

McGILL UNIVERSITY
MONTREAL

de Messac

FRENCH SUMMER SCHOOL
DEPARTMENT OF MODERN LANGUAGES

Gouverneurs

July 8, 1924.

Sir Arthur Currie, Principal,
McGill University,
Montreal.

Dear Sir Arthur;

In confirmation of what I told you last week, I am glad to say that Monsieur Régis Messac, agrégé des lettres, and Assistant-Professor at the University of Glasgow, last year, has accepted the position of assistant professor at McGill University for next session, with a salary of \$2500. ✓

With kindest regards,

Yours faithfully,

P. du Pours

15, Rue du Resuge,
Versailles,
Department de Seine et Oise,
France.

Régis Messac.

Agé de Lettres. 1922.

1922-1923. Professor at Cauch (France).

1923-1924. Assistant Professor University
of Glasgow.

Age: thirty.

Testimonials from:

Prof. Ch. A. Martin. (U. of Glasgow).

" Durand (Sorbonne).

" Gaiffe. (Lycée Janson de Sailly).
Paris.

(Please return those certificates)

1st June 1924



French Language
and Literature

University of Glasgow

I have great pleasure in warmly
supporting the application of Monsieur
R. Messac, Agrégé de l'Université de France,
for a post of University Lecturer in French
Language & Literature.

Monsieur Messac acted as my Assistant
in this University during the session just
closed as a substitute for a member
of the Staff who was ill. He delivered
courses of lectures on the history of the
French Language and on French Literature
to various Classes of Students preparing
for the M.A. Degree. He also taught
about 150 Students of the second
Year in tutorial Classes and read with

them Modern French Texts. Mousnier,
Menac has a very keen sense of the value
of the 'nuances' of expression in French, and
is able to explain French Classical Texts,
and also Old French Texts, in a lucid,
interesting, scholarly and profitable
manner. I always found Mousnier
Menac most conscientious, zealous, punctual
and obliging, and I know that his
work with the students has been very
helpful to them indeed.

He is a very kind & devoted colleague.

Ch. A. Martineau

Marshall Professor of French Language
& Literature in the University of Glasgow.

Examiner to the University of London for
Higher Degrees, the Oxford & Cambridge Boards.

Académie
de
Paris

Paris, le 6 Avril

1924

Je soussigné, chargé de cours à la Sorbonne,
Président du jury de l'Aggrégation de Grammaire, certifie
que M. Régis Messac s'est présenté en juillet-août
1922 au Concours d'Aggrégation et s'y est particulièrement
distingué dans les épreuves portant sur l'histoire de la langue
et de la littérature françaises : le jury a été unanime à
louer chez le candidat, avec la solidité et la précision des
connaissances, une grande clarté d'exposition, et, dans
la dissertation écrite sur un sujet littéraire, un art de
la composition et un réel talent de style qui lui ont
valu le succès le plus mérité.

A la Sorbonne, 6 Avril 1924

René Durauf

PARIS, 105 rue de la Pompe.

Je soussigné, Félix Gaiffe, Agrégé de l'Université, Docteur es lettres, certifie que M. MESSAC, agrégé de grammaire, actuellement maître de conférences à l'Université de Glasgow, présente toutes les qualités requises pour donner dans les conditions les plus satisfaisantes l'enseignement supérieur de la langue et de la littérature françaises. Il m'a été donné d'apprécier d'une manière particulièrement approfondie les qualités de M. Messac, car j'ai été chargé de noter les épreuves de dissertation française (écrit) et d'explication française (oral) à l'Agrégation lorsque M. Messac s'y est présenté. Sa dissertation a obtenu la note la plus élevée de tout le concours; elle témoignait d'une réelle vigueur de pensée et d'une élégance de forme tout à fait exceptionnelle. Son explication orale a fait valoir la parfaite clarté et la grande aisance de son élocution. Ses débuts dans l'enseignement en France ont pleinement confirmé l'excellente impression que son concours avait produite et je suis heureux de pouvoir attester que M. Messac, partout où il sera appelé à enseigner ne pourra que faire honneur à la littérature française et qu'en l'appelant à elle une université étrangère sera certaine de s'adjoindre un excellent professeur.

F. GAIFFE,

agrégé de grammaire
Docteur es lettres
Professeur au Lycée
Janson de Sailly
et à l'école de préparation
des professeurs français
à l'étranger.
Membre du jury d'agrégation.

Paris, 105 Rue de la Pompe (16^e).

3 avril 1924

Je soussigné, Félix GaiFFE, Agrégé
de l'Université, Docteur et Lettres,
certifie que M^r Messac, Agrégé de
français, actuellement maître
de conférences à l'Université de
Glasgow, présente toutes les qualités
requises pour donner, dans les
conditions les plus satisfaisantes,
l'enseignement supérieur de la
langue et de la littérature fran-
çaise - Il m'a été donné et
apprécié d'une façon particulière-
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M^r Messac; car j'ai été chargé
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caution française (oral) à l'Aggrégation,
lorsque M. Meunier s'y est présenté.
Sa dissertation a obtenu la note
la plus élevée de tout le concours;
elle témoignait d'une réelle rigueur
de pensée et d'une élégance de forme
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faire honneur à la littérature
française et qu'en l'appelant à
elle, une Université étrangère sera
certaine de s'adjointre un excellent
professeur.

F. Gaillet
Après de France
Docteur et Lettres
Professeur aux Lycées
Janson de Sailly à Paris.
Professeur à l'École de

Préparation des Professeurs de Français à l'École
Membre du Jury de l'Aggrégation de France

November 13, 1924.

Professor R. duRoure.
Department of French,
McGill University.

Dear Professor du Roure:-

It was with great regret that I found myself unable to attend the meeting of your Canadian section of the Society of the Legion of Honour.

I was suddenly called upon to attend to a matter of the most urgent importance to me personally, and I trust that for this reason you will forgive my not being present.

I hope you will let me know what success your organization has.

