

ENGLISH STUDIES IN DENMARK

JØRGEN ERIK NIELSEN

The English and Danish languages are closely related, and it seems a safe assumption that a Viking and an Anglo-Saxon could understand each other, but over the past 1000 years each language has developed along individual lines, e.g. in the adoption of loanwords. Nowadays the influx of English words into the Danish vocabulary is considerable, but it is not possible for an Englishman and a Dane to carry on a conversation in their respective languages [Jespersen, 1946, p. 60]¹.

The position of English as the most important foreign language in Denmark, as in many other countries, is a fairly modern development; in bygone days German, until 1864 spoken by a great number of the Danish king's subjects, and French, the language of polite international communication, were besides Latin the foreign tongues of real importance. In the comedies of Ludvig Holberg (1684–1754) we get an undoubtedly realistic impression of the use of German and French in 18th century Denmark, in fact his illustrations of people's predilection for sprinkling their Danish with French words and phrases were one of the features that appealed to Sumarokov and Fonvizin. Holberg also knew some English, but that is not apparent from his plays.

English could be learnt from private tutors and by private study of course, and from the years 1668 to 1698 we have four small aids to the study of English published in Copenhagen [Kabell and Lauridsen, 1987, p. 79–92]. The author of one of them, Henrich Thomæsen Gerner, took part in a plot in 1659, when large parts of Denmark had been overrun by Swedish troops, to recapture Kronborg Castle at Elsinore. The plans were betrayed to the Swedes, Gerner was arrested and sentenced to death, then reprieved, but he was for several weeks kept in captivity at Kronborg, where his prison in the casemates can still be seen. His task in the plot had been to try to procure the assistance of a British military force; clearly, a working knowledge of English may be a dangerous thing!

However, those were early swallows. Not till the middle of the 18th century did the next works on the English language appear and from then

¹For English influence on modern Danish, see e.g. Knud Sørensen's two articles (1982; 1986). An attempt to assess the possibilities of communicating in English and Danish respectively 400 years ago is made by Cay Dollerup [1977].

on translations of English works into Danish become increasingly frequent. The bombardment of Copenhagen by the British in 1807 and the war with Britain till 1814 (Denmark sided with Napoleon almost till the collapse of his empire) caused anti-British feelings, but they did not detract from people's enjoyment of English literature, neither did they alter the facts that Britain was now a major power and a leading nation in many fields, e. g. technology, admired for its form of government by political liberals in Denmark, which was ruled autocratically until 1848.

The grammar schools, which had for centuries educated boys in preparation for matriculation at Copenhagen University (est. 179), constituted the only option of secondary education till the end of the 18th century when the first "realskoler" appeared, a type of school catering rather for boys going in for a commercial career, and in schools of that description the teaching of modern languages was done from the start; early in the 19th century the grammar schools followed suit, but English lagged behind German and French. Only with the new Education Act of 1903 did English attain an equal footing with German: students who had opted for the modern side of the grammar school would have learnt the language for six or seven years before going to university. Today English commands the undisputed position as the most important foreign language in Danish schools, followed by German and French, but in many grammar schools pupils can choose Russian instead of French. Latin and Old Greek are taught in grammar schools, but not to pupils of the science side. Spanish is offered by some grammar schools too. The dominant position of English has made it the preferred medium of communication between Danes and people from most other countries. Besides in schools for children English is taught as a matter of course in so many schools of various descriptions, such as teachers' training colleges and commercial schools, and the textbooks, grammars, exercise books, dictionaries etc that have appeared in this country since, say, 1900 would make up an entire library, and on advanced levels British or American paperback editions are frequently used.

