ; but it is the spirit which controls the form, not the form which controls the spirit. No understanding of versification, however complete, will by itself enable its possessor to write poetry.

This criticism is not mere quibbling. Professor Saintsbury's enthusiasm for prosody does, curiously enough, appear to unfit him for just appreciation, since it leads him at times to overestimate the importance of what is, after all, at best the mechanism of poetry. The fault is not unduly prominent in the *History of Prosody*, which is extraordinarily thorough and exhaustive. If the author does not convert all his readers to his theories of versification, he will, at any rate, convince most of them of their inability to argue on anything approaching equal terms with so great a scholar. To paraphrase the words of an earlier critic,

Professor Saintsbury knew very well how great a task he was undertaking, and he has done it very well.

Essays of Poets and Poetry. By T. HERBERT WARREN, D.C.L., Vice-Chancellor of Oxford University and President of Magdalen. Pp. vi + 328. John Murray, 1909. Price 10s. 6d.

This volume of essays on poets ancient and modern ranges in subject-matter from Sophocles to Tennyson and Matthew Arnold; it deals with 'The Art of Translation' and 'Ancient and Modern Classics as Instruments of Education'—an address originally delivered to the Modern Language Association. All the papers are reprinted from the reviews, and there is no attempt to construct an homogeneous volume. Yet the reader will be grateful to Dr. Warren for an opportunity to possess his collected opinions—all of them distinguished by scholarly breadth and independence of judgment. There are many things that are suggestive and refreshing in this treatment of themes by no means new, and the general impression left on the mind is that of sound knowledge combined with lightness of touch and appropriateness of language to thought—the secret of a successful style, whether in Dante, according to the writer's dictum, or in lesser men. The volume, as was to be expected, well repays perusal.

Byron's Childe Harold. Cantos I. and II. Edited, with Introduction and Notes, by H. F. TOZER. Third Edition. Pp. 255. Oxford University Press. Price 2s.

This book, in an earlier edition, has already been reviewed in these columns, and there are few changes to note. The introduction is the same as that prefixed to Cantos III. and IV. (MODERN LANGUAGE TEACHING, June, 1910), and requires no fresh criticism. The notes give all that is necessary, and doubtless the book is fulfilling a useful purpose.

Macaulay's Essay on Clive. Edited, with Introduction, Notes, etc., by W. H. HUDSON. Pp. xxxiv + 144. G. Harp and Co. Price 1s.

This is an excellent edition of Macaulay's Essay, containing just what is

necessary by way of introduction and explanation. Perhaps the criticism of 'Macaulay as an Essayist' is too detailed and too dogmatic for the schoolroom; the present reviewer has no faith in cut-and-dried verdicts for babes and sucklings. But if we are to have them at all, at any rate they are least obnoxious when prefaced to an actual text and written by one whose judgment is worth having.

We should like to enter a protest against the hideous binding in which the book is clothed. If literature is to train the æsthetic qualities by bringing us in contact with the beautiful, it is a pity to render the task more difficult by a cover which makes us take so jaundiced a view of life.

Milton's Minor Poems. Edited by O. ELTON, with Notes and Introductions. Oxford University Press. Price 2s.

This is a reissue in one convenient volume of various Oxford editions of Milton's minor poems. The fact that a reissue is called for, sufficiently attests the value of the edition, which will be welcomed in its new form.

Tennyson's Princess. Edited by HENRY ALLSOPP, Vice-Principal of Ruskin College. Oxford University Press. Pp. xii + 116. Price 2s.

This is a quite satisfactory school edition of a poem which is, perhaps, better left for home consumption, especially at a time when much of its subject-matter is likely to lead to acrimonious discussion. Mr. Allsopp himself steers clear of partisanship, but even he cannot avoid cryptic remarks, which reveal his point of view. His notes are clear and sensible, and we are glad to note the Appendix, which contains a list of the most important changes made by Tennyson in the successive editions of *The Princess*.

Selected English Essays. Chosen and arranged by W. PEACOCK, with notes by C. B. WHEELER. Pp. xii + 668. Henry Frowde: Oxford University Press. Price 1s. 6d.

This is an admirable selection of the English essayists, ranging from Bacon to Stevenson, and including some of the best-beloved writers in literature. The

examples are by no means hackneyed, and are varied in scope and contents, as well as in authorship. The editor professes to cater mainly for examination students; the general reader will, however, find the volume a pleasant companion for leisure hours. The notes are unobtrusive and mostly useful, though some of them seem to elucidate the obvious.

The paper and the cloth cover are both rather thin, but, in spite of these defects, the volume is well worth purchasing.

The Poetry of the Age of Shakespeare.

Chosen and arranged by W. T. YOUNG, M.A. Cambridge University Press. Pp. 307. Price 2s. 6d. net.

This volume is the first of a series—The Cambridge Anthologies—of which it is the aim to provide the general reader 'with first-hand knowledge of the literary atmosphere and social conditions in which these masterpieces were created. . . . It is the object of this series to let each age speak for itself, and to give coherence and prominence to what seem to be its significant features.' The plan is well conceived, and, as far as this volume is concerned, well carried out. Mr. Young has made his selections with scholarly care, and has done all that is possible to set the reader on the right path. We wish the series all success.

Select English Classics. Edited by Q. Seventeenth Century Characters. Old Ballads. Clarendon Press. 4d. cloth, 3d. paper.

Oxford Plain Texts. MACAULAY: *Essay on Warren Hastings.* 1s. cloth, 9d. paper.—*Essay on Addison.* 8d. cloth, 6d. paper.—*Essay on Johnson.* 6d. cloth, 4d. paper.—*Essay on Milton.* 6d. cloth, 4d. paper.

Useful additions to these excellent series.

FRENCH.

Pour la Patrie : et autres Contes d'Enfants. By JETTA S. WOLFF. J. M. Dent and Sons, Ltd. Price 1s. 4d.

This is a delightful book. If comparisons were not odious, it would be interesting to compare the value of this charming volume with that of the average shilling or eighteenpenny textbook. Here

we have 100 (odd) pages of text (28 by Mlle Fromeur, Directrice de l'Institut Jeanne d'Arc à Brive; 10 by Mlle Blanche Vals; 6 from M. Lichtenberger's *Mon Petit Trott*; the remainder, 7 tales, by Miss Wolff herself), and about 30 pages of annotations—explanations in French. We all know the kind of work that is likely to be produced by Miss Wolff in a series edited by Professor Rippmann. Equally well known is the publishers' care in producing even their cheapest school books. Everyone ought to have a look at this book, especially teachers who have the requisite number of hours each week, for they will most fully appreciate such work as this.

Un Héritage. By JULES SANDEAU. Edited by PAULINE K. LEVESON. 2s. *Le Tailleur de Pierres de Saint-Point.* By A. DE LAMARTINE. Edited by WILLIAM ROBERTSON. Oxford, at the Clarendon Press. Price 2s. 6d.

If anything could make us forget the very ugly binding of these books, it would be the excellent contents of the volumes. This series, for which Mr. Delbos is responsible, is now so well known that we need only say that the last two volumes are well up to the standard of the former ones. Mr. Robertson's volume is especially interesting.

Choix de Fables de La Fontaine. Edited by H. B. DAWES. Blackie's Modern Language Series.

This volume includes M. Taine's essay on La Fontaine's Fables. The notes are in French, and there is no vocabulary, points of special value to those teachers anxious to preserve the use of French in the classroom.

Yvon et Finette. LABOULAYE.
Le Docteur Bousseau. FÉVAL.
Le Bourreau de Charles Premier. DUMAS.
Anne des Îles. FÉVAL.
Le Serf. SOUVESTRE.
(Blackie's Longer French Texts. 8d.)