Yours faithfully,

Principal.

Consulat Général
de la République Française
au Canada

Montréal, le 3 novembre 1924.

Cher Sir Arthur,

Un groupe de Français de Montréal, décorés de la Légion d'Honneur, a eu l'idée de former une section canadienne de la Société de la Légion d'Honneur. Cette Société fondée au lendemain de la guerre dans un but de solidarité nationale, sous la présidence d'honneur du Président de la République, réunit déjà des milliers d'adhérents. Elle a des sections dans tous les Départements Français et dans toutes les colonies françaises; d'autres sections sont formées ou en formation dans un grand nombre de pays étrangers. Il importe que le Canada prenne sa place dans ce beau mouvement et qu'à côté des Français légionnaires viennent se ranger ceux de nos camarades canadiens qui ont bien mérité de la France et que la France a tenu à honorer par cette haute distinction.

Nous espérons donc que vous voudrez bien assister à la réunion d'organisation qui se tiendra le jeudi 6 novembre ^{à 5 heures} dans la salle du Conseil du Crédit Foncier Franco-Canadien, 35, rue St-Jacques./.

Veillez agréer, cher Sir Arthur et cher camarade, l'expression de mes sentiments sincèrement dévoués.

Sir Arthur Currie,
Principal de l'Université McGill,

Montréal.

P. du Pours

Paris. September 7th 1923

Dear Sir Arthur,

According to your instructions, I tried to find, since my arrival in France, an Assistant-Professor for the Department of Romance Languages. After having seen and carefully examined several candidates, I have finally chosen Mr. R. Perdrigat, who is strongly recommended by

Prof. Panson, Director of
l'École Normale Supérieure.

Mr. Roger Perdriat, born
in 1899, is agrégé since 1921
and preparing his Doctor's thesis.
He has already some teaching
experience, having taught French
in a college in Paris and in
a French College in Rome (1922-
1923). He has a pleasant
appearance and good manners.
He likes sports, especially Tennis
and boxing. I have every
reason to hope that he shall
succeed at McGill.

As a teaching-student,

I have engaged Miss Dikka
Reque, who was my best student
during the French Summer School
in ~~the~~ July 1922. She intends to
take her M.A. degree in French at
McGill, with a thesis on "Le théâtre
norvégien et la critique française".
She is now in Paris, gathering
documents for this thesis.

As for the second scholarship,
I did not yet find a suitable
candidate, but I hope to. If I
don't succeed in Paris, I have no
doubt that I will in Montreal,
where I shall be about the 24th
of September.

I hope you won't think

me indiscreet if I insist on
our last conversation (before I left
Montreal) about M^{lle} Touren.
I feel that she is really worth an
increase of salary of \$500., by her
past services and her present devotion
to McGill. I know that she refused
last year two advantageous proposals
in American Colleges, and I am afraid
that her loss would be very difficult
to repair. Although nobody is
really indispensable, I think that
it is McGill's interest to insure
her services with that increase
of salary, which was proposed for
her by Dean Laing and corresponds
to her title of Assistant Professor.

This business of finding

a man for the French Department
detained me mostly in Paris,
but I could enjoy a fortnight's
rest on the seashore, and I
feel quite fit for next session's
work. I feel quite confident
that, with my colleagues' help,
we will make the French
Department a tremendous
success.

Hoping that you enjoyed
your vacation.

I remain

Very sincerely yours

Pierre du Plessis
15 Rue de Cordi

LUCIE TOUREN
MCGILL UNIVERSITY
MONTREAL, QUE., CANADA

Dec. 31st

Dear Sir Arthur,

Will you please accept
for you and Lady Currie, my best
wishes for the New Year -

I want to thank you sincerely for the
increase in salary that Mc Gill gave
me this year and to assure you that
my marriage has not diminished
my devotion to the University and my
Department -

Gratefully yours

Lucie Touren - Furness

Royal Victoria College for Women

MCGILL UNIVERSITY

MONTREAL

Dear Mr Principal,

Will you please
excuse this very personal letter
that difficult circumstances
oblige me to write.

M^{rs} du Roure told you
sometimes ago that I was
going to be married in the
Summer, and that I would be
quite willing to stay at
McGill if it were possible.

I broke my engagement
late, not because I had
anything to reproach to
Dr Furness, but because
God helping me, I took a
better sight of my duty:

an old and sick father and a
blind brother are both depending
on me; I can neither drop this
dear burden, nor ask anybody
to carry it with me.

For the present at least, I
have to refuse any change in my
life, and I am deeply sorry I
forgot that for a time -

Will you please consider this
letter as private and accept
my sincere apologies -

Your very grateful

Lucie Touren

CH. SCHNAPP

Archag le petit Arménien

(*Histoire vraie*)

Un volume in-16 avec couverture illustrée
et un frontispice en phototypie.

Broché Fr. 3.50

Relié Fr. 5.—

Les aventures d'Archag intéresseront beaucoup les enfants de dix à quinze ans. Ce livre pourrait s'intituler aussi : « La vie de collègue en Arménie », ce vivant récit constituant en effet comme un pendant à d'autres « vies de collègue » qui ont fait les délices de nombreuses générations de lecteurs. Tous les écoliers du monde, qu'ils soient en Arménie ou ailleurs, se ressemblent évidemment beaucoup : ils ont les mêmes joies, les mêmes malices, les mêmes défauts et les mêmes chagrins. Cependant, dans l'histoire d'Archag et de ses camarades, se rencontrent un élément pittoresque très original par le décor du pays singulier où vivent les personnages, et un élément tragique très émouvant, emprunté à la douloureuse existence du peuple arménien, le plus pitoyable des « peuples martyrs » du XX^{me} siècle. Le lecteur accompagne Archag à cheval dans les montagnes sauvages de l'Anti-Caucase, peuplées de brigands Kurdes détrousseurs de grands chemins ; sur les bords du célèbre lac de Van, puis au grand collège américain d'Aintab. Il voit de près les curieuses mœurs de l'Orient, participe aux pieux enthousiasmes des chrétiens et frémit d'horreur devant les crimes des Turcs sanguinaires qu'un juste châtement atteindra enfin avant qu'il soit longtemps... Tous ceux que la juste cause des Arméniens intéresse doivent répandre ce livre captivant auteur d'eux.

