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Blind spots in the history of
linguistic thought:

forgotten or neglected voices, areas,
approaches and methods

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Altman, Cristina

Revisiting Brazilia Linguistic Historiography: the Participation of Women in the Construction of the Field (1960-1990)

Based on the assumption that the scientist's profile may affect in some measure the results of his/her scientific practices, this study revisits a prior interpretation of the developments that led to the establishment of Linguistics in Brazil as an autonomous discipline, in which this possibility was not taken into consideration (cf. e.g., Altman 1998). The complementary questions we try to answer now, thirty years later, can be formulated as follows: would the conclusions we arrived at, in the nineties, have been significantly different if we had considered the gender (i.e., the social construct male/female) of the leading Brazilian scholars that introduced the discipline? If yes, in which aspects and to what extent? If no, why not?

In order to do this, we (Altman & Lourenço 2021) resumed the available data from my previous research work, namely, 365 research articles published in five Brazilian Linguistic journals between 1960 and 1990, approx., and added to them 65 more articles, published in the previous decade, the 1950s, in a representative Philology journal. The objective was to observe the programmatic changes of two generations of researchers who perceived themselves as belonging to two different specialty groups: philologists and linguists. The analysis parameters applied were, besides the gender of the scholars, their education, professionalization, and their preferred research topics. These were correlated with each other and associated to the material and formal objects they observed, selected and described, and the theoretical framework adopted.

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Andreani, Angela & Russo, Daniel

The Metalanguage of English Linguistics (1500-1700): a Terminological Corpus-Based Analysis

In our paper we propose a corpus-based study of the English metalanguage that was created to analyse and compare, appraise and classify, teach and learn the vernacular languages of Europe between 1500 and 1700 (MetaLing project). Although important studies have dealt with periods, topics and leading figures in Britain (Dons 2004, Lewis 2007, Maat 2004, McLelland 2015 are only some of the most recent amongst many others), an assessment of early modern English linguistics and terminology seems lacking. The aim of the project is to build a corpus of English texts dedicated to or including discussions of vernacular languages, to be made available to be freely queried by all researchers interested in the topic. Through the corpus we will build a database of metalinguistic terms with the purpose of creating a collaborative tool for the study of specialist terminology, historical and comparative linguistics and language contact. The project is divided into three phases: 1) collection of texts, 2) building the corpus, 3) lexical extraction and database creation. For the purposes of this Colloquium, we will focus on phase 1 as the selection of sources is a critical aspect that poses multiple issues. In a period predating the establishment of comparative philology and linguistics as academic disciplines, language-related discussions are in fact to be found in works with a large variety of aims and fields (Van Hal 2019); for this reason building on previous research (Andreani and Russo 2021), and combining lexicographical analysis and corpus linguistics, we aim to test a method for the retrieval of underexplored or non-canonical texts.

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Ashby, Michael & Sebina, Boikanyego

Informant Turned Analyst: the Role of S. T. Plaatje (1876–1932) in Pioneering Work on the Phonetics of Setswana

In general, little is known about the native-language consultants who assisted European linguists in their early encounters with undocumented and under-described languages around the world. Commonly, not even their names are preserved, and any role their own insights may have played in the analyses they enabled goes unconsidered.

In this paper we draw attention to a notable exception, Solomon Tshekisho Plaatje, 1876–1932. He has attained almost legendary status as a founder member of the South African Native National Congress (SANNC), now known as the African National Congress, who fought tirelessly for the rights and liberation of black people in South Africa. Most importantly, he was a gifted linguist too. On a visit to London in 1915 he met British phonetician Daniel Jones (1881–1967), a meeting which quickly led to their joint pioneering work on the phonetics of Plaatje’s native language, Setswana, published under their two names the following year.

We show that their collaborative work on Setswana was crucial in the refinement of Jones’s descriptive phonetic apparatus (their joint work of 1916 was an early application of the then-new Cardinal Vowel system), of the phoneme theory (the 1916 work presents a sophisticated phonemic analysis, and lacks only the term “phoneme”), and the comprehensive understanding of linguistic tone. Plaatje took easily to the use of transcription, and his attachment to phonetic symbols for the accurate representation of Setswana stayed with him and informed the battles that he later fought over standardizing the orthography.

Calhoun, Doyle

Mind the Gap: Native Speakers and Colonial Orthographies in 19th-Century Senegal

This paper explores several “gaps” in the context of missionary and colonial linguistics in French-colonized Senegal during the nineteenth century: between speech and writing, native and non-native speakers, Europeans and Africans. Throughout the nineteenth and twentieth centuries, Senegal was the site of some of the most extensive experiments with alphabetic print literacy in African languages, especially Wolof. Authors such as Jean Dard, Jacques-François Roger, Aloïse Kobès, Louis Faidherbe, David Boilat, and Louis Descemet experimented with Latin-based orthographies for representing the sounds of Wolof. I focus here on Boilat and Descemet, both members of prominent métis families in Saint-Louis and native speakers of Wolof and other Senegalese languages. In a world dominated by colonial ideologies of language, native speakers rarely had the opportunity to shape linguistic records of their own languages beyond the role of linguistic informant. But Boilat and Descemet both authored analyses of Wolof and developed orthographies for recording the sounds of the language. Native Wolof-speaker linguists recognized more contrasts in the vowel system in comparison to their French counterparts and, in the case of Boilat, developed transcription methods capable of registering such distinctions. By contrast, Descemet alluded to vocalic contrasts that were not salient to French-speakers but chose to ignore these in his orthography for practical reasons: his phrasebook was addressed to Wolof-speakers seeking to acquaint themselves with basic French. French authors of Senegalese linguistic analyses—prominently Louis Faidherbe—dismissed Boilat’s analysis as too detailed and too “native,” however. I read Boilat’s and Descemet’s orthographies as important, if understudied, documents that shed light on Wolof phonology at the time.

Chakraborty, Solanki

Language Learning as a Means of Effective Governance: Examining Select Dialogue Books in 19th Century Colonized India

Dialogue books have been a popular means of teaching language in erstwhile colonized countries which were composed by various colonial educationists to train their colleagues in the language of the respective native speakers. An average Dialogue book highlighted peculiarities of the grammar of the language as compared to English, imagined situational contexts which would require an encounter between the Englishman and a native, identified dialogues for the same, and redacted those in both the native tongue and its English translations. However, instead of examining the methods employed to teach the said language, I would attempt to point out how the selection of this particular method was conducive for the Englishman in his larger project of colonial governance. I would be examining the Dialogue books that had emerged from 19th century colonized India, particularly those written by Reverend Carey (Bengali-English) and by John Gilchrist (Hindustani-English). By examining the content of these books, I would attempt to establish that language learning and teaching is not an autonomous process in itself but is a function of the wider political context. Further, I contend that apart from substantiating the pre-given hierarchized identities of the learner Englishman and the Native subject, these books helped forge relational identities among distinctly hierarchized social classes within the seemingly homogeneous category of the Native. This was achieved by identifying and inventing dialogues peculiar to specific classes of Natives that the English would encounter regularly. Thus, language learning acted as a means also to comprehend the peculiarities of the governed land and its people.

