

phonetic notation and so know that it should be pronounced ^lθarəli and not torug^llai. It is true that they will probably render it as sarari, but they know at least what they are aiming at even if they miss the bull's eye. They have no objection to learning each English word twice over: once for its spelling and once for its pronunciation, for they regard this as inevitable. This is perhaps not to be wondered at when we remember that the Japanese language may be written according to at least six different systems or alphabets, singly or in combination. It is interesting to note, too, that they keep orthography and phonetic notation in watertight compartments and do not confuse one with the other.

So far as Purpose 2 is concerned, there is a real need in Japan for systematic exercises in ear-training and articulation. The difficulty in finding a sufficient number of competent teachers is being partially overcome by the use of the radio and of gramophone records. In both cases the voice is supplemented by printed material illustrating the phenomena by phonetic transcription.

So far as Purpose 3 is concerned, there is no need or hardly any need in Japan for phonetic notation. A Frenchman will cheerfully pronounce *Shaftesbury* as ^lʃaftzby^lri, a German will interpret *Edward* as ^lɛxtvart, but there is obviously no temptation for a Japanese to interpret an English spelling in terms of a native spelling system. It would never occur to him to read such words as *usage* or *sausage* as u-sa-ge or sau-sa-ge. The only exception, perhaps, is that there is a tendency for the Japanese to dwell on doubled consonants and to lengthen a final, but this is due to lapses on the part of those who first devised the system of transliterating English spellings into the Japanese syllabary.

Now concerning phonetic research. The first phonetics laboratory in Japan was set up by Prof. KANEHIRO about fourteen years ago at the Osaka University of Commerce, and there he did much excellent pioneer work. Had Prof. T. CHIBA of the Tokyo School of Foreign Languages been able to attend this Congress, he would have described the founding and work of his splendid phonetics laboratory at Tokyo—probably the best equipped one in the world. He would also have presented the recently published report of his research on Japanese sounds, this containing a complete set of diagrams (oscillograms, X-ray photos, and intonation curves) for every sound or phoneme, together with his dissertation on the nature of Japanese "accent". In his absence, I would commend this document to your attention.

Finally, I would state this as my opinion: that if the Japanese are less skilful in pronouncing foreign languages than are certain other peoples, it is to be attributed to a natural reserve and shyness rather than to any natural incapacity; and this we may say equally of the average Englishman. But the continued efforts of those Japanese scholars who popularized phonetic transcription in their country are likely to bring about, within the next few years, a marked improvement in the skill of pronouncing.

66. Prof. DELFI DALMAU (Barcelona): *Active and passive phonetics.*

You all know that when a person of your country goes abroad, even if he goes with his family and they wish to conserve their own language, if they remain many years in an atmosphere linguistically alien, on their return you will realize that there are variations and corruptions of the accent, the intonation, the rhythm, and, in many cases, of the syntax and vocabulary of their native language.

One day a French professor, Monsieur ALEXIS LEVESQUE, of Nozay (Loire Inférieure), told me that he was going to study and work successively in Les Couëts, Nantes, Troyes and Paris, intending to go to Germany in 1901, when he would be twenty-six years of age, to take a position as French teacher at the Duisburg Berlitz School for a period of seven months. He did so, and then passed on to the Berlitz School in Barcelona, where he worked for three years, after which he worked in other cities of Spain until 1909, when he returned to France to visit his family at Nozay and at Nantes. On hearing him speak his friends exclaimed, slightly exaggerating of course: "Mais vous ne parlez plus français!" This at the end of eight years of teaching French abroad! And similarly, the Castilians who come to Catalonia, however much they may wish to preserve the purity of their language, are often taken for Catalans when they return to Castilia, owing to the general corruption which their language has suffered. The phonetic examples which could be quoted are infinite in number. I will confine myself to some which best contrast the prosodic characteristics of Catalan and Castilian:

Let us take the Catalan word *però* (but), which in Castilian is *péro* (but). There is no difficulty in distinguishing the pronunciation with the stressed or tonic syllable transposed. The same occurs with the Catalan *sinó* (but) and the Castilian *sino* (but), the Catalan *perquè* (because) and the Castilian *pórque* (because).

