

PRESS OPINIONS—*Continued.*

*FREEMAN'S JOURNAL.*—"Special attention may be called to the 'Primary French Course,' by Mr. Siepmann, of Clifton College, now published by Messrs. Macmillan. The aim of the book is to meet in the initial stages of learning the double requirement of a system which shall at once teach French as a living and spoken language, and also afford the training in accurate thinking and a strict grammatical study. The book assumes that explanation of grammatical points will be given in English; but it supplies a method of forcing the pupils to shape thoughts and phrases in French."

*GUARDIAN.*—"Mr. Otto Siepmann's 'Primary French Course' contains lessons consisting of reading, conversation, recitation, grammar, and exercise, and the teacher is instructed to give a preliminary oral lesson to teach the meanings of the new words that occur in the reading. It thus follows closely on the lines of the reform method. Mr. Siepmann, however, has come to the inevitable conclusion that the mother-tongue must be used to some extent in teaching beginners, and his grammar is written in English. The readings are pleasantly written by M. Pellissier and the conversations are in the language of everyday life, and upon subjects appropriate for school children. The illustrations by Mr. H. M. Brock are full of life and animation, and lend themselves readily to conversation practice."

*ASSISTANT MASTERS' CIRCULAR.*—"This useful little volume follows the modern system of oral teaching in French from pictures, but a modification is made in allowing the use of English for explaining grammatical points. We are glad to see that more attention is paid to grammar than is usually the case in oral teaching. The phonetic transcription followed is that of the Association Phonétique Internationale. An admirable series of illustrations, on which the lessons are based, is included."

*BOOKSELLER.*—"M. Otto Siepmann's high reputation as a text-book writer is too well known to require more than an allusion here. In a full and suggestive preface to the second of the volumes above mentioned, after commenting on the dissatisfaction with the teaching of modern languages which has heretofore existed, and the reasons for it, he states that his main object is to supply materials for the teaching of French by a method which places the spoken language in the foreground without neglecting the gradual and systematic study of grammar. With this view the reader, grammar, and exercises given are interdependent, and as their merits have been put to a searching practical test at Clifton College, teachers of French in schools may be said to be taking them with a warranty. M. Siepmann, we note, hopes to continue the course of which this is the first part, and 'to produce satisfactory results, not only in the use of the spoken language, but also in making modern languages in our schools instruments of a mental training and culture comparable with that imparted by a complete course of classical training.' With a view of ensuring a good pronunciation, the 'First Term' course contains a phonetic version of the first ten lessons of the larger book, preceded by a short chapter on French sounds. The symbols of the Association Phonétique Internationale have been adopted, and the separation of the two volumes has for reason the author's opinion that it is advisable not to let pupils see the ordinary spelling till they have learned to pronounce. Mr. H. M. Brock illustrates both books in his usual admirable style."

*CLIFTON CHRONICLE.*—"While retaining all that has proved sound and practical in the principles of the 'Neuere Richtung'—viz. (1) That a carefully graduated Reader should form the nucleus of modern language teaching; (2) that grammar should be reduced to essentials, and (3) that the spoken language should receive due attention—a stand is made (1) against the haphazard way of teaching grammar which is unsatisfactory in more ways than one; (2) against the idea of avoiding the mother-tongue as being a hindrance to the learner in acquiring a foreign language; (3) against the introduction of irregular forms before the pupil has mastered the regular ones, and (4) against the propagation of purely conversational methods which neglect mental training and lead to intellectual looseness and inaccuracy of the worst kind."

*JOURNAL OF EDUCATION.*—"The swing of the pendulum has brought us back from the radical reformers who would entirely banish the mother-tongue to a *via media* which makes French the staple of the lesson, but allows free use of English for explanation and grammar teaching. A lesson, according to Mr. Siepmann, consists of reading, conversation, grammar, and exercise, with a preliminary oral lesson to teach the meaning of new words which occur in the reading."