A useful series of readers, supplied with questionnaire, phrase list, and vocabulary, and, in some cases, passages for retranslation. The phrase list is curiously arranged under headings. These headings are sometimes French, sometimes English—

e.g. (pp. 62 and 63), Anne des Îles : Double Negative, Venir, Peine, Pluperfect Subjunctive, Dont, Than, End, Place, Where, Servir. This appears to us confusing and undesirable.

Deux Contes : La Justice Sommaire, Bois d'ébène. Adapted from PROSPER MÉRIMÉE's *Mateo Falcone* and *Tamango* by J. F. RHOADES. Methuen and Co. Price 1s.

This is one of the old-fashioned textbooks. 'The aim has been to supply for young pupils who have been learning for about a year or eighteen months a simple translation book.' For those who still give their pupils 'translation books' which can be 'understood' with the help of the vocabulary, this volume contains attractive matter well adapted and carefully printed.

Textes et Questions. By W. MANSFIELD POOLE and E. L. LASSIMONNE. *Classes avancées*, price 2s. 6d.; *élémentaires*, price 1s. 6d. John Murray.

These are very useful books, especially for revision. They contain a number of short passages, varying from about half a dozen lines to a page. The editors supply a number of questions bearing on each text. It is, of course, easy enough to pick holes in work of this kind. Thus we find the editors taking this passage: '*Cette menace m'attira un second coup non moins bien appliqué*'; and this is the question: '*Exprimez au moyen d'un comparatif d'égalité; non moins bien appliqué*.' This is examining and not teaching. Some editors take the view that the sounder plan is to let the text be absorbed, and then ask questions on what may be learnt from the text, not on what has to be 'looked up,' if not known. Thus the following 'question':

13. *Le professeur me mit à la porte.*

Refaites cette phrase ainsi que suit:

Synonyme féminin de 'le professeur';
'me mit' au passé indéfini; adverbe au lieu de 'à la porte'

has no relation with the text, except that the words in italics occur in the text. Some teachers would expect to find all the

required data in the text also. For those who prefer the method adopted in these textbooks, no better ones could be obtained.

Histoires Courtes et Longues. By L. CHOUVILLE. Price 2s. 6d. Oxford University Press.

How are these textbooks of 'selections' made? Are they the result of judicious use of scissors on other textbooks, or are they the result of years of loving collection of admired fragments of French literature? If the latter—and we think M. Chouville's little book is so—how is it that editors can part from them so soon? Surely a good collection of stories and admirable examples of thought fitly expressed is worth as good a setting as possible. And yet the notes in this book are nothing out of the common. They are good enough—in some cases ingenious—though there are editors who still doubt the soundness of explaining everything in French (the editor has surrendered his principles to the word 'avoué'—not without reason). Is it not possible that such notes as '*Entamer la parole*=commencer à parler,' and '*Trancher le mot*, dire le mot franchement, brutalement,' may save the pupil the trouble in the first place of looking up the verb, and in the second of thinking out the metaphorical meaning? And is it hypercritical to say that this is no definition: '*Nageur*=qui sait nager, c'est à dire, rester dans l'eau sans se noyer.' Does it matter being inaccurate in your definition of *nageur* and of *nager*? Again, on p. 75, Saint-Foix calls on a gentleman by appointment to fight a duel: '*Son adversaire le reçut très poliment et lui offrit à déjeuner.*' "Il est bien question de cela," dit Saint-Foix. The note on *bien* says: '*Bien* est ici ironique.' That is on p. 75. Another editor might have preferred to write a note on *bien* the first time it occurred—in the sixth paragraph: '*Ton sommeil était donc bien profond?*' and call attention to all the other examples worth quoting in the book. How does a Frenchman learn to understand the shades of meaning of *bien*? By constant

use *in contexts* that he understands. The *méthode directe* claims to do much the same. And yet here is a book in which *bien* occurs twelve times in the first eleven pages, and so, presumably, more than fifty times before p. 75, and the editor thinks it still necessary to warn the pupil that it is used ironically. This is not helping the teacher, who has not time to look up all the examples he wants to illustrate his teaching. No wonder we hear complaints that under the new method the textbooks have no method. At least there was method in the folly of the old ones. Here are the examples of *bien* from the first few pages: 'Je gagerais bien que jamais'; 'Savoir bien chanter'; 'Ils sont bien rares'; 'Gardez-vous-en bien'; 'Que l'impatience empêche de biens'; 'Il est bien à plaindre'; 'Voilà qui est bien'; 'Ce pauvre homme a eu bien de l'inquiétude'; 'Ses camarades qui ont si bien parlé de lui'; 'Eh! bien'; 'Je ferai bien jouer le soufflet moi-même.' And if references were given to others in the book (not all, but just the right ones), in quite a short time any intelligent pupil would *feel* what *bien* means in all its shapes and shades. This kind of work might be expected from struggling pedagogues, obliged to scribble for a penny a line. But for apostles of the new method, who work for a cause—!

Leçons de Français. By Professor Dr. OTTO BOERNER. Pp. viii + 256. Teubner. Price M. 2.40.

This book is a good representative of the *vermittelnde Methode*, and was well received on its first appearance in 1903. In this, the second edition, only matters of detail have been changed. In addition to translation exercises there are useful conversations. The grammatical material is judiciously introduced and clearly expressed. It is to be regretted that the transcription of the International Phonetic Association has not been adopted. Useful additions are a plate of French coins and a map of France. On the whole the book is well adapted for those Germans who wish to acquire a knowledge of French for

commerce or for travel; and English teachers will be able to derive from it useful hints and materials.

Progressive French Idioms. By R. DE BLANCHAUD. Harrap and Co. Price 1s.

This little book of idioms is much more attractive than are usually such collections, and should prove popular with all who study French idioms as such. Its 119 pages are divided into six sections, an Appendix consisting of two parts, and at the end of the book are a few good notes. Its sections comprise: Grammatical Idioms; Elementary Idioms; Advanced Idioms; Some Common Proverbs; Some Common Similes; Common Idioms.

Appendix A. contains examples of the construction of some common verbs; Appendix B. gives sentences to illustrate some important paronyms.

Grammaire Française Élémentaire. By A. A. SOMERVILLE. Rivington. Price 1s. 6d.

The book will serve admirably as a book of reference for looking up and memorizing grammatical phenomena met with in the reader. A study of its contents under such conditions should secure facility in the use of correct French, oral and written. In treating 'Accents Grammaticaux,' might not the following sentence be less ambiguously expressed? 'L'accent aigu et l'accent grave peuvent se placer sur l'e pour montrer qu'il est fermé ou ouvert . . .' (p. 4). A few more examples should be given of some of the rules stated. None are given of the important rule dealing with the past participle of reflexive verbs (p. 107). Section 123 might with advantage follow section 119. One last point: The book evidently does not intend to deal with the subject of pronunciation. We would suggest, therefore, that the mark indicating liaison between subject and predicate in some of the verbs be omitted (pp. 36-46), together with the footnote on p. 36. The book is written in French throughout, and we heartily recommend it to the notice of all engaged in teaching this language.

Petite Grammaire Française. By E. RENAULT. Arnold. Price 1s. 6d.

A considerable amount of matter is contained in the pages of this useful little book, and all of it is clearly set forth. The preface states: 'Nous sommes heureux de constater que, dans la plupart des écoles, l'enseignement des langues vivantes se fait maintenant dans ces langues mêmes. Nul besoin donc d'expliquer pourquoi nous avons écrit ce petit traité en français. Rules and explanations are certainly given in French, but why should so large a number of the examples illustrating these rules be translated into English? *E.g.*, Quel âge avez-vous? = How old are you? J'ai dix-huit ans = I am eighteen, eighteen years, eighteen years old' (p. 35).

