

other hand, however, they are somewhat less striking in visual appeal than the system developed by Messrs. Nitze and Wilkins.

In conclusion we may perhaps say that, while the wholly satisfactory plan is yet to be found, some steps have been taken toward an improved situation in the matter of presenting the verb to the learner, and that continued theorizing and experimenting have partly led, and may more completely lead to an abandonment of the time-honored but antiquated schemes inherited from the forefathers and still so generally used.

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## THE GRADUATE STUDENT IN SPAIN

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By CLAUDE E. ANIBAL

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THE remarks of this paper are the fruit of the writer's experience in graduate study in Spain, largely in Madrid, from September 1919, to August 1920, almost one complete year. Although he had previously completed a year's graduate work at the University of Leipzig, his first graduate study in Spanish was done during the year in Spain, so that his experience there was virtually that of a student in the first of the 3 years study generally required by American universities for the Ph.D. The feelings, experiences and opinions that he now sets forth are, therefore, necessarily personal and somewhat autobiographical, but not, the writer found, so individual as to differ radically from those of other graduate students with whom he frequently talked such matters over at the time. There seemed to be among both American and English graduate students then resident in Madrid a remarkable unanimity of opinion as to the exact value of the work and opportunities offered.

Of course, before one can work at his best, he must surround himself with proper living conditions,—conditions that will contribute toward the accomplishing of his purpose rather than deter him from it. The *Residencia de Estudiantes* (under the control of the Minister of Public Instruction and the immediate direction

of the Junta para Ampliación de Estudios), situated as it is in one of the most delightful parts of Madrid, and certainly in the healthiest, offers the graduate student living conditions that are *almost ideal*. It is kept immaculately clean; food is abundant, scrupulously prepared, and, with a minimum of the extremely Spanish cooking so apt to prove distasteful to foreigners, is attractively served. Rooms are simple, but bright and adequate. For seven pesetas per day one could obtain the best, with lovely sunshine and outlook onto the garden. There are showers and tubs on each floor, while tennis courts and other athletic fields offer all one needs for keeping physically in trim. There was but one objection, evidently caused by the post-bellum shortage of coal—rooms were often so cold that one could not study in them. One could, however, make use of the very attractive little library.

There is in the atmosphere of the Residencia something of the monastic, a distinct tone of culture and a real impetus toward study. The opportunity one has here of acquiring a practical handling and intimate appreciation of the language, as well as of coming to know the Spaniard himself, is admirable. The foreign student is thrown into intimate contact with the 150 odd residents of the *grupo universitario*, including besides the younger students, professors of the university and various *colegios*, men of art, science and letters, many of whom are well known to all Hispanists, and these Spaniards do everything possible to further the graduate student's work and give him a thorough insight into their language. They want us to come, and they spare no pains to convince us that their hospitality is genuine. In addition to the help the student may receive from Spanish companions, always eager for conversation, there is almost always at the *Residencia* at least one professor from some university of the United States (sometimes two or three), to whom one may appeal for counsel. The student could ask nothing more perfectly suited to the carrying out of his purpose than the conditions under which the Residencia makes it possible for him to live, and I am sure that he could find nothing comparable to it elsewhere on the continent.

There is but one difficulty—the Residencia is too small to accommodate during the university year more than a small proportion of even the Spanish students on its waiting list, so that, were we to send it our graduate students in even moderate numbers,

we ourselves would in all probability have to make some sort of provision for extension of accommodations. The Residencia obtains from the Spanish government only a small proportion of the funds it really needs, and could not, I think, afford to prepare for us out of its own resources. Living elsewhere, however, would mean a loss to the student of almost incalculable advantages.

The graduate student in Spain will, almost instinctively, at once direct his steps to the *Centro de Estudios Históricos* in Madrid. Here he will meet the valiant group of Spanish scholars that it becomes a decided professional advantage for him to know. He will be kindly welcomed, will gladly be given advice, cards of introduction to facilitate his work in libraries, and the like, and will enjoy the privileges of the *Centro's* own growing library, already excellent for general reference work, from which books may be taken out on loan, so that study may be continued in one's room after the rather short hours of the municipal libraries. It is, in fact, to Don Américo Castro of the Centro that the writer himself is indebted not only for the choice of a field for a doctoral dissertation (*Mira de Amescua*), but for the discovery of sources so rich in material to be studied as to keep him busied for years. The graduate student, then, will find at the *Centro* counsel and guidance more than adequate for the research work on which he may be engaged.