Neuchâtel Feb. 1st 1925

To the Pres. of Mc Gill University
Montreal.

Dear Sir:

I beg to apply for a position as Prof. of French in your Department of Roman Languages. I am Swiss, 42 years old, B. A. & M. A. and D. of Literature. I got through my College & University courses in Switzerland, Germany & Italy & received at the Univ. of Berlin a special degree for philosophy. After my examinations I taught French for 5 years in English & American Colleges in the Near-East. As I wanted to improve my English, I went to the U. S. of America where I remained for a year, giving private lessons & talking lectures at the University. Family affairs obliged me to come back home. From 1914 to 1919 I was Prof. of French & Italian at Lake College, Switzerland. Since 1919 I am Prof. of English at the Commercial College of the Univ. of Neuchâtel. Life has become so expensive in Switzerland that I am thinking again of going abroad & I would be most thankful to you, if I could secure a position in Canada through your kind help. I can say that I talk English with hardly any foreign accent. As references I can give you the names of my cousin Mr. J. Brett who is an engineer in the Gov. Service, 662 Melrose Ave. Montreal, and of Rev. L. Bise Pres. of Nyon College, Switzerland. Should you care for it, I would be glad to send you a copy of my diplomas.

I wrote some books for the young folks about the birds & one
of them "Archie the little American" has been translated into En-
glish. I beg to enclose an article about it.

Excuse me, please, for troubling you and believe me

Yours very truly

Prof. Chas. H. Schnapp.

Commercial College.

Neuchâtel

Switzerland.

- ~~was~~ - / \ Rommie's Langs.

February 14, 1925.

Prof. Charles H. Schnapp,
Commercial College,
Neuchâtel, Switzerland.

Dear Professor Schnapp:-

I beg to acknowledge your
letter of February 1st. We have no vacancies in our
Department of Romance Languages but your letter will
be put on file.

Yours faithfully,

Assistant to the Principal.

Modern Language Association

FORM NO. 6124

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Day Letter	
Night Message	NL
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SIR ARTHUR CURRIE

2227

PRINCIPAL MCGILL UNIVERSITY MONTREAL QUE

REPLIES REGARDING MODERN LANGUAGES INVESTIGATION UNIFORMLY FAVORABLE
WOULD YOU AGREE TO GIVE PROFESSOR BUCHANAN OF TORONTO PERMISSION TO
GO AHEAD

BRUCE TAYLOR.

September 3rd, 1924.

Rev. Dr. R. Bruce Taylor,
Principal, Queen's University,
Kingston, Ont.

Dear Dr. Bruce Taylor:-

I beg to acknowledge receipt
of your letter of the 20th August regarding the
Modern Language Conference.

So far as I am concerned I
have no objection whatever to this Conference being
carried on under the auspices of the Universities'
Conference.

Yours faithfully,

Principal.

R. BRUCE TAYLOR, D.D. LL.D.
PRINCIPAL
W. E. McNEILL, M.A. Ph.D.
REGISTRAR AND TREASURER
ALICE KING,
DEPUTY REGISTRAR



QUEEN'S UNIVERSITY
KINGSTON
CANADA

August 20th, 1924

Sir Arthur Currie
Principal, McGill University
Montreal, P.Q.

My dear Sir Arthur,

The abandonment for the present year of the Universities' Conference has left unsettled one matter of business which should be decided at once. On the 9th and 10th of June there was held in Ottawa a "Canadian Modern Language Conference", the object of which is explained by the following extracts from the minutes.

"The Conference was brought about by Professor M.A. Buchanan of the University of Toronto, after consultation with others, at the request of the AMERICAN COMMITTEE OF DIRECTION AND CONTROL, which has undertaken under the auspices of the AMERICAN COUNCIL OF EDUCATION, an investigation of modern language studies in the United States".

"The American Council on Education, which is directing the American enquiry, was ready to associate itself with whatever authoritative body should become the sponsor of the proposed study of modern language instruction in Canada, and the Carnegie Corporation, which is financing the American investigation, offered to finance the similar undertaking in Canada."

"A motion, accepting the proposal to undertake a study of the kind described, and expressing appreciation of the opportunity afforded by the American Council on Education and the Carnegie Corporation, was carried unanimously."

"Moved that the present Conference appoint a committee for a systematic study of Modern Language Education in Canada:"

"That the Conference of Canadian Universities be asked to sponsor the undertaking and cooperate with the American Council on Education in publishing a report:"

"That the Ministers of Education of the various Provinces be asked to facilitate the work of the committee and to suggest additional members if desired."

"Carried unanimously."

R. BRUCE TAYLOR, D.D. LL.D.
PRINCIPAL
W. E. McNEILL, M.A. PH.D.
REGISTRAR AND TREASURER
ALICE KING,
DEPUTY REGISTRAR



QUEEN'S UNIVERSITY
KINGSTON
CANADA

August 20th, 1924

- 2 -

It is to be clearly understood that the whole work of this investigation as far as the Dominion is concerned is in the hands of Canadians. The Carnegie Corporation has no part except to finance the undertaking.

The organization of this enquiry has already made some progress. An executive committee with Professor Milton Buchanan as Chairman, Messrs W.A. Kerr, Vice Chairman, J.E. Shaw, Secretary, W.C. Ferguson and G.W. Parmelee has already reported to the Provincial Ministers of Education with regard to the membership of a cooperative committee to be appointed in addition to this executive committee. The idea is that this cooperative committee should be composed of men and women not necessarily expert in modern languages but representing various points of view.

