

and *iu* are decreasing or falling diphthongs, and, on the other hand, rising diphthongs in Castilian.

Catalan examples:

vuit (eight), *buit* (empty), *riu* (river), *diu* (says), *cuina* (kitchen), *frúta* (fruit), *ciutat* (town), etc.

Castilian examples:

ruido (noise), *viúdo* (widower), *triúnfo* (triumph), *cuidado* (care), *juicio* (judgment), etc.

Having come into general use in Catalonia, Castilian words such as *viudo* (widow) and *cuidado* (care) are pronounced with the Catalan, that is to say, the falling, diphthong, in contrast with the Castilian pronunciation, in which the diphthong is a rising one, and this phonetic corruption spreads among the Castilians themselves who live in Catalonia, so that these and the Catalans who live in Castilian territory between them disturb the correct Castilian pronunciation, thereby causing phonetic deterioration.

Another case in conclusion: Catalan is a language of two phonemes of *s*: voiced, single; and voiceless, double, approximately as in French, Italian, English, etc.; on the other hand, the Castilian language has only one phoneme of *s*: the voiceless *s*, so that orthographically this language has only the single *s*. Now, owing to the influence of Castilian, there are many Catalan people who confuse the two phonemes of *s* in Catalan, and they pronounce "magnèssia" for "magnèsia", "cassino" for "casino", "crissis" for "crisi", "centèssim" for "centèsim", etc. And, on the contrary, many Castilians who have lived for a certain period in Catalonia pronounce "losombres" for "lossombres" (the men), "lasalmas" for "lassalmas" (the souls), from hearing the Catalans, who, when speaking Castilian, make the final *s* sonant when in liaison with the following word, as is the case in English or French, but not in Spanish.

And in this way the characteristic phonemes of the two languages are mixed and distorted, and the lexicology and syntax of the two languages in their mutual relationship are likewise disturbed and confused.

Phonetic separation is thus necessary, as a hygienic measure, for the health of the two languages.

Does this mean that we are to recommend the auditory exclusion of all sounds which do not pertain to the correct native language? Such a recommendation would be useless and impossible to carry into effect. But we do think it advisable that one should endeavour to bring up and educate the child exclusively in accordance with the phonetic system of one's own language, until the child pronounces it well spontaneously, up to the age of 10-12 years, according to the individual.

Afterwards the child might be permitted to hear other languages spoken; but it will be preferable not to make him or her pronounce them until the auditory education in the new phonemes can serve as a control.

The pedagogic and linguistic ideal would be that a man would never have to pronounce any other language than his own. Thus every language would develop freely and clearly in accordance with its own genius, and would present its personality purely and richly.

When a language can avert for a long period the interference of foreign elements, it pursues the course of its own inherent development and growth, and enriches itself with its own vitality, displaying wonders of originality in all respects.

On the other hand, an excessive immigration atrophies the natural impulses and all the efforts of the blood and vitality are required to find order or place, form or adjustment, for the intervening elements.

This not only prejudices and destroys the invaded language, but also the invading one. And so in all aspects of the language.

But since polyglottism becomes inevitable and indispensable for the international relations of to-day, we would propose to submit it to the minimum of linguistic and pedagogic obstruction, and at the same time obtain the maximum utility: on the basis that the study of foreign languages, instead of being directed towards *speaking* and *writing* one or two or three, entailing two or three or four years' study, be confined to endeavouring to *understand* foreign languages; in course of time and by dint of study and application, it would be possible to acquire passively eight or ten new tongues, instead of speaking and writing only two or three badly.

That is to say, I would propose *passive, extensive* polyglottism, instead of *active, restricted* polyglottism. And this also for the sake of the phonetic purity of each language. Nobody pronounces a foreign language without more or less mutilating it; nobody speaks a foreign language without putting himself in a position of great inferiority to one who knows it as a native. Speaking a foreign tongue in prejudice to one's native language produces, in many circumstances, an effect not only of inferiority but of humiliation too.

As between the tiresome and restricted solution of active polyglottism on the basis of alien languages, and the ideal Esperantist solution, and as long as we do not adopt the latter, I should propose, for the pedagogic and linguistic reasons stated, to recommend passive polyglottism, that is to say, auditory and visual study of many languages instead of oral study of a few. Briefly: To advocate the maximum perfection, *intensity*, the maximum purity of speech in *one's own* language; and the maximum auditory *extension* or richness in the phonetics of other languages in order to understand them.