Again, we read in the preface: 'Nous nous sommes le plus souvent abstenu de noter des termes comme: travaux; coï (*m.*), coïte (*f.*). . . . Pourquoi . . . dans un livre élémentaire farcir la tête des élèves de pareils vocables) . . . Nous avons sans aucune honte qu'avant de venir enseigner notre langue en Angleterre, nous ne savions point que *travails* était français.' Thus far excellent. But what are we to think when we note the inclusion of other words almost equally little used, and M. Renault's explanation of their inclusion:

'Hélas, il faut bien sacrifier un peu au culte des examens et au genre de questions que l'on y pose?' Then, after all, it is the examinations that matter more than the French of France. With the general plan of the work we are in hearty agreement. 'Nous ne nous sommes pas conformé à l'habitude, parfois très arbitraire, de diviser la grammaire en accidence et en syntaxe . . . mieux vaudrait, selon nous, diviser une étude grammaticale en règles d'une importance secondaire, et en règles d'une importance capitale. . . .'

OTHER LANGUAGES.

A Dutch Grammar for Schools. By J. ENDENDIJK. Pp. viii + 152. Sonnenschein. Price 2s. 6d.

To his Parallel Grammar Series, Professor Sonnenschein has now added this Dutch Grammar, which has been skilfully written by the Dutch master in St. Andrew's College, Grahamstown. It shows the familiar features of the well known series, to which it is a worthy addition. It will doubtless be of service particularly in South Africa; but it may also be recommended to the growing number of our countrymen who take a lively interest in Holland and its literature.

FROM HERE AND THERE.

ON December 25 PROFESSOR VIETOR celebrates his sixtieth birthday. We assured him, on the occasion of his academic jubilee, of our sincere admiration and gratitude, and we gladly take this opportunity of thanking him for the cordial reply he sent to the congratulatory address of the Modern Language Association, and of wishing him many years of happy and fruitful work.



The death is announced from New York of PROFESSOR MARSHALL ELLIOTT, a well-known American philologist and authority

on the Romance languages. He was born in 1844, and studied at Harvard, Paris, Florence, Madrid, Munich, Tübingen, and Vienna. He had been Professor in the Romance Languages at the Johns Hopkins University since 1892, and was the editor of 'Modern Language Notes.' Professor Elliott was a delegate to the Paris Exhibition in 1900, and received the distinction of the Legion of Honour in 1907. He was a member of a number of literary and philological societies in the United States.



BELFAST UNIVERSITY. — At the Matriculation Examination there is now an oral

test in French and German, and it has been provided that translation of a passage of English prose and free composition in the foreign language on an easy subject shall be alternatives for the present, but that from 1913 onwards only free composition will be set. As regards the other examinations, the following regulation now appears in the syllabus of the Arts Faculty under *French*: 'All examinations will include unseen translation, free composition, questions on the lives and works of prescribed authors, and an oral examination. A knowledge of French phonetics will be required for all examinations, and all candidates are expected to make themselves acquainted with the transcription of the International Phonetic Association.'



BIRMINGHAM UNIVERSITY.—Mlle B. Pinez has been appointed Assistant to the Professor of French.



BRISTOL UNIVERSITY.—Mr. A. R. Skemp, Ph.D., Strassburg, has been appointed Winterstoke Professor of English.



BRISTOL UNIVERSITY.—Mr. J. W. Eaton, B.A. has been appointed Assistant Lecturer in French and German.



CALCUTTA UNIVERSITY.—Mr. R. N. Gilchrist, M.A., Aberdeen, has been appointed Professor of English and Philosophy in one of the Bengal Colleges of this University.



LONDON UNIVERSITY.—The Gilchrist medal for literature and the Churton Collins memorial prize have been awarded to Miss Kathleen E. Royds.



CAMBRIDGE UNIVERSITY.—On November 24, the Senate approved the recommendation of the Council on an offer to endow a professorship of English Literature, namely: 'That the generous offer of Sir Harold Harmsworth of the sum of £20,000 for the endowment in the University of a professorship of English Literature,

to be called the King Edward VII. Professorship of English Literature, be gratefully accepted, and that the thanks of the University be conveyed to the donor.'



CAMBRIDGE UNIVERSITY.—The stipend of Dr. E. G. W. Braunnholtz, Reader in Romance, has been increased to £400 a year. We are glad to record this recognition of the very valuable work which Dr. Braunnholtz has done during the last twenty-six years at Cambridge.



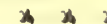
CAMBRIDGE UNIVERSITY.—The General Board of Studies have been empowered to appoint a University Lecturer in German at an annual stipend of £100, and have been authorized to appoint Mr. H. M. Chadwick, of Clare College, as University Lecturer in Scandinavian for five years at an annual stipend of £100.



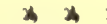
CAMBRIDGE UNIVERSITY.—The Tiarks German Scholarship has been awarded to Mr. G. Waterhouse, B.A., St. John's College.



CORK, UNIVERSITY COLLEGE.—Miss Wally Swertz, M.A., has been appointed Lecturer in German.



An *Université des Lettres Françaises* has been established at 1, Connaught Place, London, W.; Mlle Marie Orliac is the Secretary. The *Université* will hold *conférences* by eminent French men and women.



HERR WALTER HENTZE, son of Herr Rektor Hentze, and a student of Marburg University in his second year, would be glad to take a post as Modern Language Assistant in some English school for a year from next Easter. He passed his *Abiturienten examen* with the highest distinction, and speaks German without any trace of dialect. He has also a thoroughly good knowledge of French. Professor D. L. Savory, 25, Eglantine Avenue, Belfast, will forward letters.

GOOD ARTICLES.

THE JOURNAL OF EDUCATION, November, 1910: The Training of Secondary Teachers (Geraldine E. Hodgson); Choice of Subjects for Essays (Amy Barter). December, 1910: Experimental Education (R. R. Rusk).

THE SCHOOL WORLD, October, 1910: The Examination of Intelligence in Children (O. Lippmann). November, 1910: The Teaching of Free Composition in Modern Foreign Languages (H. O'Grady); French Holidays for English Boys (F. Smith).

THE EDUCATIONAL TIMES, November, 1910: The Dullness of Schoolmasters (J. Adams). December, 1910: The Dullness of Schoolmasters (J. J. Findlay).

THE A.M.A., November, 1910: London University.

REVUE DE L'ENSEIGNEMENT DES LANGUES VIVANTES, November, 1910: A travers le Congrès. Les divers Aspects du Problème de l'Enseignement des Langues (H. Laudénbach).

LES LANGUES MODERNES, October, 1910: L'Enseignement des Langues Vivantes par la Lecture Directe (L. Marchand).

DIE NEUEREN SPRACHEN, October, 1910: La Lecture Analytique (B. Bouvier). November, 1910: Über die Vermittelung eines praktischen Wortvorrats im neu-sprachlichen Elementarunterricht (B. Herlet).

EDITORIAL NOTE.

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

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

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

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

Contributions and review copies should be sent to the Editor of MODERN LANGUAGE TEACHING, 45, Ladbroke Grove, London, W. The Editor is assisted by an Advisory Committee, consisting of Messrs.

R. H. Allpress, F. B. Kirkman, Miss Purdie, and Mr. A. A. Somerville.

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

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

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

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

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

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

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

SUPPLEMENT TO MODERN LANGUAGE TEACHING

NOVEMBER, 1910

LOAN LANTERN SLIDES COLLECTION.

The list of slides below includes those previously published. Members are referred for the rules to MODERN LANGUAGE TEACHING for October, but are specially requested to observe Nos. 2 and 4—*i.e.*, to send order-list, by reference letters and numbers, in duplicate, and to send remittance with order (halfpenny per slide).

The present list includes 27 views in Germany, presented by J. R. White, Esq., of Rossall School; 39 on Phonetics and some others, presented by the Hon. Custodian; 20 presented by a member of the Committee; a set of 30 slides (with reading) on 'Tours et ses Environs,' presented by the Chemin de Fer de Paris à Orléans; and a set of 17 on Bremen and their steamers, presented by the Nord-deutcher-Lloyd Steamship Company. The Custodian was able to purchase nearly 250 at about half-price. But in order to amass at once a good useful collection, he has, at his own risk, considerably exceeded the Committee's vote of funds; and as this overdraft is not expected to be repaid for about two years, it is unlikely that many additions will be made for some time. At the time of correction of proofs the '1,000 shillings' appeal had brought in eight shillings.

c = coloured slide (painted).

