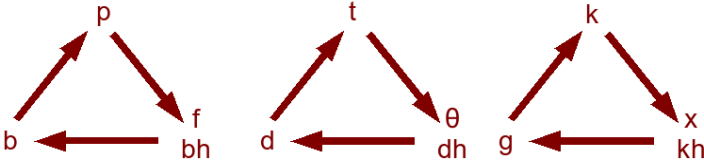


Phonetics and the Study of the 'Living  
Language' at the Turn of the 20<sup>th</sup> Century

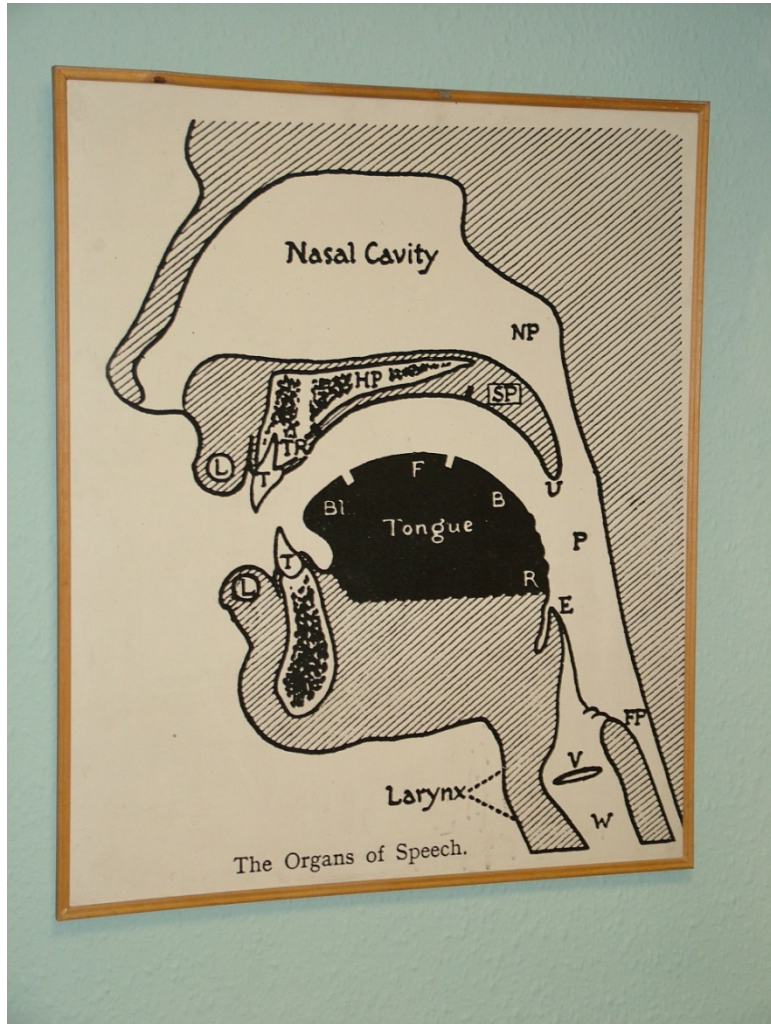


Andrew Linn

# 19<sup>th</sup>-century Linguistics



# 19<sup>th</sup>-century Phonetics



# 17<sup>th</sup>-century Phonetics



**JOHANNIS WALLIS,**  
*S. T. D. Geometriae Professor Soci-*  
*licus, in celeberrima Academia*  
**OXONIENSI,**  
**DE**  
**LOQUELA,**  
**SIVE**  
**SONORUM FORMATIONE,**  
*TRACTATUS*  
**GRAMMATICO - PHYSICUS.**  
*Edita fide, cum primis fidei collata,*



LUGDUNI BATAVORUM,  
**Apud JO. ARN. LANGERAK.**  
MDCCLXXII.