Up to the present the following nominations have been made for this wider cooperative committee: - H. Ashton, J. Belleau, R. du Roure, H.E. Ford, J.H. Heinzelmann, R.K. Hicks, Miss Blanche Ketchen J.A. Macdonald, G.H. Needler, Miss Lea E. Tanner. Replies have been received from the Ministers of Education in Nova Scotia and Ontario, the latter nominating Mr. J.M. Levan as an additional member.

You have doubtless received already the minutes of the Modern Languages Conference held in June last in Ottawa. Those minutes go fully into the details of this proposed enquiry. I merely seek to remind you that in its scope the term, "modern languages" is to be read as meaning "languages other than the mother tongue". The scope of the investigation would thus include the teaching of English to Canadians whose native language is French. The enquiry would deal mainly, of course, with those languages now studied generally throughout the country - French, German, Italian, Spanish and English, but other modern languages such as the Scandanavian languages, Portuguese, Slavic and other modern tongues and the Oriental languages would also be considered.

Institutions to be surveyed - The intention is to pursue the enquiry into all types of educational institutions from Graduate Schools to Elementary and Night Schools including also correspondence courses and night instruction.

R. BRUCE TAYLOR, D.D. LL.D.
PRINCIPAL
W. E. McNEILL, M.A. PH.D.
REGISTRAR AND TREASURER
ALICE KING,
DEPUTY REGISTRAR



QUEEN'S UNIVERSITY
KINGSTON
CANADA

August 20th, 1924

It is not necessary in this communication to go at further length into the details of organization of the proposed enquiry. The organization is, as has been stated, fully outlined in the minutes of the Modern Languages Conference. If, however, you approve in general of this proposed enquiry, I shall be much obliged if you will signify to me your agreement at as early a date as possible. The American Council on Education and the Carnegie Corporation of New York will in all likelihood feel that the approval of the Presidents of the various Canadian Universities will suffice them instead of the formal support for which they had looked at the Universities' Conference.

Believe me,
Yours sincerely,

R. Bruce Taylor

Principal.

President

Universities' Conference.

TENTH ANNUAL CONFERENCE
CANADIAN UNIVERSITIES

August 21st, 1924.

Sir Arthur Currie,
President,
McGill University,
Montreal, P.Q.

Dear Sir:

At the time of the cancellation of the 1924 conference of Canadian Universities it was felt by President Falconer of the University of Toronto and by some others that the matter of the survey of the teaching of Modern Languages in Canada, for which the conference was to have been asked to stand sponsor, was so important that the Executive of the Conference should be asked to take the matter up with a view, if possible, of securing authority from the universities which participated in the Conference for the carrying on of the enterprise. It was understood that the Executive would be requested to proceed with this matter at an early date.

With a view to placing in the possession of the members of the Conference all the information which is in my hands I am enclosing

- (1) a copy of a letter received from Professor Buchanan,
- (2) the minutes of the Canadian Modern Languages Conference which was held at Ottawa, June 9, 10, 19, 24, together with the reports of the Sub-committees on Plans and Membership.

To supplement slightly the statement made by Professor Buchanan, I may say that, to the best of my information, the suggestion for the Survey came from the American Council of Education and from the Carnegie Corporation of New York. At the present time a Survey of the Teaching of Modern Languages is being made in the United States under the auspices of these two organizations, and it was felt that the value of these investigations would be greatly increased if supplemented by a survey of the situation in Canada. One of these organizations communicated with President Falconer to request that he send a representative to attend the meetings of these organizations with a view to a more complete understanding of the situation. Professor Buchanan was asked by President Falconer to attend the meetings, and did so. On his return the Ottawa Conference of Modern Language Teachers was called and after hearing the reports from the two American organizations the action referred to in the minutes and indicated in the accompanying documents was taken.

Sir Arthur Currie..... 2

Since it is desirable that a decision should be reached with regard to the action to be taken, I should be glad to have the members of the Executive indicated their opinions at as early a date as possible. If it is desirable, the members of the Executive might communicate directly with Principal Taylor of Queen's University. I shall inform him of any opinions which come to me directly from the Executive.

Yours very truly,

Q. H. Ling.

per E.W.

L/EW

Secretary-Treasurer.

REPORT OF THE SUBCOMMITTEE ON PLANS

Chairman: W.C. Ferguson

Your committee would recommend that the following general plan be adopted:

GENERAL PLAN FOR A STUDY OF EDUCATION IN MODERN LANGUAGES IN CANADA

A.

SCOPE OF THE CONTEMPLATED STUDY

To fulfil the purposes of the study and to throw light upon all its angles, it will be necessary to extend its scope to include all the factors, — linguistic, geographical and institutional, — which go to make up the problem. In view of the complexity of the questions involved, with their regional and national bearing, any attempt to set limits to the enquiry would be untimely, since any such limitation should come as a result of facts which are now unknown or too little known to make them a basis for recommendations. Under such circumstances the conference feels that it is its duty to describe the task in its widest possible implications, and to seek to give perspective to those features which stand out as especially important.

I.

Languages to be considered.

Two groups of modern languages offer themselves for consideration, as determined by the present situation of modern language study. This classification is not concerned, of course, with any question of degree of relative importance, and the terms used have no bearing except as defined below:

- (1) Major languages, i.e. those languages now studied generally throughout the country. These are French, German, Italian, Spanish, and English for those whose mother tongue is not English.
- (2) Minor languages, i.e. those languages the study of which is now restricted by regional or other considerations. Such are the Scandinavian languages, Portuguese, the Oriental languages, the Slavic and other modern foreign languages.

II.

Geographical Delimitation.

The study concerns the Dominion of Canada, but for the purpose of illuminating the problem, the study should include such supplementary data as it may be found profitable to gather on instruction in the modern languages as carried on in foreign countries.

III.

Institutions to be Surveyed.