FRANCE.

PARIS.

Buildings, etc.

F.P.A.

1. Map of Paris.
- 2.
3. Gare St. Lazare.
4. Opera: Front View.

F.P.A.

5. Opera: Side View.
6. Grand Hôtel.
7. Sénat: Entrance.
8. Tuileries: Ruins.
9. „ „ Gardens and Part of Louvre.
10. Louvre: Galerie d'Apollon.
11. Arc de Triomphe de l'Étoile.
12. Théâtre Français.
13. „ „ Another View.
14. Mairie: First Arrondissement.
15. Tour St. Jacques, Opéra Comique, Colonne de Victoire, and Seine (*c*).
16. Hôtel des Invalides.
17. Bourse.
18. Sorbonne Church.
19. Palais de Justice and Pont au Change.
20. Préfecture de Police.
21. Hôtel Dieu.
22. Hôtel de Ville.
23. Porte St. Martin.
24. Bastille, 16th Cent.: Bird's-eye View.
25. Louvre and Pont des Arts.
26. „ „ Grand Entrance.
27. „ „ Salle des Cariatides.
28. „ „ Salle de Venus de Milo.
29. Panthéon.
30. Palais Royal: Exterior.
31. Trocadéro.

Churches, etc.

F.P.B.

1. Notre Dame from North-East.
2. „ „ Central West Door.
3. „ „ Grottesque Figure.
- 3a. „ „ Interior.
4. St. Germain l'Auxerrois (*c*).
5. Tour St. Jacques (*c*).
6. Madeleine and Rue Royale.
- 6a. „ „ Interior.
7. Ste. Chapelle and Palais de Justice.
8. St. Augustine.
9. St. Sulpice.

F.P.B.

10. St. Roch : Interior (c).
11. St. Étienne du Mont : Interior (c).
12. Père la Chaise : Entrance.

Streets.

F.P.C.

1. Boulevard des Capucines.
2. „ de la Madeleine.
3. „ Poissonnière.
4. Ditto (c).
5. Rue Castiglione and Colonne Vendôme (c).
6. „ de la Paix (c).
7. „ de Rivoli, Arcades.
8. Passage Henri IV. : A Bit of Old Paris.
9. Place de la Concorde.

Statues, Monuments, etc.

F.P.D.

1. Jeanne d'Arc : Place de Rivoli.
2. Gambetta.
3. Place de la République.
4. Louis XIV. : Versailles.
5. A. Daudet : Parc Monceau.
6. Obélisque de Louqsor.
7. Lioness and Crocodile : Tuileries.
8. „ „ Side View.
9. Place de la Bastille.
10. Column of Austerlitz : Pulling down by Communists.
11. Colonne Vendôme.
12. Statue of Henri IV. : Pont Neuf.
13. Fontaine de Médicis : Luxembourg.

Gardens, Parks, etc.*Champs Élysées.*

F.P.E.

1. Folies Marigny and Family Group.
2. The Circus (c).
3. Café des Ambassadeurs.
4. Children and Nurses.
5. Toy-Shop.

Jardin du Luxembourg.

6. Cascade and Pond.
7. Auditoire du Guignol : Children.
8. Lady feeding Sparrows.
9. Jeu de Paume.

Jardin des Tuileries.

10. General View.
11. A Corner.
12. Arc du Carrousel (c)
13. Ditto.

Bois de Boulogne.

F.P.E.

14. Une Allée.
15. The Cascade.
16. Grand Lac.
17. Chalet des Cyclistes.

18. Parc Monceau.

Markets, Shops, Traffic, etc.

F.P.F.

1. Halles Centrales : Flower Market.
2. Flower Market : Notre Dame.
3. Woman with Fruit-Barrow.
4. Street Boot-black.
5. Shop : 'Broche de la Lune' on Grands Boulevards.
6. Shop : 'Epicerie de Choix.'
7. „ 'Escargots.'
8. Bouquinistes au Quai.
9. Stall at Fair : 'Clou de la Foire.'
10. At Fair : Chevaux de Bois.
11. Newspaper Kiosque.
12. „ „ The Same.
13. Colonne de Spectacles.
14. Balayeur washing Streets.
15. Group of Gardes Répub. : Back View.
16. Gardes Répub. and Sergents de Ville.
17. Sergeant de Ville regulating Traffic.
18. Bus in R. de Rivoli.
19. Getting into a Bus : Ticket System.
20. Busses : Porte St. Martin.
21. „ The Same.
22. Long Cart with Wine Casks.
23. Charrette : Place St. Martin.
24. Remorqueur and Bateau de Mouche.
25. Embarcadère.
26. Bateau de Mouche (c).
27. Bains de Natation on Seine.
28. Lavoir on Seine.
29. Stone Carts on Quai Henri IV.

Schools, etc.

F.P.G.

1. Student's Bed - Sitting - Room, Fifth Floor, Hôtel Corneille.
2. Cour des Petits : Lycée Montaigne.
3. Cour : Lycée Henri IV.
4. Dortoir : Lycée Henri IV., with Curtained Space for 'Pion.'
5. Premières Communiantes on their Way to Church.

Suburbs of Paris.

Versailles.

F.P.S.

1. Entrance to Palace, and Statue of Louis XIV. (c).
2. Carriage built for Baptism of Prince Imperial.
3. Galerie des Batailles.
4. „ des Glaces.
5. Lake and Gardens from Terrace.
6. Grandes Eaux : Bassin d'Apollon.
7. „ „ „ de Neptune.
- 7a. Orangeries.

St Cloud.

8. Ruins of Palace.
9. The Cascade.

St Denis.

10. The Cathedral : Interior.
11. „ „ Monument of Louis XII. and his Queen.
12. *Sèvres*. View of Town from Train.
13. *St. Germain*. Chapel and South Front.
14. *Vincennes*. Keep.

National Fête, July 14.

Longchamps Racecourse.

F.P.N.F.

1. Mounted Garde clearing Road for the President.
2. Ambassadors arriving at President's Pavilion.
3. St. Cyriens passing at Review.
4. Cavalry „ „
5. Chinese Ambassador's Suite leaving President's Pavilion.
6. Chambre des Députés : Evening Illuminations.

REPRODUCTIONS OF PICTURES.

F.R.P.

1. Escalade d'un Mur. (Soldats).
2. Le Lavabo des Réservistes.
3. Le Café : Après la Manœuvre.
4. Le Rêve (Détaille).
5. Les Invalides.
6. École primaire en Bretagne.
7. La Soupe des Laboureurs (with oxen ploughing).
8. Le Berceau du Mousse (fishwife and baby).

F.R.P.

9. Départ pour la Pêche (pushing off boat from shore).
10. Levée des Filets.
11. Retour d'Islande (Crowd on quai welcoming vessel).
12. Napoleon at Jena, with Generals Berthier and Murat.
13. Attack on Tuileries, August 10, 1792.
14. Execution of Marie Antoinette, October 16, 1793.
15. Robespierre, Couthon, and St. Just declared Traitors, Hôtel de Ville, July 28, 1794.
16. Buonaparte at St. Cloud, November 10, 1800.
17. Battle of Marengo.
18. Talleyrand.
19. Napoleon crowning Josephine.
20. March of the Women, 1870.

THE LAND OF WILLIAM THE CONQUEROR.

(Printed reading for this set.)

Havre.

F.L.W.C.

1. The Harbour (c).
2. Ste. Adresse (c).

Honfleur.

3. Fishermen (c).
4. The Fishing Fleet (c).
5. Street leading to Shore (c).
6. Old Clock Tower.

Rouen.