# New generation of linguists

---

- ▶ J. A. Lundell (1851-1940)
- ▶ Otto Jespersen (1860-1943)
- ▶ Johan Storm (1836-1920)
- ▶ Paul Passy (1859-1940)
- ▶ Wilhelm Viëtor (1850-1918)
- ▶ Henry Sweet (1845-1912)



# New journals

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- ▶ *Zeitschrift für romanische Philologie* (1877-)
- ▶ *Anglia: Zeitschrift für englische Philologie* (1879-)
- ▶ *Phonetische studien: Zeitschrift für wissenschaftliche und praktische phonetik mit besonderer rücksicht auf den unterricht in der aussprache* (1888-)



3  
1890

# PHONETISCHE STUDIEN.

ZEITSCHRIFT

FÜR

WISSENSCHAFTLICHE UND PRAKTISCHE PHONETIK

MIT BESONDERER RÜCKSICHT

AUF DIE

## REFORM

DES

## SPRACHUNTERRICHTS

UNTER MITWIRKUNG

ZAHLREICHER FACHGENOSSEN

HERAUSGEGEBEN

VON

**WILHELM VIETOR.**

DRITTER BAND.

MARBURG IN HESSEN.

VERLAG VON N. G. ELWERT.

1890.

# New School

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- ▶ “la nouvelle école des *jeunes phonéticiens...*” (Passy 1887)
- ▶ “den engelsk-skandinaviske skole” (Jespersen 1897)
- ▶ “die Bell-Sweetsche Schule” (Raudnitzky 1911)

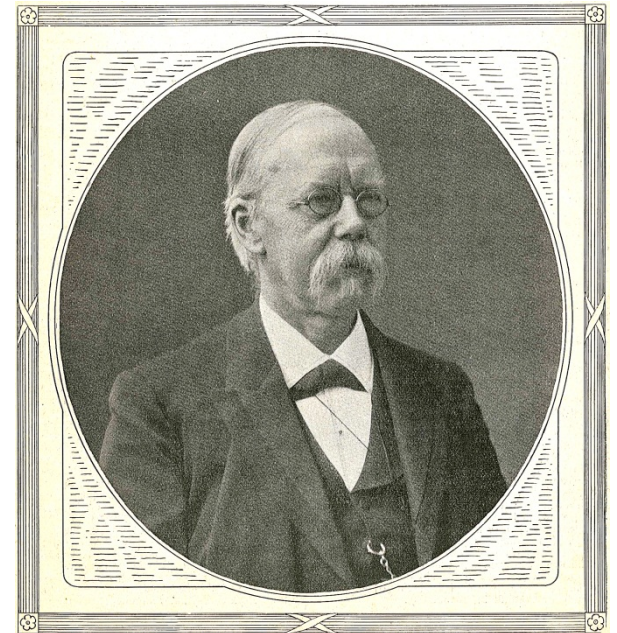




# Manifesto

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- ▶ ‘Die phonetik als universitätsfach’  
(Lundell in *PS* I, 1-17)
- ▶ “Die begründer der vergleichenden sprachforschung in der ersten hälfte dieses jahrhunderts, BOPP, GRIMM und die übrigen vertreter der historisch-antiquarischen richtung, kehrten sich bekanntlich an die eigentliche natur der sprachlaute nicht viel.”



# Manifesto

---

- ▶ “Nicht nur BOPP und GRIMM, sogar SCHLEICHER und CURTIUS sind schon antiquirt, — was die ehre dieser genialen forschler natürlich nicht im mindesten schmälern kann, die jüngere generation steht eben auf den schültern der älteren und hat deshalb einen weiteren horizont” (p. 4)



# Phonetics can revolutionise...

---

- ▶ orthography
- ▶ The teaching of reading
- ▶ Educating the deaf and dumb
- ▶ Pathology
- ▶ Study of metrics and rhetoric
- ▶ The art of singing
  
- ▶ **ALSO AUCH HIER MEHR PHONETIK!**



# The Living Language

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- ▶ “philology of the ear instead of the eye (Jespersen 1933)
- 



# Johan Storm

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Born...

Worked...