Chen, Beijia

The Neogrammarians in the Linguistic Network at the Turn of the 20th Century

While historiographical studies on the Neogrammarians mainly started with individual scholars and focused on their contributions as well as relations to other scholars on the micro-level, this study is conducted on the network level and aims to reread the role of the Neogrammarians in their contemporary linguistic network, which was based on the citation relations in ten of the most influential journals on language study at the turn of the 20th century, namely from the year of 1878–1879, 1887–1888, 1897–1898, 1907–1908, 1916–1917.

This study will make some reflections on the controversial or neglected aspects in respect of the Neogrammarians with the help of the social network analysis. It will discuss the inner structure of the "Junggrammatische Schule" as a scientific school and its development over the given period. The relation between the Neogrammarians and other contemporary linguistic scholars in the citation-based network will also be explored from a scientific sociological perspective.

This study expects to be a supplement to the existing studies on the individual level and tries to offer them a by no means complete but broader overview from the macro level. By locating their heroes and tracing their links in the network, historians could probably also come to some not yet studied interesting relations which may further shed light on the history of linguistics.

Coelho, Sónia & Fontes, Susana

Forgotten Women in the History of Portuguese Grammar in the Early 20th Century: the Contribution of Virgínia Faria Gersão

For centuries, women have been silenced and faced many challenges because of the educational restrictions placed upon them and their lack of access to formal education. Despite the idea of the cultural inferiority of women, rooted in the society of the time, there were women who stood out in the Portuguese cultural scene, achieving success in a traditionally male world. However, the contribution of women to the history of linguistics in Portugal has been ignored and just recently have been published some works dedicated to women and their role in the production of metalinguistic manuals over the centuries. The first Portuguese grammar written by a woman specifically aimed at a female audience was the *Breve Compendio da Grammatica Portugueza para uso das Meninas que se educaõ no Mosteiro da Vizitação de Lisboa* (1786), which marks the beginning of female grammaticography. At the beginning of the 20th century we would like to highlight Virgínia Faria Gersão (1896–1974), an important woman dedicated to the cause of teaching who wrote didactic works such as *A Gramática das Criancinhas* (1921). The very original approach that the author confers to this text renders this work a document of high interest for the history of grammatical teaching in Portugal. In this paper, we would like to explore the historical context in which Gersão lived, highlighting the linguistic and historiographical importance of this grammar.

Daniels, John

Saussure and School Language Learning, a Neglected Voice: Psychological Elements in Vocabulary Learning and Acquisition

Le signe ou unité linguistique [...] unit en effet non une chose et un nom, mais un concept et une image acoustique – ‘The sign or linguistic unit [...] links in fact not an object and a name but a concept and a sound.’ (Saussure, 1916).

A paper to examine how de Saussure’s view of language can be used to explore the nature of school language learning. How an emphasis in the early stages on vocabulary lists and a tendency to view French words as merely the name for an object with a direct English equivalent – ‘la maison’ is the word for house in French – omits the key psychological element ‘l’empreinte psychologique de ce son’ – ‘the psychological imprint of the sound.’

For Saussure language is not about a naming exercise but an understanding of the concept the sign represents which may differ substantially from its English equivalent. What I am interested in examining here, through experience as a language teacher and researcher, is whether there is a link between vocabulary acquisition and the development of a deeper knowledge associated with the concept with which the word is endowed. Whether partial knowledge of a word through classroom learning, where it fails to exist as an element of productive language – available for use in different situations – is associated with superficial knowledge of the concept. Word acquisition would therefore be linked to the strength of the concept, the way it becomes more salient, loaded with cultural definition through experience of using the language in real or realistic situations.

Fernandes, Gonçalo & Nhampoca, Ezra

Cordeiro da Matta (1857–1894), the Negro Poet, Pedagogue, and Lexicographer of the Kwanza River

The title of this talk is based on Chatelain’s (1894: viii) reference to “J. Cordeiro da Matta, the negro poet of the Quanza River” and two additional expert sources: a Kimbundu primer and a Portuguese-Kimbundu dictionary. Joaquim Dias Cordeiro da Matta (1857–1894), born in then-Portuguese Angola, is considered the father of Angolan literature and the first Angolan lexicographer of Kimbundu. The first-known printed dictionary of Kimbundu was published in 1804 by the Italian Bernardo Maria [Cassaro] da Canicatti, O. F. M. Cap. (1749–1834), in Portuguese Cannecattim.

Cordeiro da Matta published a Kimbundu primer (Matta 1892), which is a translation of the *Cartilha Maternal* [Maternal Primer] (Deus 1876) by the Portuguese poet and pedagogue João de Deus (1830-1896). It contains the rudiments of learning to read Kimbundu, and the intention was that it should be accessible to every person, without exception, in the fight against illiteracy. In particular, like João de Deus’ book, it provides Angolan mothers with a revolutionary tool, making them the transmitters of knowledge of the mother tongue.

Cordeiro da Matta also published the *Ensaio de Diccionario Kimbúndu-Portuguez* [Kimbundu-Portuguese Dictionary Essay] (Matta 1893). Da Matta was an autodidact and had no religious education—he attended primary school only—and died prematurely at 37 years of age. He is a requisite reference in Angolan literature and Kimbundu lexicography. Chatelain, most probably the world’s leading expert on Kimbundu in the nineteenth century, stated that Matta’s *Ensaio* was “the best vocabulary of Ki-mbundu yet published” (Chatelain 1894: 25).

In this talk, we analyse Joaquim Dias Cordeiro da Matta’s works, compare them with Canicatti’s dictionary and João de Deus’s primer, and discuss his contributions to the linguistic and pedagogical development of Kimbundu.

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Fernández Rodríguez Rebeca

The use of dialogues in teaching Spanish and Tagalog in the Philippines (ca. 1780)

Second language acquisition in the Philippines had a long tradition of using a combination of bilingual grammars and dictionaries as the most common method. Students, mostly missionaries at first, and later also Philippine population, had to learn the rules from the grammar and practice with the native speakers they could encounter. Translation was a common exercise too. Missionary grammars would not include the translation of examples so that missionaries could also exercise their vocabulary and grammar. However, in the late 19th century new methods were introduced. The Philippines attracted new businessmen and visitors who wanted to learn the languages and also many Philippine students were travelling to Spain to study at Spanish universities. There was an increased need of manuals of conversation. One of the earliest and most successful one was *Vademecum filipino o Manual de conversación familiar español-tagalo* by Venancio M. Abella. Published in 1869 for the first time, by 1876 it had been reprinted fourteen times. Eligio Fernández published his *Nuevo diccionario o Manual de conversaciones en español, tagalo y pampango* in 1876. My presentation will put these two works in context. I analyse both manuals as hybrid methods that combine dialogues and wordlists integrating linguistic and ethnographic information. Furthermore, I will try to offer an insight into how these publications became an important textbook to satisfy the demand both for primary schools and by the general public in the last quarter of the nineteenth century.