The actual value of the courses offered at the *Centro* will vary greatly with the amount of Spanish the student already knows. It should be borne in mind that they are designed to meet the demands of a heterogeneous group of students of all nationalities, whose purposes in studying there are quite as apt to be commercial as academic. The *Centro* is further hampered by the fact that almost no two of its students come with the same degree of preparation. High school teachers, clerks with little beyond a high-school education, college professors and candidates for the A.M., all find themselves in the same class, so that the *Centro* is obliged in its courses to seek a level of instruction calculated to suit the average. The result, of course, is that to a student who has completed two years graduate work in one of our Universities, the courses in the history of Spanish literature, Spanish art, explicación de textos, will seem rather elementary, and will, in fact, not compare favorably with the more mature and better organized courses that he

has already pursued at home. Of course, for the student doing his first year of graduate work in Spanish, the courses will prove of much greater value, but in general, the work offered at the *Centro* is not of the intensive character that the graduate student naturally seeks. It is, in fact, not intended to be. The exception to this is the course in Spanish Phonetics offered by Navarro Tomás. I need hardly state that this is a truly fine course. The student finds himself at the feet of a great authority, and gains from the master what he can find almost nowhere else. My own feeling, and that of others, was that this course of Navarro Tomás was alone worth the trip to Spain. The increase in the number of the students that come for the summer courses enables the *Centro* to divide them into classes of more nearly the same calibre, but many of the American students feel that the summer courses are too short to be of much real value. It should be added, however, that the *Centro* seems to have developed and extended the courses offered during the year proper, and it is quite probable that the general courses in literature, grammar and the like now more closely approach our university courses.

If the graduate student in Madrid wishes to do really advanced work, he must go to the *Universidad Central* where he may work in philology and advanced literary courses under Menéndez Pidal, Américo Castro, and others, admittedly important men. The general feeling, however, regarding the work given at the university (I can speak only of the University at Madrid) was that it was not very satisfactory. Graduate students complained of little variety in the limited number of courses offered, and were especially critical of the lack of system and unpedagogical method of approach. Certainly the *Universidad Central* suffers from a comparison with our own infinitely superior institutions, and the graduate work offered by it would not, I feel, be sufficient reason for our candidates for higher degrees going to Spain.

Next to the general cultural value, and the acquisition, through a first hand knowledge of Spain and her people, of the background absolutely essential for teaching and studying Spanish literature understandingly, the most potent inducement for the graduate student to spend a year in Spain is the almost unlimited field for research work. The libraries of the Real Academia Española and The Real Academia de Historia, the Biblioteca de Filosofía y

Letras (San Isidro), the King's private library, those of the Universidad Central and of the Escorial, forming a marvelous complement to the Biblioteca Nacional itself, all show the American student a kindly helpfulness and eagerness in service that is most encouraging. True, the library system itself is often far from modern, and if the student makes no effort to overcome the regulation conditions that make any extensive research work almost impossible, he can accomplish little. He will find, however, that the officials are open to reason, and often being research students themselves, thoroughly appreciate the situation, so that, by a little patience and tact, the student may gain special privileges that will enable him to work with a minimum loss of time and effort. During the months I worked at the Biblioteca Nacional I was accorded every courtesy and privilege. The service in the manuscript and rare-book sections was especially cheerful, efficient, and really interested. Despite the fact that I came with no letters of introduction, Don Francisco Rodriguez Marin, the director of the library, gave me special permission to use my typewriter in one of the less public rooms back of the *sala de manuscritos*, accorded me the same privilege in the stack room, when my work became largely bibliographical, exempted me from the rule that only one book might be drawn at a time, allowed me to consult rare books and others in the manuscript section, and gave me free access to the card catalogue, which is not accessible to the public. I cite these courtesies to show how really interested Spanish library officials are in American students coming to do research work. They are anxious to encourage us in every possible way. I have had them call my attention to articles that were of value to me in the work at hand, and have been saved by their helpfulness much time and effort. One need only consider what a treasure house there is here to perceive the great advantage to the student of merely being allowed to look at things. If he is curious he will inevitably hit upon nuggets hitherto unsuspected. As there is no printed catalogue of the printed books of the Biblioteca Nacional, a search of the card index, I found, was sure to be rewarded by the discovery of something worth while. I feel that I was accorded privileges at the Biblioteca Nacional that furthered my work in Spain immeasurably—consideration that any American student might obtain there, but with which it would be difficult, I think, to meet in almost any other library.