7. Cathedral, etc., from across Seine.
8. „ West Façade (c).
9. Monument to Napoléon (c).
10. Doors of St. Maclou (c).
11. Monument to Bouilhet (c).
12. St. Vincent (c).

Falaise.

13. Boulevards.
14. Valley and Castle (c).
15. Chamber where William the Conqueror was born (c).
16. Market Place (c).
17. Portal, Church of the Trinity (c).

Vire.

18. Clock Tower and Street (c).
19. Notre Dame (c).

Avranches.

F.L.W.C.

20. Part of Town from above (c).
21. View from Public Gardens (c).
22. Stone on spot where Henry II. of England did Penance.
23. Notre Dame des Champs.

Mont St. Michel.

24. Cloisters (c).
25. „ Details of Carving (c).
26. Court (c).
27. Salle des Chevaliers (c).
28. The Crypt (c).
29. General View from East (c).

AN ARCHITECTURAL TOUR IN
NORMANDY.

(Printed reading for this set.)

Rouen.

F.A.T.N.

1. Cathedral, etc., from across Seine.
2. Holiday Crowd (c).
3. Cathedral: West Front (c).
4. „ South Aisle (c).
5. „ South Portal.
6. St. Maclou (c).
7. St. Onen and Place de la République.
8. „ Interior.
9. „ Portail des Marmousets.
10. Fontaine Ste. Marie.
11. Palais de Justice.
12. Jeanne d'Arc, Place de la Pucelle.
13. View up Seine.
14. Notre Dame de Bonsecours (c).
15. „ „ Memorial, Jeanne d'Arc (c).

Caen.

16. Abbaye aux Hommes, East (c).
17. „ „ Choir, Interior.
18. „ „ St. Étienne,
West.
19. Bird's-eye View of Town (c).
20. Abbaye aux Dames.
21. St. Pierre from Boulevard (c).
22. „ Interior.
23. Rue St. Pierre: Old Houses.
24. Rue Froide with St. Sauveur (c).
25. Abbaye d'Ardenne (c).
26. „ „ Tithe Barn (c).

Falaise.

F.A.T.N.

27. St. Gervais (c).
28. William the Conqueror's Castle:
Talbot Tower (c).
29. William the Conqueror's Statue (c).

Bayeux.

30. Cathedral from East (c).
31. „ St. Portal and Central
Tower (c).
32. „ Interior, looking East (c).
33. „ „ West.

Contances.

34. From Station (c).
35. Cathedral: West Front (c).
36. „ from South-West, with
Lantern (c).
37. „ Interior (c).

Mont St. Michel.

38. From the Digue.
39. Inner Gate of Fortifications (c).

Le Mans.

40. From Banks of Sarthe (c).
41. Cathedral from South-East (c).
42. „ Interior of Choir.
43. Statue of General Chanzy (c).

Chartres.

44. Cathedral from Bridge.
45. „ from West.
46. „ North Portal.
47. Old Baths.

TOUR ET SES ENVIRONS.

(Printed reading (in French) for
this set.)

F.T.E.

1. Panorama de Tours.
2. La Cathédrale.
3. „ „ Intérieur.
4. Tombeau des Enfants de Charles VIII.
5. L'Abbaye de Marmoutiers.
6. Les Grottes.
7. Portail de la Crosse. Tour du XII^e
Siècle.
8. Candes: Confluent de la Loire et de la
Vienne.
9. Tour Charlemagne.
10. Tour de l'Horloge.

F.T.E.

11. La Basilique de Saint Martin.
12. Église Saint Julien.
13. Ancienne Église des Jacobins.
14. Notre Dame la Riche.
15. " " " Portail.
16. Maison de Tristan l'Hermite.
17. " " d'Anne de Bretagne.
18. Fontaine de Beaune de Semblançais.
19. Portail Gothique.
20. Hôtel Gouin.
21. Maison de Jehan le Galand.
22. Pont sur la Loire.
23. Le Théâtre.
24. Saint-Symphorien : Vue sur la Loire.
25. Panorama vers Vouvray.
26. Saint-Cyr et Pont sur la Loire.
27. Cinq-Mars : Le Château.
28. Montrésor : Le Château.
29. " " l'Église.
30. Les Tombeaux des Bastarnoy.

VARIOUS TOWNS, ETC.

(Arranged Alphabetically.)

See also F.L.W.C., F.A.T.N., and F.T.E.

F.A.

1. Amiens : Cathedral : West Front.
2. " " Market Women in Boat.
3. " " Milking Goats at House.
4. Andely, Le Petit : et Château Gail-lard.
5. Abbeville : St. Wolfram's West Front (cf. Ruskin's description of sunset on this).
6. Abbeville : St. Wolfram's, from North (cf. Ruskin's description of the 'Hen and Chickens').
7. Amiens : Rue Alsace et Lorraine, a typical main French road.
8. Amiens : On the Somme, Early Mar-ket and Vegetable Boats.
9. Amiens : Cathedral, East End. Flying Buttresses, etc.
10. Amiens : Cathedral, Interior from Or-gan.
11. Arras : Hôtel de Ville, Main Front.
12. Angoulême : Cathedral, Exterior, look-ing North-East.
13. Angoulême : Cathedral, Interior.
14. Arles : Roman Coliseum, Exterior.
15. " " " Interior.

F.A.

16. Arles : Roman Amphitheatre, with Medieval Tower.
17. " " A Glimpse of the Arena.
18. Avignon : Fourteenth-Century Wall.
19. " " A Gate in the Ramparts.
20. " " Distant View of Papal Palace across Rhône.

F.B.

1. Bouchet : Lac du.
2. Boulogne : Quai, Church, Boat, etc.
3. " " Smacks at Quai.
4. " " Smack leaving Harbour.
5. " " Pêcheurs et Pêcheuses.
6. " " Boys leaving School.
7. " " Pêcheuses with Nets on Rocks.
- 7a. " " Fishmarket, Sale of Day's Catch.
8. Breton Fisherman and Wife.

F.C.

1. Cancale : La Houle with Chantiers.
2. " " Main Street to Bay.
3. " " Making Hay.
4. " " Hotel Staff.
5. " " Gendarme.
6. Chamounix and Mont Blanc.
7. Chartres : Chamonix Cathedral, In-terior, looking East.
8. Combours : the Château.

F.D.

1. Dieppe : Harbour.
2. " " Market and Church.
3. Douarnenez : Un Ménage.
4. Dinan : The Bridge.
5. " " Rue Jersual.
6. Dinard : from the Sea.
7. " " Women washing in a Pool.
8. Dol : Cathedral.

F.G.

1. Grenoble : Le Mont Aiguille.
2. Guéry, Lac de : Cratère.

F.L.

1. Landes : Échassiers landais.
2. " " " " The Same.
3. Lyon : Jonction du Rhône et de la Saône.

F.M.

1. Marseilles : P. and O. Quai.
2. " " Wine waiting Shipment, Cathedral in Back-ground.

F.M.

3. Montpellier: the Greatest Aqueduct
in the World.

F.N.

1. Nîmes: Coliseum, Interior.
2. „ Rôman Bath.

F.O.

1. Orléans Cathedral: West Front.
2. „ „ Interior.

F.P.

1. Vieille Femme du Pollet.
2. Le Puy: vue gén. prise d'Espaly.
3. Le Puy de Dôme.

F.R.

1. Rouen: Cathedral, etc., and Seine.
2. „ Palais de Justice.
3. „ Tour Jeanne d'Arc, belonging
to Former Castle.
4. „ Cathedral: Nave looking
East, Whitsuntide Festival,
showing Tapestries only
shown on Principal Festi-
vals.
5. „ Cathedral, Interior, look-
ing East.
6. „ College, with Statue of Cor-
neille.
7. „ Statue of Rollo (Founder of
Town) in St. Owen Church-
yard.
8. „ Rue de la Grosse Horloge.

F.T.

