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SYNOPSIS OF JAPANESE ARTICLES

Yeats's Vacillation

Eishu Sonoi

The poet's preoccupation is the image of 'Perfection,' hence the inevitable conflict between the irreconcilable claims of body and soul. The purgation of soul is the complement of the decaying body in 'Sailing to Byzantium.' The predicament is the more poignant as the decrepitude exposes the futility of sensuality. In 'Among School Children' the struggle is sublimated into the state of analysis-denying, non-realistic paradise. The dancing scene is so beautiful that it conceals the original ugliness that may have elemented it, since dancer itself is nothing but 'the bruised body' or 'the despair,' or 'the blear-eyed wisdom.' That is dissatisfactory; the labourless perfection is a mere show. The poet's reality lies in the dynamic forge of Byzantium where he is not any more the golden bird which he was in 'Sailing' but the broken image of human complexities.

'Vacillation' deals with the same context on a definition level but the integrity is still lacking; one notices 'remorse' and false justification loitering through the lines. The poet rejects the Christian consolation as well as the Eastern wisdom of annihilation. A clue to the salvation has been revealed in the 'Crazy Jane' series but it is modified as a pattern of vacillation.

Linguistic Science and Its Fields

—A History of American Phonological Theory (III)—

Tetsuro Hayashi

12. Language and Linguistic Science

We usually become acquainted with linguists' views of language through their definitions of language(s), which are for the most part made about the two essential aspects of language, namely, its nature and function. The following is the typical definition of language given by B. Bloch and G. L. Trager (1942).

“A language is a system of arbitrary vocal symbols by means of which a social group cooperates.”

The first half of this explanation is concerned with the fundamental nature of language, the second half being concerned with the function of a language in a human society.

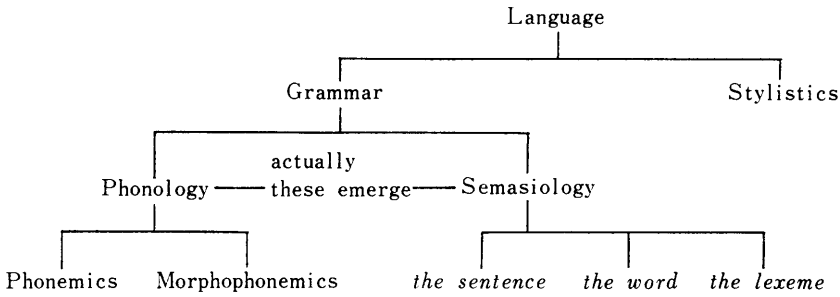
Technically speaking, a language is a method of both communication and expression by means of which all the members of a society carry out their activities, of which the recurring patterns constitute culture in a broad sense. Culture in this sense may be classified into two categories, that is, material culture and non-material culture. Linguists, although being not necessarily polyglots, have an aim at observing linguistic phenomena and analyzing and classifying them into patterns of recurring elements, which in turn are built up into a system of the grammar of a language.

13. The Fields of Linguistic Science (Whorf)

From the initial stage of development, linguistic studies in America have been made from an anthropological (or ethnological) point of view, owing to its peculiar cultural circumstances. Hence, the term anthropological linguistics or ethnolinguistics was prevailingly used in the first half of the present century, and the term sociolinguistics is currently employed by sociologists and linguists.

Benjamin L. Whorf (1897–1941), one of Edward Sapir's brilliant disciples, made a substantial contribution to the progress of anthropological linguistics. His division of the field of linguistic studies is quite noteworthy, which was presented in his paper 'Language: Plan and Conception of Arrangement' (1938). According to Whorf's plan, phonemics includes timbre phonemics (segmental) and prosodic phonemics, while morphophonemics (phonologic process) treats of such changes as contact changes, terminal changes and prosodically conditioned changes.

Stylistics in Whorf's division of language study contains research in rhetoric style, narrative style, magic and incantation style, and so on. Finally, Whorf's view



of language and reality is usually called ‘the principle of linguistic relativity,’ which claims that the structure of languages used habitually by man reflects his own way of realizing the reality of his surroundings.

14. Comprehension of Linguistic Science (Trager)

George L. Trager, also a disciple of Edward Sapir, published a short monograph, *The Field of Linguistics* (1949), in which he developed the original linguistic thought of his teacher, namely, ‘the pattern view of language.’ He looked upon language as a part of culture.

His definition of language(s) is as follows:

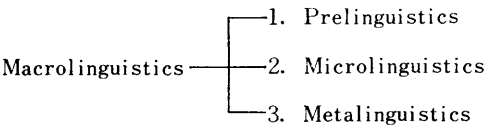
“A language is a system of arbitrary vocal symbols by means of which the members of a society interact in terms of their total culture.”
 “Language in general is the total overall system of such systems found among human beings.”

He considers language as a system of vocal symbols as well as a patterned activity, which may be studied from the following view-points: seeing

- (i) language as a set of cultural phenomena
- (ii) language as the descriptive medium for all science—as a tool
- (iii) language as the vehicle of all the other specialized sets of cultural activities.