The reform of the Danish grammar schools early in the 19th century made demands that the education of teachers did not meet, which led to the establishment from 1800 to 1811 of a "Pedagogic Training College" at Copenhagen University, and as lecturer of English and French was appointed Thomas Christopher Bruun (1750-1834), who in 1802 also became professor extraordinary of English in the University and held that post till his death when the post lapsed. Bruun was the author of French and English grammars and textbooks, but he did not produce anything that we should call scholarly works. He appears to have been a good teacher: We have the words of one of his students, Rasmus Rask (1787-1832), to that effect. Rask was one of the pioneers in the field of Anglo-Saxon studies, and in 1817 he published in Stockholm his *Angelsaksisk Sproglaere*, which in 1830 appeared in Copenhagen in English translation as *A Grammar of the Anglo-Saxon Tongue*. Even earlier, in 1815, the first edition of *Beowulf* had appeared in Copenhagen under the title *De Danorum Rebus Gestis Secl. III and IV*, edited with

a translation into Latin by Grimur Johnson Thorkelin (1752–1829), an Icelander (Iceland was a Danish dependency) who had spent the years 1786–91 in Britain and had there had copies made of the MS of Beowulf. Scandinavia's legendary past, which furnishes the material of the poem, was at the zenith of its popularity in the Romantic age, and one of our great poets, N. F. S. Grundtvig (1783–1872), now studied Beowulf with the assistance of Rask, and in 1820 he published a Danish translation of it. Grundtvig spent the summers of 1829, 1830 and 1831 in England copying old MSs at London, Exeter and Oxford, and his friend Ludvig Christian Müller (1806–51) used some of Grundtvig's material for an edition called *Collectanea Anglo-Saxonica*, published in 1835 in Copenhagen. Grundtvig himself was the editor of *The Phoenix and Beowulf*, published in Copenhagen in 1840 and 1861 respectively. Thus the study of Old English flourished outside the walls of Copenhagen University, but was pursued by people who had had their education there, of theology or philology.

Not till 1851 did Copenhagen University get a new teacher of English, when George Stephens (1813–95) became lecturer, later with the title of professor. He had received his education in the University College of London and had lived in Sweden for many years before getting the post in Copenhagen, where he taught English literature and spoken English and for some years got an extra fee for teaching Old English, using as teaching material the books that had been published in Copenhagen. Stephens was an ardent votary of the old bonds between Scandinavia and Britain, which is apparent from his numerous printed works, but little of what he produced is still remembered. He edited in 1860 *Two Leaves of King Waldere's Lay*, a fragment of an Old English MS recently found in the Royal Library in Copenhagen, and his four-volume work *The Old Northern Runic Monuments of Scandinavia and England* (1866–1901) has been of great value to later research in that field.

In Stephen's days a very different man, Georg Brandes (1842–1927), used his doctoral *jus docendi* for delivering his seminal lectures on "main currents of 19th century literature" in the University, in the years 1874 and 1875 discussing the English Romantics. Brandes' lectures were meant as propaganda of modern thought in a country that he saw as lagging behind the great European powers. He gained many followers, but he also aroused so much animosity among conservative Danes that he was not appointed professor as he had hoped to be. For posterity his *Naturalismen i England* (Copenhagen, 1875) has become a classic among students of English Romantic poetry, and among his other contributions to the study of English literature we should mention *Shakespeare, I–III* (Copenhagen, 1895–96).

A royal decree of 25 October 1883 established, besides the old master's degree, a new exam consisting of three subjects, a major and two minors, primarily intended for prospective grammar-school teachers. That exam still exists, but many alterations have been introduced over the past century, and nowadays there is one minor only. The 1883 rules laid down that a cand. mag. with a major in English must have studied texts ranging from the days of King Alfred to modern days, whereas with English as your minor you

could concentrate on modern texts beginning with Shakespeare. Familiarity with the history of the language, modern grammar, literary history and the history of the country was demanded as well as ability to speak and write English. The training for a diploma in education was relegated to a later course in a grammar school. Otto Jespersen (1860–1943), who had after some years as a student of law begun studying Romance languages, changed over to the new programme and in 1887 became a cand. mag. of French, English and Latin. As an undergraduate he spread his energies, attending i.a. Vilhelm Thomsen's lectures on phonetics as well as on comparative linguistics and Karl Verner's classes of Russian. Further, he began his prolific activity as a writer, and in 1885 appeared his first original work, a small English grammar in which he used phonetic transcription. Prompted by Thomsen's advice he now concentrated on English, thus he spent the summer term of 1888 attending Professor Zupitza's seminars in the Department of English in Berlin. In the autumn he resumed his work as a teacher in Copenhagen, but he also found the time to write his thesis; he received his doctor's degree in 1891 and was in 1893 appointed the first ordinary professor of English language and literature in Copenhagen University.