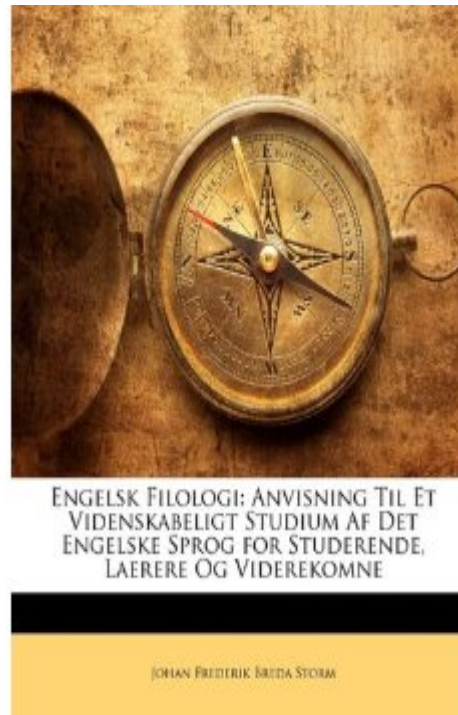


“As fellow and professor in English and Romance philology, I have held lectures from 1871 onwards on various relevant topics such as: Italian language and language-history, including working through selected passages; English pronunciation and historical phonology; working through modern English and French literature; interpretation of Shakespeare and Molière; working through Old French texts like the *Chanson de Roland*; historical French phonology from Latin onwards; English historical grammar (morphology) and Old English; excerpts from Chaucer, covering older English pronunciation and its development into modern pronunciation, based on the most recent investigations. All these lectures have been well attended, especially the lectures on Shakespeare, with up to 100 in the audience, gentlemen and ladies, amongst whom were several English. I have in addition held popular lectures on our mother tongue, also for a group of about 100 listeners.”

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Click to **LOOK INSIDE!**



# Otto Jespersen

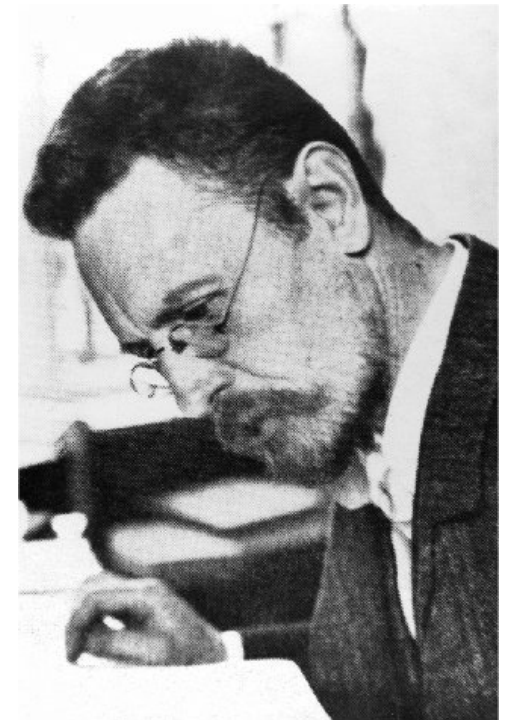
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Self-taught

Schools

The mother tongue

“The living language”



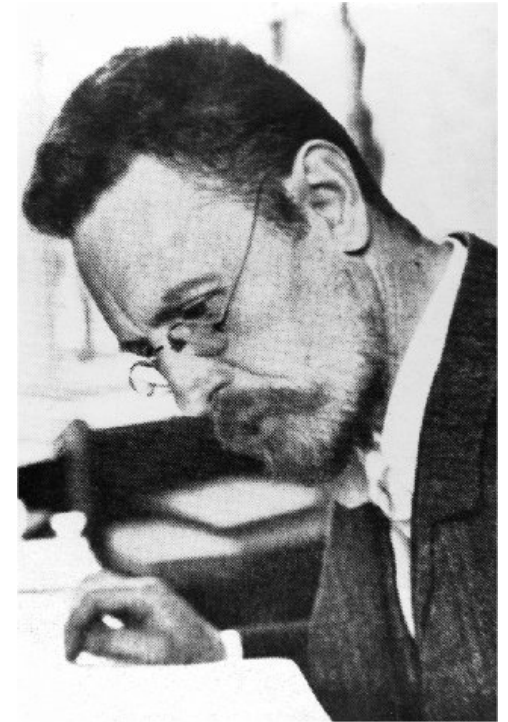


## *Fonetik* (1897-1899)

---

“[Storm’s] presentation is organised by associations of ideas, which to others can seem extremely random [...] This à-propos method has an off-putting and tiring effect” (p. 54)

