

Language Learning through the Ages

An exhibition for Oxford Open Doors



Taylor Institution Library
September 2018

Introduction

The exhibition highlights four different aspects of language learning and teaching:

Propaganda – the use of language learning to further political goals

The First World War – a complex picture of a time when a love of other languages and cultures met with conflict and division

Conversation Books – the differing needs of language learners in different times and contexts

Linguistic Oppression – the methods used to suppress and also to revive languages

The study of language, literature and culture encompasses far more than the acquisition of vocabulary and grammar. Its power to bring about change, build bridges, strengthen identity and forge relationships shines through all these cabinets, which were each curated by different members of staff at the Taylor Institution Library.

We hope you enjoy reading the exhibition catalogue and viewing the exhibits. For a more in-depth look at language, look out for the upcoming Babel exhibition at the Weston Library, due in Spring 2019.

Joanne Ferrari, Subject Consultant and Subject Team Leader

Janet Foot, Subject Consultant

Nick Hearn, Subject Consultant

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Propaganda

The exhibits shown here demonstrate how languages and language-learning tools have been used for propaganda purposes. Governments can use language as an instrument to inspire and unite people, as well as to further a specific political agenda.

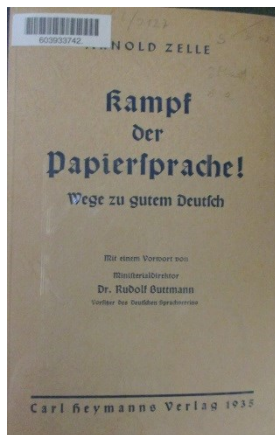
1. Boyer, Henri. *Le texte occitan de la période révolutionnaire (1788-1800): inventaire, approches, lectures*. Montpellier : Section Française de l'Association Internationale d'Études Occitanes, 1989. Shelfmark H/U.387.A.1

Between 1788 and 1794, the French revolutionary Government launched a campaign to translate all speeches and rules into regional languages. This included Occitan, spoken in southern France and particularly associated with more rural areas. It was thought that this would help the 'peasants' who did not understand the politics of the revolution.

This text contains facsimile reproductions of some of the pamphlets that were published during that time in Occitan. On p.183 you can see the French Constitution of 1792 in both standard French and Occitan.

Despite the aims of the Government, the production of political pamphlets in Occitan was not particularly successful in gathering support from the rural population of southern France. Many people were still very committed to the Catholic Church and opposed the Government's religious reforms.

2. Zelle, Arnold. Buttman, Rudolf. *Kampf der Papiersprache! Wege zu gutem Deutsch*. Berlin : Carl Heymanns Verlag, 1935. Shelfmark REP.G.5016



Printed in 1935, this is a Nazi book about the purity of the German language, the "misery of bilingualism", and an exhortation to avoid "newspaper language". As stated in the foreword: *"In the new Reich the spoken word in conversation and radio is more important. Our language will have to become stronger, more concentrated and concise."* Speaking 'good' German was seen as essential in order to strengthen the Reich. The book is also calling 'bad' German *"volksfremd"*, which means "alien to the people". The Nazi Government was connecting the practice of good spoken German to being a good German citizen.

3. Domke, Gisela. *Estudiamos español*. Berlin : Volkseigener Verlag, 1974-1977.



This 6-volume set of Cuban Spanish language learning books was printed in East Germany during the time of the socialist German Democratic Republic (GDR). The sample stories and vocabulary notes are full of examples of happy families, enthusiastic workers and Communist youth groups.

The three openings shown give a taste of how Communist ideals are praised throughout the texts, whether that be the successful agriculture and industry, friendly links and exchanges between Communist countries, or its fight against capitalism and fascism.

From v.1 p.52 *'Cuba – una republica socialista'* [*Cuba – a Socialist republic*].

This example shows a student answering a question in class about Cuban agriculture. Since the Revolution, they don't just cultivate

sugar cane, but other products too (coffee, sugar, rice, tobacco) and that some of these are exported in order to buy machinery and invest in their growing industry. The student also states: "*Los países amigos nos ayudan a desarrollarla.*" [*Our friends in other countries help us to develop (our industry).*]

From v.2 p.70 '*Recuerdos de la RDA*' [*Memories from the GDR*].

Cuban students studying in Leipzig write home to friends in Cuba to praise the 'friendship and solidarity between socialist countries' and the fight against capitalism in Africa and Asia. They also laud the modern industrial state of East Germany (all thanks to the hard work and enthusiasm of the inhabitants, particularly the young people), especially the socialist education which allows students to develop a social conscience in order to learn the value of productive work, and in turn to value the workers themselves.

From v.5 p.30 '*Por la democracia y el progreso social*' [*For democracy and social progress*].


From a section on Spain and the Fascist regime, the passage emphasises how the Communist Party is the most organised and effective opponent of fascism, and this is why the people trust in it the most.

The Propaganda cabinet was curated by Joanne Ferrari, Subject Specialist for Spanish and Portuguese (including Latin American literatures and languages)

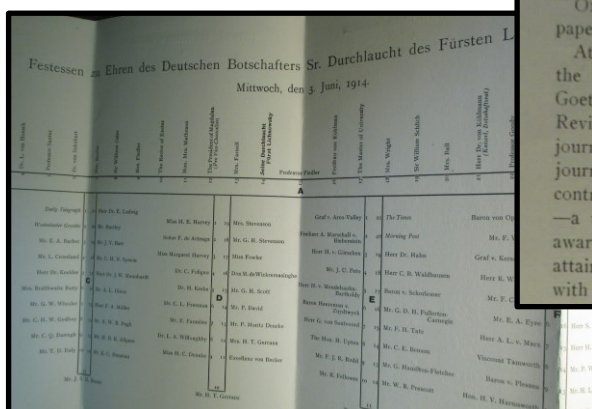
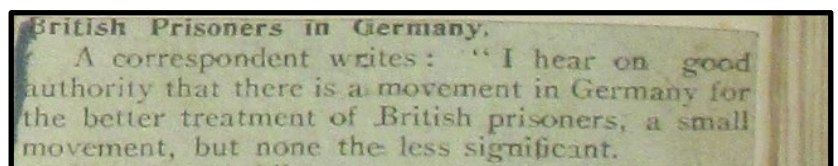
The First World War

Introduction:

Human conflict is a barrier to education of any subject, in particular the arts and languages, which are often neglected in favour of rapid technological advancement and the employment of the vast numbers of soldiers required for battle. In this exhibit, we have used four individuals of the University of Oxford to demonstrate how strong cultural bonds, fostered by language learning, exist and survive across political conflict. The desire for cultural exchange existed before, during, and after the First World War with not even the Western Front stopping the pursuit of academic study. We hope you enjoy.

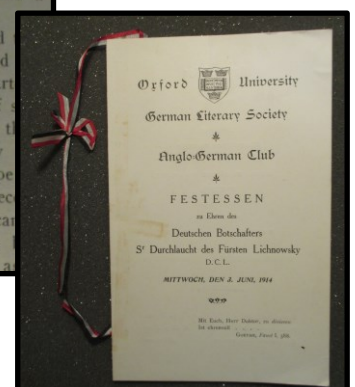


After the advance: An official photograph of British soldiers assisting German wounded prisoners.



ON February 25th Professor Fielder, M.A., read a paper on 'World Literature.'

At the outset of his paper Professor Fielder said the term 'world-literature' had first been used by Goethe. In a note on the Edinburgh and Quarterly Reviews, in which he discussed the higher aims of journals, the following passage occurred: 'As the journals win, step by step, a larger public, they contribute in a most effectual way to what we hope—a universal world literature. Nations must become aware of, and understand one another, and if they can attain to mutual love, they must at least learn to live with one another.' Later, Goethe had returned a



Professor H.G. Fiedler (1862-1945)

Fiedler was born in 1862 in Germany- and received a doctorate at the age of 26 from the University of Leipzig in German philosophy and literature. In July 1907, Fiedler was appointed the first Taylor Professor of the German Language and Literature at the University of Oxford.



Fiedler was an influential and energetic professor, and tutored key individuals such as Prince Edward of Wales (in the years 1912-14) and Henry Allpass (see exhibits). Fiedler's recordings and transcripts show his practical approach to conversational learning of the German language which places emphasis on commonly used phrases of the day (e.g. 'where is the luggage carriage?'). Despite the strength of Anglo-German relations before the war evidenced by the programme for the July 1914 dinner (which Fiedler's student Allpass attended), it is evident that during the war, Fiedler was met with regular abuse from students and staff at the University due to his nationality.