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Fouser , Robert J.

Local Activism and the Evolution of Heritage Language Education in Japan: the Case of Yao City from 1970 to 2010

Regarding Spanish as a heritage language in the US, Leeman and Martínez (2007) state that “there has been a shift in SHL from the construction of Spanish as rooted in the local community and linked to students’ identity, towards its construction as a commodity for economic competitiveness in a globalized world.” The change, however, is not unique to SHL in the US. In Japan, student movements in the 1960s stirred activism among marginalized resident (Zainichi) Koreans and outcast Burakumin. For Zainichi Koreans, heritage language education was integral to efforts to assert identity in the push for equal rights. A steady rise in overseas migrants beginning in the 1980s, coupled with successes in achieving equal rights, caused a shift toward a cosmopolitan vision “multicultural co-existence” that emerged at the national level in the 1990s.

This paper investigates the evolution of social activism in promoting heritage language education in Yao, an industrial suburb of Osaka from the 1970 to the 2010. In particular, the paper focuses on the heritage language activities of the Tokkabi Association, a local NGO formed by Zainichi Koreans and Burakumin in the 1970s. The group first focused on Korean language but shifted toward Vietnamese as a heritage language in 1990s as the Zainichi population declined and the population of Vietnamese migrants increased. While responding to changes in local conditions, the shift also represented an embrace of the “multicultural co-existence paradigm. Research for the paper is based on original NGO and government documents as well as secondary sources.

Frigeni , Silvia

Émile Benveniste from comparative to general linguistics, and vice versa

In 1966, the publication of Émile Benveniste's *Problèmes de linguistique générale* marks the tipping point of the linguist's concerns in general linguistics, which in the Sixties becomes his main area of interests. Nevertheless, the release of the *Vocabulaire des institutions indo-européennes* (1969), one of Benveniste's masterpieces, represents an unexpected turn towards comparative grammar. The latter work also seems to testify in favour of the lasting influence, in Benveniste's researches on the relationship between language and its use in human societies, of Georges Dumézil's theory of tripartite functions, which seemingly replaces Claude Lévi-Strauss' structural anthropology.

This proposal aims at investigating the *Vocabulaire's* ambiguous status in Benveniste's body of work. Does it represent the retreat from an ambition ultimately unfulfilled – i.e. the setting of a metalinguistic language that would comprehend all other semiotic systems in a general science of mankind – and the return to an historical and comparative linguistics? Or, given the nature and origin of its redaction, is it rather a survivance of an older perspective?

In this proposal I suggest a non-diachronical reframing of these questions. Both the general and the comparative approach would offer two different answers to the same exigence felt by Benveniste, namely an epistemological need of systematisation and synthesis in the social sciences. By examining some material belonging to the years 1948-1969 (from Benveniste's proposal for the creation of a chair of “Civilisation indo-européenne” at the Collège de France to the *Vocabulaire*), I try to argue that this is the case.

Hamans, Camiel

Grotius, Linguist in the Tradition of Becanus

In this presentation the linguistic ideas of the famous political theorist and philosopher of law Hugo Grotius (1583-1645) will be discussed. Grotius collaborated with Simon Stevin (1548-1620) while being in his younger years. Stevin, a close friend of Grotius' father, is well-known as a mathematician and the founder of fortress artillery but he also had very clear ideas about language and in particular about Dutch. His ideas resembled that of the notorious Goropius Becanus (1519-1573) who claimed that Dutch was the oldest language.

Since Stevin had no academic training, Grotius was helpful to him by providing references to classical sources. Grotius, however, also worked on his own language theory, which was in line with that of Stevin and therefore also related to that of Becanus.

Goropius Becanus has a poor reputation for his fantastic etymologies, which have been ridiculed by, for example, Leibniz. However, Becanus' ideas about the position and value of his Dutch mother tongue have been influential for more than a century, as will be demonstrated. He was not only held in high esteem in the Low Countries but also in Germany, where a similar linguistic patriotism flourished in the 17th century. Schottel, for instance, worked in a similar tradition. Goropius Becanus, Stevin and Grotius should better be appreciated as linguistic patriots who fought for equal rights for their language

Jagessar, Philip

The Linguistic Survey of India and the Geographical Turn in Colonial Linguistics

In 1928, the Anglo-Irish civil servant and linguist George Grierson completed his monumental Linguistic Survey of India (LSI) which, over the course of three decades, had surveyed, classified and mapped over 700 languages and dialects in the subcontinent. Among 45 maps produced, a map showing the historical origins and migrations of the Indo-Aryan languages featured prominently in the first volume of the Survey. However, the map was never completed and it was published in an unfinished state by Grierson in the final version of the LSI. The only diachronic map to feature underlined the contested position of historical linguistics in the LSI, as it had been proposed in the 1880s to remedy colonial philology's neglect of India's prevailing linguistic situation in favour of literary, historical and diachronic studies.

This paper argues that the unfinished map was symbolic of a geographical turn in colonial linguistic research which had started in the middle of the 19th century in the work of government officials and philologists such as John Beames and Robert Needham Cust, driven by growing concerns that the colonial state knew more about historical languages such as Sanskrit than it knew of India's present languages and dialects. The pivot culminated with the Linguistic Survey's comprehensive outline of colonial India's linguistic geography, at a time when the state was increasingly concerned with the linguistic knowledge of officialdom. The paper concludes by discussing how Grierson's incomplete map imagined the future of linguistic research in later colonial, and early post-colonial, India.

Joseph, John E.

The 'Truly Marxist, Authentically Marxist' Linguistics of Aurélien Sauvageot (1897–1988)

In 1917, Aurélien Sauvageot became a protégé of Antoine Meillet, who chose him to become the Paris School's expert on Finno-Ugric languages when Robert Gauthiot was killed in the war. Meillet sent him to study in Finland with his affiliates Nestor Setälä and in Hungary with Zoltán Gombocz, and Sauvageot's imagination was captured in particular by Gombocz's nationalist philological approach to language. Tensions arose when Meillet's *Les langues dans l'Europe nouvelle* appeared in 1918, and predicted – approvingly – that small languages such as Hungarian were bound to die out. Sauvageot's relations with Meillet were eventually restored: they collaborated on projects, and Sauvageot did not openly break with the structuralist programme, but became increasingly critical of it. As a Marxist, he was equally critical of Marr's stadialism, which had become official doctrine in Soviet linguistics, arguing in a 1935 paper that 'A truly Marxist, authentically Marxist linguistics needs to be done'. This he attempted in books he wrote about Hungarian and Finnish in the 1940s and 1950s, and in his work as a principal collaborator on the project to create a français fondamental (Fundamental French), headed by Georges Gougenheim, with the aim of countering Anglophone imperialism. His greatest work is probably his study of the elaboration of Finnish (1973), and he left a manuscript, published posthumously, entitled *La structure du langage* (1992), which has gone virtually unnoticed, but contains extraordinarily insightful proposals for future linguistic enquiry, as well as historical reminiscences which shed light on the development of the Paris School.