67. MR JAMES ALLAN (Glasgow): *The phonetic alphabet in the elementary school.*

The Science of Phonetics, by exploring the physical and mental phenomena of speech, has brought to light many things of the utmost value to all school teachers. A standard pronunciation of individual words, the character of the intonation by which these are fused into effective phrases charged with meaning, the detection, classification and cure of speech defects—these are interests common to both

teachers and phoneticians. But whereas the latter with their international outlook have as a medium of common understanding a notation which they ever endeavour to make more trustworthy, school teachers must adhere to their national alphabets. The more inconsistent these happen to be in application, the greater the labour for scholars in learning them, and the greater the fear of teachers to depart from the traditional spelling, lest the results of that labour be compromised.

Let me illustrate this fear by actual instances. No secondary school in France that I have had the pleasure of visiting uses the I.P.A. alphabet to render the pronunciation of English. Some time ago Prof. PASSY himself told me he knew of none. In Britain the number of French departments making use of the symbols of phonetics has been estimated for me at 50 per cent. The attention in such schools is mainly directed to those sounds foreign to English, and the impression left on the pupil generally is that the whole phonetic alphabet is a French affair, one more foreign oddity of which he thinks he has enough.

Far be it from me to criticize my fellow-teachers, either those who ignore, or those who make a limited use of, phonetics in teaching French. A teacher must base his work on what his scholars have already learned, and if the scholar in the elementary school were accustomed to making a phonetic transcription of his native English, then on such a background of experience the teacher of French could effectively and with minimum effort introduce his pupils to the new French sounds and their symbols. But what chance is there of pupils in elementary schools getting that experience? However, if the aspiration for it exists in the right minds, who shall say it is impossible?

Let me mention a circumstance that is at least evidence of this aspiration. On June 15th, 1935 a deputation representing the principal dialect societies of Scotland was received by the permanent secretary for the Scottish Education Department. They pleaded for recognition in school of the local dialects as a means of harmonizing the oral traditions of the home with the whole body of English letters. They hoped there would be a scientific study of pronunciation and suggested that as the spelling of no dialect was rigidly standardized, any dialect work studied should appear in phonetic transcription, so that when pronounced it should sound consistent and homogeneous.

May I be forgiven if, at this point, I mention my own experience so far as it bears on the foregoing? Ten years ago I had in school two difficulties, a little one and a big one; and the solution of the first helped unexpectedly to bring nearer that of the second.

The first was to find for the ten-year-olds a suitable subject for nature study. I wanted one that would not necessitate much preparation of material beforehand or be dependent on the seasons; one that would allow active participation by every scholar. Provided the pupils' judgment had fair exercise on interesting operations of cause and effect, the value of the subject in itself was a secondary consideration. I had the good fortune, in making a choice, to hit

on the study of the human voice. If any teacher feels inclined to adopt the same subject, may I offer the advice that the sound be identified by ear and mouth position before the I.P.A. symbol for it is presented? It is then welcome. The subject proved to be full of interest. For example, one day a boy in the class said there were two Irishmen in his house who pronounced the word *light* differently. One from Strabane said lɛjt, and the other from Athenry said lɔjt. His own pronunciation was lɔjt, his father's was lɛxt and English and American pupils in the class said lajt. Undesirable sounds like the glottal stop (?) and the fronted u (u) when heard were written down alongside the correct forms and both pronounced so that the self-conscious taste was enlisted on the side of refinement. Some pupils could imitate animal cries, and it was fun to write them. During the year that the pupils study voice, their recitation consists of poems in the Lowland Scottish Dialect, presented to the scholars in phonetic transcription. The teacher first patterns each line of a verse to be learned, then above the line the pupils draw the appropriate curve for the intonation they have heard, showing rise, fall, pause and emphasis. When the poem is learned, the class is asked to pick a team to compete with the other two or three classes of their year in recitation. Each member of a team gets just one verse, and there can be any number of teams. The competition is invariably keen and the recitation is better than I ever got in any other way.

The second difficulty, the big one, did not seem to have much to do with Nature Study: it was how to obtain good reading in school. The good reader understands what he reads and puts his hearers in possession of the author's frame of mind. The habit of good reading, once acquired, need never be lost any more than the power to swim or cycle. Even when reading silently, such a reader feels for the humour of the passage and the emotional state of the writer as the key to its significance. The way to this desirable accomplishment is barred by the average pupil's unwillingness to read with full expressiveness, even after he has mastered all the mechanical difficulties of reading. He adopts the class-average tone whose neutral accents leave him personally detached from the sentiments he is voicing. I fear that, however little Shakespeare would have liked it, his lines are often read as if spoken by the town crier.

The best readers and reciters of English that I have observed of late are those who had previously in vernacular recitations commanded an intonation fully charged with expression. Of course, competitive conditions have to be maintained for English as for dialect in order that good performers may feel that the class sentiment is not against them, but in English the teacher has to pattern more for the pupils, whereas in their own dialect pupils learn sooner to give their own expression. Pupils who have learned by pattern only do not vary, but natural reciters make the voice translate the sympathy of the moment and so they vary the rendering every time. It is these natural reciters who, in their ordinary reading, display taste, sympathy and understanding and are in a word good readers who fire their words with their personality.