In 1915, Fiedler offered his resignation, but this was refused and so he continued to run the German department at Oxford University during World War 1, with Prince Edward being one of his many supporters.

Fiedler was instrumental in the improvement and expansion of the Taylor Institution Library, and assisted in the extension of the Taylorian Institution, which was opened in 1932 by the Prince of Wales, his former scholar. Fiedler retired in 1937.

Relevant items:

1. Fiedler's personal scrapbook (MS.8°.G.62)
2. Oxford Cosmopolitan Article (MS.Fol.G.11)
3. Lecture lists (MS.8°.G.50)

Ernst Stadler (1883-1914)



German poet Ernst Stadler first came to Oxford in 1906, having already taken his first doctorate at the age of 23. Despite this, he was expected to work as an undergraduate at Oxford, and send in weekly essays.

In 1910, after taking his higher doctorate in Germany, he returned to Oxford to read for his BLitt, supervised by Professor Fiedler. Once again, he was expected to stick to deadlines and adhere to timetables, and it was only thanks to Professor Fiedler's diplomacy that he was allowed to submit his thesis at all. This is shown by the extremely frustrated letter sent by a Professor Warren to Fiedler.

Stadler's success in Europe was clear, and the promising young poet seemed to have an excellent future career ahead of him. In 1912, he became a Senior Lecturer in Brussels. His second volume of poetry *Der Aufbruch* (1913) established him as one of the leading poets of his generation. In the summer of 1914, he intended to move to Toronto to take up an Assistant Professorship, but was called up on 31st July 1914 to serve in the army at the outbreak of the war.

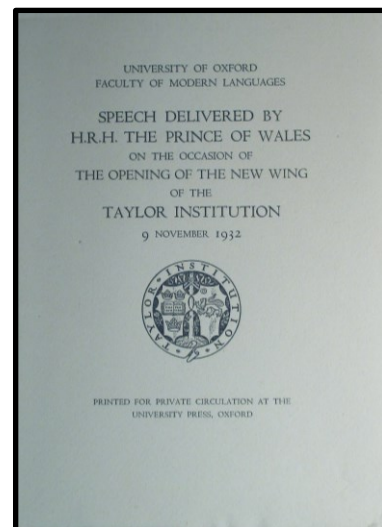
Despite his nationality, Stadler did not attempt to refuse the order unlike several of his German colleagues, as he believed it was his duty to fight for the country he had lived and studied in for so many years. Like Allpass, Ernst Stadler met a tragic end as he was killed in combat at Ypres just four months later on 30th October 1914.

Relevant items:

4. Ernst Stadler: A German Expressionist at Oxford (RG.865.A1)
5. Lecture programme (MS.8°.G.50)
6. Punting photo (MS.G.SAUTER-MS.G.STADLER 4516)
7. Letter from Warren to Fiedler (MS.G.SAUTER-MS.G.STADLER)

Edward VIII, Prince of Wales (1894-1972)

Prince Edward was born in 1894, and was tutored privately until he was almost 13 years old. Despite initial intentions to enter the Royal Navy, Edward was withdrawn from his naval course before his formal graduation and entered Magdalen College, Oxford, where he studied History and Modern Languages, receiving German tuition from Professor Fiedler.



Fiedler and Edward were very close, as is evidenced by his note to Fiedler excusing himself from a tutorial. Their personal relationship is further demonstrated by the photograph album detailing their collective tour of Europe. The men can be seen enjoying a range of outdoor pursuits together, from bathing in striped swimming costumes to showing off various kills from hunts in the countryside.

Edward was a close supporter of Fiedler, despite the antagonism shown towards many Germans living in Britain during the First World War. His membership of the royal family and eventual status as King makes this particularly poignant, as it is clear the significant impact that Edward's experiences as Fiedler's student and friend had on him against expectations of patriotic behaviour and opinions.

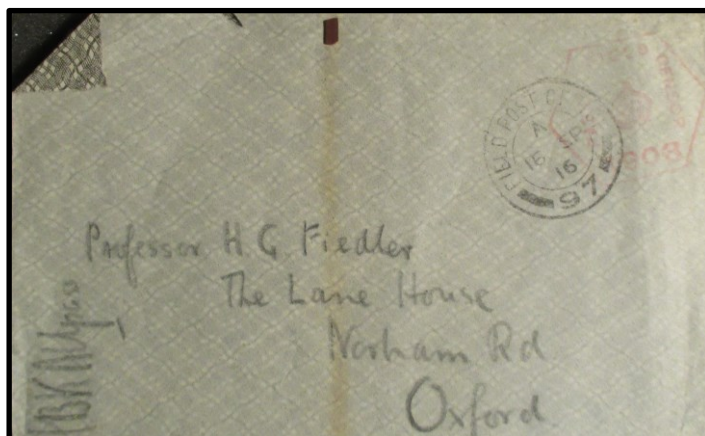
Together with Fiedler, Edward opened the Hughes extension of the Taylor Institution in 1932 and remained a dedicated friend until his former professor's death in 1945.

Relevant items:

8. Note excusing himself from a tutorial (MS.Fol.G.12)
9. Photo album from Europe tour (MS.8°.G.30)
10. Speech on opening of the Hughes extension (MS.Fol.G.12)
11. Letter from Fiedler to the King (MS.Fol.G.12)

Henry Blythe King Allpass (1893-1916)

Henry Allpass was born in 1893 and was a highly accomplished poet who studied under Professor Fiedler during his time reading for a Modern Languages degree at Oxford



(1911-13), for which he obtained a first. He became a master at St Bees School in Cumbria, and remained in contact with Professor Fiedler. He was invited to a prestigious dinner for the German Ambassador, held in Oxford on 3rd June 1914, the month before the war broke out.

Allpass was called up for military service, and remained in touch with Fiedler even when fighting at the Front in France, continuing to work on the Austrian author Grillparzer despite the cruelty and turmoil of the war and arranging for his notes to be returned to Fiedler in the event of his death, which is presumed to have occurred on the day his final letter to Fiedler is postmarked (16th September 1916).

Allpass's mother was keen to see her son's work published after his death, and wrote to Fiedler asking for his assistance in publishing the book after the war. She comments 'life is so uncertain', and expresses her wish to re-write her will so that money will be laid aside to fund the publication of his book. It is nevertheless a tragically early ending in the story of such a promising and dedicated young student and poet.

Relevant items:

12. July 1914 Menu and Programme (MS.8°.G.50)

13 & 15. Letter from Allpass to Fiedler (MS.Fol.G.11)

14. Letter from Allpass's mother to Fiedler (MS.Fol.G.11)

Item Information

1) Fiedler's personal scrapbook

Both Fiedler and his daughter Herma kept chronological records of the war through 'scrapbooks'. In particular, Fiedler chooses newspaper cuttings highlighting the increasing hostility shown towards Germans living in Britain of which he, of course, was also a victim. He does not provide many annotations, but it is clear that the dissolution of the previously close Anglo-German ties is seen as highly regrettable.

One cutting shows the attempts of the former Ambassador to the UK to provide lectures to prisoners of war, coinciding at the time of the request of Mrs Allpass for work to be given to her son (see letter).

(MS.8°.G.62)

2) Oxford Cosmopolitan article

In this article from 1910, Fiedler argues that close cultural understanding prevents war, an important message which was unfortunately widely ignored in wartime.

(MS.Fol.G.11)

3) Lecture lists

These lists give us an insight into how many varied lectures Fiedler was giving to his students weekly, indicating his dedication as a professor.

(MS.8°.G.50)

4) Ernst Stadler: A German Expressionist at Oxford

This guide examines Stadler's life- his brilliance as a poet, rebellious behaviour as a student at Oxford and untimely death.

(RG.865.A1)

5) Lecture programme

(MS.8°.G.50)

6) Punting photo

Here, Stadler is seen enjoying one of the traditional Oxford pastimes with a friend. He appears to have enjoyed his time at Oxford despite the hostility of college authorities.

(MS.G.SAUTER-MS.G.STADLER 4516)

7) Letter from Warren to Fiedler

In this amusingly irritated letter, Professor Warren communicates to Fiedler his frustration with Stadler as a disorganized student. It was only Fiedler's intervention that enabled Stadler to submit his thesis at all.

(MS.G.SAUTER-MS.G.STADLER)

8) Edward's note excusing himself from a tutorial

(MS.Fol.G.12)

9) Photo album from Europe tour

The closeness of Fiedler and Edward is clear in this album which details their tour throughout Europe. The two men are shown to be on very good terms as they enjoy outdoor activities such as hunting and sea bathing together.

(MS.8°.G.30)

10) Edward's speech on the opening of the Hughes extension

Prince Edward opened the extension of the Taylorian Institution in 1932, and his bust can be viewed to the left on entrance to the reception at the Taylorian.

