

Contents

<i>Introduction by Giulio Lepschy</i>	xiii
<i>Acknowledgements by Giulio Lepschy</i>	xxi
<i>Preface by Anna Morpurgo Davies</i>	xxii

1 Historiography and institutions	I
1.1 The first 'scientific' linguistics?	I
1.1.1 A unitary purpose?	I
1.1.2 A monolithic subject?	2
1.1.3 Institutional facts and historiographical assumptions	3
1.2 Linguistics and academe	3
1.2.1 University expansion	4
1.2.2 The academic class	5
1.2.3 Linguistics as a University discipline	7
1.2.4 The first University chairs	10
1.2.5 The linguistic periodicals	11
1.2.6 Historical and comparative linguistics	13
1.3 Historiography	13
1.3.1 The creation of the <i>fable convenue</i>	15
1.3.2 Continuity or break with the past?	16
1.3.3 Specific features	17
1.4 Conclusions	19
2 The old and the new: data collection and data comparison	24
2.1 Multiplicity of approaches	24
2.2 A German survey: M. L. Loewe	24
2.3 Volney and the philosophical study of language	26
2.4 Linguistics in France	27
2.5 Linguistics in Britain	28

2.6	Philosophical grammar vs. data-oriented linguistics	30
2.7	The 'new linguistics'	31
2.8	'L'appel de l'histoire'	33
2.9	From theory to history	34
2.10	The collections of language data	37
2.10.1	Pallas's universal dictionary	37
2.10.2	Lorenzo Hervás y Panduro	38
2.10.3	Adelung's <i>Mithridates</i>	40
2.10.4	Adriano Balbi	42
2.11	Language kinship	43
2.11.1	Genealogical classification	44
2.11.2	The 'Scythian' and 'Celtic' theories	46
2.12	Lexical comparison	47
2.12.1	Phonetic equations	48
2.13	Grammatical comparison	49
3	Friedrich Schlegel and the discovery of Sanskrit	59
3.1	An historiographical break	59
3.1.1	Linguistics as an autonomous discipline	60
3.2	The 'discovery' of Sanskrit in the West	60
3.2.1	The sacred languages of India	61
3.2.2	India and Great Britain	62
3.2.3	The rest of Europe	64
3.2.4	Sanskrit and the classical languages: Sir William Jones	65
3.3	Friedrich Schlegel	66
3.3.1	<i>Über die Sprache und Weisheit der Indier</i>	67
3.3.2	The structure of the book	69
3.3.3	A new approach to the origin of language	69
3.3.4	Language classification and the two Schlegels	71
3.3.5	The influence of the two Schlegels	75
4	Historicism, organicism and the scientific model	83
4.1	Two new trends	83
4.2	Historicism	83
4.3	Organicism	86
4.3.1	The use of the organic metaphor	88
4.4	The influence of the sciences on linguistics	88
4.4.1	Biology and linguistics: principles of classification	91

5	Wilhelm von Humboldt, general linguistics and linguistic typology	98
5.1	An embarrassing thinker	98
5.2	Life and works	99
5.3	The path towards linguistics	101
5.4	Linguistic diversity and Humboldt's working programme	103
5.5	Aims and justification	106
5.6	The main problems	108
5.7	Humboldt and linguistic typology	111
5.8	Linguistic relativism	114
6	Comparative and historical grammar: Rask, Bopp and Grimm	124
6.1	The 'new discipline' and the new technicism	124
6.2	Rasmus Rask	125
6.3	Franz Bopp	129
6.3.1	Bopp's technical work	130
6.3.2	Method and results	131
6.3.3	Assumptions and cultural background	133
6.3.4	Style and influence	135
6.4	Jacob Grimm	136
6.4.1	Empiricism and historicism	138
6.4.2	Linguistics, philology and the attacks against prescriptivism	139
6.4.3	The origin of language as an empirical problem	141
6.4.4	The technical discoveries and 'Grimm's Law'	142
6.4.5	<i>Ablaut</i> and <i>Umlaut</i>	144
7	Comparative studies and the diffusion of linguistics	151
7.1	From individuals to schools	151
7.1.1	The expansion of the discipline	152
7.1.2	The new role of linguistics	157
7.1.3	Converging trends: phonetics	160
7.1.4	Historical linguistics and methodological awareness	165
7.2	The model of Indo-European studies	166
7.3	August Schleicher	167
7.4	The reconstruction of Indo-European	167
7.5	The linguistic family tree	170
7.6	Sound laws	171

7.7	Indo-European origins: cultural reconstruction	174
7.8	Indo-European origins: grammatical forms	176
7.9	The parent language: development and decay	177
8	Theoretical discussions of the mid century	190
8.1	Historiographical assumptions	190
8.2	General works	191
8.3	Schleicher's organicism	196
8.3.1	Morphological description	200
8.4	Steinthal and psychologism	201
8.4.1	<i>Völkerpsychologie</i>	205
8.5	Whitney and language as an institution	207
8.6	Linguistic typology and classification	212
8.6.1	The 'morphological' classification	213
8.6.2	The psychological approach	215
8.6.3	Convergences and disagreements	216
9	The neogrammarians and the new beginnings	226
9.1	Successes and consolidation	226
9.1.1	Diversity of approaches	227
9.1.2	New developments and new directions	228
9.2	The neogrammarian school	229
9.2.1	The explosion of the controversy	230
9.2.2	Who were the neogrammarians?	233
9.2.3	The role of modern languages	237
9.2.4	Indo-European: reconstruction and phonetic development	239
9.2.4.1	Consonantal reconstruction: Verner's Law, the velars	239
9.2.4.2	The reconstruction of the Indo-European vowels	241
9.2.5	Empirical work and the regularity principle	244
9.3	The neogrammarians and their theoretical work	245
9.3.1	Paul's <i>Prinzipienlehre</i>	246
9.3.2	The 'sound laws' debate	251
9.3.3	The analogy debate	255
9.3.4	Language change	259
9.4	Reconstruction and history	260
9.5	The programme and its outcome	261
9.5.1	Language history and the causes of change	263
9.5.2	The neogrammarians and the earlier problems	264
9.6	The neogrammarians' legacy	267

10	The end of the century: general perspectives	279
10.1	Development and fragmentation of the discipline	279
10.2	The demise of typological classification	282
10.3	Genealogical classification and the wave theory	284
10.4	Hugo Schuchardt, language and dialect	287
10.5	Linguistic core and linguistic periphery	290
10.5.1	Linguistics, anthropology, ethnology, etc.	291
10.5.2	Linguistics and experimental psychology	293
10.5.3	Linguistics and language teaching	294
10.6	General and theoretical work	296
10.6.1	Linguistic treatises and theoretical discussions	297
10.7	Core linguistics	300
10.7.1	Phonetics and phonology	301
10.7.2	Phonemes and morphemes	303
10.7.3	Syntax	304
10.7.3.1	Points of convergence: formalism and psychologism	306
10.7.3.2	Syntax and morphosyntax: John Ries	310
10.7.4	The study of meaning	311
10.7.4.1	The lexicon and lexicography	314
10.7.4.2	The lexicon and etymology	316
10.7.4.3	Semantic development and Wegener's view of speech acts	318
10.7.4.4	Semantics and the French school: Michel Bréal	320
10.7.4.5	Convergences in the study of meaning	323
10.8	Conclusions: the evolution of historical linguistics	324
	<i>References</i>	340
	<i>Index</i>	410