“I have neither the wish nor the time to bother any more with J”  
(to V. Thomsen, 03.01.1898)



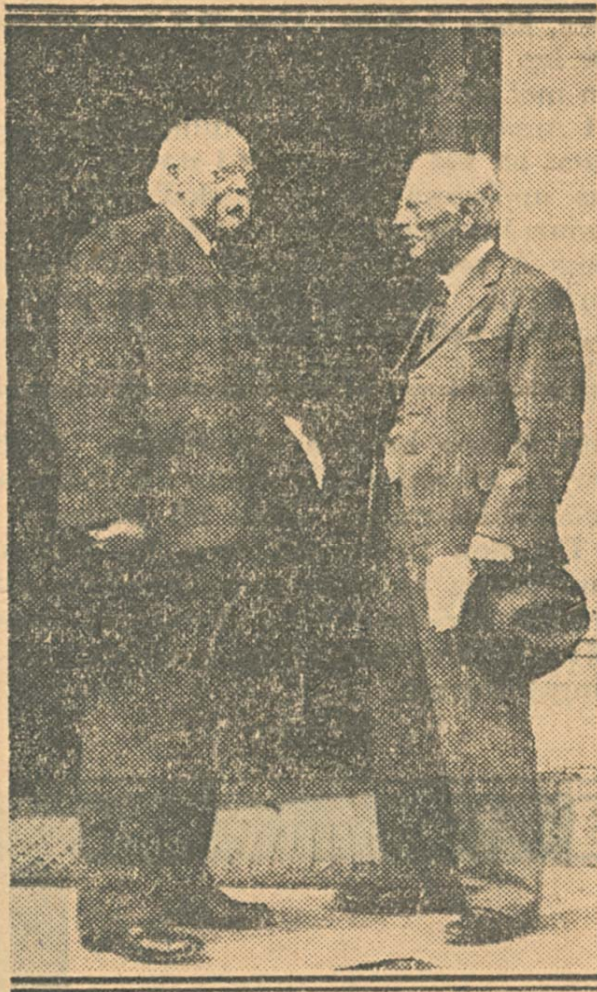
## Détente (1915)

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“Heartfelt thanks for sending your *French Syntax*... A read-through of it has been very instructive for me: I am occupied with similar things and am still working on my large English syntax... may you have the strength and fortune soon to be able to publish further parts of your great work, for which all who are concerned with modern languages will be grateful to you” (Jespersen in letter to Storm)



## Från filologmötet.



Nordens filologer ha, som man vet, mötts i Lund. Här äro två av de populäraste deltagarna i mötet: professor Lundell, Lund, och professor Jespersen, Köpenhamn.

\*

# Students

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August Western (1856-1940)

Knud Olai Brekke (1855-1938)



# Henry Sweet

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“I saw a good deal of Western, and thought him very promising. He is clear-headed, firm + modest – in fact, a true Norwegian. With him and Brekke you ought to found a good school” (Letter to Storm, April 1881)



# 3<sup>rd</sup> Scandinavian philologists' meeting (1886)

---



‘How can a practically and psychologically significant system of and methodology for language teaching be achieved in our schools?’



# Wilhelm Viëtor (= *Quousque Tandem*)

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**Der Sprachunterricht muss  
umkehren! Ein Beitrag zur  
Überbürdungsfrage (1882)**



## Passy on *Quousque Tandem*

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Auch bin ich damit beschäftigt, ein referat über den Stockholmerverein für unser departement zu bereiten. Ich mach daraus eine föllige geschichte des „Jungfonetismus“, u. endige mit dem wunsch, 1 dass die Lautlehre auch auf der Pariser universität studirt sei; 2 dass Ihre fier tesen im neusprächlichen unterricht befolgt seien. (Letter to Lundell)