The student will find the season's theatrical offerings of infinite value in more justly appreciating Spanish literature. While the Teatro Español in Madrid falls far short of the Théâtre Français in Paris as a national monument to the best of its country's drama, and as a school in which the classics of the native stage may be studied, the repertoire, by the very terms of the lease necessarily includes a certain percentage of standard plays. The writer witnessed there admirable performances of, among others, *La Vida es Sueño*, *El Alcalde de Zalamea*, *El Desdén con el Desdén*, *El Castigo sin Venganza*, *El celoso de si mismo*, *La Estrella de Sevilla*, *Don Juan Tenorio*, along with in other theatres, *Los Intereses Creados* and numerous other plays of Benavente; *La Loca de la Casa*, *El Abuelo*, *Marienela*, *Electra*, and *El Audaz*, of Galdos; and many works of various contemporary writers with whom the student should become familiar.

That the student may use his precious time to the best advantage, he should not, I think, go to Spain until at least his second year of graduate work. Despite the help of the *Centro*, the writer himself lost much valuable time through not knowing where nor how to look for things. He was often obliged, in his research work, to retrace his steps and spent many valuable hours on more or less elementary things which he should have acquired in this country before going. Many books, too, he should not have taken the time to read while there. The most ideal arrangement would be, he believes, a year of graduate work in this country leading up to the year abroad and preparing for the most economical assimilation of those elements the student can not acquire elsewhere, this to be followed by a third year in the home university, given over, in part, to the digesting of the other two years, including, of course, the completion of the thesis.

Those of us who are graduate students are only too glad to spend, not a semester or two, but a year in study abroad. Less time is but a taste, and the student, to begin to understand Spain, must absorb her slowly. The graduate student asks only that he be given credit for the time thus spent. Some of us are radical enough to believe that even though we pursued no "courses" at all, but simply spent our semester or two in travel, rubbing up against real Spaniards, acquiring a practical grasp of the language, and coming to understand somewhat the people whose literature

we are to make our life work, we would not have spent our time in vain, and should be given credit by American institutions for the months thus passed, even though we had no certificate to present on our return. As seen from the foregoing remarks, with the exception of the course in Phonetics offered at the *Centro* by Navarro Tomás, and perhaps some work with Menéndez Pidal at the *Universidad Central*, there is, when we consider the courses actually offered, little, in comparison with the superior work he may obtain at home, to induce the graduate student to take "courses" in Spain. The value of his year or two semesters there (let him stay a year if possible, or two months, if he cannot stay more), lies in, first, the opportunity he has had for research work, and, second, in the mere fact that he *has been in Spain*. If to receive credit from his home university he brings back a certificate of attendance from either the *Centro* or the Central University, it will be the thing he prizes least of all. It is the *intangible* that he should be induced to seek, for he cannot but return a more sympathetic and more successful teacher of Spanish. Few graduate students are rich, and most of us are sincerely ambitious of thoroughly understanding the literature we teach and of mastering our subject, and we may, I think, safely be trusted not to waste our time. I plead in behalf of other graduate students, that credit be given by American universities for mere sojourn in Spain or in France.

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<b>Reviews</b>
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*THE SOPHOMORE AND THE TIGER*

PAGES FRANÇAISES par GEORGES CLEMENCEAU. Edited with Introduction and Notes by REGIS MICHAUD. Scott, Foresman and Company. 1921. pp. 25+182+42.

If it be true that one of our chief purposes in studying a foreign language is to catch something of the spirit of the foreign country, the surest means of accomplishing that purpose would seem to be through the utterances of the country's most representative citizens. The accident that Julius Caesar wrote well is not the only reason for the appearance of the Commentaries in all high