It is felt that no class of institutions in which the modern languages are taught, nor any organized effort for their study, can be altogether overlooked in the investigation. The following are suggested as indicative of the range of the work which might be undertaken:

- (1) Graduate Schools
- (2) Undergraduate Colleges
- (3) Normal Schools and Colleges of Education
- (4) Secondary Schools: - public, sectarian and private
- (5) Junior High Schools
- (6) Elementary Schools
- (7) Special Language Schools
- (8) Instruction under Commercial Direction
- (9) Night Schools
- (10) Extension and Correspondence Schools
- (11) Home Instruction
- (12) Summer Schools

LINES OF INVESTIGATION

It is evident that the proposed study must begin by ascertaining, on the widest scale practicable, the present facts regarding the study of the languages. It is equally certain, however, that such a determination of facts cannot constitute its sole or final purpose. Statistical information should be accompanied by a study or present methods of instruction, both in theory and practice, as well as by the exploration, through experiment, of the possibility of improved methods, and by a search for new points of view. Furthermore, the ultimate aims of our modern language studies should be sought for on a wide horizon. Here the views of modern language experts should be supplemented by those of experts in other fields and by the opinion, so far as it is intelligent and informed, of men of affairs generally. Such a study of ultimate aims and purposes may, in part at least, be carried on at the same time with the examination of present conditions and the evaluation of methods: both will lend aid to a measurement of the values of modern language study as fixed and conditioned by considerations of a general or specific nature.

A general clarification of purposes and a greater definiteness of objective is a result on which all lines of investigation should tend to converge.

It is impossible to do more than outline in the most general forms the directions which the study may take, and while the following analysis is intended to point out with some definiteness fields which might be covered, it is to be regarded as suggestive rather than final. At best we can only offer a sketch showing the task in its broadest aspect. Details are supplied only to a limited extent and perspective is almost altogether lacking, for it will at once be clear that while certain phases of the subject present obvious and mechanical means of solution, others will require a painstaking and expert study of method before they can be entered upon. In general, our object is to present the problem in broad outline with sufficient illustrative material to show how it can be successfully approached.

I

General Historical Survey

Important for the study is a brief survey of the history of the study of the modern languages. Such a collection of facts, drawn from printed and other sources, will be of suggestive importance for future lines of progress, and, in the form of a brief sketch, would appropriately introduce the study when completed.

II

Statistical Survey of the Facts and Present Status
of Modern Language Instruction.

The importance of full statistics covering the work is obvious, though the methods by which they are to be gathered, such as published sources, direct investigations, etc., must be left till later for decision. How exhaustively the material should be collected will be determined by the circumstances covering each case; in any event the war years, after 1914, with their powerful repercussion on the study of modern languages in this country, must be taken into consideration.

In gathering such statistics the following subjects should be considered:

- (1) Enrolment in modern language courses. This should include a detailed study of enrolment in all modern language courses in all classes of institutions in Canada.
- (2) Types of courses pursued in Canadian institutions.
- (3) Special facilities offered Canadian students for study abroad.
- (4) Selection, amount and sequence of modern language work in the student's program.
- (5) The number of Master's and Doctor's degrees granted for the work in modern languages during the past five years by Canadian universities. This to include all such languages whether pursued as majors or minors.
- (6) A selective bibliography of important dissertations and scholarly contributions published from the modern language departments of institutions in Canada.

III

Organization and Instruction.

The subject to be examined here includes the relation which the modern languages bear to other subjects taught; the content of the courses; and the teacher, with his technique and duties. It is to be assumed that, throughout this phase of the enquiry, foreign theory and experience will be taken into consideration wherever they may be helpful. It is in this category of subjects that the use of experiment will play an important part. A full employment of this agency will be

necessary with groups and individuals, and the assistance of expert aid from psychologists will be eminently important.

1. Organization.

Here are to be considered not merely the present conditions, but such proper standards as may be recognized after enquiry.

(a) The place of the modern language in the curriculum:

Assuming that in this question is involved the proper adjustment of the student's modern language studies to his other subjects in school and college, and the interrelations of the languages with each other, several aspects of the subject may be cited as important and illustrative of the direction which the survey might take. Such are, the question as to when the first modern language should be taken up and how many languages can be carried on simultaneously with profit; the minimum time of profitable study of the language and the degree of continuity necessary; the relations of the modern languages to other subjects in the curriculum and to other languages, etc.

(b) Subject matter and content of modern language courses:

Facts should be elicited concerning the substantive character of the modern language courses, whether of a general or of a specific nature, e.g. literary, scientific or commercial. In addition to establishing the material presented in the courses, efforts should be made to determine the relation of these courses to the various types of institutions, and, so far as possible, to the general program of the student. Recognition should be given also to the subject of the individual and personal needs of the student.

(c) Administration of modern language courses:

Here would be considered such subjects as the size of the sections from the first year on, in the various types of schools; the number of periods per week and the length of these periods; the bases upon which pupils are placed in sections, etc. It is clear that especially in this field important data can be furnished by prognosis, achievement and other scientific tests.

2. The Teacher.

The study of the teacher's position and attitude toward his work will include examination of the peculiar position of the modern language teacher in four respects:

(a) His special training:

Under this head would come the preliminary requirements for teachers-in-training in the higher institutions; courses for training teachers of the modern languages in normal schools, colleges and universities; special degrees or diplomas earned for such training, etc.

(b) His preparation, adaptability, and experience:

This should include sex, birth-place, length of residence in America or in the other English-speaking countries, years of experience as teacher, residence abroad, etc.

(c) Appointment:

Requirements covering the appointment of modern language teachers, the activity of teachers' agencies in supplying modern language teachers, standards of private institutions, so far as formulated.

(d) Duties.

The number of students taught; the number of periods per week; administrative, clerical and other duties; amount of teaching done by part-time teachers, etc.

3. Methods and materials of instruction.

Here only the most general indications can be given of a very wide field of investigation, which will embrace the whole technique and physical equipment of modern language instruction. It includes methods of teaching pronunciation, grammar, reading, and composition. Here would come the consideration of texts for formal instruction, and of materials for instruction on foreign life and civilization, including ~~xxx~~ fixed or moving pictures, phonetical laboratories and other mechanical aids to instruction.