15. Subdivision of Linguistics (Trager)

George L. Trager gives a definition of a society of human beings as a patterned grouping and language as a patterned system of recurring linguistic elements which are communicated between a speaker and a hearer. His subdivision of linguistic studies is as follows:



16. Prelinguistics

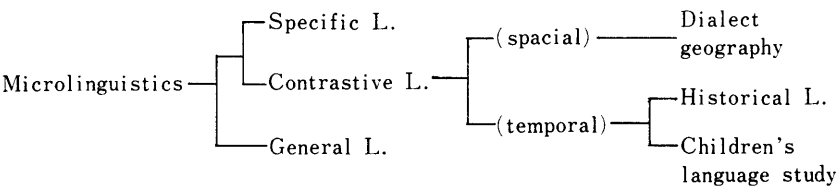
This branch of language study deals mainly with physical and biological events within linguistic activities, which includes the branches of acoustic and articulatory phonetics. We can enumerate, among others, such distinguished linguists and phoneticians, as Henry Sweet, Otto Jespersen, Keneth L. Pike, and Martin Joos.

17. Microlinguistics (Trager)

‘Microlinguistics,’ which was originally labelled by Trager, is identical to mere ‘linguistics’ or ‘linguistics proper,’ a branch of language study devoted to a systematic analysis of linguistic data and a brief, consistent description of analyzed linguistic elements and their combinations.

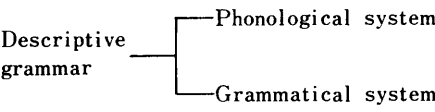
Trager’s subdivisions of this branch of linguistics are as follows:

(i)

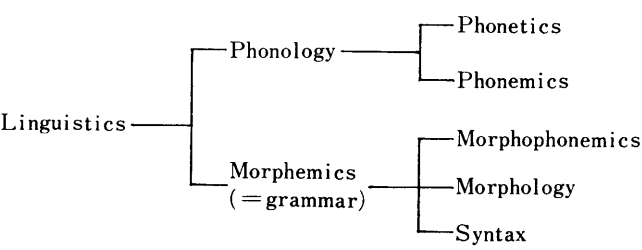


Trager demands that microlinguistics be descriptive linguistics (or grammar) in its nature.

(ii)



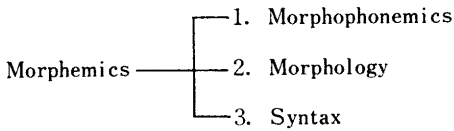
(iii)



18. Morphemics = Grammar

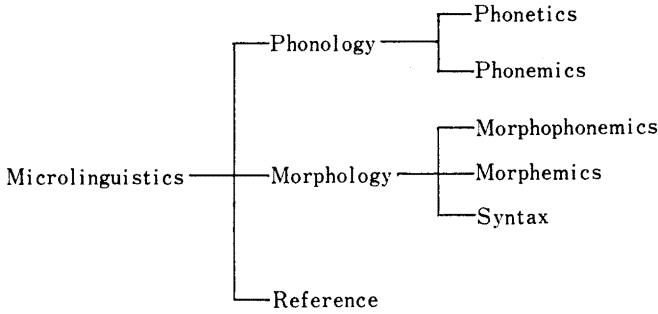
The following table shows the earlier subdivision of linguistics given by G. L. Trager in his *The Field of Linguistics* (1949).

(i)



Afterwards, he presented a revised division of the field of language study in his article ‘Linguistics,’ contributed to *The Encyclopaedia Britannica* (1956), which reads:

(ii)



In this table, the status of Morphology comes to be exchanged by that of Morphemics; in other words, Morphology is defined by Trager as a larger field than Morphemics.

Finally, Trager evidently asserts that there are the two fundamental premises of American structural linguistics: (i) in a language in which the relation of a speaker’s linguistic behavior with other cultural activities is unknown, meaning cannot be a criterion to analyze linguistic elements. Thus, “The theoretical basis of the analysis then becomes evident: it consists of the recognition of the recurrences and distributions of similar patterns and sequences.” (ii) in the synchronic analysis of a language, linguists assume that the language is used by all the speakers in a uniform way and must be observed in a single point of time.

19. Conclusion

The preliminary outline of ‘A History of American Phonological Theory’ discussed in three parts may be described as follows:

- (I) *An Outline of Early American Linguistics* (Section 1~Section 4)
- (II) *Tradition of Early Anthropological Linguistics*, with special reference to the linguistic achievements of Whitney and Boas (Section 5~Section 11)
- (III) *Linguistic Science and Its Fields*, with special emphasis upon the division of linguistics given by Bloch-Trager (1942), Whorf (1939), and G. L. Trager (1949, 1956) (Section 12~Section 19).

An analysis of rehearsal activities in human memory

Motoo Mitsuda

The aim of this paper is to evaluate the effects of rehearsal activities in terms of limited capacity of mnemonic systems, mnemonic strategies, and developmental changes in rehearsal strategies. Recent reports on the effects of rehearsal training programs for retardates, memory span and a few related topics on mnemonic skills were reviewed. As a concluding remarks, it was stressed that processing strategies that were often used by adult Ss were unavailable for children or for mentally retardates.