

of patient and systematic drill required for the eradication of bad speech habits frightens the ordinary language instructor, especially if his interests are more of a literary character and if he is not phonetically competent. (3) Our curricula leave no time for such training, and our staff members, even if they be phonetically competent, cannot divert any time from their already heavy duties.

The difficulty is the greater, the more widely the pronouncing habits peculiar to the mother tongue are different from those characteristic of the foreign language. In this respect, French is more difficult than German, especially because of the peculiar French accentual conditions and nasal vowels, and also because of the diphthongizing tendencies of the majority of English speaking persons. I know very well that it is extremely difficult, if not impossible, to acquire a perfect "accent" in speaking any foreign language, but it is incontestably possible to eliminate the more conspicuous defects. What is called "accent" in this connection refers to a multitude of more and less subtle peculiarities, the diagnosis of which is impossible if one lacks a sufficient amount of phonetic knowledge and experience. The speech-habits acquired in learning one's mother tongue are so deep-rooted that they vitiate one's interpretation of the speech-habits peculiar to another language. A foreigner may spend years in English speaking surroundings without even noticing that he is using various manners of articulation and intonation foreign to English speech. This is true whether the foreigner is otherwise educated or not, as may be observed by anyone who comes into contact with foreign friends or acquaintances. How much worse conditions must be among our students who have hardly any opportunity to live in French or German surroundings it is easy to see. For the fact that courses are conducted in a foreign language and understood by the students is absolutely insufficient to produce the desired result. The students are likely to interpret their instructor's pronunciation in terms of their own mother tongue with its different articulatory and acoustic bases. The time and opportunity given to each student for speaking and pronouncing are negligible compared to the amount of practice which the issue demands. The attention given by the instructor to his students' pronunciation is necessarily small, because of the number of students involved and because, at the same time, the statements made by the speaking students have to be