1. Tarn, Gorges du: Défilé des Détroits.
2. Tours: Cathedral, West Front.
3. „ „ North Transept.

F.V.

1. Vire: Jour de Foire, Street Market.
2. „ Old Man and Old Saleswoman.

MISCELLANEOUS.

F.ML

1. Washerwomen.
2. Peasants going to Market on Stilts.

FRENCH COLONIES.

Village des Indigènes, Paris, 1896.

F.CO.

1. Senegalese Men dancing.
2. „ at Work in Hut.
3. Malagasy Woman.
4. Another one.
5. „ „
6. „ „

GERMANY.

BERLIN.

G.Be.

1. Schloss and Schlossplatz.
2. „ and Schlossbrücke.
3. Palace of William I.
4. Emperor's Palace, Unter den Linden,
and Crowd, with
Military Band.
5. „ „ Interior, White
Hall.
6. „ „ Interior, Dining-
Room.
7. Palace of Crown Prince (c).
8. National Gallery (c).
9. „ „ Closer View.
10. Old Museum (c).
11. „ Closer View of Centre
Front (c).
12. „ Side View of Steps and
Statuary (c).
13. Royal Theatre (c).
14. „ „ and Schillers-Platz.
15. Royal Opera House (c).
16. Arsenal (Zeughaus) from South-West.
17. „ „ Another View.
18. „ „ Centre of Front,
Close View (c).
19. „ „ Side on to Spree (c).
20. Exchange: Side on to Spree (c).
21. The Mint: Side on to Spree (c).
22. Cathedral, with Platz, as it used to
be (c).
23. „ „ as it is, Closer
View.
24. The French Church (c).
25. St. Hedwig.
26. Königsstrasse (c).
27. Friedrichstrasse.
28. Kaiser Wilhelm Strasse.
29. Statue of Frederick the Great.
30. Siegestsäule (c).
31. Statue of Königin Luise (c).
32. Schiller Monument (c).
33. Unter den Linden.
34. Löwenbrücke (c).
35. Market: Alexanderplatz.
36. Old Berlin and Spree (c).
37. „ „ Another Part (c).

G.Be.

38. Barges and Factories on the Spree (c).
89. Oldest House in Berlin (c).

Suburbs of Berlin.

G.Be.S.

1. Charlottenburg : Royal Palace (c).
2. „ Part of Polytechnic (c).
3. Potsdam : General View.
4. „ New Palace.
5. „ SansSouci, Palace and Park.

THE RHINE (*alphabetically*).

(Printed reading covering most of this set.)

G.Rh.

1. Amsterdam : Grand Canal.
2. „ Royal Palace.
3. Andernach : General View.
4. „ Castle.
5. Baden-Baden : General View.
6. Bâle : The Upper Bridge.
7. „ The Cathedral (c).
8. „ St. Paul's Gate (c).
9. Bingen : Church and Castle.
10. Bonn : Cathedral, Exterior.
11. „ Town from Ferry.
12. „ Beethoven Monument.
13. Boppard.
14. „ Old Houses.
15. Coblenz : From above Rhine Bridge.
16. „ Ehrenbreitstein and Bridge of Boats (c).
17. „ Ehrenbreitstein.
18. Cologne and Bridge of Boats.
19. „ Cathedral, Exterior.
- 19a. „ Cathedral, Interior.
20. „ Market Place (c).
21. Constance from Cathedral Tower.
22. Drachenfels and Seven Mountains.
23. Freiburg : Cathedral and Town from above.
24. Godesberg and Seven Mountains.
25. Heidelberg : Bridge and Castle.
26. „ Castle, Frederick's Buildings (c).
27. „ Castle, Otto Heinrich's Buildings.
28. Lorelei Rock.
29. Mayence Cathedral from Market.
30. Mausturm.

G.Rh.

31. Neuhausen : Rhine Falls.
32. Nonnewerth and Rolandseck.
33. Oberlahnstein and Stolzenfels.
34. Rotterdam : Bridge of Delft.
35. „ Hôtel de Ville.
36. „ Quai des Espagnols.
37. Schaffhausen : Bridge and Falls.
38. Soeneck Castle.
39. Stein (Switzerland) : Old Houses, with Carvings and Paintings.
40. Stolzenfels Castle.
41. Strassburg : General View.
42. „ Cathedral.
43. „ Cathedral, Central Porch.
44. Wiesbaden : Greek Church.
45. „ Kursaal and Gardens.
46. Worms : Cathedral.
47. „ Luther's Monument.
48. „ Luther's Tree.
49. Rhine Fishermen at work.
50. Travelling Tinkers.

VARIOUS PLACES.

(See also under 'Rhine,' G.Rh.)

G.A.

1. Aschaffenburg : Castle.
2. „ Country Cart.
3. „ Pompeianum.

G.B.

1. Bastei Rocks.
2. „ „ Fruit Barge near.
3. „ „ (c).
4. Bebenhausen : Old House and Wehr-gang.
5. „ Monastery, now Royal Jagdschloss.
6. „ Monastery and Village.
7. Besigheim (on Neckar) : River and Houses.
8. „ Another View.
9. Brocken : Distant View.
10. Bremen, see G.N.D.L.

G.C.

1. Cassel : War Monument.
2. Cochem (on Moselle) : Vineyards near.
3. „ Castle : Path through Vineyards.

G.D.

1. Donaustauf : Stations of the Cross.
2. Dresden : Old Market and Church

viii SUPPLEMENT TO MODERN LANGUAGE TEACHING

G.D.

3. Dresden : Schloss-strasse.
4. „ Hofkirche.
5. „ View up Elbe.
6. „ Augustusbrücke, Hofkirche, etc.
7. „ Hauptstrasse from Bridge.

G.E.

1. Eisenach : Entrance Gateway (e).
2. „ Market Place.
3. „ Wartburg, Ritter Haus.
4. Eisleben : Statue of Luther—Luther's Birthplace and Deathplace.
5. „ Relief—Luther with Bible ; Cajetan with Papal Bull.
6. Erfurt : Door of Augustinian Convent, where Luther, as a Monk, first found the Bible.
7. „ Cathedral.
8. Esslingen : Wolfstor.

G.F.

1. Frankfort a. M. : Old Houses.
2. Frankfort : Gutenberg Monument.

G.G.

1. Goslar : General View.
2. „ Kaiserwörth and Market.
3. Gotha : Town Hall and Market.

G.H.

1. Halberstadt : Old Houses.
2. Halle : Statue of Handel (Handel's Birthplace).
3. „ Town Hall and Statue.
4. „ House in which Handel was Born.
5. Hartzburg from East.
6. „ and the Burgberg.
7. Hirsau : Ruins of Monastery, With Elm (cf. Uhland's Poem, 'Die Ulme zu Hirsau').

G.L.

1. Lauffen (on Neckar) : Gateway and Tower.
2. „ Old House, with Oriel Window.
3. Leipzig : Augustusplatz and Post Office.
4. „ Monumental Fountain.
5. „ Old Market Place.
6. „ Brühlstrasse (e).
7. Linz : View on Danube.

G.M.

1. Magdeburg : Tetzel's Money Chest in Cathedral.

G.M.

2. Maulbronn : Court of Monastery.
3. Mayence : House in which First Printing Press was set up.
4. „ Statue of Gutenberg, in Town.

G.N.

1. Nuremberg : St. Lorenz, West Door.
2. „ Henkersteg und-turm.
3. „ Oriel Window.
4. „ A. Dürer's House.
5. „ Castle Courtyard.
6. „ Vestnerturm.
7. „ On the Pegnitz.
8. „ Pegnitztal.
9. Hans Sachs Statue.

G.O.

1. Ochsenfurt : A Street.

G.P.

1. Passau : Cathedral.
2. „ Ferry.
3. „ Oberhaus.
4. „ A Street, with Gateway.

G.R.