From his early years Jespersen was an author and editor of schoolbooks. He was a pioneer in the use of phonetic transcription, a spokesman of modern languages in preference to dead ones, an advocate of teaching the spoken language, which attitudes will be familiar to readers of his scholarly works too. He obtained his doctorate with the book *Studier over engelske Kasus* (Copenhagen, 1891), whose first part also appeared as *Fremskridt i Sproget* (Copenhagen, 1891), and he stuck to the belief in "progress in language" through his life, though he expresses himself more guardedly in *Efficiency in Linguistic Change* (Copenhagen, 1941). A young man he made a name for himself as a phonetician, most conspicuously with his *Fonetik* (Copenhagen, 1897–99). For students of English he wrote together with H. Helwig-Møller *Engelsk Fonetik* (Copenhagen, 1912). To Jespersen the important linguistic entity was the speech sound, that was before the phoneme had been invented. Then he made a name for himself as a language historian, publishing *Growth and Structure of the English Language* (Leipzig, 1905), a brilliant introduction to the subject, which links up the development of the language with history, notably as reflected in loanwords, but the book is also a good illustration of Jespersen's linguistic philosophy. His contribution to historical phonology is impressively represented by *A Modern English Grammar*, part I (Heidelberg, 1909); posterity has not agreed with everything he wrote there, thus the great vowel shift has by later scholars been pushed further back in time than he did. He used the famous discovery of his old teacher and colleague Karl Verner to explain the voicing of [f], [s], [p], [ks], and [t] in the 15th and 16th centuries, by some referred to as "Jespersen's Law". It may sound ironic that his name should have been linked up with a sound-law, as he was opposed to the Neogrammarian sound-law concept, but then that was only in its extreme form

that allowed of no exceptions. Anyway, to Jespersen language was primarily a human activity, or rather a tool constantly adapted to the needs of man, not a contrivance working according to mechanistic rules and certainly not a decaying organism either. So it appears almost logical that he should have turned his attention towards modern grammar and syntax, witness vols. II-V of *A Modern English Grammar* (1914-40) or the briefer exposition in *Essentials of English Grammar* (London, 1933). The guiding principles for his analyses came to be the concepts of nexus and junction together with the concept of ranks, first introduced in his *Sprogets Logik* (Copenhagen, 1913). Jespersen never explicitly defined "nexus" and "junction", altogether he did not cherish definitions, and in later life he occasionally voiced scepticism of the usefulness of the then modern developments in linguistics, which he found too abstract, too little concerned with empirical facts, witness his criticism of Saussure in his *Linguistica*, p. 109-115 (Copenhagen, 1933).

In 1896 seminar libraries had been established at long last for the humanities, and Jespersen welcomed that step forward. As another improvement he naturally regarded the employment in 1894 of Adolf Hansen as "docent" ("associate professor") of English. Whereas Jespersen was above all a linguist, Adolf Hansen (1850-1908) was a literature specialist, author of a good history of English and American literature and an accomplished translator of English poetry. His successor became Vilhelm Grønbech (1873-1948), author of books on Blake and Wordsworth, who was appointed to a chair of comparative religion in 1911 and then succeeded by Niels Bøgholm (1873-1957), who became a full professor in 1919. He was like Jespersen primarily a linguist, but unlike Jespersen he was not a radical innovator. His chief interest was the history of the English language, and for the use of university students he wrote *English Speech from an Historical Point of View* (Copenhagen and London, 1939), in which he methodically traces the changes of phonology, morphology and syntax through the stages of Old, Middle and Modern English. Bøgholm's most original contributions to English language scholarship are probably his books *English Prepositions* (Copenhagen, 1920) and *Engelsk Betydningslære* (Copenhagen, 1922), in which he attempts to systematize two areas, the prepositions and semantics, that are usually treated in dictionaries; in fact, if not written in Danish the latter book might have become a pioneer work in the field of English semantics.