IV

Ultimate Aims and Purposes.

Any serious attempt to determine the aims of modern language teaching must, as has been pointed out, be based upon a large body of opinion. Efforts should be made to determine the points of view from which critical attacks are made on the present methods of modern language instruction, and the general directions in which, according to the opinion of those not in our field, the work of the modern language teacher should be developed. Here again the method of determining this larger attitude toward the subject will have to be left to careful preliminary study, but it is certain that, for successful results, many methods, such as printed and even personal and individual conversations will have to be employed. To the larger body of opinion must necessarily be added that of the modern language teachers themselves.

1. The attitude of the general public in Canada toward modern language instruction:

This consideration implies the gathering of specific criticisms of present results, including opinion as to the comparative practical value of the different languages, a subject frequently in the public eye but regarding which little that is definite has been formulated. The number of persons from whom the information is to be sought should include those whose duty it is to make and measure public opinion, as well as those who from official position or individual experience are expected to have enlightening views regarding the matter, for example:

- (a) Law-making bodies, provincial and municipal.
(Statutes and ordinances relating directly to the teaching of modern languages would call for attention)
- (b) Administrative experts.
- (c) Representatives of the press.
- (d) Men in public office.
- (e) Business men, especially those interested in foreign trade.
- (f) Professional men.
- (g) Men of science.
- (h) Social workers.
- (i) Students and graduates of colleges and schools.

2. The attitude of the modern language teacher toward the subject:

Here should be sought from within the guild of modern language teachers specific criticism of present results and a statement as definite as possible of the proper objectives of instruction. There should also be compiled a systematic bibliography of publications bearing on the subject from the pens of those active in the field.

3. Theory and practice of modern language teaching in foreign countries:

Here would be gathered from printed material, as well as by discussion and observation, foreign opinion on the aims and purposes of foreign instruction wherever it can throw light on problems in Canada.

V

Values of the Study of the Modern Languages.

In the light of the material gathered along the preceding lines of investigation it may be possible to explore, with the hope of definite results, the values to be derived from modern language study. It must be assumed that here, as in every other subject of systematic study, no definite formula can be attained; for instance, as regards the mooted point of disciplinary value, it is quite conceivable that the verdict of the psychologist will differ from that of the linguist or mathematician. But the complex nature of the problem should not deter us from an attempt at its solution as far as national and other needs are concerned. That the question

is vital in any inquiry of this character, and that fruitful attempts can be made to solve it, is evident from the data assembled on this point by the British survey of modern studies in 1918. The question may be viewed as having various facets, illustrated as follows:

(1) National values.

- (a) The relative value of the various modern languages to the people of Canada for national culture and for the national services, e.g. diplomatic, consular, military, etc. and for foreign trade.
- (b) The value of modern language study for the development of a better international understanding.

(2) Regional Values.

The relative values of the modern languages for the different sections of Canada.

(3) Vocational values.

The value of the modern languages as tools for business and for professional and scientific studies, e.g. the requirements for advanced degrees.

(4) Cultural and Social values.

The value of a knowledge of the modern languages as an instrument of social and artistic intercourse.

C

ORGANIZATION AND CONTROL

The following recommendations outline a general plan under which the study might be undertaken. On the assumption that the Carnegie Corporation supports it financially, the arrangement we present seeks to provide for the initiation of the survey under a directing group of experts, with associated advisors, all bearing responsibility to an educational body of national standing, and for the progress of the study under the direction of this expert group.

I

General Supervision.

It is recommended that the enterprise be carried on under the auspices of the Conference of Canadian Universities.

II

Committee on Direction and Control

It is recommended that a central organization be effected by the appointment of a modern language committee as provided elsewhere in the proceedings of the first conference.

III

Co-operating General Committee

1. It is recommended that the Canadian Committee work in cooperating with the American Committee already appointed.
2. It is further recommended that a cooperating committee, composed of men and women not necessarily expert in modern languages, but representing other points of view, be appointed by the Conference of Canadian Universities, and that their findings be embodied in the final report of the joint Canadian and American committees.

IV

Further Details of Organization

The central Committee should always be regarded as responsible for the initiation and formulation of the work to be done. For this purpose it should be prepared to meet at least three times a year.

- (1) It should be organized with a Chairman and Vice-Chairman.
- (2) It should have, to carry out its directions, a secretariat, which would be responsible for the conduct of routine correspondence, the gathering of material, such bookkeeping as may be necessary and the distribution of reports of progress and other information.
- (3) It should have, in addition, at least two full time agents, themselves experts in modern languages, of at least the grade of Associate Professor or its equivalent, presumably men in active service, who could be granted leave of absence for the purpose, and who should be so recompensed for their work that they should be neither better nor worse off financially than if they had continued in their usual occupations.
- (4) There should also be available for the Committee a fund to meet specific expenses incurred in engaging the part-time service of individuals, or the services of educational institutes, or similar agencies, for specific pieces of work.
- (5) It should also be possible to secure valuable voluntary help through the suggestion of theses and dissertation subjects to departments of education, colleges and universities, and through co-operation with the program-committees of modern language associations and similar bodies.

Regional Organization

It is recommended that a plan of regional organization throughout the country be adopted similar in general form to that of the Survey of Classical Studies, in the United States. This plan would include the designation of regional chairmen, who should then select the men and women to form the regional committees. It is recommended that the chairman of the regional committees be invited to meet with the central committee at least once a year.

VI

Study of Modern Language Work in Foreign Countries

It is recommended that the central committee lay special emphasis on a survey of modern language work in other countries.

VII

Final Report

It is recommended that the final report be published together with the report of the American Committee.

University of Chicago.

August 6, 1924.

Professor Ling,
Secretary of the Conference of Canadian Universities.

