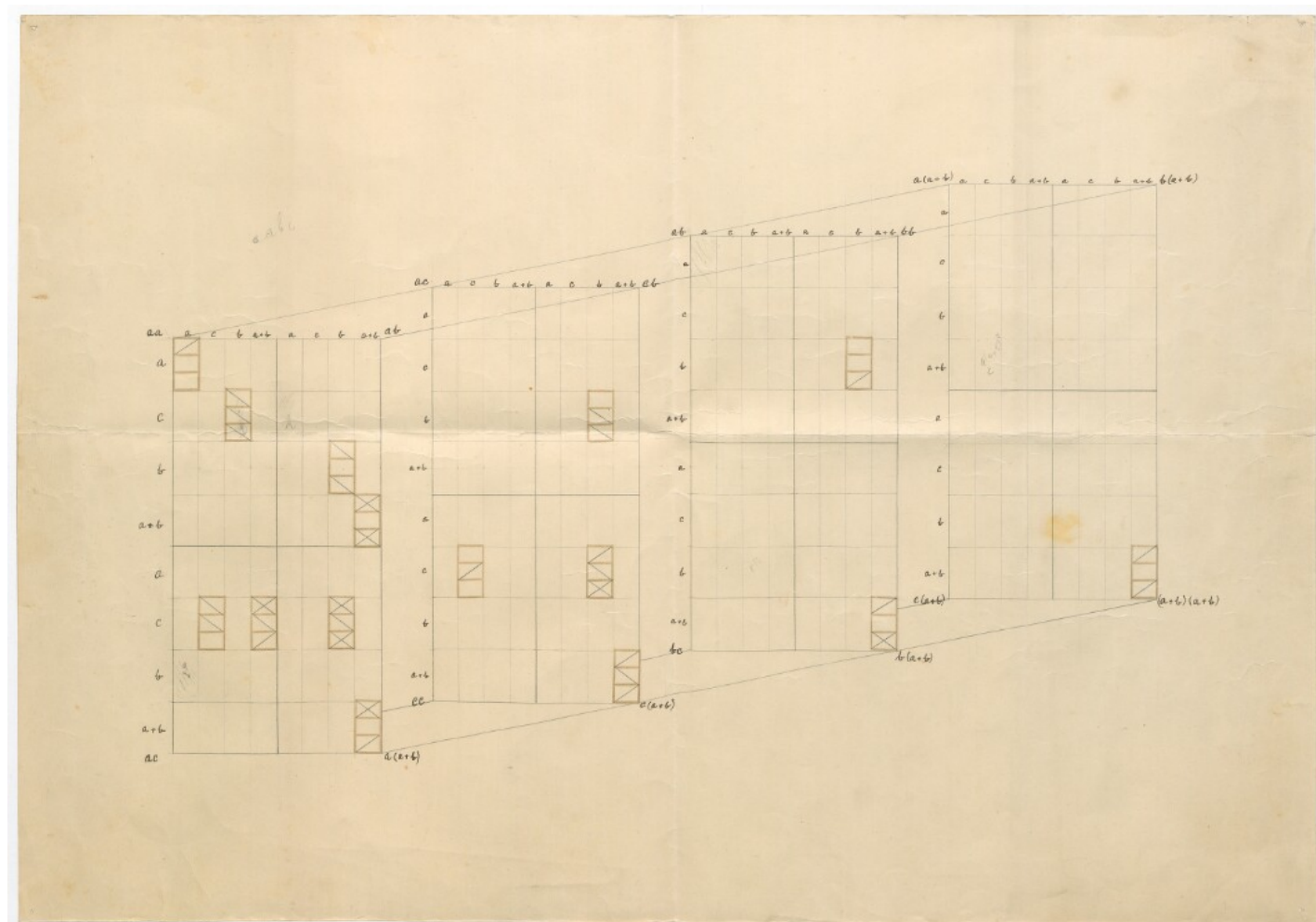


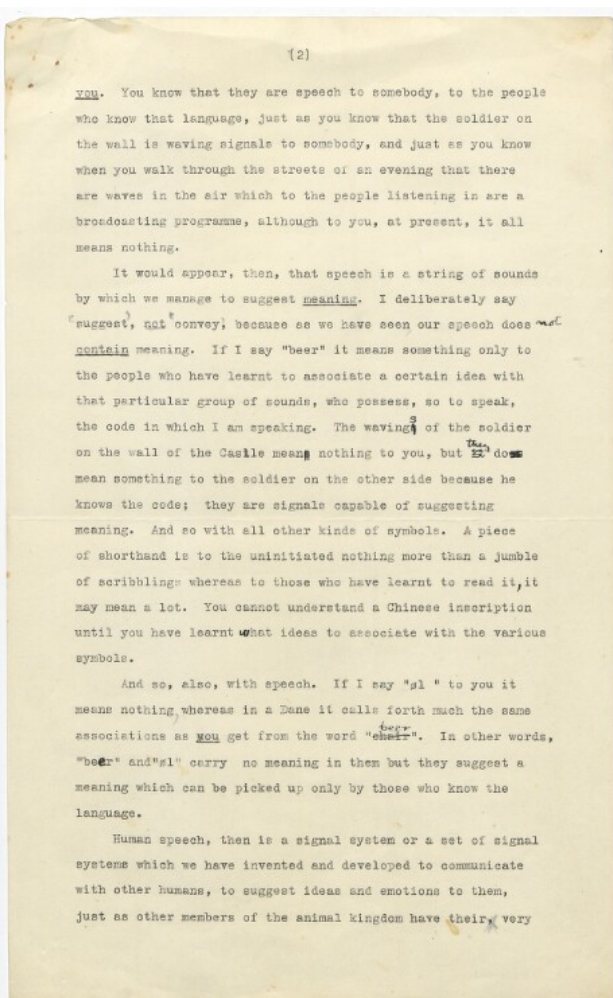
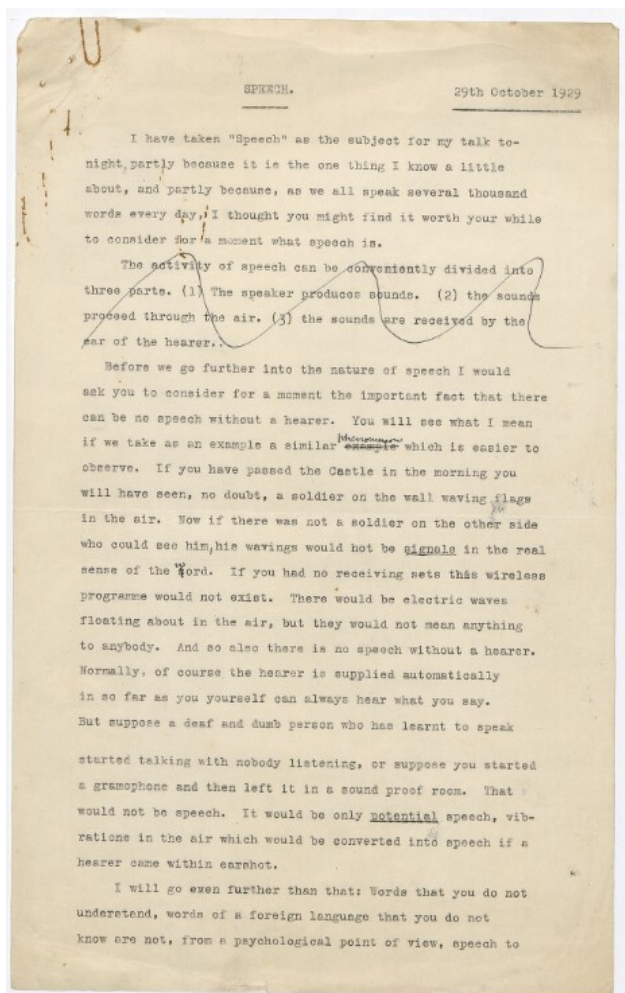
Titel: notes, [Uldall] 008-0010

Citation: "notes, [Uldall] 008-0010", i *Louis Hjelmslev og hans kreds*, s. 1. Onlineudgave fra Louis Hjelmslev og hans kreds: https://tekster.kb.dk/catalog/lh-texts-kapsel_008-shoot-workidacc-2009_0049_008_Uldall_0010/facsimile.pdf (tilgået 09. april 2024)

Anvendt udgave: Louis Hjelmslev og hans kreds

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much cruder systems of suggesting their ^{expressions} ~~land~~ or ideas to their fellows. Side by side with this we have developed other systems such as writing and gestures which come outside the scope of my subject tonight.