Kemmler, Rolf

Manuel Álvares' Latin Grammar in Early 17th Century Antwerp

After the publication of the 'ars maior' and the 'ars minor' of Manuel Álvares' (1526-1583) Latin grammar *De institutione grammatica libri tres* in 1572 and 1573 the Latin grammar of the Society of Jesus became widespread in late 16th century Europe since the 1574 Dillingen imprints and enjoyed an early differentiation of national traditions in printing places that today belong to Czechia, France, Germany, Italy, Lithuania, Poland and Spain (see Kemmler 2020). Although the introduction of Álvares' grammar in the Kingdom of Spain was permanently hampered by a privilege in favor of the *Introductiones Latinae* (1481) by the Castilian grammarian Elio Antonio de Nebrija (1444-1522) (see Ponce de León Romeo 2003), this obstacle was not so problematic in other parts of the dominion, such as those in Navarre (Kemmler 2012: 518-520) or, later, in what was then the Spanish Netherlands.

Therefore, in my talk I would like to shed light on the introduction of Alvaresian Grammar in Belgium, the earliest point of which can most probably be placed with the publication of the four-volume set that was published between 1627 and 1629 by the Antwerp printer Martin Nuyts (Martinus III Nutius, 1594-1638). In particular, I would like to explore, as far as possible, the genesis of the Antwerp edition and its relation to previous editions of Álvares' grammar or to other more or less contemporary Latin grammars.

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Knobloch, Clemens & McElvenny, James

Bühler's "Pocketbook of Practical Semantics"

In this talk, we examine Karl Bühler's "Pocketbook of Practical Semantics", an unpublished manuscript produced by Bühler after his emigration to the United States. It would seem that the "Pocketbook" was intended as a guide, directed at a popular audience, for applying Bühler's semiotic theories to practical problems. The manuscript offers an updated version of Bühler's "Organon" model (presented most comprehensively in his 1934 *Sprachtheorie*), applied to such communication and semiotic processes as the proceedings of juries in Anglo-Saxon courts of law, the identification and interpretation of disease symptoms in medicine, and the co-ordination of public behaviour through traffic signals. In the manuscript, Bühler draws on and integrates a number of different semiotic perspectives that were fashionable in the postwar United States, including information theory, cybernetics, and animal behaviour and psychology.

Kurtz, Paul Michael

Panta Claus: on a Seemingly Universal Clausal Explanation for Semitic Syntax (1878–1889)

This paper examines the usability and instability of scientific explanation across linguistic boundaries in Semitic studies during the 19th century. To do so, it engages the concept of ‘trading zones’ from history of science for the period’s science par excellence, namely philology. Specifically, it traces the curious case of the nominal clause (a) as applied from Arabic to Hebrew and then Aramaic and (b) as adapted from syntactical classification by medieval grammarians. Over ten years and three editions – in a section added but later axed – a monumental Hebrew grammar explained clause types based on medieval grammarians of Arabic. Through an examination of this case and the strategies which enabled transfer from medieval treatises on Arabic to the gold standard of Hebrew grammar, the paper advances two central claims. It argues, firstly, that subcultures within philological science circulated explanatory guides that entailed no exact, proportionate transfer but involved an adaptation in the object exchanged. It contends, secondly, that such transfers served to suspend or minimize difference: in the array of material (manuscripts, languages, sources), the heterogeneity of data (chronology, language, genre), the miscellany of media (penned, inscribed, transcribed, printed), and the array of training (nationally, geographically, disciplinarily). In concluding remarks, the paper offers further methodological, historiographical, and theoretical reflections for the wider history of humanities.

Li , Xi & Smith, Richard

The Work of John Fryer at the Shanghai Anglo-Chinese School (1865–68): Teaching English Without a Mission?

In this paper, we contribute to tracing the neglected history of English education in Chinese missionary schools with a particular focus on English language teaching practices at the Anglo-Chinese School in Shanghai, which was the first missionary school to formally offer English language courses in mainland China. Our main sources for this paper are correspondence, reports, textbook catalogues and articles by John Fryer, headmaster of the school between 1865 and 1868. Fryer was subsequently one of the main editors of the School and Text-Book Series Committee which was founded at the first General Conference of the Protestant Missionaries of China in 1877. He also submitted a report to the second General Conference in 1890, outlining his unequivocal opposition to editing religious texts for schools and arguing that English language teaching should contribute to general education rather than being tightly combined with religion. Throughout his tenure at the Shanghai Anglo-Chinese School, he remained committed to a secular and practical form of English language education. His approach succeeded in attracting a number of Chinese citizens interested in improving their own or their children's economic opportunities through English proficiency, and seems to have changed local perceptions and attitudes towards learning English.

We will examine Fryer's ideas in relation to other perspectives prevalent at the time regarding the role and nature of English teaching, both within missionary education and at the newly established government schools, and in relation to attitudes and ideologies concerning English in 19th-century and present-day China.

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Lorch, Marjorie

The Radical and Vanishing Movement of the Voice: James Rush's (1786-1869) Neglected Linguistic Ideas

The Philadelphia Physician James Rush's (1786-1869) developed a comprehensive account of speech and its relation to intellect and emotion in the early 19th century. His major work, *The Philosophy of the Voice* (1827) was actively revised as his research developed over three decades. His objective was to provide an account of vocal expression. In his final work, *Brief Outline of the Human Intellect* (1865), Rush states: 'All that man perceives, thinks, pronounces, and performs is respectively through his senses, his brain, and his muscles.'

His unique approach grew out of his medical training, clinical practice, and extensive direct observation of speech production. Although he aimed to produce a physiological account, this was constrained by the inability to directly view the action of the speech apparatus. Nevertheless, he developed a sophisticated and full taxonomy of vocal qualities describing pitch, falsetto, whispering and aspects of intonation. His life's work represented a significant contribution to the development of phonetics.

In his day, *The Philosophy of the Voice* had major impact in many disciplines. It was a textbook for rhetoric at Harvard, and his ideas were applied to elocution training, the practice of singing, and the remediation of speech impairments. Rush's ideas about voice and speech are original contributions which have received limited academic attention since the 1950s. Rush's study of expression of thought and emotion warrant further consideration. His work represents an important early American work on the phonetics of voice quality and prosodic aspects of speech.

