

judged from the point of view of knowledge, literary understanding, etc. The speaking student himself is obviously so preoccupied with the thought he is to express, with the construction of his sentences, the vocabulary, the correct grammatical form of verbs, nouns, adjectives, pronouns, etc., that his pronunciation is almost entirely neglected. Unless pronunciation is given attention to the exclusion of all other matters, there is no hope that conditions will substantially improve. On the contrary, <sup>with</sup> systematic and continuous practice, guidance and correction, extraordinary results can be obtained.

But an essential prerequisite is that the person or persons in charge of the organization of this work be theoretically and practically trained along phonetic lines. Phonetics is a discipline in itself, with many ramifications and applications; acquaintance with it cannot be improvised, although it happens often enough that persons conversant with the literary and grammatical aspects of language, or scholars in other non-phonetic lines, make dogmatic pronouncements about pronunciation which only reveal to the phonetically informed observer the profound ignorance and naïveté of the speaker. Without a fair amount of specialised preparation a person doing speech-work is bound to waste his own and his pupils' time as well as the money invested in his work. If his efforts are to be successful, it is necessary that he understand all the processes, physiological and psychological, that make up speech. He must be able to analyse the anatomical and physiological mechanism of speech, the relationship of hearing to articulation, the processes of assimilation, aspiration, voicing and unvoicing, the relationship of quantity to stress, intonation, the peculiarities conventionalized in the language known and that to be learned; he must have developed, by practice and experience, a considerable degree of acoustic sensitiveness for the discrimination of the many subtle components of speech. Amateurs are just as dangerous in this field as quack doctors are in the medical field.

It is obvious that a comprehensive speech department would also have to deal with such speech defects as are caused by anatomical or physiological conditions as well as by disturbances in the nervous system (stuttering, harelip and cleft palate cases, deaf and dumb children etc.). But the work to be done here requires a more