We see this system working in its simplest form if we watch a small child. The first cries of an infant when it is hungry or in pain are ~~gener~~ probably just reflexes without any thought of obtaining anything as a result. But later on, as the child grows bigger, it realizes, that when it cries, people appear and administer to its needs, and it begins to employ this means wilfully to get attention when it is bored and wants company, thereby taking a mean advantage of the soft heart of its mother. Some mothers are sensible enough to stop this practice by ignoring the howling, which then very soon stops. But others, as some of you will know to your cost, allow their children to bully them and become humble slaves of the little tyrant in the cradle.

At the same time the child comes into the babbling stage. It discovers that it can make amusing sounds with its tongue and lips and proceeds to do so, much to the delight of the enthusiastic mother, who at once proclaims her child as a future Demosthenes and is very annoyed at your stupidity when you can't understand what Baby is saying. This babbling is very useful as it trains the muscular feeling in the vocal organs in the same way as the muscular feeling in hands and feet is developed when baby plays with his toes. This gives the child more control over its movements, and at the same time it begins to coordinate things so that it is possible to establish the first slender contact with it: it can be taught to clap its hands and show how big it is on request, which proves beyond cynical doubt that we have a future Napoleon or Shakespeare before us.

And now the child begins to imitate the sounds of its mother. It says 'mummy' and 'daddy' and then 'nanny' and all the

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other things as it increases its field of observation and needs more expressions. At first its speech is clumsy and fumbling and the child tries to imitate the exact sounds of its mother but does not always hit the nail on the head; with practice it gets more distinct, just as we fumble with the unaccustomed sounds of a foreign language when we are in the first stage of learning and later on produce them correctly without being conscious of any effort.

The process of learning, in the child, is quite simple. It picks out from the speech of the people about it, certain groups of sounds, which it can reproduce by wriggling its tongue in certain ways, and which always recur in connection with certain objects. Mummy is that nice person who gives it food and plays with it. Daddy is that man who sometimes pricks when he kisses it. Door is that differently coloured piece of wall which disappears just before people come in. And so on and so forth, the child learns to coordinate signals with ideas, and all through life it goes on learning new signals as it encounters new ideas.

Sometimes the reverse process takes place and the child invents words for itself either because it does not know the already accepted term or because its own word pleases it more. These inventions fall under three headings (1) Shortenings or other distortions of already existing words, (2) onomatopoeia (3) original inventions. Under the first heading come such distortions as biscy for biscuit. I have heard farill for flower, lizzap for Elizabeth, but any mother will furnish you with scores of examples. Only too pleased to. The second lot are the child's imitation of the sounds produced by the objects it wants to denote, such as wow-wow for a dog, and puff-puff for a train. Under the third heading come such expressions as to go by-by, as I heard a little boy say once when his mother gave him half an aspirin to put him to sleep, fairy bugs & ^{eyebags} ~~eyebags~~ for anything that flies which very likely comes from Afrikaans 'opvlieg', to throw up.

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Other distortions occur when the child substitutes sounds which it finds easier to pronounce for the correct ones. In this way we get fun for 'thumb', 'foke' for 'smoke', 'weady' for 'ready' and things of that sort. Or they get the sounds mixed up as in 'ickle' for 'little'. Very often fond parents and others drum it into the children that this is cher-ming, to such an extent that the kids don't want to give it up but talk baby-talk for years and years, much to the disgust of strangers who do not remember the time when the big overfed girl was a little bowlegged darling with dimples in her knees.

We have seen, then, what the primary functions of language are and along what lines the young human proceeds to learn to speak it. The next great problem to be solved is where did it all come from? How did it originate? What was the first language like? These questions I do not propose to tackle tonight. It is in the nature of things that we do not and cannot know anything of the origin of language and any attempt on our part to solve the problem must therefore necessarily be pure hypothesis, for although the development of language in historic times gives us a certain clue as to what may have happened, so many different influences are at work at the formation of a language that it is impossible to come to any definite conclusions as to the nature of the first language. There are about as many theories about it as there are people who have tackled the question, if not more.

But we are on firmer ground if we inquire a little into the ways in which the different languages overcome the difficulties. Do they tackle the same problems in the same way? Do they express identical things in identical terms? Which brings us on to a further question: Do the people of one nation ever mean to express the same ideas as the people of another? Do they entertain the same ideas at all?