A second "docentship", established in 1916, was from 1921 held by Aage Brusendorff (1887-1932), who was in 1926 appointed Jespersen's successor as professor. His main work is *The Chaucer Tradition* (London and Copenhagen, 1925), originally instigated by his predecessor's teaching, in which he examines the way in which the knowledge of Chaucer's personality and writings was handed down, in order to establish a reliable basis for biographical facts and a true canon of his works. Brusendorff's successor in 1926 as docent and in 1932 as professor became Carl Adolf Bodelsen (1894-1978), who was above all a specialist in English history and civics and their

relationship to literature, witness his *Studies in Mid-Victorian Imperialism* (Copenhagen, 1924, 2nd ed. London, 1960) and the textbook *A Survey of British Institutions* (Copenhagen, 1942). To the study of English literature he contributed three excellent monographs: *Dickens og hans bøger* (Copenhagen, 1957), in which his familiarity with Dickens and with 19th century British history form a synthesis, *T. S. Eliot's Four Quartets* (Copenhagen, 1958) and *Aspects of Kipling's Art* (Manchester, 1964). Together with Hermann Vinterberg he edited a two volume Danish-English dictionary (Copenhagen, 1st ed. 1954-56). An impression of the scope of Bodelsen's oeuvre can be obtained from his *Essays and Papers* (Copenhagen, 1964), a *Festschrift* on the occasion of his 70th birthday.

The second university of Denmark was established at Aarhus in 1928, and as docent was appointed Torsten Dahl (1897-1968), who became a full professor in 1934. He was primarily a linguist and a specialist in Elizabethan English, witness, his *Linguistic Studies in Some Elizabethan Writings, I-II* (Aarhus, 1951, 1956).

When Bodelsen had become a professor in 1932, the docentship was not advertised vacant immediately, instead the salary was used to paying English lecturers. In 1940 the University recommended that Paul Christophersen (b. 1911) be appointed docent, but the occupation of Denmark by German troops on April 9 made it impossible for him to return from England, where he was staying. During the war years there were no native teachers with the exception of two teaching assistants who were married to Danes. Bøgholm, who was to have resigned in 1943, was allowed to stay in his professorship until things became normal, and the teaching continued, in the last months of the war taking place outside the University to provide some security for such students as took part in resistance activity. In fact, Professor Bodelsen was from the autumn of 1944 a member of Denmark's Liberty Council, a sort of resistance-movement government, but he carried on his duties as professor and never went underground.

The period from 1945 is scarcely history yet: Most of those to be mentioned below are still alive and active. Bøgholm resigned and was succeeded by Paul Christophersen, who had assisted Jespersen with *A Modern English Grammar*, vol. VI, and who had received his doctorate for the thesis *The Articles: a Study of Their Theory and Use in English* (Copenhagen and London, 1939), in which he discusses both the historical aspects and modern usage. Christophersen resigned already in 1948 and has since been a professor abroad, and in Copenhagen he was succeeded by Knud Schibbye (1904-1982), who had also been an assistant of Jespersen's, and who had since 1929 taught English in Copenhagen University as a teaching assistant and later as a lecturer. He was an excellent teacher with an aptitude for formulating linguistic rules clearly. For the use of university students he produced *A Modern English Grammar* (London, 1965, 2nd expanded ed. 1970), which had first appeared in Danish in four volumes between 1957 and 1966. We should also mention *Origin and Development of the English Language, I-III* (Copenhagen, 1972-77). Volume II opens with an

