

**PETITES AMES**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649669738

Petites Ames by Emile Pouvillon & Stéphane Barlet

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.  
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

[www.triestepublishing.com](http://www.triestepublishing.com)

**EMILE POUVILLON & STÉPHANE BARLET**

# **PETITES AMES**





679

# PETITES AMES

PAR  
ÉMILE POUVILLON

EDITED BY  
STÉPHANE BARLET  
B. ÈS SC. UNIV. GALL.; F.C.S.  
SENIOR ASSISTANT MASTER AT THE MERCERS' SCHOOL  
EXAMINER IN FRENCH TO THE COLLEGE OF PRECEPTORS AND  
UNDER THE BOARD OF ADMIRALTY

44 236  
12 | 199

London  
MACMILLAN AND CO., LIMITED  
NEW YORK: THE MACMILLAN COMPANY  
1898

*All rights reserved*

## GENERAL PREFACE TO THE SERIES

THIS series introduces a number of works by distinguished French authors, such as de Vogüé and Émile Pouillon, who are prominent in their own country, but whose books have not yet received that recognition among our school classics which is their due ; it will also include some of the best productions of Daudet, Coppée, Theuriet, and others, of which no English school editions exist ; and finally it will contain a few works which, although more familiar, may yet, it is hoped, be welcome in an edition framed on the plan here advocated.

The *advanced* texts are intended for pupils of the Fifth and Sixth forms, and are therefore longer (80-150 pages) and more difficult. The *elementary* texts are shorter (40-80 pages) and fairly easy, so as to suit Third and Fourth forms ; to these a vocabulary will be added.

Each volume contains enough matter for *one* or *two* terms' reading. The editors, while taking care that the works selected should arouse the pupils' interest, should furnish them with a practical vocabulary and useful phraseology, and should help to cultivate literary taste, will also include in their selection such books as will enable the English reader to acquire a knowledge of France and her institutions, of French life and customs, or, as Thackeray puts it, "to study the inward thoughts and ways of his neighbours."

The *Notes* are not intended to give merely a translation of the difficult passages, nor are they meant to be a storehouse of grammatical curiosities or of philological learning. They aim rather at giving in a clear and concise form such explanations as will help the pupil to overcome all textual difficulties which are out of his reach, and at elucidating historical, geographical, and literary allusions; while reminding the reader at the same time of points of grammar and of constructions which he is apt to forget, illustrating these by parallels taken, if possible, from other parts of the text. As to renderings, the object, as a rule, is to throw out a hint for the solution of a difficulty rather than to give the solution itself, without, however, excluding the translation of such passages as the pupil cannot be expected to render



satisfactorily into good English. Comments are introduced on French life and thought whenever the text affords an opportunity for them. Lastly, information is supplied on word-formation and derivation, where such knowledge is likely to be of real help towards a complete grasp of the various meanings of words, or where it may serve as an aid to the memory.

The *Introduction* will in each case give a short account of the author and his works, with special reference to the text of the particular volume.

*Appendices* will be added to each volume by the General Editors, containing—(1) lists of words and phrases for *viva voce* drill, which should be learned *pari passu* with the reading; (2) exercises on syntax and idioms for *viva voce* practice, which will involve the vocabulary of a certain portion of the text; (3) continuous passages for translation into French, which will bring composition and construing lessons into close relation; (4) some chapter on word-formation or etymology of a practical nature.

The addition of these appendices calls perhaps for explanation.

*Appendix I.*—The practical experience of teachers, the continually recurring verdict of examiners, any man's personal recollection of his

own earlier labours in acquiring a new language—all go to prove that want of vocabulary and phraseology is one of the main difficulties with which the learner has always to contend. "Take a dictionary and learn it by heart" is idle advice; teachers and learners alike agree that the sense of a word or phrase is best grasped and most easily remembered in connexion with some context. Again, the system by which each pupil records in a note-book for subsequent revision unfamiliar words and phrases is educationally sound, and has some advantages: the pupil makes the mental effort of selection, and the words so selected are adapted to his special needs. But this system has also many drawbacks: words are often misquoted or misspelt; the revision, if left to the pupil, is often neglected, and if conducted by the master is, in a class of any size, impracticable. The present appendices are designed, not to do away with the pupil's note-book, but to make the revision of a large number of words and phrases practicable in the class-room. It is true that some of the words chosen may be already known to a portion of the class, but the repetition of a few familiar phrases does no harm; while the gain in certainty and facility of revision, and still more in point of time, is enormous. No enunciation of the English is necessary; and

it is astonishing how rapidly a form or set, with the page in front of them, will run down a column, and reproduce, in correct French, words and phrases which they have been through once or twice before.

It may be mentioned that the plan is not a theoretical one. Trial has proved its value beyond anticipation. It has also shown that the pupils themselves soon begin to like this drill, as they feel a growing and tangible addition to their knowledge from week to week.<sup>1</sup>

*Appendices II. and III.*—There is no need to say anything of these, as it is now generally recognised that the reading-book should form the nucleus of all instruction in languages.

*Appendix IV.* is necessarily not exhaustive. But "half a loaf is better than no bread." Word-formation and etymology are not usually dealt with in grammars; moreover, a complete treatment of the subject would be out of place in schools. But some knowledge of word-building and derivation is of interest and use even to school-boys, and is constantly demanded in our military and other examinations. A short chapter has therefore been added to each of the advanced texts.

<sup>1</sup> The lists placed at the end of the text contain the English only. Separate lists, with the French added, will also be published for the benefit of masters who might wish their pupils to learn them in home-preparation.