People who know only one language often think that translation is a very easy thing to do. You have only got to put the English equivalent word for word, instead of the

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French or German or whatever it is. They think that for every word in English there is a corresponding word, a word of the same meaning in each of all the other languages of the earth. ✓

✓ Anyone who has ever tried to translate anything from one language to another will know how hopeless it is to get exactly the same shade of meaning in another language. And that is not surprising if we reflect that even in the speaking of one language the same words call forth different associations. If you say "sunset" to a man from the West Coast of Ireland he will think of the sun dipping into the sea; a man from the east will see before his inner eye the sun sinking behind the hills; another ~~man~~ will remember the red sky through the trees of a forest or the glow on a window or a thousand different things according to the sunsets which have impressed themselves most vividly on his memory. A cow, to the London child, is a vague sort of animal with horns, believed to be living in the country. In the country boy the word "cow" brings up a host of associations, memories of his intimate life with the cows on the farm; to the butcher it is a ^{lump} of meat to be divided into so many parts, to the vet an animal given to catching such and such diseases and so on. In addition to what the word means the idea it actually stands for, it calls forward in the speaker and the hearer a host of associations which do not always coincide. The speaker chooses his word from several synonyms because of these associations. On the careful selection of just the right associations rests the success of his writing and speaking. Furthermore language changes from one day to another. I am not thinking of the change in usage from "thou" to "you" or from "foresooth" to "by George" but of the change in meaning of the words which have remained the same. Think of the difference only in a very

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short time. If an old lady ~~x~~ of 70 had said to you two months ago "I am going up the mountain to-morrow" you would have been amazed, for how could so old a person climb the mountain? ~~Now~~ you would smile and say "oh yes, how nice for you". For obviously the old dear is going ~~up~~ up on the cable-way. Ten years ago "I am going to France" meant the War; now it means nightclubs, Art, Music, whatever you go to France for. "I saw a woman in the street this morning" ~~What~~ a difference in meaning a hundred years ago and now; the street is different, the woman is different, and our outlook on both is different. And it works the other way too. Can you really understand, when you read Shakespeare or even Dickens, what was in the writers mind? Can you really imagine yourself in Samuel Pepys's shoes, living in a world where not only there were no motorcars and no matches and no long trousers, but ~~the~~ ^{other} whole outlook, all experience, upbringing, knowledge, emotion, even, was so completely different from what we have today. Can you say that you understand their language completely? No! In other words, the language we spoke yesterday is not the language we speak today, and tomorrow we shall speak yet another.

~~xx~~ What we call a language, then, really consists of many languages separated by time or space, the speakers of which only partially understand each other. And if we reflect on how often the people of our own set, our best friends fail to grasp what we are trying to say, we find that when it comes to expressing our innermost thoughts, nobody really completely understands our language. Nobody has exactly the same set of experiences as I, therefore nobody gets exactly the same associations as I, ~~and~~ therefore nobody speaks exactly as I do, and therefore nobody understands exactly what I meant ~~by~~ words to suggest. Or to use ~~our~~ ^{an} old metaphor, nobody has exactly the code in which I am speaking.

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We must come to the conclusion, then, that speech as we know it is a very incomplete method of expressing our thoughts. But as it works all right for practical purposes, and as humanity has evidently not progressed far enough to think of anything better we shall have to put up with it.

Next week I hope we shall be able to go into the physical nature of speech and see what sounds are, and how they are classified.

A.J. Uldall.

Long & Prolonged Applause!

Ant. for filos. tidsskr.

1. Need for symbolic logic in soc. sciences, incl. linguistics, study of functions, types of control
2. Logic of terms for specific purposes
3. Fundamental concepts of relation & equivalence
Not tied to space. Relations continuous in any specific way. derivation of c. from n. analytic method.
4. Hjelmslev's concept of direction. Superior to $(a \rightarrow b)$. Application to linguistics.
4. "both" included as not. Both & others. Class as fundamental concept. Continuous inclusion (equations, etc.)
6. Various forms of direction: relation, with barred arrows = equivalence of relation; division; representation
Identification of functions - degree of derivation
Uses of division = subtraction

α	\square	$= a$	$a \rightarrow b$
A	\square	$= ab + a + b$	$a \leftarrow b$
B	\square	$= ab + b$	$a \rightarrow b$
B	\square	$= ab + a$	$a \leftarrow b$
g	\square	$= ab$	$a \rightarrow b$
P	\square	$= a + b$	$a \leftarrow b$
	\square		$a \rightarrow b$
B	\square	$ab + a^2 + b$	
B	\square	$ab + b^2 + b$	
α	\square	a	
A	\square	$a + b + c + ab$	
B	\square	$a^2 + b + c + ab$	
B	\square	$b^2 + a + c + ab$	
g	\square	$a^2 + a + b + c$	
P	\square	$a^2 + a + b + ab$	