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"... going round the town, no doubt, in search of some unwatched house or some unfastened door."—Mrs. Gaskell, 'Cranford,' ch. x.

But *around* and *round* are confused in English as well as in American writing.

"I ran into Strickland's room and asked him whether he was ill and had been calling for me . . . 'I thought you'd come,' he said. 'Have I been walking around the house at all'?"

"I explained that he had been in the dining-room and the smoking-room and two or three other places."—Rudyard Kipling, 'Mine Own People' (*The Recrudescence of Imray*).

"... you have got your work to do and you must not fool around any longer."—Walter Besant, 'Armored of Lyonesse,' Part i., ch. iv.—"... no visitor . . . wanders on the beaches and around the bays."—*Ibid.*, ch. viii.—"... if . . . you climb every headland and walk round every bay . . ."—*Ibid.*

In whatever sense *around* is understood in the next quotation the spatial difficulties are immense.

"She stamped her foot and raised her voice, insomuch that two drowsy attendants [in 'The National Gallery'] woke up and stood around, thinking they had dreamed something unusual."—*Ibid.*, Part ii., ch. xvii.

In bringing together for comparison the foregoing quotations, it has not been my notion that any form of expression found in an American book is justified by the production of a parallel expression from an English book. Such an idea would be absurd. A locution that is censured as an Americanism may be shown to be English, but still it may be bad English. A discussion of the quality of the English of the passages compared is beyond the scope of this paper. However, the reader has noticed, no doubt, that some of the quotations (both Dr. Hall's and mine) are fragments of conversation and that, therefore, they cannot fairly be regarded as representing the writers' ideas of correct English. In England, I believe, as in America, a studied observance of grammatical correctness in conversation is felt to be underbred.

The larger part of Dr. Hall's citations in the *Academy* remain uncapped. Some of these are undoubtedly Americanisms; many more may be; but it would be a rash venture for anybody to undertake to separate all the Americanisms from the rest. Dr. Hall's

knowledge of the differences between British and American English is incomparably greater than that of anybody else, and yet it seems that even he has fallen into error.

It would take considerable space to discuss Dr. Hall's opinions concerning "the American dialect." That an American dialect is in process of formation I regard as certain; but it should be remembered that the differences between American and British English are as much the results of departures in England from an earlier standard as of such departures in America. Apparently, Dr. Hall thinks that America is still in the colonial period.

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ADDITIONAL REMARKS UPON
BEYER-PASSY'S 'ELEMENTAR-
buch des gesprochenen französisch'
and Beyer's 'Ergänzungsheft.*

It seems to me necessary to add a few words to my review of Beyer-Passy's 'Elementarbuch' and Beyer's 'Ergänzungsheft.' This review was written last April; in the meantime, I have had the advantage of reading carefully Mr. Rolin's long critique (in the *Phonetische Studien*, vi, 2, pp. 219-234), which is, I am sorry to say, unfair and unjust to the authors, but thorough and exhaustive and, therefore, notwithstanding its blemishes, is instructive and interesting for the scholar even if he is compelled to disapprove of many views held by Mr. Rolin in regard to French phonetics and Beyer-Passy's transcriptions. Moreover, I had during last summer a good opportunity for testing practically every line and every word of the forty-two phonetic texts while instructing my boy, who is eight years old and bilingual, speaking his maternal language, French, as well or rather as badly as German. He could not read French, but had learned to read and write German at school in Germany. The result of the phonetic method with him, in his French lessons, by the aid of Beyer-Passy's books has been excellent throughout and, although such a result was not unexpected, it still surprises me more and

*Of. "Phonetics and 'Reform-Method'" in MOD. LANG. NOTES, vol. viii, pp. 161-166; 193-199. (June and November, 1893).

more every day. After two or three months, instruction, my pupil is able to read fluently nearly all the phonetic texts in the 'Elementarbuch' and the same pieces, prose and poetry, in ordinary spelling in the 'Ergänzungsheft,' and understands perfectly well the meaning of every word and sentence.

During my instruction, I noticed only one serious drawback in Passy's transcriptions. It is the same defect that I have insisted upon and condemned theoretically for scientific reasons in my review: the too consistent and almost regular notation of the assimilation of consonants from word to word and (in consequence of the elision of a so-called mute *e*) from syllable to syllable. This really proved to be a great danger in practical teaching, and was a continual stumbling-block for my pupil, especially at the beginning. Every time we commenced a new text, he naturally read at first very slowly and painfully. However, he was generally directed by his language-instinct (*sprachgefühl*) to intercalate of his own accord the *ə*-sound between consonants in those places where it is correctly left out in rapid and natural speech and, therefore, not marked by Beyer-Passy, but is always pronounced by a native in case of hesitation or slow speaking. He seldom or never committed an error as far as this neutral *ə* is concerned. But whenever he saw combinations or contractions of words and syllables like "sə fte" (*se jeter*), "də-z ʒəte" (*de se jeter*), "f-Kɔnɛ" (*je connais*), "f-se" (*je sais*), "t-se lɛt" (*de ces lettres*), "ɛ so-t kote" (*un saut de côté*), "tɔɔi" (*depuis*), and "pādǎ-g ʒ-i sɔi" (*pendant que j'y suis*), he was inclined to pronounce "fəte" instead of "ʒəte," zə" instead of "sə," "fə" instead of "ʒə" (*je*), "tə" instead of "də" (*de*), "tɔɔi" instead of "dɔɔi" (*depuis*), and "gə" instead of "kə" (*que*). It has taken him a long time to overcome this difficulty.

Thus I believe the omission of this kind of assimilation in phonetic transcriptions (dɔɔi=dɔɔi=*depuis*), or a dot or some other simple sign marking the inconstant, possible, not compulsory, or partial assimilation (dɔɔi) would save a great deal of trouble and annoyance to teachers and pupils; and, besides, such a proceeding would doubtless be, as I

have already shown, from a scientific point of view as nearly correct (nay, more nearly so) as the manner in which Beyer-Passy have treated this question in their phonetic texts.

I have spoken in my review about the usefulness of the 'Elementarbuch' and 'Ergänzungsheft' for the students of colleges and universities. But after my experience of last summer, I feel sure they can be used with even more profit by teachers who have to instruct children. Indeed, I ought to have stated expressly in my article that the authors themselves had designed their books, if not exclusively, yet principally for beginners, for children who begin to study French.

Considering the chief end and original purpose of the 'Elementarbuch,' which is pretty clearly indicated in the title, I cannot but express the belief now that Beyer-Passy have acted wisely in giving us in their texts not a variety of styles and pronunciations, but rather a uniform style and a uniform pronunciation—one uniform language in a normalized form, the Parisian colloquial and popular French, the language best understood and generally practiced with more or less consistency, in their daily intercourse with one another and their elder friends and relatives, by the children of the educated classes in the capital of France. This also explains sufficiently the intentional exclusion, from those forty-two texts, of the obsolete or archaic verbal forms, the *passé défini* and the *imparfait du subjonctif*. Such an exclusion would otherwise appear awkward and, at the least, artificial, but it contributes, in this case, to rendering the language of all the texts uniformly natural, popular, easy, and adapted to the taste and comprehension of children.

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THE ABSOLUTE PARTICIPLE IN THE OLD ENGLISH 'APOLLONIUS.'

FOLLOWING along in the line of work so excellently begun by Dr. Morgan Callaway, Jr., in his monograph, 'The Absolute Participle in Anglo-Saxon,' I have compared the Old English version of Apollonius of Tyre (ed. Benj. Thorpe, London, 1834) with the Latin (ed. Riese, Leipsic, 1871).