Luthala, Anneli

Language Education and the Advance of Humanism in the Early Modern England

The humanist movement initiated in the late fourteenth century in Italy gradually spread through Europe in the course of the 15th century, arriving in Britain relatively late. As regards language education, the first landmark was the textbook on Latin grammar, entitled *Compendium totius grammaticae* (1483) and composed by John Anwykyll, Master of the school of Magdalen College in Oxford.

Unlike in Italy, the transition from a medieval syllabus to a humanist one went on smoothly in England. "That humanist learning came in with little fuss was very much due to the willingness of English grammarians to compromise" (Hellinga & Trapp, p. 333, 463-464). This is true of Anwykyll, who made use of Scholastic terms, condemned by the Italian humanists. However, in the two textbooks authorized for the English schools by Henry VIII in 1540-1542, the distinctly Scholastic terms no longer appeared. They were largely based on the treatises composed by John Colet, who refounded the school of St. Paul's in London in 1512, and William Lily, the High Master of the school. Erasmus of Rotterdam was to some extent involved in producing these school texts and some of his educational works were included in the statutes of the school.

In my talk, I will introduce these grammatical works and relate their humanist orientation to Erasmus's educational ideas, also considering his relationship to John Colet.

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McLelland, Nicola

Voices of the Colonized in Benjamin Schultze's Dialogue Book *The Large And Renowned Town Of The English Nation In The East-Indies Upon The Coast Of Coromandel, Madras or Fort St. George* (Schulze 1730, 1750)

In 1750 a bilingual English-Telugu dialogue book, first produced in manuscript in India in 1730, was published in an English-only version by the returned missionary Benjamin Schulze in Halle, explicitly aimed at the growing market of learners of English in Germany. The original manuscript appears to be a very early example of such dialogues in the South Asian colonial context, although grammars of various Indian languages appeared both before the text's production and continued after it (e.g. Ketelaar 1698, Gilchrist 1798). The text is rich in cultural details and explanations: both explaining European customs, perhaps intended for Telugu speakers learning English who could perhaps be expected to become servants for the European colonizers; and explaining aspects of the local indigenous culture to make them more comprehensible to European outsiders. The dialogues make space for the perspective of the local population, and not only in their role of servants to the European colonizers. Five of the thirty dialogues are conversations that feature local men explaining or participating in their culture (not merely receiving instructions from a white interlocutor), and three of these five feature two local Gentou men in conversation with each other. This sympathetic material is nevertheless firmly embedded in a Christian and missionizing context. My paper will examine these dialogues to consider to what extent the voices of the colonized are audible in this unusual language learning material for a new audience of German-speaking learners of English in Germany.

Newmeyer , Frederick J.

How the Change in Leadership of the LSA around 1940 Shaped the Future of American Linguistics

The two most important elected offices in the Linguistic Society of America (LSA) have always been the Secretary-Treasurer and the Editor of *Language*. Until fairly recently, the former had almost exclusive control over the day-to-day affairs of the Society and the latter could personally decide which submissions were suitable for the journal. In 1939 Bernard Bloch replaced George Bolling as Editor and in 1941 J Milton Cowan replaced Roland Kent as Secretary-Treasurer. The consequences for the LSA were profound: The change in leadership was instrumental in transforming the Society from a broad umbrella group dominated by philologists to a combat organisation fighting for structural approaches to grammar and grammatical change. The paper discusses the factors in choosing Bloch and Cowan, as well as the consequences of those choices.

Bolling and Kent were classical philologists. While not opposed to ‘modern linguistics’, they wanted successors who would not rock the boat. Bloch appealed to them because he had done good work on the Linguistic Atlas as well as a little phonetics — he did not seem likely to take the LSA in a new direction. Cowan was an utter nonentity, who had barely published at all. Once in office, Bloch and Cowan began the transformation of the LSA. Bloch wrote some of the most important papers in structuralist linguistics and saw to it that such work (and allied work in historical linguistics) predominated in *Language*. Cowan oversaw the linguistics component of the war effort, insuring that virtually all of his appointees shared the structuralist viewpoint. I present statistics from the late 1930s and the late 1940s, showing how the research programs of the officers of the LSA, the articles in *Language*, and talks at LSA meetings changed in that decade. The LSA had been transformed — a more important transformation than would occur a decade or two later, with the arrival of generative grammar.

Nhampoca, Ezra & Fernandes Gonçalo

Identification, Mapping, Registration, and Analysis of Angolan and Mozambican Metalinguistics Texts During the Colonial Period

Historiography of Linguistics consists of a methodologically and epistemologically conscious activity of writing the history of linguistics (Koerner 2014:17). In this area, (un)published texts are the primary sources to be studied (Swiggers 2014: 41). Works produced by missionaries during the colonial period constitute raw material supporting the existence of the subarea called Missionary Linguistics, which is dedicated to studying texts produced within colonial religious missions. Dias (1991:128) states that the historical approach to Portuguese colonization should be part of Portuguese historiography and the countries Portugal colonized, such as Guinea-Bissau, Cabo Verde, S. Tomé and Príncipe, Angola, and Mozambique. Missionary historiography has been generally forgotten in linguistic studies or, as Zwartjes (2011: 261) states, “(...) pre-modern missionary sources have in the past been largely neglected”. Many texts produced by the Portuguese missionaries in the colonial context remain unknown and tend to disappear over time.

Therefore, the Center for Studies in Letters (CEL) created a research project to rescue the missionary and laypeople's metalinguistic texts of national languages spoken in African countries colonized by Portuguese people. Its primary purpose is to identify, map, compile, register, and analyze the lexicographical and grammatical works of the African or national languages spoken in Angola and Mozambique and other metalinguistic contributions by Portuguese missionaries and laypeople during the colonial period, i.e., from 1842 until 1975. Thus, in this talk, we intend to present the project, its objectives, workplan, expected results, and the work in progress.

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Pache, Matthias

Dormant Proposals in the Historical Linguistics of Indigenous America

The genealogical composition of American indigenous languages is a major unsolved issue in science, and countless attempts have been made to solve this puzzle. Apart from valid proposals (e.g., Harakmbut–Katukinan, Adelaar 2000; Jodí–Sáliban, Rosés Labrada 2019) and clearly unconvincing ones (e.g., Quechua–Turkish, Dumézil 1955), others steadily accumulate which are largely forgotten or inconclusive. They will be called ‘dormant proposals’ in this talk, which aims to discuss this dynamic category as a phenomenon of its own right in the historiography of American indigenous linguistics.