(MS.Fol.G.12)

11) Letter from Fiedler to the King

Here, 82 year-old Fiedler wrote to King George VI (Edward's younger brother), about his lasting affection for Edward and his desire to meet him again. This demonstrates that the friendship between student and professor lasted until the end of Fiedler's lifetime, as he then died a few months later.

(MS.Fol.G.12)

12) July 1914 Menu

This menu for the German Ambassador's dinner in Oxford (which Allpass and Fiedler attended) is an example of the friendship and trust that was an integral part of Anglo-German relations before the war.

(MS.8°.G.50)

13+15) Letter from Allpass to Fiedler

This poignant letter was written 2 days before the day that Allpass is presumed to have been killed in combat. It shows his continuing dedication to his studies, despite the wearying, brutal war of which he considers himself a 'veteran'.

(MS.Fol.G.11)

1st Cambridgeshire Port, B.E.F. France, 14/9/16

Dear Professor Fiedler

I am now out here taking part in the victory and after 10 weeks of it feel myself quite a veteran. I have got on with a good deal of the Grillparzer- all the notes to the end of Act 4 and a large part of the Introduction. I will send it to you when it is finished, and have arranged for you to get it if I get finished first.

Please forgive this brief note but I thought you would like to know what I was doing.

Kind regards to Mrs Fiedler.

Yours sincerely

HBK Allpass

14) Letter from Allpass's mother to Fiedler

Alice M. Allpass was unaware of her son's death for approximately 4 months after it occurred. Here, she writes to Professor Fiedler in the hope that her son has instead been taken prisoner of war, and requests his professor to send him educational materials so that he can continue his studies while prisoner. It was not until January 1917 that Alice wrote again to Fiedler with the confession that there had been no news of her son, and that he was therefore presumed to have been killed in action. (MS.Fol.G.11)

Sept. 26. 1916

Dear Sir,

I think it is right to let you know that my son H.B.K Allpass... of...College Oxford, is suspected by his Colonel to have been taken prisoner on Sept 16. He was leading a bombing raid and had cut the German wires ready for his regiment to advance. He was wounded and as the dawn was first breaking the stretcher bearers were unable to bring him in- being shot down in the act. He was left a few feet from the German front line- and there is good reason for supposing he was not maltreated, the Colonel says.

If news comes through that he is a prisoner I wondered if you could suggest some work for him as I fear the most trying part of his imprisonment will be the enforced inaction. If you would like it I will forward his address to you when I am fortunate enough to get it as I hope I may some time. I am sure, in any case he would much appreciate a letter from you. I hope you received safely the parcel which I forwarded... on the day when I heard he was "wounded and missing"

I remain dear sir,
Yours faithfully
Alice M. Allpass

The First World War cabinet was curated by Elsa Voak, Oxford High School, as part of a work experience placement July 2018.
Many thanks to Emma Huber, Jill Hughes and Clare Savory for their assistance.

Conversation books

Introduction:

Phrasebooks and guidebooks have a long history. There are examples of manuscript phrasebooks for the use of pilgrims to the Holy Land providing translations of phrases into Greek and Hebrew. By the 15th century we find phrasebooks for merchants involved in international trade. Even in the early days of the conversation book cultural awareness was an important element in the phrasebook. In the 18th century a new market for phrasebooks opened up with the beginnings of travelling for recreation and tourism. This kind of phrasebook has been in demand ever since and follows a fairly standard pattern offering model conversations for particular situations in which a traveller might find themselves - some of them quite dramatic. An example of such a sentence is the famous 'My postilion has been struck by lightning'. This phrase – or one very similar - is offered in John Murray's *Handbook of travel-talk* (1847).

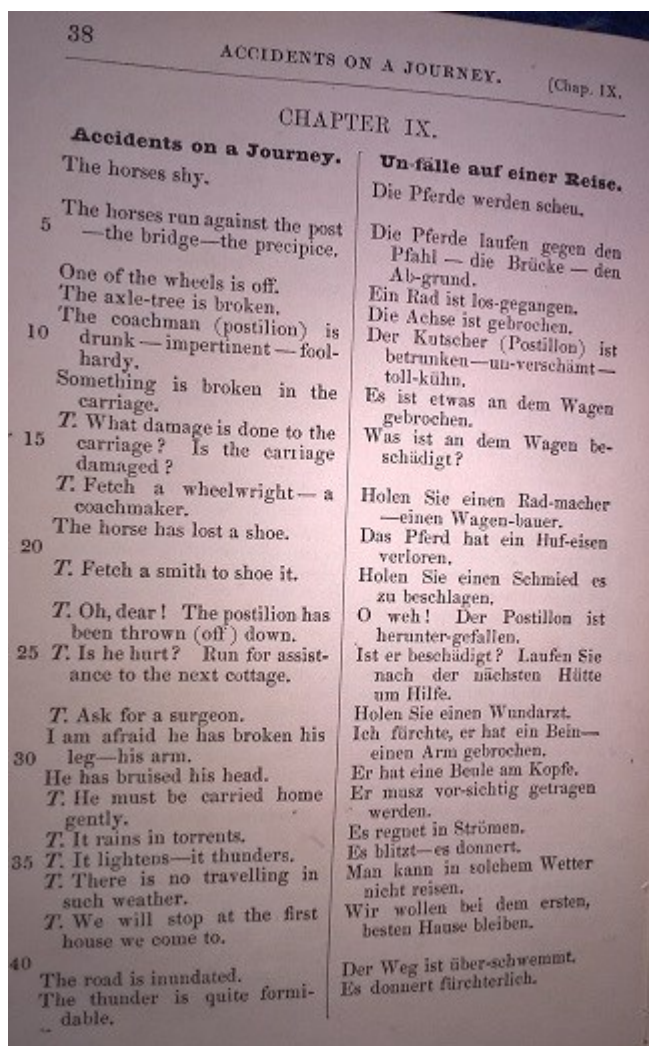


Figure 1: John Murray *A handbook of travel-talk* (this ed. 1862) p.38 (Bodleian M93.H00735) (Not on display)

This phrasebook offers a section entitled 'Accidents on a journey' and provides translations into French, German and Italian for accidents that might befall one on a journey.

Usually though, phrasebooks confine themselves to more everyday situations such as greetings and introductions. Sections of the phrasebooks are given titles such as 'In the restaurant', 'At the hotel', 'At the railway-station' etc. Even everyday situations such as these become interesting when one sees how these situations were experienced in the past or in different countries. Phrasebooks will also typically

include help with pronunciation, cultural information and a rudimentary introduction to the grammar of the language. Some will provide model letters for particular situations.

Some phrasebooks have become notorious for their howlers. An example of this is *English as she is spoke* (1883) - a Portuguese and English phrasebook written by José da Fonseca.

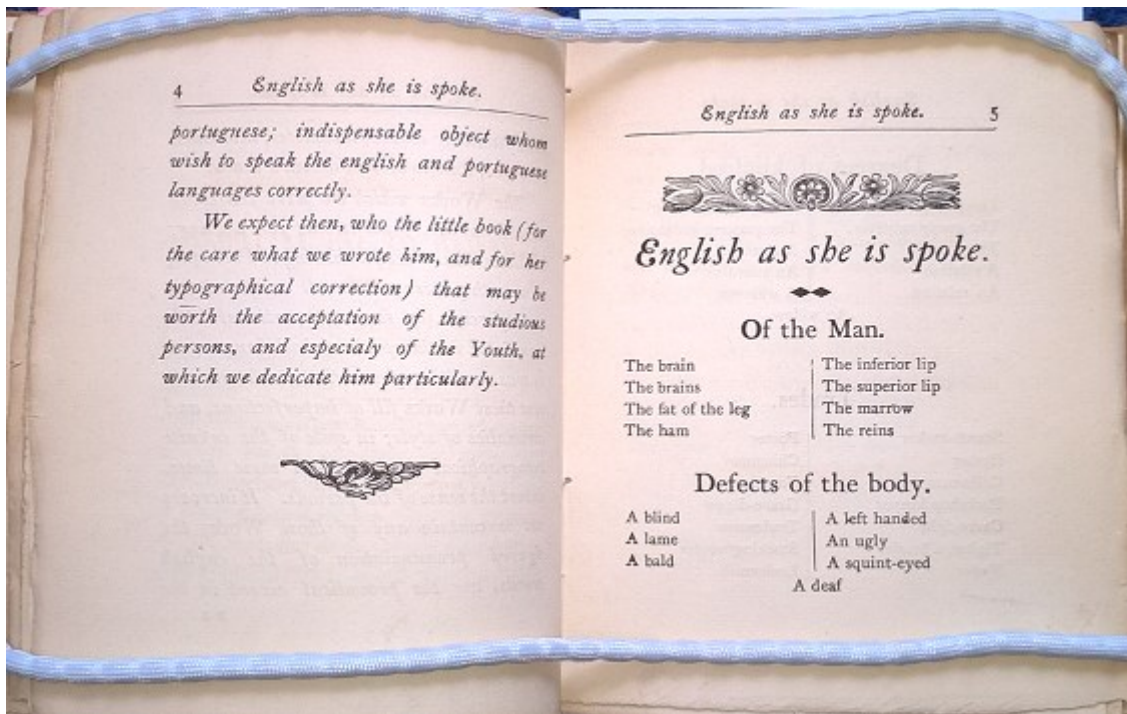


Figure 2 *English as she is spoke* (this ed. 1883) Bodleian (270 f.1366) (Not on display)