Dear Sir:

A conference of modern language teachers was held at Ottawa, June 9th and 10th, 1924, for the purpose of considering a proposal received from the American Council on Education and the Carnegie Corporation of New York to undertake an investigation of modern language studies in Canada similar to one now in progress in the United States. The proposal was accepted, and preliminary steps were taken to provide for carrying on the work. Copies of the minutes of the meeting and the reports of the sub-committees on plans and membership have been sent to you. As you are therefore aware, it was recommended (a) that the enterprise be carried on under the auspices of the Conference of Canadian Universities, a national organization similar in some respects to the American Council on Education, which sponsors the investigation being made in the United States. It was further recommended (b) that a cooperative committee, composed of men and women not necessarily expert in modern languages, but representing other points of view, be appointed by the Conference of Canadian Universities, and that their findings be embodied in the final report of the joint Canadian and American committee.

The executive committee, consisting of Messrs. W.A.R. Kerr, vice-chairman, J.E. Shaw, secretary, W.C. Ferguson, G.W. Parmelee, and myself as chairman, has reported to the provincial Ministers of Education on the membership of the committee, which, in addition to the executive committee, is as follows: H. Ashton, J. Belleau, R. du Roure, H.E. Ford, J.H. Heinzelmann, R.K. Hicks, Miss Blanche Ketcheson, J.A. Macdonald, G.H. Needler and Miss Lea E. Tanner. Replies have been received from the Ministers of Nova Scotia and Ontario, the latter nominating Mr. I.M. Levan as an additional member.

I regret that it is impossible for me to appear before your Conference in person to explain the purpose and scope of our investigation, but as several of the members of your committee have been consulted about details of the organization, you have, I hope, sufficient information to enable you to come to a favourable decision in at least the first recommendation. In the matter of appointing a committee of business men, there is no need for urgency and you may, if you so desire, defer action until your next meeting. It is taken for granted that the investigation will require about three years.

All of which I submit to your kind consideration.

Yours truly,

(signed) Milton A. Buchanan.

CANADIAN MODERN LANGUAGE CONFERENCE

Ottawa, June 9th and 10th, 1924

The Conference was brought about by Professor M.A. Buchanan of the University of Toronto, after consultation with others, at the request of the AMERICAN COMMITTEE OF DIRECTION AND CONTROL, which has undertaken, under the auspices of the AMERICAN COUNCIL ON EDUCATION, an investigation of modern language studies in the United States.

The meetings were held at the Château Laurier, Ottawa. The following attended all the sessions of the Conference:

Honorary members: C.R. Mann, F.D. Keppel, J.P.W. Crawford, R.H. Keniston.

Canadian members: Joseph Belleau, M.A. Buchanan, A.F.B. Clark, Owen Classey, R. du Roure, W.C. Ferguson, H.E. Ford, J.H. Heinzelmann, R.K. Hicks, A.J. Husband, W.A.R. Kerr, Miss Blanche Ketcheson, I.M. Levan, J.A. Macdonald, D.H. Mercer, G.H. Needler, G.W. Parmelee, J.E. Shaw, Miss Léa E. Tanner.

The following were invited but were unable to attend: H.Ashton, J.W.Eaton, W.F.Osborne, J.F. Raiche, L.P.Shanks.

MINUTES OF THE MEETINGS

First Session, Monday Morning, June 9.

The meeting was called to order at 9.30 A.M. by Professor Buchanan, who described briefly the manner in which the desire for this conference had arisen, and the steps which had been taken in consequence.

Temporary officers were elected as follows:
Chairman, M.A. Buchanan; Vice-Chairman, I.M. Levan;
Secretary, J.E. Shaw.

The Chairman read a communication from Professor H.Ashton of the University of British Columbia, regretting his enforced absence and offering suggestions.

At the request of the chairman Dr. C.R. Mann and Dr. F.D. Keppel addressed the meeting, explaining the origin and purpose of the investigation undertaken by the American Committee, and the relation of that Committee to the

AMERICAN COUNCIL ON EDUCATION and the CARNEGIE CORPORATION OF NEW YORK. The American Council on Education, which is directing the American enquiry, was ready to associate itself with whatever authoritative body should become the sponsor of the proposed study of modern language instruction in Canada, and the Carnegie Corporation, which is financing the American investigation, offered to finance the similar undertaking in Canada.

Professor J.P.W. Crawford and Professor R.H. Keniston explained the plans and methods adopted by the American Committee; emphasized the importance of a good understanding between the American and the proposed Canadian Committee, which latter should be representative of all types of instruction in modern languages.

A motion by Dean Kerr, seconded by Principal Husband, accepting the proposal to undertake a study of the kind described, and expressing appreciation of the opportunity afforded by the American Council on Education and the Carnegie Corporation, was carried unanimously.

Moved by Professor Ferguson that the present Conference appoint a committee for a systematic study of Modern Language Education in Canada:

That the Conference of Canadian Universities be asked to sponsor the undertaking and cooperate with the American Council on Education in publishing a report:

That the Ministers of Education of the various provinces be asked to facilitate the work of the committee and to suggest additional members if desired.

Carried unanimously.

The chairman, following a motion carried to that effect, appointed the following subcommittees:

I. A Subcommittee on Membership, to present names, from which a committee to undertake the work contemplated might be chosen, consisting of 15 members to be selected as soon as possible and 5 more later. The subcommittee appointed were:
Messrs. Belleau, Clark, Du Roure, Ford, Hicks, Kerr, Levan, Mercer, Parmelee (Chairman), and Shaw.

II. A Subcommittee on Plans to frame a general plan for the intended work. The subcommittee were Messrs. Classey, Ferguson (Chairman), Heinzemann, Husband, Macdonald, Needler, and Miss Ketcheson and Miss Turner.

The meeting then adjourned.

Second Session. Tuesday morning. June 10th.

The meeting was called to order at 9.30 A.M.

The Subcommittee on Membership presented its report, which was accepted.

It was moved and carried that the officers nominated by the Subcommittee on Membership, with the chairmen of the two subcommittees, constitute a Provisional Executive Committee. The Executive, thus constituted, are: M.A. Buchanan, chairman; W.A.R. Kerr, vice-chairman; J.E. Shaw, secretary; W.C. Ferguson and G.W. Parmelee.