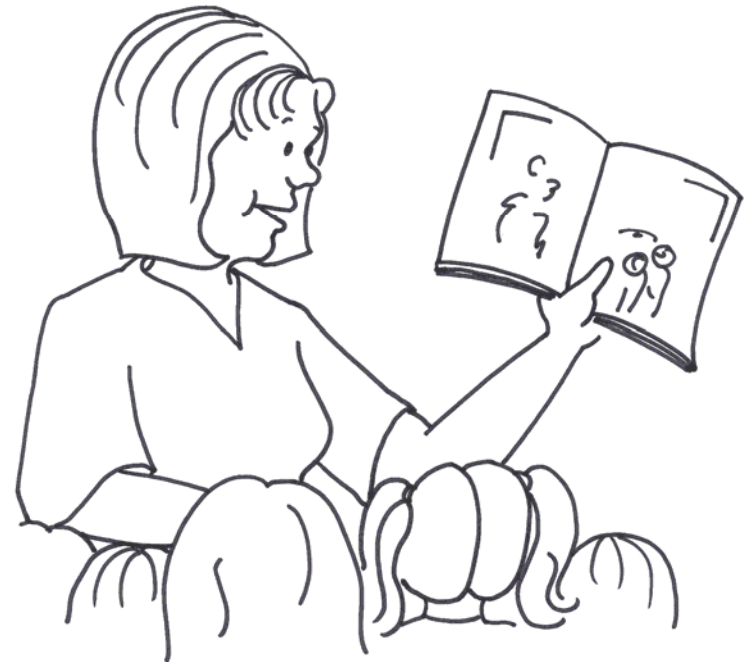
I It is not the written language which is taken as the foundation for teaching, but the real living spoken language... we therefore begin with texts in an appropriate phonetic script.



2 From the very start teaching is based on connected texts, not disconnected sentences.



3 Grammar teaching is linked to reading to the extent that the pupil, with the help of the teacher, is guided into gradually working out the laws of the language from the reading. Only later should a systematic textbook be used for revision purposes.



4 Translation both from the first language into the foreign language and vice versa is limited, and replaced partly by written and spoken reproduction and free production in the foreign language in conjunction with what is being read, partly by more cursory reading.



# Dialectology

## Landsmålsalfabetet

Dania

Norvegia

3 “Dialects have the same importance for linguistics as the literary language”

## landsmålsalfabetet

och hur dessa bokstäver kan nås med hjälp av tangentbordshanteraren.  
Varje bokstav i landsmålsalfabetet kan även nås genom att hålla ALT-tangenten nedtryckt och mata in siffran "0" följt av bokstavens nummer (vilket står angivet i tabellens vänstra kolumn) och därefter släppa ALT-tangenten.

Bokstavsnummer	vanlig bokstav	landsmålsbokstav	tangenttryckning	anmärkningar					
					51	3	˘	3	caron (akut cirkumflex) (6)
					52	4	ˆ	4	(grav) cirkumflex (6)
					53	5	˝	5	dubbel akut (6)
					54	6	˝˝	6	dubbel grav (6)
32			mellan-slag		55	7	.	7	avtoning (5)
33	!	!	!		56	8	.	8	avtoning (4)
34	"	"	"		57	9	˜	9	halvlängd (4)
35	#	˘	#	sandkåge	58	:	:	:	
36	\$	˘	˘	svag vokal i diftong (5)	59	;	;	;	
37	%	˘	˘	sonant (4)	60	<	˘	<	nasal (9)
38	&	˘	˘	svag vokal i diftong (4)	61	=	˘	=	umljering (4)
39	'	'	'	apostrof	62	>	˘	>	umljering (5)
40	(	(	(		63	?	?	?	
41	)	)	)		64	@	˘	ø	nasal (8)
42	*	˘	*	kort vokal (5)	65	A	˘	Å	
43	+	˘	+	kort vokal (4)	66	B	˘	B	
44	,	,	,	komma	67	C	˘	C	
45	-	-	-	skift bindestreck	68	D	˘	D	
46	.	.	.	punkt	69	E	˘	E	
47	/	/	/	bitryck (7)	70	F	˘	F	
48	0	˘	0	sonant (5)	71	G	˘	G	
49	1	˘	1	akut accent (6)					
50	2	˘	2	grav (6)					

## Further reading...

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Linn, A.R. 2008. The birth of applied linguistics.  
*Historiographia Linguistica* 35:3, 342-384.

Linn, A.R. 2011. Impact: Linguistics in the real world. *Histoire Epistémologie Langage*

**And there will be more...**

*a.r.linn@sheffield.ac.uk*

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