This talk addresses the question what the heterogeneous category of dormant proposals comprises in the context of American indigenous languages. It will also discuss how these proposals may be systematized and why and how they may develop. Doing this, this talk will deal with some specific dormant proposals concerning a particular case: the external relations of Páez (ISO code: pbb), a language of southern Colombia.

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Palmieri , Kristine

The Transformation of Sanskrit Studies in 19th-Century Britain: From Engaged Philological Scholarship to Practical Imperial Utility

Academic studies of Sanskrit coexisted with inquiries that served the interests of the East India Company in early nineteenth-century Britain. At this time British Sanskritists differed from many of their European peers because of the extent to which they engaged with indigenous scholarship or had local pandits as interlocutors. Increasingly, however, a focus on “practical” scholarship precluded the philological and linguistic study of Sanskrit in Britain. And this utilitarian turn ultimately facilitated the emergence of a mode of Sanskrit studies that was paradoxically both insular – in that it rejected continental scholarship – and imperial – in that it was designed to bolster British rule in India. This paper examines the changing form and form and function of Sanskrit in nineteenth century Britain through an analysis of “practical” scholarship, typified by the work of Monier Monier-Williams, Oxford University’s second Boden Professor of Sanskrit. On one hand, it highlights Monier-Williams’s claim that he would “Anglicize” the study of Sanskrit if elected to the professorship. On the other, it also compares the Monier-Williams’s work with that of H. H. Wilson, his predecessor at Oxford, and Friedrich Max Müller, his competitor for the professorship, to highlight the ways in which Monier-Williams’s scholarship led to the entrenchment of a utilitarian mode of Sanskrit studies that had wide ranging implications for Sanskrit linguistics and philology as well as for the academic study of India in Britain.

Pireddu, Silvia

Quaderni Scolastici: School Memories, Translations and Note-Taking to Learn English at Home

Recent interest in archival research and digital humanities has shed light on the importance of material culture and notably ‘objects’ to construe the pedagogy and school practices of the past: notebooks, exercise books, posters, booklets and instalments and other ‘physical’ resources have been digitalised and collected and are now accessible to integrate and develop what we know about the teaching practices of the past. However, more investigation is needed on the function of these materials in the teaching of foreign languages. So far, research has focused on the ‘major’ resources, i.e. grammar books, literary anthologies or personal and official accounts of teaching practice, while the ‘minor’ object received little attention even if, e.g. notebooks, show the learning perspective: the point of view of pupils.

In this perspective, the paper addresses this issue in relation to the teaching of English in Italian schools during the first half of the 20th century by examining a small corpus of texts available at The Popular Writing Archive of Genoa (Archivio della Scrittura Popolare di Genova). This archive currently preserves about 1500 school notebooks written between the late 19th century and the 1980s displaying diverse subject areas, periods, and text types such as essays in Italian, Latin dictations, maths and grammar exercises.

The English notebooks will be examined by working on the paratext and the content. The pedagogy behind the texts will be discussed, adopting a bottom-up approach and in relation to contemporary grammar teaching methodologies. The paper will also focus on translation practices and the learning of vocabulary.

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Punternold, Jonathan

Reading Tokieda Motoki in the 21st Century

This paper argues for a reappraisal of the Japanese linguist Tokieda Motoki 時枝誠記 (1900-1967) and his failed attempt to mobilise Japanese linguistics as an antithesis to 'Western' linguistics. Tokieda rose to prominence in the 1930s by arguing that rather than simply imitating European theories and methods, the science of language in Japan should base itself in an ostensibly native 'Japanese' mode of theorising. In 1941, Tokieda presented his 'language as process theory' (gengo katei setsu 言語過程説) as a repudiation of Saussure's 'language as system'. Tokieda's essentialist dichotomy between 'Japan' and 'the West' – as well as his (albeit indirect) support of Japanese imperialism in Korea – made him a controversial figure in the aftermath of the Second World War, and today, he has largely been swept under the historiographical carpet. I argue, however, that if we consider Tokieda in the context of the particular intellectual milieu of interwar Japan, he was a comparatively sober theorist, who was, above anything else, concerned with the 'eternal questions' of linguistic theory, such as the ontology of language, the nature of linguistic data, and the place of the speaker in linguistic description. Similarly, at the heart of Tokieda's critique of 'Western' linguistics was a concern of the epistemological place of the speaker, a concern that has arguably yet to be fully addressed in modern linguistics. Thus there are important lessons to be drawn from Tokieda's legacy – not just for Japanese linguistics, but for the discipline at large.

Regúnaga, María Alejandra

Methods of Linguistic Transcription in the 19th Century: the Case of Yaghan Language

Yaghan is an indigenous language of the extreme south of Argentine and Chilean Patagonia. Although its sociolinguistic situation has changed recently, with the death of its last native speaker in February 2022, there is abundant documentation collected since the 19th century that allows us to continue with the analysis of this language.

A diachronic look at different nineteenth-century documents on Yaghan reveals the need to analyse the diverse approaches that were used for the transcription of Yaghan data. This paper proposes a contrastive analysis of the transcription methods used in (a) the records of the British expeditions between 1826 and 1836 (Fitzroy 1839), (b) the linguistic data collected by scientific expeditions –Italian-Argentinian and French– between 1880 and 1900 (Bove 1883a, 1883b; Spegazzini 1885; Hyades and Deniker 1891) and (c) the documentation produced by the Anglican mission between 1860 and 1900 (Bridges 1865-1866, 1877-1879a, 1877-1879b, 1881, 1882, 1883, 1886, 1894).

Furthermore, tracking Yaghan transcriptions over time allows to appreciate the process of establishing phonetics as a fundamental domain of linguistics and shows how the advances that this new discipline was undergoing had an impact on the emergence of a variety of new systems of linguistic transcription in Europe.

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Siqueira, Cíntia Cardoso de

Grammatica Portugueza and Holmes Brasileiro ou Grammatica da Puericia, by Julio Ribeiro: Notes on the Linguistic Ideas in “doctrinal grammar” and “pedagogical grammar” of the Late 19th Century in Brazil

In this study – which is part of our PhD research – we comparatively analyze the works *Grammatica Portugueza* (1885 [1881]) and *Holmes Brasileiro ou Grammatica da Puericia* (1903 [1886]), by the Brazilian grammarian Julio Ribeiro (1845-1890). Having been published very closely, both works present a declared didactic-pedagogical function, but are intended for different audiences – students of different levels of education –, which justifies the investigation of their particularities. In order to describe the similarities and differences between Julio Ribeiro's grammars, we established a method of searching for the causes of the differentiation between the works and the resulting effects, having as categories of analysis: (i) paratextual data (included in the prologues, prefaces and introductions); (ii) the concept of grammar and (iii) the grammatical synopsis. When analyzing such categories, we consider the climate of opinion (Koerner 2014) at the time of production of the works, and we investigate, through the horizon of retrospection (Auroux 2008, 2009 [1992]) of the author, his theoretical affiliation, seeking to show how these aspects are reflected in the concepts of grammar presented, as well as the way the topics are organized and handled in each grammar, illustrating his linguistic ideas. The partial results indicate that the works under analysis have particular objectives and reveal differences in content, compositional form and style, thus representing individual linguistic instruments (Auroux 2008), which we call, for now, “doctrinal grammar” and “pedagogical grammar”, considering the more doctrinal or pedagogical character assigned by the author on each one.