The phrasebook was a serious attempt to provide Portuguese travellers with phrases to use on their travels in England. In the preface, the author expresses the hope that his work 'may be worth the acceptation of studious persons, and especially of the Youth at which we dedicate him particularly'. However, it is generally accepted that the compiler created his phrasebook using literal translations from French. In 'Familiar phrases' we find the following:

He laughs at my nose, he jest by me.

This is most likely a translation of:

Il me rit au nez, il se moque de moi.

Phrasebooks even inspired a Monty Python sketch in the 1970s! What of the future of the phrasebook in the age of Google Translate?

15th century conversation book:

1.A lytell treatise for to lerne Englysshe and Frensshe Westmynster (1497?)

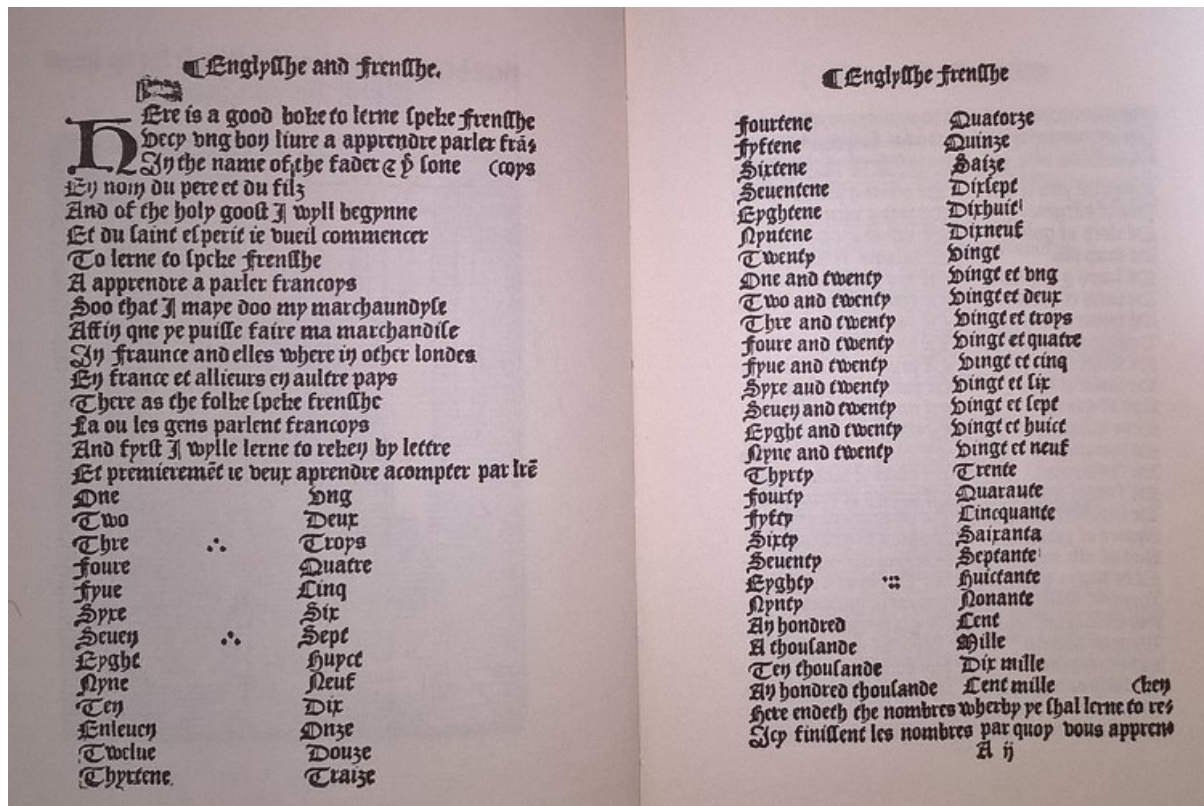


Figure 3 A lytell treatise 1497 p.[2]-[3] Taylorian (Facsimile) (Dict.A.1497)
(On display)

This is an early printed phrasebook (English and French). Its main purpose seems to have been to be a vade mecum for merchants travelling abroad on business:

'Here is a good boke to lerne speke Frensshe in the name of the fader & the sone and of the holy goost I will begynne to lerne to speke Frensshe soo that I maye doo my marchaundyse in France and elles where in other londes there as the folke speke Frensshe and first I will leren to reken by lettre.'

By invoking the Father, the Son and the Holy Ghost the author of the guidebook seeks perhaps to mitigate the linguistic divisions of Babel as narrated in Genesis 11: 1-9. The phrasebook is written one century after the death of Chaucer. Chaucer had been one of the first English writers to write in English (Middle English) rather than Anglo-Norman French or

Latin and marked the point at which French had become a foreign language in England - hence the need at the end of the 15th century for this phrasebook.

This phrasebook anticipates later phrasebooks with its thematic structure and attention paid to numerals, colours, clothing, directions, accommodation, parts of the body etc. Other sections are unlikely to be found in later phrasebooks. There is, for example, a section on weaponry. The section on 'Courtesy' gives advice about keeping your finger-nails clean, not spitting over the table, not dropping bones onto the floor etc.

Finally there are some model letters which will be a regular feature of conversation books in the future. One of them shows how to request additional funds from your master if your business abroad overruns the time allotted to it and another with a business proposal concerning a ship that has come in laden with goods.

18th century conversation book:

2. Michał Groll *Bardzo łatwe rozmowy dla chcących się polskiego i francuzkiego języka* = *Très-faciles dialogues pour ceux qui apprennent les langues polonoise et François* = [Very easy dialogues for those learning the Polish and French languages] 1790 (Taylorian (Arch A.P181.790))

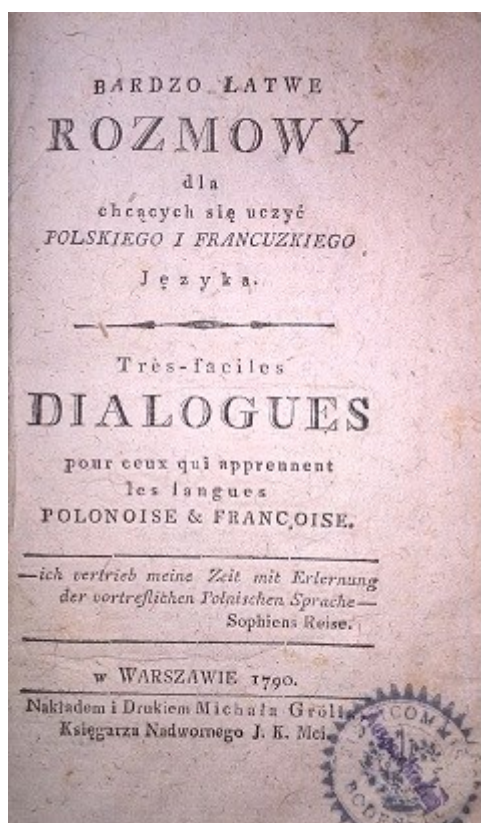


Figure 4 Groll *Rozmowy* 1790 Taylorian Title page (Arch. A.P181.790) (Not on display)

This phrasebook was published by Michał Groll. Michał Groll was a printer who came to Poland from Nuremburg. He printed the resolutions of the Polish parliament in Warsaw as well as most Polish 18th century books. Travel in the eighteenth century could be dangerous.

The epigraph on the title page from *Sophiens Reisen* is significant in this respect as it describes an eventful journey undertaken by a fictional Sophie in Eastern Europe towards the end of the Seven Years War.

Travellers on dangerous journeys would not have been at a loss for words if they had Groll's phrasebook: See for example p47:

Pistolety WćPana nabite?