"appetizer" on historical semantics, an area in which he really broke new ground, witness his *Engelsk synonymik på grammatisk grundlag* (Copenhagen, 1950, 2nd ed. 1969). Pursuing the path that Bøgholm had taken in *Engelsk Betydningslære*, Schibbye here demonstrates convincingly how single words usually bear the mark of the grammatical context. His aptitude for unravelling knots in semantics is also apparent in the appendix on semantically related prepositions in the second edition of his grammar. Finally we should mention that Schibbye was co-editor of the 19-volume work *Early English Manuscripts in Facsimile* (Copenhagen, 1951-76).

In 1958 the docentship, vacant since 1932, became a professorship and was filled with Eric Jacobsen (b. 1923), who specializes in the Renaissance period, the interplay of literature with the arts and science and the "Fortleben der Antike", an expression from the subtitle of his first major work: *Die Metamorphosen der Liebe und Friederich Spee's "Trutznachtigall"* (Copenhagen, 1954). In his doctoral thesis *Translation: a Traditional Craft* (Copenhagen, 1958) he shows us the development of the craft of translation using Marlowe's translations of Ovid as his material. Jacobsen is also a Hawthorne specialist, and as a student at Harvard in his youth he acquired training in close textual reading, which had before him been neglected in English studies in Denmark. Bodelsen's successor as professor became Holger Steen Sørensen (b. 1920), who had in his youth imbibed the principles of modern linguistics in the Copenhagen Linguistic Circle founded in 1931 by i.a. Louis Hjelmslev and Viggo Brøndal. Steen Sørensen's doctoral thesis is called *Word-Classes in Modern English with Special Reference to Proper Names* (Copenhagen, 1958), and both there and in his other works he has taken up problems of definition and made penetrating analyses of fundamental linguistic concepts. In 1966 Bent Nordhjem (b. 1920) was appointed professor (a new chair); he has carried on the old tradition of embracing both language and literature. His doctoral thesis bears the title *The Phonemes of English* (Copenhagen, 1960) but literature is his favourite field; for some years he has concentrated on prose fiction, and his monograph *What Fiction Means* (Copenhagen, 1987) discusses the subject in a lucid manner that reveals that Nordhjem is an experienced teacher.

A chair of American language and literature was established in 1974, and as the first professor was appointed Paul Levine, who has a Ph. D. from Harvard and is a specialist primarily in 20th century literature, witness his *E. L. Doctorow* (London and New York, 1985). In 1948 it was made compulsory to submit at least one literary work from American literature among the books offered for the cand. mag. exam; nowadays it is possible to concentrate on American, and the chair of American studies is, it may be argued, a rather belated recognition of the importance of the U.S.A. in the modern world. However, attention had been paid to American literature, as an example may be mentioned Frederik Schyberg's doctoral thesis *Walt Whitman* (Copenhagen, 1933), which appeared in English translation in 1951 in New York. Knud Schibbye was in 1975 succeeded by Arne Zettersten (b. 1934), a Swede by birth with his education from the University of Lund.

He has written on both medieval and modern English, and he has followed in the wake of George Stephens by making a new edition on *Waldere* (Manchester U. P., 1979). In Copenhagen University he has been active in setting up research projects by two or more colleagues in conjunction, most recently the CALL project (Computer-Assisted Language Learning); as the name indicates, the aim is to study the possibilities of using computer technology in the learning of foreign languages. Zettersten is also one of the originators of the Nordic Association for English Studies, which every two or three years arranges a conference of English studies in one of the Nordic countries.