1. Regensburg : Bridge, Belfry, Church, etc.
2. „ Walhalla.
3. Richtenstein (on Danube) : River, Church, etc.
4. Rippoldsau (Black Forest) : Farm-house near.
5. Rothenburg : Walls, Tower and Gate.
6. „ Rathaus, Old Doorway.

G.S.

1. Schandau on Elbe.
2. Stuttgart : Stiftskirche.
3. „ Schiller Monument by Thorwaldsen.
4. „ Mörike Monument.
5. Swabian Village : Group on Sunday Afternoon.

G.T.

1. Treves : Cathedral.
2. „ Old Roman Gateway.
3. „ Ruins of Roman Palace.
4. „ Ruins of Coliseum.

G.V.

1. Vaihingen (on Enz), River, Tower, and Houses.

G.W.

1. Waiblingen : The Tower, 'Stadtturm.'
2. Wehlen (on Elbe) : River with Wood Raft, Village, etc.

G.W.

3. Weimar : Goethe-Schiller Monument.
4. Wildbad : Stable and Barn in Village near.
5. Wildberg (on Nagold, Black Forest) : Old House.
6. Wittenberg : Castle Church, Luther's Tomb.
7. „ Castle Church, Melan-
chthon's Tomb.
8. „ Castle Church, Door on
which Luther nailed
his Theses.
9. „ Castle Church, Market
Square, showing
Statues of Luther
and Melanckthon.

C.Z.

1. Zavelstein (Black Forest, Württem-
berg) : Countrywomen.

NORDDEUTSCHER LLOYD

1. Bremen : Marktplatz mit Rathaus, Dom
und Börse.
 2. „ Freihafen I.
 3. „ Panorama.
 4. Dampfer im Hafen : Von Bordgehen
der Passagiere.
- Schnelldampfer 'Kaiser Wilhelm II.'*
5. Im Trockendock : Hinterteil mit Dop-
pelschrauben.
 6. Speisesaal I., Kl.
 7. Wiener Café für Raucher.
 8. „ „ „ Nichtraucher.
 9. Rauchsalon I., Kl.
 10. Kaiserzimmer, Speisezimmer.
 11. „ Schlafzimmer.
 12. Schotttürenverschluss : offen.
 13. (Watertight Doors) halb geschlossen.
 14. „ „ ganz geschlossen.

Verschiedene Dampfer.

15. *Kais. Wilh. d. Gr.* : Im Vorhafen.
16. *Kronpr. Wilh.* : Promenadendeck.
17. *Barbarossa* : Kommandobrücke.

AUSTRIA.

A.P.

1. Prag : Church.
2. „ Bridge and Hradschin.
3. „ „ „ Distant
View.

SWITZERLAND.

Grand Manœuvres, Fribourg, September,
1907.

(Attended by a Committee of Delegates
of M.P.'s, Labour Leaders, and National
Service League, sent out to study the
Swiss Militia System.)

S. G. M.

1. Swiss Cavalry, well mounted,
plenty of dash. Horses supplied
by the State, maintained by the
men, and gradually become the
men's property.
2. Ditto.
3. Recruits firing Ball Cartridge at
Dummy Targets on Mount Pilatus.
Packs weigh sixty pounds.
4. Field Kitchen, similar to English.
5. German Attachés, very prominent,
gorgeous uniforms.
6. German Attaché watching Firing of
Quick-firing Guns.
7. Artillery : Same gun as in 6, good
artillerymen, poor tacticians.
8. Artillery trotting past at Review.
9. Cadets at Exercise : Climbing 6-foot
palisade, rifles slung. Cadet Corps
are voluntary ; joined freely to
insure fitness for service.
10. Cadet Battalion halted. Cap and
service jacket form the only uni-
form.
11. Recruit Company Resting. Pack re-
moved at halt ; all slung in one
mass ; more comfortable than Eng-
lish equipment.
12. Village welcoming English Committee.
Swiss National Anthem sung ;
same tune as English ; village
patriarch in centre.

PHONETICS.

The source of each slide is indicated in
most cases by a letter showing the work
from which it is taken, and in the case of
Ganot's *Physics* the number of the figure
is given.

gp = Ganot's *Physics* (Ninth Edition.)
f = Foster's *Physiology*.
g = Gray's *Anatomy*.

h = Huxley's *Physiology*.

k = Kirke's *Handbook of Physiology*.

q = Quain's *Anatomy*.

The slides are intended to illustrate : General Theory of Sound, the Organs of Speech, Speech Centre in Brain, the Ear as Receiver and Analyser of Sounds, Methods of Analysis of Speech Sounds, and of Positions of Organs of Speech.

ph.

1. *gp* 248-249, Nodes and loops of vibrating strings.
2. Vibrating tuning-forks in a state of coincidence and interference.
3. *gp* 232, Savart's wheel.
4. *gp* 233-235, Helmholtz's siren.
5. *gp* 244, Human larynx.
6. *gp* 250-251, Mouthpieces of organ pipe and flageolet.
7. *gp* 252-254, Details of reed-pipe : free and beating reeds.
8. Forms of pipes of different stops in an organ, to illustrate effect of varying forms of resonance-chamber.
9. *gp* 551, Laryngoscope.
10. *gp* 286, Apparatus for showing König's manometric flames.
11. *gp* 287-288, Forms of flames when sounding the fundamental and the octave.
12. *gp* 289-290, Forms of flames when fundamental and octave and when fundamental and third are sounded together.
13. *gp* 291-292, Forms of flames when singing C and C'.
14. Human lung : section showing elastic tissue $\times 30$.
15. *g*, Front view of heart and lungs.
16. *g*, Larynx, trachea, and bronchi : front view.
17. *g*, Intercoastal muscles.
18. *k*, Axes of rotation of ribs.
19. " " " diagram-matic apparatus.
20. Tongue and Papillæ : upper surface.
21. *k*, Motor and Speech Centres of brain.
22. *k*, Monkey's Brain, showing different centres.
23. General view of Internal Ear.

rh.

24. *h*, Diagram to illustrate positions of various parts of the Ear.
25. Bony labyrinth of Ear : interior.
26. *g*, Cochlea : interior in section.
27. *k*, " section through one coil, showing position of Organ of Corti.
28. *k*, Organ of Corti, $\times 800$.
29. *g*, Larynx, anatomy of : side and back views.
30. " positions of vocal chords in respiration, speech, etc.
31. " diagram of action of muscles in speaking.
32. " in speaking, and showing the cartilages, etc.
33. General view of analysis apparatus used by Dr. Ernst Meyer at Marburg.
34. Some results obtained with above.
For Nos. 33 and 34, see *Beiträge zur Deutschen Metrik*, by Dr. E. A. Meyer, Universitäts Buchdruckerei, Marburg.
35. Recording and reproducing diaphragms of Edison-Bell phonograph.
36. Microphotograph of markings on phonograph cylinder.
37. Another ditto.
38. Another ditto, higher magnification.
39. Tongue positions of vowel sounds obtained by Atkinson's Mouth Measurer.

EXTRA SETS.

The following sets of slides may be borrowed by members of the Modern Language Association on making application to the owners, and paying all costs of carriage, but no hire.

1. The *Touring Club de France* will lend to members of the Modern Language Association slides illustrating the following Conférences : La Protection des Sites et Monuments de France (No. 40) ; Le Déboisement, la Restauration et Mise en Valeur des Terrains et des Montagnes (No. 41) ; L'Œuvre du Touring Club de France et le Tourisme Scolaire (No. 47) ;

Le Tourisme Nautique et Rivières de la France (No. 45).

Apply: Service des Conférences, Touring Club de France, 65, Avenue de la Grande Armée, Paris.

The texts of the above Conférences, with subjects of slides, can be borrowed from the Hon. Custodian.

2. The London offices of the *Belgian State Railways* will lend a set of slides on Belgium, provided they are disengaged on the date required.

Apply: Coml. Representative, Belgian State Railways, 47, Cannon Street, London, E.C.