Vos pistolets sont-ils chargés?

[Are your pistols loaded?]

Zapomniałem kupić prochu i kul

J'ai oublié d'acheter de la poudre & des balles

[I have forgotten to buy powder and shot]

However, on a more romantic note there is a section entitled 'Pokazuiąc miłość' 'Pour donner des marques d'amour' (Courtship) (p61)

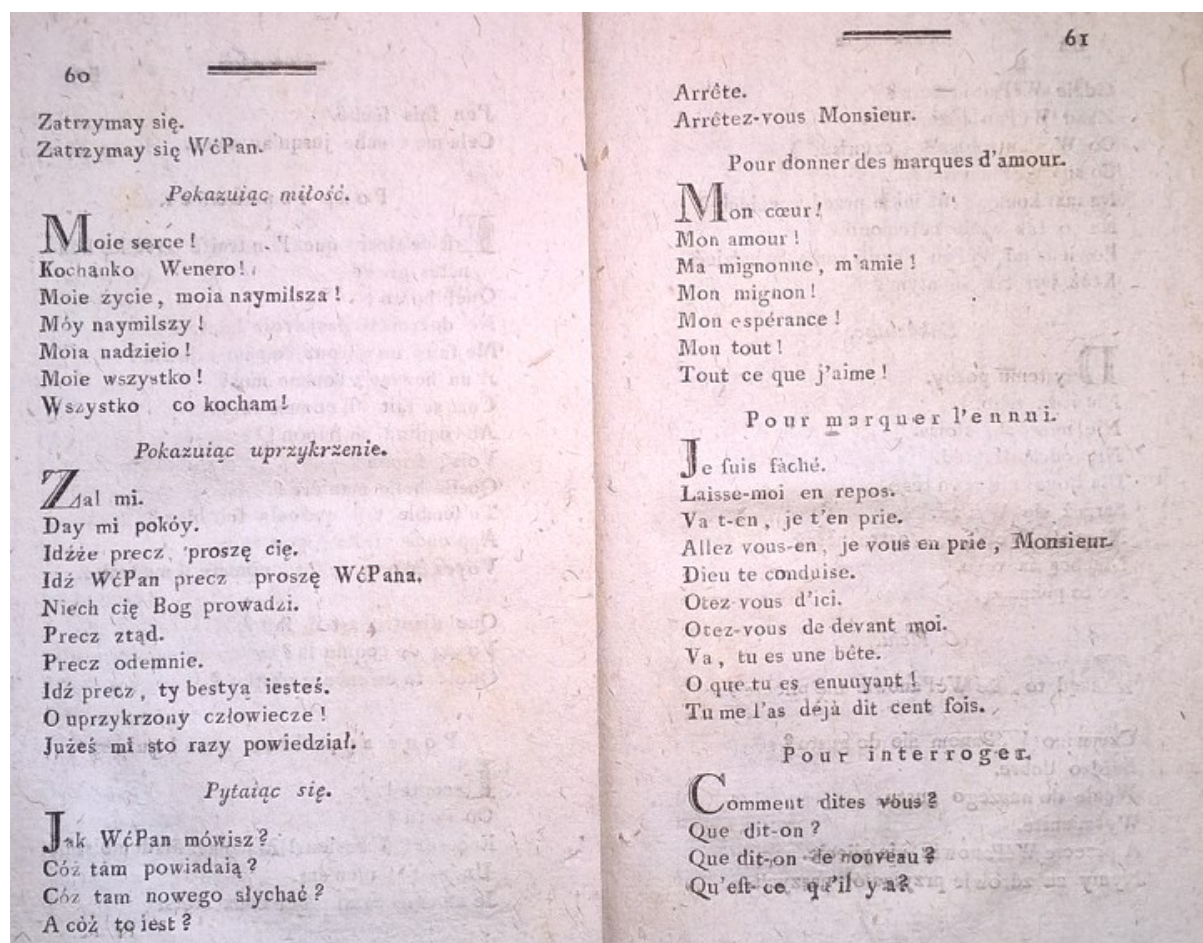


Figure 5 Groll Rozmowy 1790 Taylorian (Arch.A.P181.790) pp60-61 (On display)

Moie serce!
Mon coeur!
[Sweetheart!]

19th century conversation books:

3. W.A. Bellenger, *Modern French and English conversation: containing elementary phrases and new dialogues* 1831 (15th ed Carefully revised and improved) VET. III. A.211

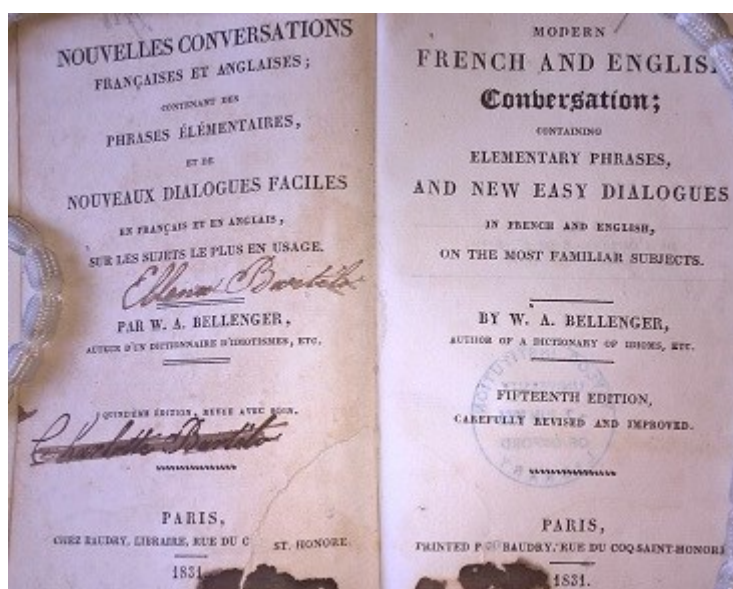


Figure 6 W.A. Bellenger *Modern French and English Conversation* Title page Taylorian VET. III. A.211 (Not on display)

Some phrasebooks include phrases and sentences which are very unlikely ever to be spoken of the *La plume de ma tante* type. In fact, sometimes there may be a pedagogical reason for these unlikely phrases. In the case of *La plume de ma tante* perhaps an attempt was being made to show the two different pronunciations of the letter 'a'. Bellenger in his *Modern French and English conversation* offers some unusual sentences as he attempts to demonstrate the different forms of the French verb 'avoir' using words from the vocabulary list provided.