In Catalan it frequently occurs that a distinction is made between substantive and verb by placing the stress on a different syllable, thus: *ell copia* (he copies), *ell fa una còpia* (he makes a copy); *ell diferencia* (he distinguishes), *ell fa una diferència* (he makes a distinction); *ell renuncia* (he renounces), *ell fa renúncia* (he makes a renunciation); *ell odia* (he hates), *ell té òdi* (he has hatred); *ell estudia* (he studies), *ell fa un estudi* (he makes a study). Castilian does not make this distinction, and says: *él copia* (he copies), *él hace una còpia* (he makes a copy); *él diferencia* (he distinguishes), *él hace una diferència* (he makes a distinction); etc. Now, there are Catalans and Castilians who transpose the phonetic difference of the verb in speaking the two languages. This, naturally, does not happen when it is a question of two verbs of an entirely different form, as the Catalan *estalviar* (to economize) and the Castilian *ahorrar* (to economize). No Catalan pronounces *estalvia* (he economizes) badly, because this word is not disturbed or influenced phonetically by any similar alternative Castilian word expressing the same meaning.

Syllables which, in their etymological origin, contained only one vowel, remain one-vowel syllables in Catalan; whereas in Castilian,

French and Italian the phonetically single vowel has often become a growing or rising diphthong. Examples:

Catalan	English	Castilian
serventa	(servant)	servienta
bé	(well)	bien
cent	(hundred)	cien
sent	(he feels)	siente
cel	(sky)	cielo
dent	(tooth)	diente
joc	(play)	juego
poden	(they can)	pueden
temps	(time)	tiempo
foc	(fire)	fuego
cançó	(song)	canción
vénen	(they come)	vienen
tenen	(they have)	tienen
prefereixen	(they prefer)	prefieren
set	(seven)	siete
membre	(member)	miembro
peça	(piece)	pieza
vent	(wind)	viento
obert	(open)	abierto
qui	(who)	quien
hivern	(winter)	invierno
corrent	(current)	corriente
esquerre	(left)	izquierdo
poble	(town, people)	pueblo
molla	(tender)	muelle
font	(fountain)	fuenta
pont	(bridge)	puente
conte	(tale)	cuento
pensament	(mind)	pensamiento
pensa	(he thinks)	piensa
alè	(breath)	aliento
etc.	etc.	etc.

Catalan	English	French
primer	(first)	premier
tres	(three)	trois
terç	(third part)	tiers
tercer	(third)	troisième
bé	(well)	bien
vé	(comes)	vient
té	(has)	tient
peça	(piece)	pièce
vella	(old)	vieille
verge	(virgin)	vierge
manera	(manner)	manière
història	(history)	histoire

Catalan	English	French
mes	(month)	mois
mi	(me)	moi
menys	(less)	moins
lluny	(far)	loin
puny	(fist)	poing
punta	(point)	pointe
dít	(finger)	doigt
etc.	etc.	etc.

Catalan	English	Italian
clamar	(clamour)	chiamare
pla	(piano)	piano
plat	(plate)	piatto
plaer	(pleasure)	piacere
home	(man)	uomo
escola	(school)	scuola
jugar	(play)	giuocare
té	(has)	tiene
vé	(comes)	viene
foc	(fire)	fuoco
aquesta (-kes-)	(this)	questa (kues-)
aquella (-ke-)	(that)	quella (kue-)
trobem	(we find)	troviamo
entrem	(we enter)	entriamo
havem	(we have)	abbiamo
etc.	etc.	etc.

By reason of this fidelity of Catalan to etymological tradition, Catalan also preserves, generally, the syllabic value of each vowel in the etymological groups *ia, ie, io, ua, ue, uo*; *diari, ambient, idioma, dualitat, cruel, duodecimal*, and even in the same groups in words like *piano* where, etymologically, the two vowels in juxtaposition correspond to a single syllable. On the other hand, in other Latin languages the contrary is the case; the characteristic being that the same groups, generally, are pronounced monosyllabically, even in opposition to etymological tradition, because they have been assimilated owing to the peculiar tendency to transform the one-vowel syllable into a diphthong.

Between Catalan and Castilian there is another characteristic difference; the palatal sound that Catalan represents with *x* and Castilian with *ch* is almost always soft in Catalan: *xemeneia* (chimney), *xeringa* (syringe), *feix* (bundle); and in Castilian is voiceless and affricative; *chimenea* (chimney), *ocho* (eight), *chico* (little), *muchacho* (boy). And owing to the intermixture of the two languages in Catalonia there are Catalans who pronounce *Txina* (China), *txocolata* (chocolate) and *atxecar* (to lift up) wrongly, while the *ch* of the Castilians tends to become soft in Catalonia.

A curious distinctive fact is that in Catalan the vowel groups *ui*

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