3. Professor E. L. Milner-Barry will lend: (a) A set of slides on Nuremberg, dealing partly with the history of the town, and containing some slides made from old woodcuts; (b) a set of slides on Tyrol, many of them from his own photographs.

Apply: Professor E. L. Milner-Barry, Wellfield, Bangor, North Wales.

The lists of Professor Milner-Barry's slides are as follows:

TYROL AND EASTERN ALPS.

The route illustrated is: Munich, Partenkirchen, Pass of Scharnitz, Landeck, Trafoi, Meran, Bozen, Dolomites, Cortina, Brenner, Innsbruck.

1. Map of Eastern Alps (relief); physical.
2. " " "
3. Route Map of Tyrol.
4. Starnberg.
5. Garmisch.
6. Zugspitze.
7. Partnachklamm.
8. Scharnitz.
10. Seefeld.
11. Zirl.
12. Landeck.
15. Pass of Finstermünz.
16. " "
17. " "
18. River Inn.
19. Nauders.
20. Reschen Lakes.
21. " "
22. " "

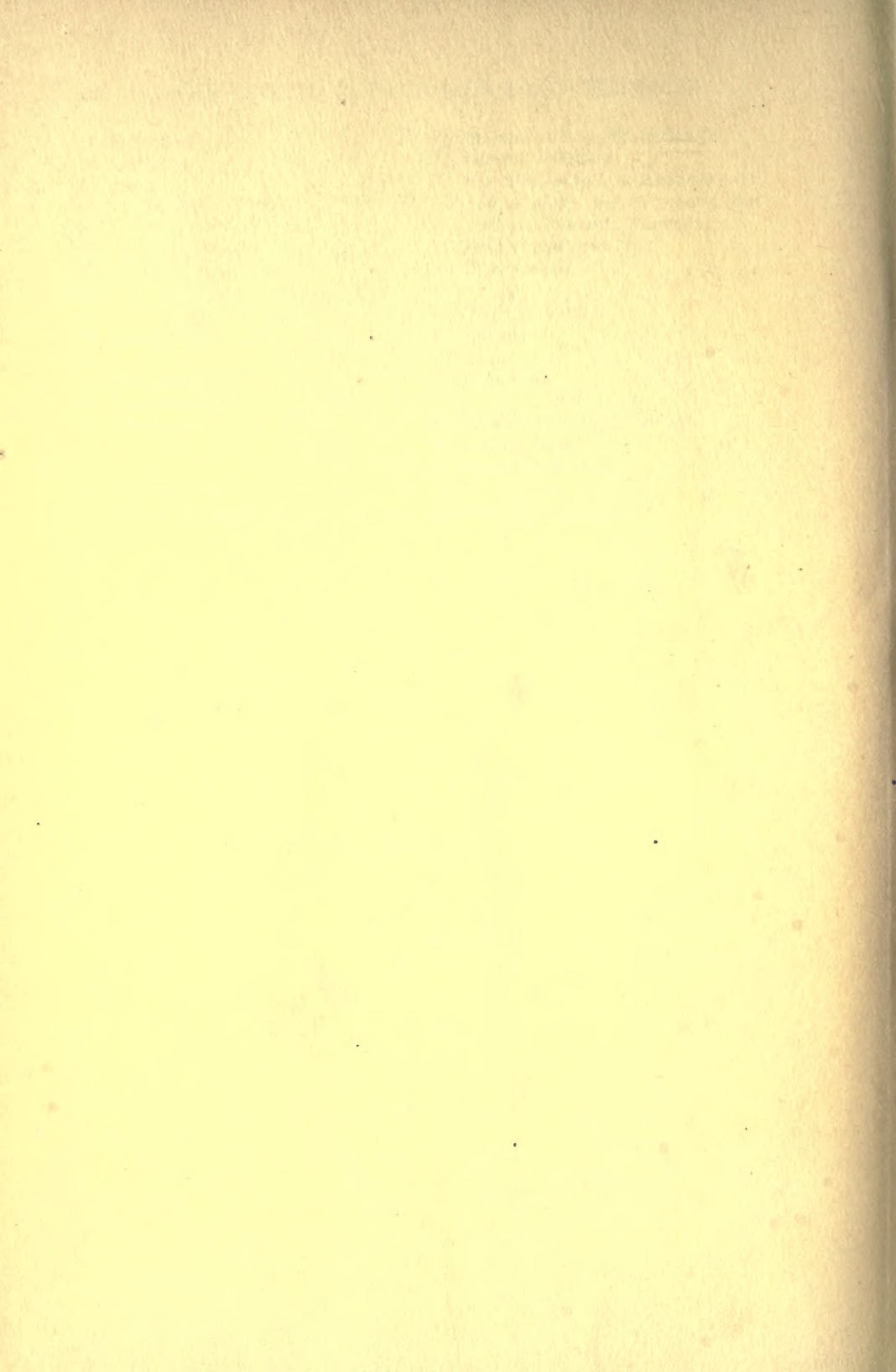
23. Mals.
24. Trafoi.
25. Maclatsch Glacier.
26. Stelvio Pass.
27. Ortler.
28. Kastellbell.
29. Meran.
30. " Castle.
31. Tirol Castle.
32. Bozen.
33. " Market Place.
34. " Fruit Market.
35. Runkelstein.
36. Schlern.
37. Tyrolese Costumes.
38. " "
39. " "
40. Graslenthütte.
41. Dolomites.
42. Falzarego Pass.
43. Cinque Torre.
44. Inn near Cortina.
45. Misurina Lake.
46. Drei Zinnen.
47. Dürrenstein.
48. Austrian Soldiers.
49. Brenner Railway.
50. Innsbruck.
51. " Municipal Buildings.
52. " Memorial of Maximilian I.
53. " Statue of Theodor.
54. " 'Das Goldene Dachl.'
55. " Inn 'Goldner Adler.'

MEDIEVAL NUREMBERG.

1. Town: Woodcut after Wolgemuth.
2. St. Anthony: After Dürer's Etching.
3. Town: Old Woodcut.
4. Plan of Town.
5. Entrance of Pegnitz.
6. General View.
7. " Old Houses.
8. " with Castle.
9. Weisserturm.
10. Mänerschuldurm.
11. Hospital of the Holy Ghost.
12. Henkersturm.
13. " "
14. Lauferturm.
15. Fleischbrücke.
16. " "

xii SUPPLEMENT TO MODERN LANGUAGE TEACHING

- | | |
|---------------------------|--------------------------------------|
| 17. Frauentor. | 35. Memorial of Emp. Maximilian I. |
| 18. Vestnertor. | 36. Statue of Theodoric. |
| 19. Castle. | 35 and 36 are both at Innsbruck, but |
| 20. „ Walls and Moat. | 35 is partly, and 36 wholly, the |
| 21. „ Fünfeckiger Turm. | work of Vischer of Nuremberg. |
| 22. „ Heidenturm. | 37. Peter Vischer (portrait). |
| 23. „ Vestnerturm. | 38. Dürer's House. |
| 24. „ Courtyard. | 39. „ |
| 25. „ Chapel. | 40. Dürer (portrait). |
| 26. Frauenkirche. | 41. Rathaus. |
| 27. „ | 42. „ |
| 28. Gänsemännchen. | 43. Pellerhaus: |
| 29. Tugendbrunnen. | 44. „ Hof. |
| 30. Lorenzkirche. | 45. 'Heilsbronner Hof' (Old Inn). |
| 31. „ | 46. 'Golden Swan.' |
| 32. „ | 47. Bratwurstglöcklein. |
| 33. Schöner Erker. | 48. „ |
| 34. Tomb of St. Sebaldus. | 49. Hans Sachs (portrait). |



PB
1
M68
v.6

Modern language teaching

**PLEASE DO NOT REMOVE
SLIPS FROM THIS POCKET**

**UNIVERSITY OF TORONTO
LIBRARY**