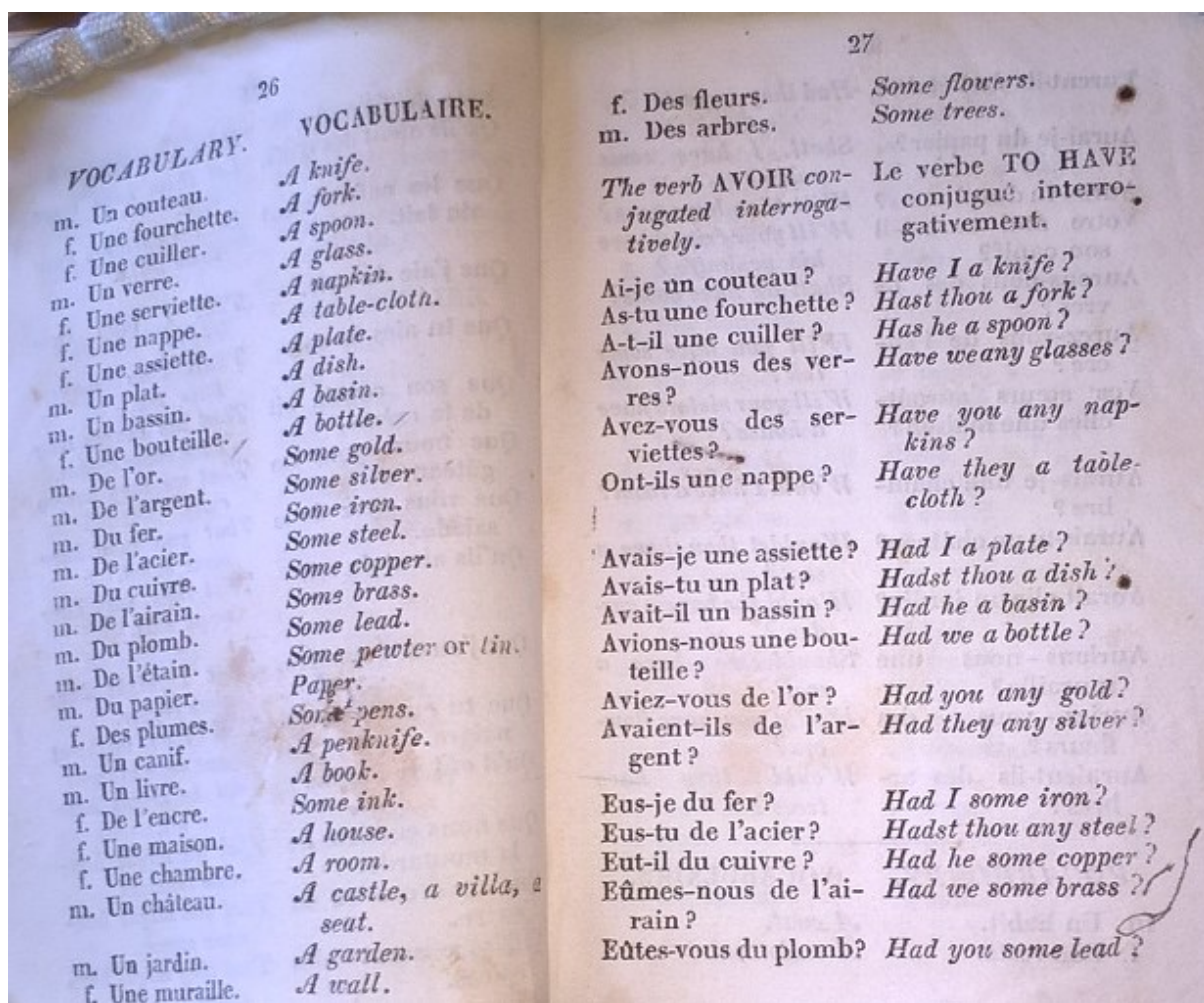
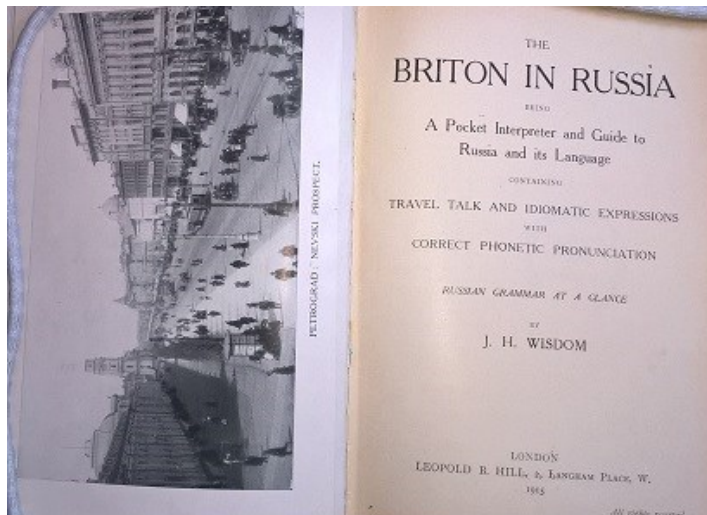


Figure 7 Bellenger, W.A. *Modern French and English Conversation* 1831 p26-27 Taylorian VET. III.A.211 (On display)

'Ai-je un couteau?' ('Have I a knife?'), 'As-tu une fourchette?' ('Hast thou a fork?'), 'Auras-tu des plumes?' ('Wilt thou have pens?'). It is hard to think of occasions on one's travels when some of these sentences could ever be used; they are surely not the most useful phrases for foreign travel! However the number of times this phrasebook was republished testifies to its popularity.

20th century conversation books:

4. J.H. Wisdom *The Briton in Russia: a pocket interpreter and guide to Russia and its language* 1915 NF.PG2124.W8



This phrasebook is an advance on its predecessors in several ways. Firstly, it expressly states in the subtitle that it is a guide not just to the language but also to Russia – in other words it aims to introduce ‘the Briton’ to everyday Russia life and provide information about Russia that is useful for the traveller:

Figure 8 J.H. Wisdom The Briton in Russia
1915 NF.PG2124.W8 (Not on display)

| Russian— Kakhetian wine | Русское вино— Кахетинское вино | Röös-kä-yai vée-nòh— Ká-khay-téen-ská-yai vée-nòh | Colours. | Цвѣта́. | Tsyvai táh. | | |
|--|--------------------------------------|--|---------------------------------------|--|---|--|--|
| Crimean wine | Крымское вино | Krým-ská-yai vée-nòh | Red | Кра́сный | Krahs-nyí | | |
| Liqueurs— | Ликёры— | Léek-kyòh-yí | White | Бѣлый | Býai-lýi | | |
| ... per glass | ... по рюмкѣ | ... pah ryóom-kyái | Black | Черный | Chyòh-nýi | | |
| Benedictine | Бенедиктинка | Bi-ní-dèek-tén-ka | Blue | Синий | Sée-ní | | |
| Kummel | Тминная вода | Tmèn-ná ya yóht-ka | Green | Зеленый | Zyai-lóh-nýi | | |
| Kirsch | Вишневка | Véesh-nyóhf-ka | Yellow | Желтый | Zhyóhi-týi | | |
| | | | Violet | Лиловый | Lée-loh-výi | | |
| | | | Mauve | Светлобагрянный | Svit-la-bah-gryah-nýi | | |
| | | | Brown | Коричневый | Kah-reech ní yýi | | |
| | | | Grey | Серый | Svái rýi | | |
| | | | Carmine | Карминовый | Kahr-meen-nýi | | |
| | | | Purple | Багряный | Bah-gryah-nýi | | |
| | | | Dark red | Темнокрасный | Tyòhm-na-krahs-nýi | | |
| | | | Light blue | Голубой | Gá-loo-bohi | | |
| | | | Darkish | Темноватый | Tim-nah-váh-týi | | |
| | | | Lightish | Светловатый | Svit-lah-váh-týi | | |
| | | | A darker shade | темнее | Tyám-nyái-yái ah-t-tyai-nák | | |
| | | | A lighter shade | светлее | Svúiit-lyái-yái ah-t-tyai-nák | | |
| | | | Not so blue | Не так голубой | Ní ták gá-loo-bohi | | |
| | | | That is dark enough | Это достаточно темно | Ái-ta dah-stáh-tách-na tyám-nýi | | |
| | | | That colour is not deep enough | Этого цвета не достаточно темный | Ái-ták tsyváiit ní dah-stáh-tách na tyòhm-nýi | | |
| Kvass | Квасъ | Kváhs (a drink made from fermented rye or malt or from fruits) | | | | | |
| Appetizers | Закуски | Zah-kóos-kée (smoked fish, caviare, pickled cucumbers, etc.) | | | | | |
| Cabbage-soup | Щи | Shchée | | | | | |
| "Botvinya" | Ботвинья | Bah-tvéen'-ya (cold soup made of vegetables, fish and kvass) | | | | | |
| "Solyanka" | Солянка | Sahl-yúhn-ka (soup made of vegetables, fish and sour cream) | | | | | |
| Fish-soup | Уха | Oo-kháh | | | | | |
| Beet-soup | Борщ | Bôhrshch | | | | | |
| Fish-patty | Ризтегай | Rás-tyái-gáih | The Railway. | Железная дорога. | Zhyái lyáiz ná ya dah-ròh-ga. | | |
| Leg of Mutton with gruel | Барани́н бокъ съ кашей | Bah-ráb-ní bók'h sá-káh-shái | | | | | |
| Sucking pig with horse-radish and sour cream | Поросятко и со хреном сметанною | Pá-rah-syòh-nák pah't khryái-nám ée sah smýai-táh-ná-yoo | Where is the railway station for ...? | Гдѣ (находится) вокзалъ железной дороги въ ... ? | Ghdýai (nah-khòh-dít-sa) vahk-sálh zhyái-lyáiz nái dah-ròh-gée v. . . | | |
| Veal with herring in sour cream | Фаршмакъ | Fahrsh-mákh | Is the station far from here? | Далеко ли отсюда до вокзала? | Dah-lyòh-ka léee ah-t-syòo dá dā vahk-sah-la? | | |
| Etc. | И проч. = и прочее | Ée pròteh. = ée pròh-chi-yái | | | | | |

Figure 9 J.H. Wisdom *The Briton in Russia* 1915 pp 60-61 (Taylorian
NF.PG2124.W8 (On display))

This can be seen in this section on Russian food where some authentic Russian dishes such as rasstegai (a kind of pie) and solyanka (a kind of soup) are listed. The other big step forward is that an attempt is made to help the traveller with pronunciation. The International Phonetic Alphabet had been in existence since 1888 and increasing knowledge of phonetics influenced phrasebooks in that they started to contain phonetic information but would have been too complex to use in a phrasebook. This phrasebook and several Russian courses which would have been pedagogically innovative at the time come from the collection of Nevill Forbes who was the second Professor of and reader in Russian and the other Slavonic languages (1910-1929) and who himself produced a grammar of Russian which was unrivalled at the time.