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Solleveld, Floris

Holy Porcupine Ant-Eaters and Comparative Salvage Linguistics: The McCrae-Lloyd Correspondence on Aboriginal and San Language and Culture

In May 1875, Australian poet George Gordon McCrae sent a letter to German philologist Wilhelm Bleek in Cape Town, responding to a request for information about Aboriginal languages and cultures in Australian newspapers. By the time McCrae's letter arrived in November, Bleek was dead. However, Bleek's sister-in-law Lucy Lloyd, with whom he had been working in his final years to record a massive corpus of San [Bushman] oral literature from !Xam narrators, kept up the correspondence.

With the ensuing letters, McCrae sent Lloyd a collection of essays on shamanism and food taboos among the Boonwurrung Aboriginal people of Port Philip Bay (near Melbourne) as well as several vocabularies. One essay, about the food taboos regarding the holy parts of the 'porcupine ant eater' (echidna), inspired Lloyd to draw comparisons with a !Xam tale about a man who turned into a porcupine and talked to the rain but said something wrong that made the rain turn to hail.

The McCrae-Lloyd correspondence has only recently come to light and narrowly escaped destruction in the 2021 fire at UCT libraries. I will discuss it against the background of colonial-age cultural and linguistic comparisons, and in relation to the theories of Wilhelm Bleek about the origin of language and grammatical gender in particular. The McCrae-Lloyd correspondence shows how Lucy Lloyd was involved not only in the Specimens of Bushman Folklore but in this more ethically problematic part of Bleek's project as well. That makes her more complex, less innocent, and more interesting.

Stewart , Ian

James Mackintosh and the First British Attempt to Map the Languages of South Asia

This paper examines the first British attempt at a linguistic survey of India in the first decade of the nineteenth century. It was proposed by James Mackintosh in his inaugural presidential address to the Bombay Literary Society in 1806. Mackintosh and his collaborators aimed to collect specimens of all the known languages of south Asia and arrange them according to the philosophic principles of the Scottish 'Science of Man'. They sent out questionnaires through British soldier networks but responses were limited and after a few years Mackintosh passed the project to John Leyden and the Asiatic Society in Calcutta, but the attempt came to a disappointing end after Leyden's death in 1811. This paper reconstructs the history of this early attempt at a linguistic survey of India and shows the ways it was shaped by the social theory of the Scottish Enlightenment.

Swiggers, Pierre

The Art of the Printer's Job: Jobard's Forgotten Contribution to Linguistics (and Semiotics)

The Franco-Belgian cartographer, printer, journalist and inventor Marcellin Jobard was an astute observer at the 1839 "Exposition des produits de l'industrie française" in Paris, on which he published a bulky Rapport (2 volumes, 1841-42). Jobard, who had a life-long interest in typography and in the development of printing types, formulated in his report a number of interesting reflections and innovating proposals for a more accurate typographical marking of 'real life' conditions in the materiality of the printed text. In 1841-42 he proposed a number of typographical symbols marking speakers' attitudes as well as turn-taking in conversation.

In this presentation we will first present the itinerary of Jobard, in the context of incipient industrialization and his ideas about intellectual authorship. This will be followed by an analysis of his typographical innovations, and their linguistic and semiotic relevance.

Thomas, Margaret

A Gap in the Shadow of the Tower of Babel

The story of the tower of Babel in Genesis 11:1–9 has a long history of being mined for its capacity to illuminate issues foundational to western linguistics. This talk speculates that a lacuna in the exegetical tradition surrounding the Babel story provides insight into assumptions about the nature and perceived value of second or foreign language (L2) learning, assumptions which have had lasting influence. The relevance of the Babel story to L2 acquisition is that it contains the basis for a potential repudiation of acquisition of foreign languages as a willful subversion of divine purpose. If God intervened in history to destroy a unified human language, acquisition of a foreign language for the purpose of overcoming cross-cultural unintelligibility could be seen as a rejection of God's intent, a presumptuous attempt to wrest back control of the logos, in the same spirit which led to construction of the tower in the first place. Assuming this to be an imaginable extension of the Babel story, there is a remarkable gap in its reception: although both Jewish and Christian traditions use the Babel story to define askable and answerable linguistic questions of many kinds, neither has rejected acquisition of a non-native language in these terms. This talk proposes several plausible reasons the Babel story has not given rise to injunctions against L2 learning: (1) the practical exigencies of life in the densely multi-lingual societies of the ancient Near East; (2) the presence of a subversive counter-Babelian account of linguistic diversity in Genesis 10; and (3) the instrumental value of knowledge of L2s within the text-based religious cultures of Judaism and Christianity.

Van den Bruel, Luz

‘Die Sprachen sind das einzige Hilfsmittel’: the Role of Language Studies in the Historical and Humanities Scholarship of the Göttingen School of History (ca. 1760–1820)

During the second half of the eighteenth century, the loosely knit network of renowned professors at Göttingen lay the foundation for the development of many present-day social sciences and humanities (Marino 1995; Bödeker, Büttgen, and Espagne 2008). The new methodological approaches and the emergence of interest in the study of humanity shared by the associated scholars has lead current historiography to group these scholars under the name ‘Göttinger Schule’ or ‘Göttingen school of history’ (Gierl 2012, 368–69; Carhart 2008, 4–8). Yet, current historiographical works focus on the emergence of present-day disciplines omit the fluidity of scholarly practices and the lack of boundaries between later scientific disciplines. In light of this, I explore the role of language studies in works of the Göttingen school scholars concerning various topics.

Vermeulen (2015, 269–356) has pointed out August Ludwig von Schlözer’s interest in languages by outlining how Schlözer employed the Leibnizian idea that languages can be used to trace prehistorical migrations in his studies of peoples. My goal is to examine this Leibnizian idea in the works of other scholars of the Göttingen school as a way to estimate the role and impact of language studies in the rising social sciences and methodological developments. The works of Johann Christoph Gatterer are the starting point, as his works seem most promising, especially his *Vorrede von der historischen Benutzung der Sprachen* (Gatterer 1770). The investigation will furthermore also study the reliance on language studies in other works by Göttingen scholars, not based on Leibniz, but on the historical tradition of philology.

