

special orientation still, and I am told that neurologists, psychiatrists, throat specialists, children's specialists, both in town and at the Royal Victoria Hospital, are keenly interested in having some sort of speech clinic established that would take care of the numerous pathological cases with which they meet. Moreover, speech being one of the most important manifestations of human life, the psychologist and sociologist are interested in it from the point of view of psychic and social behaviour. Speech-research has caused speech defects to be better understood and must continue to guide the practical work done in the departments of speech.

Returning to the defects of pronunciation due to falsely acquired habits, I wish to emphasize the following two points. (1) The idea that a correct pronunciation should be given our students in high-school before they come to McGill does not exempt the University from filling the gap. In fact, our curriculum can be shown to offer a good variety of courses that should be taken care of by our high-schools. Furthermore, high-school teachers can be expected to do intelligent speech work only if they are given adequate training for such work, (which can only be given them at the University), and if the high-school curriculum assigns a certain amount of time to speech training exclusively. (2) Phonetic work done at the University would not be a refined luxury, the top of a pyramid; unless we are satisfied with wasteful amateurish methods, phonetics must form the basis of all speech-work.

If I were pressed to make practical suggestions in this matter, I should tentatively submit the following:

(1) A phonetically trained man should be appointed for the organization of a phonetic department.

(2) This department should be independent of the various language departments.

(3) A course in theoretical phonetics should be given. It would be taken, for instance, by prospective language teachers, by such students as wish to proceed to studies involving historical phonetics such as Anglo-Saxon, Middle High German, French Historical Grammar, Classical and Comparative Philology, by students in psychology who are interested in speech, by other students who for some reason or other are in special need of becoming "phonetic conscious."

(4) All students needing correction of speech defects should be handed over