To sum up: (1) In the elementary school the voice and the sounds it can make is a good subject for study, for it is full of human interest. (2) If there is a prospect for the pupil of studying a modern language, the sounds of which he must master, it will be well for him to have first surveyed scientifically the sounds of his own language. (3) Where the home speech differs from that accepted in school, or where bilingual conditions prevail, the elementary school survey should take note of all speech-sounds coming within the pupils' experience. (4) A pupil's command of emotional expression matures soonest in his own home dialect. This mastery of expression can be successfully extended to standard speech.

68. Mr J. J. BOOLEN (Amsterdam): *Experiments on speech-training with the aid of phonetic transcription.*

In a paper on the social value of instruction in language, which we read for the students of the Pedagogical Seminary of Prof. Ph. KOHNSTAMM at Amsterdam, we laid great stress on the necessity of a clear pronunciation. And at the same time we offered our opinion that this part of language teaching does not always receive the attention it deserves. We expressed our opinion that the use of phonetic transcription in that part of our instruction would no doubt prove to be of great importance. In the discussion Prof. KOHNSTAMM suggested that this point might be examined experimentally.

So we called in the assistance of the lecturer in Phonetics at the University of Amsterdam, Dr L. KAISER.

As a preparation, we paid a visit to several schools in different parts of Amsterdam, to ascertain where the deviations from the standard speech were to be found, and of what kind they were. It appeared that in general the condition was better than we had supposed, and that the state of affairs was far better than some twenty years ago.

Now it became a matter of consideration from what parts of the town to choose the persons to be subjected to this test. Should we take subjects showing great and many deviations, or those with few and slight deviations; in other words, were the improvements to be quantitative or qualitative? If it appeared possible to improve the speech of a pupil with great and many defects in a short time, according to the suggested method, we might be sure that the experiment was a success. But, on the other hand, it seemed to us of great importance to demonstrate that slight defects could be corrected.

So we resolved to subject to our tests average scholars, including both boys and girls.

We considered the following scheme. The subjects must be afforded an opportunity to read a fragment of a tale and to speak some free sentences. These should be recorded by gramophone. After that, the pupils should be trained according to the method decided upon and then they should read the same passage again, their speech being once more recorded on the gramophone.

But here we met with unexpected difficulties. When we prepared

the chosen passage with the pupils and ordered them to read it over at home, it appeared at the final repetition that the girls had become unfit for the test by a kind of mental reading-attitude, in which the natural speech was hampered. This effect we did not notice with the boys.

Prof. HEYMANS concluded in his *Introduction to Special Psychology* that women are more emotional than men. Their tendency to emotion is so strong that in reality they are never quite free from it. In the inner life, the typical woman finds her natural sphere; she takes all things in an emotional way; is not indifferent to anything. From his "official inquiry" we learned that girls are more anxious than boys to avoid appearing ridiculous. Now we found that girls thought it a matter of honour to adapt their speech, as soon as possible, to the expected standard, and this so markedly that all their interest was strongly roused. So we were obliged to proceed in another way with regard to girls. The two girls that we chose at last were simply given the instruction to come at a definite date to the laboratory.

We chose as subjects: two pupils of the training college for teachers (one boy and one girl); two boys of a secondary school; two pupils of an elementary school (one boy and one girl); Dr L. KAISER made the gramophone records.

Method

Now the time had arrived to explain to the pupils the exact meaning of the test. We explained to them that a decent pronunciation was a social requirement. The elder ones understood this matter well enough. The younger ones were told that, if they intended to go to a secondary school later on (their teacher told us it was their intention to do so), their pronunciation had to be altered. We did so to increase their energy for the work. Now there was an object they had in view. And it turned out that we had done well. With great diligence they carried into execution all our instructions, which were often very tedious and trying.

We taught the pupils the phonetic symbols. The teaching of these symbols offered no difficulties; half an hour was sufficient. Classical tuition, of course, would take more time. And because we were eager to know the time necessary for it, we resolved to make an experiment with a first class of a secondary school. We read a story of a group of boys who had a secret writing at their disposal, and incidentally we made the remark that it would be fun if their class-group possessed such a thing. They chimed in with the idea and then we promised to teach them such a system.

The next lesson, lasting fifty minutes, was utilized and the time was found sufficient. By treating the matter as a game, we got the whole class to practise phonetic transcription at home, so that after a very short time they were able to transform a prose-fragment into a phonetic text.

After teaching our pupils undergoing the test the phonetic symbols, we demonstrated to them the different sounds in the right pronunciation, and let them practise pronouncing them in the right way. After that we demonstrated the joining of vowels and consonants. All the