5. Henry Buller *The soldier's English-German conversation book* 1915
Rep.G.266

The twentieth century also gave us phrasebooks for the use of soldiers in wartime. Buller's conversation book resolutely refuses to capitalize German nouns as though refusing to follow German orthography is in itself a form of resistance to the enemy.

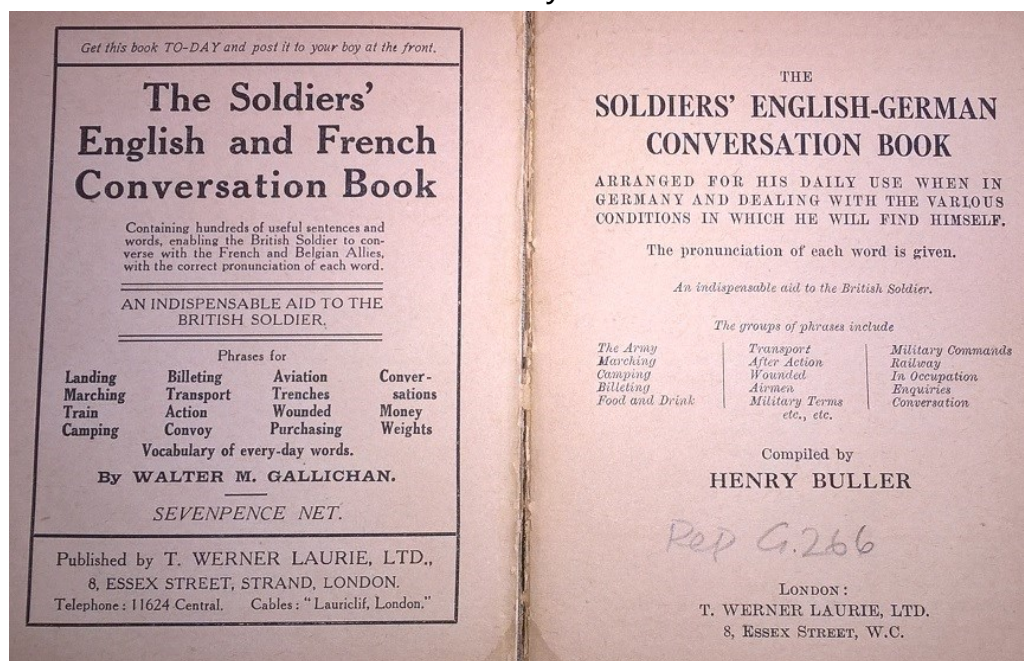


Figure 10 Henry Buller *The soldier's English-German conversation book* 1915 (Taylorian Rep. G.266) (Not on display)

It provides a guide to pronunciation using English spelling and dividing up words into syllables. If German nouns are not capitalized the pronunciation guide makes wide and puzzling use of capital letters. The pronunciation guide is often inaccurate. Where previous guides have tried to be sympathetic to the foreign culture with *A lytell treatise* (1497) providing a guide to courtesy and *The Briton in Russia* providing useful information about the country, there is no attempt to do that in this phrasebook which is strictly utilitarian and even uncompromisingly imperious as in these phrases from the section 'Occupation of a place':

Clear away the snow

Sweep this yard.

The street-lamps must be lit

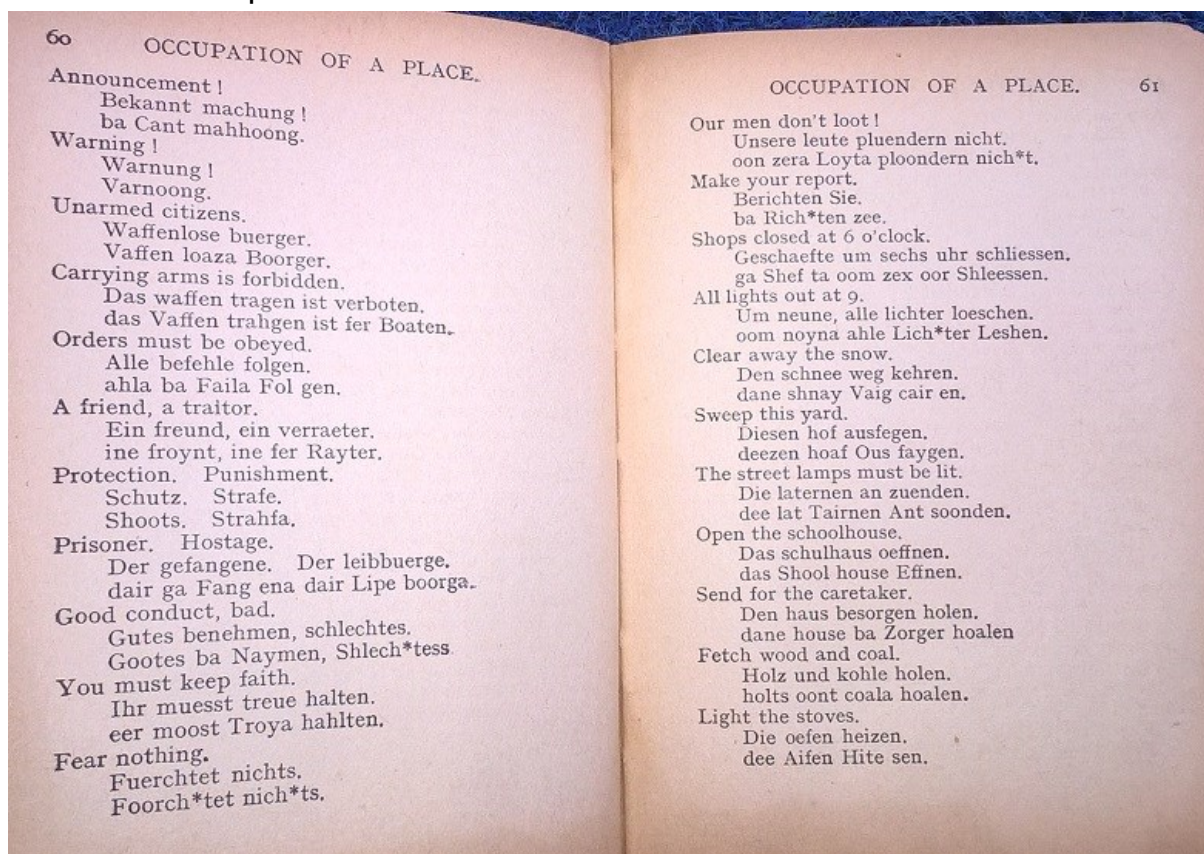


Figure 11 Henry Buller *The soldier's English-German conversation book* 1915 pp60-61 (Taylorian Rep G. 266) (On display)

This little volume is designed to be kept in a pocket. In the final section, the imperious tone switches to 'Tommy in friendly talk' and the phrases remind us of other, earlier phrasebooks:

This is my chum
German beer is good
Your good health
Although not always – how often do people of different nationalities talk
about their national anthems:
The German sings
Hail to thee with Victor's Crown!
We Britons sing
With all our heart
GOD SAVE THE KING

6. *112 gripes about the French* 1945

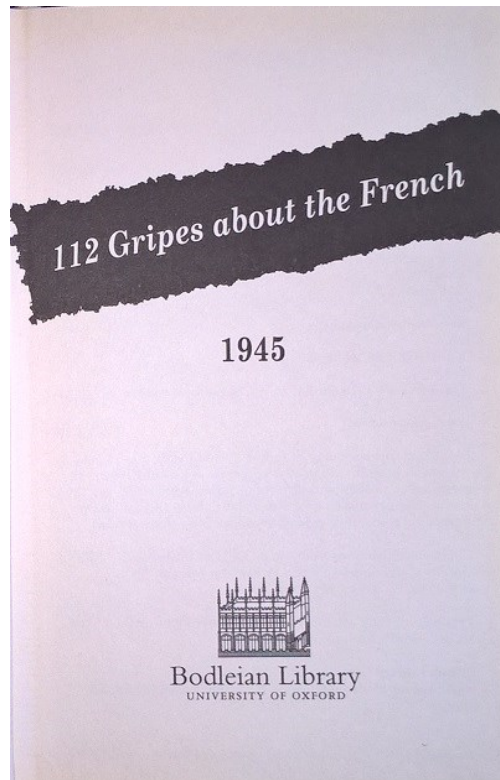


Figure 2 112 gripes about the French 1945 (Personal copy) (Not on display)

It is said that one of the benefits of learning a foreign language is that it aids understanding of other cultures and breaks down cultural stereotypes, but what if there is no time to learn a language but we know

that a particular group of people - in this case almost 2 million American soldiers, have very many prejudices about the country to which they are being sent? This was the problem which confronted the United States authorities in 1944-45 at the end of the Second World War. Their solution? To commission a book which confronted many of these prejudices head on without making any attempt to teach the soldiers French or even give them any useful French phrases. *112 gripes about the French* tries to correct any wrong ideas the average GI had about France and the French. Some of the gripes are prejudices in which we may still all share: 'The French are cynical', 'the French spend all their time at these cafés'. Some of them are time-bound: 'The French are not as clean as the Germans. Perhaps not. If the Germans had had no soap for five years, they wouldn't be as clean as they might be'.