Altogether, the field of English studies is now so many-sided and varied that no one person can keep abreast of developments in all areas. What was said above may illustrate that, but so far only the professors have been mentioned, a fact that would have caused an outcry of indignation from the student revolutionaries in 1968, and rightly so, for the Department consists of many more people teaching and doing research, though only with the title of "lektor". The decreasing number of students in the 1980s has led to a dwindling staff; vacancies are not filled, and scarcely any new situations are established. At the same time the Department has plunged into open-university teaching and other extra-mural activities to justify the presence of the staff as it is. Still, the Department has about 25 full-time teachers even today, and suffice it to mention a couple of the fields in which work is being done: A special area is Irish, of which Holger Pedersen (1867-1953) was once an expert of European standing in Copenhagen University. Since 1969 James Stewart, himself an Irishman, has taught both Irish language and Anglo-Irish literature there. Among the Department's achievements in recent years we might single out Dr. Else Fausbøll's *Fifty-Six Ælfric Fragments. The newly-found Copenhagen fragments of Ælfric's Catholic Homilies with facsimiles* (Copenhagen, 1986). The fragments in question were found in 1980 in the cover of a book in the Danish National Archives. The author of the present article is also one of those with the title of "lektor"; he specializes in Anglo-Danish literary relations in the 19th century and in 1975 received his doctorate for the thesis *Den danske tidige engelske litteratur og Danmark 1800-1840*, which appeared in two volumes in 1976-77 in Copenhagen.

Niels Thorsen, who received a Ph. D. from Princeton University in 1981, obtained a doctor's degree from Copenhagen University in 1988 for his thesis *The Political Thought of Woodrow Wilson, 1875-1910* (Princeton U. P., 1988). English studies in this country suffered a tragic loss in February 1987 with the premature death of Claus Færch, who had in the summer of 1986 left the University to teach in the Aarhus School of Economics, Business Administration, and Modern Languages. He was a pioneer in the study of foreign language pedagogy and inspired a number of young colleagues and students to carry on research with him, witness his *Research in Foreign Language Pedagogy - the PIF Project, Anglica et Americana*, vol. 7 (Copenhagen, 1979).

Outside Copenhagen University advanced English studies are carried on in various institutions. The University of Aarhus got a second professorship in 1958, and as professor was appointed Grethe Hjort (1903–67), an old student of Jespersen's who had made a career for herself in Australia, and who specialized in medieval studies and Australian literature and laid the groundwork for the flourishing study of Commonwealth literature at Aarhus. Torsten Dahl was in 1967 succeeded by Knud Sørensen (b. 1928), who had since 1962 been professor of English in the Royal Danish School of Educational Studies. Sørensen is a true philologist who has contributed to the study of both the history of the English language and of modern English grammar as well as of the influence of English on modern Danish; further, he has since 1970 been the Danish editor of the international learned journal *English Studies*, in succession to G. A. Bodelsen. An impressive insight into the many-sidedness of his achievement can be obtained from a selection of his essays entitled *English Past and Present*, edited by Marianne Powell and Bent Preisler (Aarhus, 1988). His best known work is *Engelsk Grammatik* (1st ed. Copenhagen, 1966), a grammar for university students written in collaboration with Poul Steller (b. 1918), his successor as professor in the Royal Danish School of Educational Studies. Among the scholarly achievements of that school should be mentioned Dr. Arne Juul's thesis *On Concord of Number in Modern English* (Copenhagen, 1975). At Aarhus Thora Blatt (1930–1985) was appointed professor in 1968, but in 1972 she moved to Roskilde University Centre and was at Aarhus succeeded by Donald W. Hannah (b. 1927), whose field of interest is English literature, modern fiction in particular (e.g. James Joyce and Karen Blixen), whereas Thora Blatt wrote on the English Romantics and on Renaissance literature, witness her thesis *The Plays of John Bale* (Copenhagen, 1968).

In December 1988 Torben Kisbye, a "lektor" in Aarhus University and a specialist in the history of the English language, defended his doctoral thesis *Engelsk indflydelse på dansk personnavneskik gennem tusinde år*, a study of the English impact on Danish names.