It was moved and carried that the executive be empowered to select the members of the Committee in accordance with the previous directions of this Conference.

The Subcommittee on Plans presented its report, which was accepted.

It was moved and carried that the appointment of full-time investigators be deferred until the first meeting of the permanent committee, and that meanwhile the provisional executive prepare to suggest the names of proposed investigators at that meeting.

It was moved and carried that the provisional executive be directed to proceed with what preliminary work is necessary, and to report on such work at the first meeting of the permanent committee.

It was moved and carried that action on regional organization be deferred until the first meeting of the permanent committee, and that the provisional executive be prepared to report on the matter at that meeting.

It was moved and carried that the chairman of the provisional executive be empowered to make requisitions necessary to carry on the work until a permanent committee be appointed.

It was moved and carried that, until permanent organization be effected, the chairman of the provisional executive be empowered to represent this Conference at any meeting of the American Committee at which his presence may be requested.

A motion by Principal Husband, seconded by Professor Ferguson, expressed, on the part of this Conference, their cordial appreciation of the friendly initiative, generosity and sympathy of the American Council on Education, the Carnegie Corporation of New York, and the American Committee, represented by Dr. Mann, Dr. Keppel, and Professors Crawford and Keniston. The motion was carried unanimously.

A motion by Dean Kerr, seconded by Professor du Roure, expressed the indebtedness of this Conference to Professor Buchanan for his energy and devotion in bringing about this Conference, and his skilful guidance of its proceedings. The motion was carried unanimously.

The Chairman, Professor Buchanan, replied thanking the Canadian and the honorary members of the Conference for their ready sacrifice of time and labour and their support and cooperation.

The Conference then adjourned.

J.E. Shaw

Secretary.

REPORT OF THE SUBCOMMITTEE ON MEMBERSHIP

Chairman, G.W. Parmelee

A The following nominations are offered to serve as a panel from which the permanent committee may be formed:

1. The list of Canadian members of this Conference = 23.
2. Also the following: Mr. Blanchard, Charlestown; Canon Chartier, Montreal; Miss Creighton, Halifax; Miss S.C. Doupe, Winnipeg; Miss F. Harold, Moose Jaw; Professor Klempke, Frederickton; Miss M.E. McManus, Winnipeg; Miss M. Ross, Vancouver; Mr. Edgar Smith, Calgary.

B The following are nominated as provisional officers until there shall be a permanent committee:

Chairman, M.A. Buchanan; Vice-Chairman, W.A.R. Kerr; Secretary, J.E. Shaw.

February 19, 1925.

E. Prokosch, Esq.,
Treasurer, Modern Language Association of America,
Bryn Mawr, Pa.

Dear Mr. Prokosch:-

With reference to your circular of February this work appears to duplicate that of the survey now being carried on by the Carnegie Institute. It is surely unnecessary for two surveys to be carried on at the same time. Our department of Romance Languages is under Professor R. du Roure and our department of Germanic Languages is under Dr. H. Walter. Our department of English is under Dr. Cyrus Macmillan. We are forwarding under separate cover our University Calendar as requested by you.

Yours faithfully,

Wilfrid Bovey,
Assistant to the Principal.

The Modern Language Association of America

ORGANIZED 1883
INCORPORATED 1900

E. PROKOSCH, TREASURER

BRYN MAWR, PA.

February, 1925.

The President's Secretary,
McGill University,
Montreal, Que, Can.

Dear Sir:-

The Modern Language Association intends to undertake a survey of the Modern Language Departments in American Colleges. Will you kindly co-operate with us by furnishing me an up-to-date list of the staff of your English, Romance and German Departments? Please also indicate the member of each Department (Head, Chairman, Secretary, etc.) that ought to be approached for further information.

In case your most recent catalog contains such lists, you might find it more convenient to send us a copy.

Sincerely yours,

E. Prokosch.

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du Roure

March
Sixth
1922.

Le Consul General de France,
Montreal, Que.

Dear Sir:-

I have the honour to acknowledge receipt of your letter of March 1st with reference to the appointment of Professor du Roure of this University by the French Government to consider and to advise them regarding the solution of all Franco-Canadian questions connected with university and artistic work.

I am sure no better choice could be made. Professor du Roure is one of the most highly regarded members of the staff of McGill.

Yours faithfully,

Principal.

Translation

Consul General
of the French Republic
in Canada

Montreal, March 1, 1922.

Sir Arthur Currie,
Principal, McGill University,
Montreal.

Dear Mr. Principal,

I have the honour to inform you that Mr. Desroys du Roure ("agrégé des lettres" has no English equivalent) has been appointed by the French Government to centralise the study and offer a solution of Franco-Canadian questions connected with university and artistic work.

In this capacity Mr. du Roure is attached to the office of the Consul General of France where all correspondence may be addressed to him.

I am pleased to bring this matter to your attention, and believe that it will help to maintain and develop intellectual relations between France and Canada.

With kind regards, etc.

(Sgd.) ?

Consul General

Consulat Général
de la République Française
au Canada

Montréal, le 1er mars 1922.

Sir Arthur Currie,
Principal de l'Université MacGill,
Montréal.

Monsieur le Principal,

J'ai l'honneur de porter à votre connaissance que Mr. DESROYS DU ROURE, agrégé des lettres, a été désigné par le gouvernement français pour centraliser l'étude et préparer la solution des questions franco-canadiennes d'ordre universitaire et artistique.

Mr. du Roure est attaché en cette qualité auprès du Consulat Général de France où toute correspondance peut dès maintenant lui être adressée.

Je suis heureux de porter cette nouvelle à votre connaissance, persuadé que cette désignation sera de nature à maintenir et à développer les relations intellectuelles franco-canadiennes ./.

Veillez agréer, Monsieur le Principal,
l'assurance de ma haute considération.

LE CONSUL GENERAL,