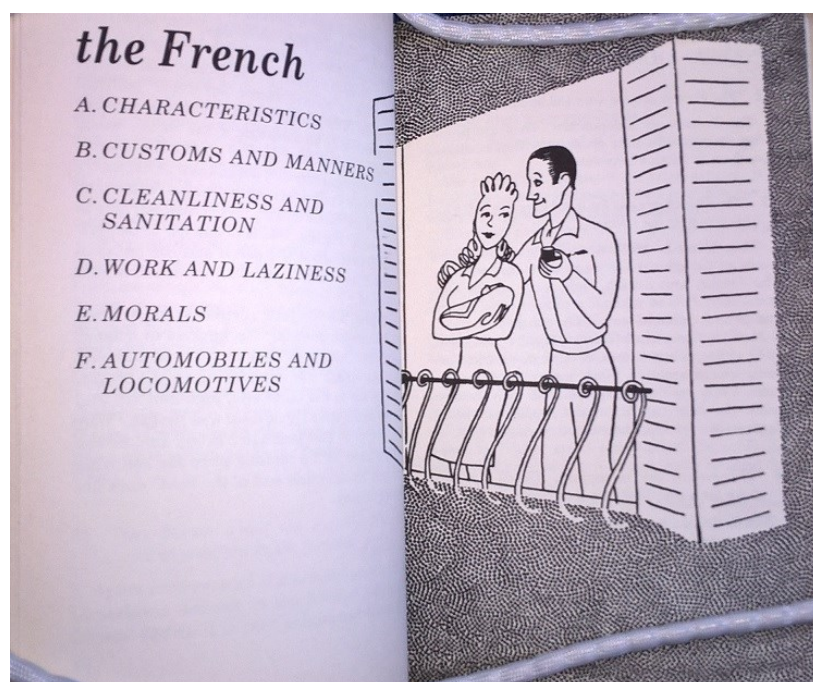


Figure 13 *112 gripes about the French 1945 (Personal copy) (On display)*

The Conversation Books cabinet was curated by Nick Hearn, Subject Specialist for French and Slavonic, Central and East European languages, literatures and cultures (special responsibility for Russia, Belarus, Bulgaria, Ukraine and Macedonia)

Linguistic Oppression

This exhibit shows examples of linguistic and cultural oppression and the role of literature in language revival.

During the First World War, Germany sought to suppress some of the languages spoken within its empire, for example Polish in Prussia, French in the Alsace, and Danish in Slesvig. The languages were excluded from schools, people were forbidden to use them in religious worship, and even in the home. This was part of a wider campaign to consolidate German dominance in these long-contested regions, although in some cases it provoked a reaction that strengthened the position of those promoting the oppressed languages.

In Brittany, the infamous 1902 *Interdiction* decreed that priests should not teach the catechism in Breton, but in French. Aiming to end the “cultural particularism” of these communities, the French state banned Breton from churches, and in return provoked a violent reaction from local conservatives.

Broudig, Fañch. *L'interdiction du breton en 1902 : la Ille République contre les langues régionales*. (Spezet : Coop Breizh, c1997).

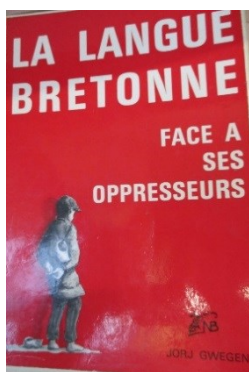
Barker, Ernest. *Linguistic oppression in the German Empire*. (London, [etc.] : Longmans, 1918).

Symbols of persecution

Some of the Celtic languages were actively discouraged in schools in the nineteenth century. Well into the twentieth century, a '*symbole*' was used in the schools of Brittany to punish children heard speaking Breton.¹ The '*symbole*' was a simple object like a wooden shoe, or a tin can, hung around the neck. The only way to get rid of it was to report another child. At the end of the day, whoever was wearing it would be beaten. Children were turned against one another, humiliated, and made to feel ashamed of their mother tongue.

In Wales, for a short period, the 'Welsh Not', a small piece of wood or slate, inscribed with 'W.N.' was hung around the neck of the child caught speaking Welsh. The injustice of the 'Not' was attacked by O.M. Edwards (1858-1920), Chief Inspector of Schools in Wales and formerly a fellow of Lincoln College, Oxford.

The "*bata scoir*" was used in Irish National Schools for the purpose of suppressing Irish, while in Scotland, a tessera board, a "*maide-crochaidh*", was used to persecute children for speaking Gaelic.



Gwegen, Jorj. *La langue bretonne face à ses oppresseurs*. (Quimper : Nature et Bretagne, [1975]).

¹ Heather Williams, *Postcolonial Brittany: literature between languages* (Bern; Oxford: Peter Lang), p.130.

Sleeping Beauty – children’s literature, language revival and national identity

Children’s literature has a strategically important role in language revival, for example in twentieth-century Wales. Many Welsh writers took their lead from the historian and nation-builder, O.M. Edwards. His aim was to foster a collective national identity. He recognised the importance of children in achieving this, believing that literature for the young would give life and vitality to the nation. Publications like his *Cymru’r Plant* helped shape an image of what a Welsh childhood should be like. He wanted to inspire the next generation to love and pass on their language.

Some minority languages could not sustain a sufficient output of original children’s literature, and translations of internationally recognised works, such as *Le Petit Prince*, were important means of language promotion. Besides their worth as material, such translations gave their young readers a broader outlook on world literature, and on their own local tongue in a global context.

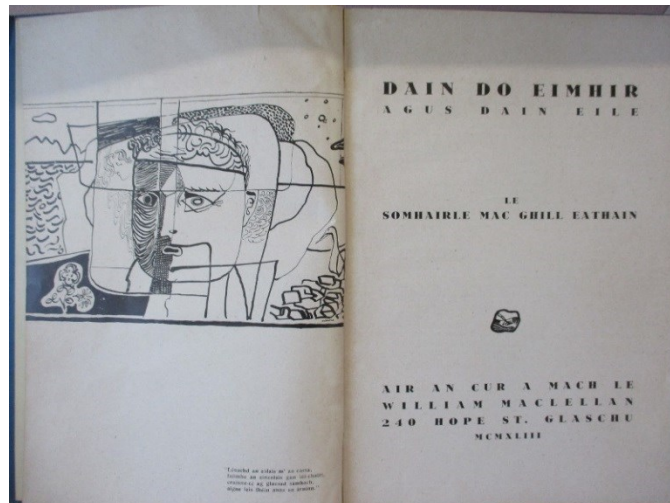


Nic Congail, Riona, eagarthoir. *Codladh céad bliain : cnuasach aisti ar litríocht na n-og*. (Baile Atha Cliath : Leabhair COMHAR, 2012).

Saint-Exupéry, Antoine de. Gans dowrliwyow an skriker. Treylys dhe Gernewek gans Davydh ap Stephen ... [et al.]. *An pennsevik byhan : [Kornisch ; Cornish]* (Neckarsteinach, Germany Edition Tintenfaß, 2010).

The power of poetry

Literature has the power to catalyse language renewal. The volume of poetry exhibited here, Sorley Maclean's *Dàin do Eimhir agus dain eile* (Glaschu: W. Maclellan, 1943), injected new life into the tradition of Gaelic poetry, reconnecting it with modern European literature. No longer a hang-over from the seventeenth century, Gaelic literature was now something that could inspire a post-war generation of university-educated Gaels to innovate, publish, and communicate in their own language. This wave of revitalized Gaelic was firmly rooted in the poetic and literary impetus given by Maclean's work in the 1940s.



MacGill-Eain, Somhairle. *Dain do Eimhir agus dain eile* (Glaschu : W. Maclellan, 1943).

The Linguistic Oppression cabinet was curated by Janet Foot, Subject Specialist for Celtic.