Odense University was established in 1966, and as professor of English was appointed Henning Krabbe (1906–1980), who was a Shakespeare specialist. He was succeeded in 1975 by Andreas Haarder (b. 1934), who has in his thesis *Beowulf: the Appeal of a Poem* (Copenhagen, 1975) studied that poem as a work of art, an approach that earlier Danish studies of Old English had not paid much attention to. A second professorship to cater for the linguistic side of English studies was established in 1968, and the first professor in that chair was Hans Hartvigson (1932–1983), who specialized in modern English syntax, witness his thesis *On the Intonation and Position of the So-Called Sentence Modifiers in Present-Day English* (Odense, 1969). In 1984 he was succeeded by Carl Bache (b. 1953), who in his thesis *Verbal Aspect. A General Theory and its Application to Present-Day English* (Odense, 1985) applies modern linguistic theories to the progressive tenses in modern English. Among the other scholarly works from the Department of English at Odense we may mention Hans Frede

Nielsen's thesis *Old English and the continental Germanic Languages: a survey of morphological and phonological interrelations* (Innsbruck, 1981).

Torben Vestergaard (b. 1943), who in 1978 became professor of English in the new University Centre of Aalborg, specializes in modern grammar, witness his thesis *Prepositional Phrases and Prepositional Verbs: a Study in Grammatical Function* (The Hague, 1977). A recent thesis from Aalborg is Claus Bratt Østergaard's *Romanens tid* (Aalborg, 1987), in which he discusses English novels. Modern English is the field of research of Bent Jacobsen (b. 1936), from 1977 professor of English in the Aarhus School of Economics, Business Administration, and Modern Languages. In the Copenhagen School of Economics, Business Administration, and Modern Languages Bengt Jørgensen (1919–1985) was appointed professor in 1973; he was above all a phonetician and had for many years taught that subject in Copenhagen University, and in 1950 he published a new edition in English translation of Jespersen's *English Phonetics*, modernized and with a chapter on intonation that had no counterpart in the original edition. As professor he was in 1985 succeeded by Niels Davidsen-Nielsen (b. 1937), whose *Engelsk fonetik* (Copenhagen, 1971, Engl. ed. 1977) has replaced Jespersen's as textbook of English phonetics in Danish universities. Davidsen-Nielsen received a doctorate from Copenhagen University in 1979 for the thesis *Fonologisk neutralisation og dette begrebs anvendelse ved analysen af sp, st og sk, and apa.t* from phonetics he has written on historical phonology and grammar.

The above sketch, concentrating on professorships and doctorates, has demonstrated the wide gamut of topics that have been studied in "English studies" in Denmark, possibly not very different from what has been the case in many other countries. In some instances Denmark has contributed to international scholarship, but perhaps it is even more important that English studies at university level form the basis of the teaching of English in schools: Teachers of grammar schools and training colleges receive their education at university. The present crisis of the humanities stems from the fact that the number of children has decreased, so the demand for new teachers will be negligible for years to come, and it is a long process to canalize candidates into other areas of employment.

In the present paper the emphasis has been on academic scholarship, little has been said about language-teaching in schools². In the teachers' training colleges obligatory teaching of English and German was introduced following a new Act of 1930, and today all schoolchildren in Denmark receive at least five years of English, in which they are taught to read as well as to write, speak and understand. Translation is used more sparingly than formerly, and modern equipment such as tape-recorders (perhaps a language laboratory), films, videotapes etc is now available for the teaching of modern languages.

Swedish and German are the languages spoken in Denmark's neighbouring

²Further details on that subject can be found in Sørensen [1971].

countries, and Swedish and German television programmes have for years been everyday-commodities in the eastern and southern parts of the country. Some Swedish is read in Danish schools, but incidentally Scandinavians can communicate fairly easily in their respective languages, whereas Danes must learn German to communicate with Germans, and that language is an important subject in Danish schools. But the position of English as the most important foreign language is undisputed; a lot of water has flowed under the bridges since 1814, when a royal decree defined modern languages to be taught in the new "realskoler" as "German and French, and further English provided the trade relations of the town might afford grounds for it."

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Department of English
University of Copenhagen

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