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Van Rooy, Raf

Contrastive Grammar in the Renaissance as Co-Creation: Reconsidering the Contribution of Greek Migrant Teachers and Their Italian Students to the History of Linguistics

The crumbling apart of the Byzantine Empire engendered a steady influx of Greek migrants into western Europe, starting in Italy at the end of the Trecento. Many of these migrants were welcomed with open arms, as westerners recognized that they carried an enormous cultural capital with them. Just how profound this change was appears from the fact that classical education, as we know it today, began to emerge in the wake of Greek migration movements during the Renaissance. This subject touches upon a larger question of wider concern: how is the migration of people related to the migration of knowledge? One major intellectual-historical consequence of the Renaissance Greek migration has thus far not been granted the meticulous study it deserves. The reappearance of Greek in the west gave rise to a contrastive approach to languages, which formalized as a separate genre in the early 16th century. In my paper, I will offer new perspectives on the origins of this contrastive approach, locating it in the dynamic interactions between Greek migrant teachers and their Italian students. I will argue that the genre of contrastive grammar can in the end be understood as a product of co-creation by these two groups. The Greeks tailored their all-Greek manuals to their western students and commented upon them in Latin during their oral teaching, whereas their Italian pupils watched over their teachers' Latin and made new Latin versions of their manuals. I will support my argumentation with case studies involving the grammars of Manuel Chrysoloras, Constantine Lascaris, and Theodore Gaza.

Venkova, Tzvetomira

Initial Reception of Chomsky's Syntactic Structures in Bulgarian Syntactic Paradigm (1964-1967)

The paper discusses a blind spot in the development of Bulgarian generative grammar – the forgotten pioneering generative research of Yordan Penčev, published from 1964 to 1967 within the early Chomskyan framework of 1957. It is mostly due to the monograph *Structure of Bulgarian Sentence* of 1984 that Yordan Penčev (1931-2005) is considered to be the pioneer of Bulgarian transformational-generative syntax. However, this paper aims to demonstrate that before 1984 he had come a long way of two decades when he continuously adapted the stages of the Chomsky's model development to Bulgarian.

The focus in particular is on the transfer of Chomsky's Syntactic structures to five of Penčev's early papers, which hardly found any response in the local environment then. That weak popularity was due to both the Iron curtain isolation from the American source after 1944, and to Bulgarian processes similar to those in Soviet linguistics, such as imposing and later condemning Marrism, as well as denouncing formalism. After all this, the reception of the new American paradigm in Bulgaria was slow, nevertheless the official course was changed in the late 1950s towards encouraging transfer from Western linguistics, as an attempt to overcome the notorious "stagnation in linguistics" in the East. The results from the historiographic analysis of Penčev's texts have shown unexpected depth in his early application of the TGG model to Bulgarian.

White, Nicholas

Oral History of Language Learning and Teaching: an Underexploited Research Method in the History of ELT?

The purpose of this paper is to argue that, while recorded interviews have been previously used in HoLLT studies, the unique opportunities oral history offers research in the field have, to date, been underexploited. Here, oral history is understood both as a research method, one in which “not just what is said, but also how it is said, why it is said and what it means” (Abrams, p. 1, 2016, original italics) is integral, and as a genre of verbal communication (Linde, 1993). In this sense, it is argued that there may be a blind spot (dis)regarding the voices of oral accounts in which narrators can be heard historicising their own experience (Harris, 2004) during “the real-time production and processing of talk” (Couper-Kuhlen and Selting, 2018, p. 20). Such Aspects of oral accounts have been generally overlooked in favour of seeing the real value in the content of the interview transcripts. This paper therefore argues for the relevance of oral history to what Smith (2016) has called Applied Linguistic Historiography, and will be supported by examples drawn from an ongoing doctoral research project into ELT centred around England and Spain after 1953. The latter is an oral history project which aims to consider how each ELT practitioner historicizes their involvement in ELT in the interviews and then the extent to which, collectively, these narrations can be contextualised in terms of a distinctive social movement, one whose influence on the development of ELT has so far been little recognised. (248 words).

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Yamaguchi, Liesl

The Colors of the Universal Alphabet

The common aim of nineteenth-century “universal alphabets” was to provide a single set of symbols that would be capable of transcribing all possible sounds of human speech. The range of sound to which such alphabets were meant to answer was thus anatomically circumscribed but acoustically infinite, requiring linguists to imagine and accommodate sonic distinctions long since forgotten and yet to be heard. How does one even imagine such sounds? What means or models emerge to enable their anticipation? This paper examines the prominent and persistent model that presents vocalic sound in the image of a color spectrum. Beginning with the vowel-color pyramid of KR Lepsius’s Standard Alphabet(1855), the paper traces Lepsius’s vowel triangle back to Christoph Friedrich Hellwag’s 1781 *Dissertatio de formatione loquelae* and its triangular arrangement of additive colors to Tobias Mayer’s color triangle of 1758. It then locates a possible synesthetic basis for the vowel-color analogy in the proceedings of the 1892 International Congress of Experimental Psychology, in which Sir Francis Galton mentions that Lepsius connected colour with sounds and used those colours as a guide in his philological inquiries. Tracing Galton’s lead back through Lepsius’s unpublished diaries and his award-winning paleography paper of 1833, this talk assembles the evidence for a synesthetic intuition underpinning the vocalic model of the Standard Alphabet. It concludes by observing the metaphorical compatibility between this model and the ostensibly acoustic terminology for vowels’ distinctive features developed by N.S. Trubetskoi and Roman Jakobson in the 20th century. Questioning the modern impulse to extirpate visual metaphor in the name of scientific rigor, this paper asks whether these troublesome terms might not betray a history of synesthesia inscribed within the annals of phonetics and phonology.

Zimont, Elizaveta

From The Book of Proverbsto Erasmus' *Adagia*: an Inquiry into the History of Terms *proverbium* and *adagium* Based on Lexicographical Evidence from the 16th Century

Firmly rooted in the medieval tradition, 16th century infatuation for paremiology, which reflects itself in the scores of collections left from this period, is a well-known cultural phenomenon that has recently enjoyed great attention in literary and cultural studies. Current research in this area focuses mainly on the sources and filiation of paremiological collections and related types of texts, within as well as between different European linguistic traditions. So far, little attention has however been paid to the terminology used by 16th century authors when dealing with proverbs. Most of the time, the term proverb itself is taken for granted and the complexity of the underlying metalinguistic concepts has been largely overlooked. The present contribution offers an attempt at reconstructing the metal linguistic concept which underlies the closely linked terms *proverbium* and *adagium* and their vernacular equivalents featuring on the title pages of the so-called “proverb” collections from the 16th century. Evidence from 16th century lexicographical works produced in the Low Countries and in France (Latin, Greek and vernacular) reveals that the terms cover a vast variety of linguistic phenomena, most of which lie far beyond the scope of the modern term proverb.

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