Verbotonal Method in our Time

By Professor Petar Guberina, PhD

November, 1989

In 1989, Professor Petar Guberina gave this acceptance speech at Sorbonne University, Paris, France, for being appointed “The Officer Cross of the French Foreign Legion of Honor” as the originator of the Verbotonal Method, used throughout the World. The Legion award was significant, because Dr. Guberina was from Croatia and not a citizen of France. This was his second French award after obtaining his PhD. Fifty-years earlier, in 1939, Dr. Guberina received his PhD from Sorbonne University, at a time when Europe was emerged in World War II. His dissertation showed how “Vocal-Pitch (Intonation) Affected Spoken Language”

In 1968, he was awarded Knighthood in the French Foreign Legion at Sorbonne University.

In 2011, Professor Claude Roberge translated the original 1989 acceptance speech from French to English.

More information is available from Professor Claude Roberge, PhD, Sophia University, Tokyo, Japan, and Professor Carl W. Asp, PhD, University of Tennessee, Knoxville, TN, (casp@utk.edu).
Introduction

This is a thanksgiving address given by Dr Guberina on the occasion of his appointment as “Officier de la Légion d'Honneur” on November 29, 1989 in Sorbonne University. The text was first published in “Hommage à P. Guberina”. The ceremony was sponsored by the Rector Office of the University of Paris, the France-Yugoslavia Association and the Review “Le français dans le Monde”. The French title of this conference was “Insertion de la Méthode Verbotoñale dans notre temps”. The same text was also published in Rétrospection, Zagreb, ArTresor, 2003, 19-34.

For a better understanding of this text, the reader should remember
a) that Tito was still President of the Socialist Republic of Yugoslavia and the independence of Croatia was not yet achieved,
b) that the so-called Berlin Wall was torn down in 1989,
c) and the Socialist Party with François Mitterrand was at the helm of French politics.

Text

His Excellency the Minister,(1)  
Her Excellency Reverend Rector, (2)  
His Excellency the Ambassador of the Federal Socialist Republic of Yugoslavia, (3)  
Her Excellency the Minister of Woman’s Rights, (4)  
His Excellency the Minister for Handicapped Persons, (5)  
Ladies and Gentlemen,

I would like to thank the President of the French Republic who has granted me the title of “Officier de la Légion d’Honneur”. I am proud to have received this gesture of gratitude from a President who, during this special
period for Europe,\(^{(6)}\) is taking into high consideration human rights, progress, peace and liberty and, so doing, is embodying the ideals of France and of the French Revolution.

I thank you, Minister, for having granted me the high degree of "Officier de la Légion d'Honneur". You represent the President of the Republic, but also you have a special responsibility for culture. This is a domain that specially links me with France. That is why I am very much honoured and happy for such a convergence. I would like to thank you during a specially busy period for having insisted on putting this time in the late afternoon, and through you the different ministries you are responsible for and from which I received much during these last forty years through their representatives in my own country (I am mainly thinking of the University of Zagreb), a support that has greatly facilitated my task.

Allow me to extend these thanks to both your two colleagues here present: Her Excellency the State Minister for Women's Rights and His Excellency the State Minister for Handicapped Persons. Their presence, which touches me very much, means a common preoccupation for research to bring an improvement to the people who are the most underprivileged, to those who are suffering from lifelong handicaps and to those victims of certain social attitudes.

Tonight, the Ambassador of the Federal Socialist Republic of Yugoslavia, by being with us, you are stressing on this day which is our National feast day the role that the country you are representing is playing in this rich kind of friendship between our two countries in scientific cooperation and also in the university and cultural relationships. Moreover I am sure that our French friends will be very sensitive of these manifestations.

Dear Madam Rector, by having that this ceremony take place at La Sorbonne, you gave it its real meaning and I am deeply thankful since it is

\(^{(6)}\) Editor's note: It is important to remember that, three weeks earlier, the Berlin Wall was opened. It meant the reunification of West and East Germany and the end of the Cold War.
an occasion for me to pay homage to this institution which greeted me in 1934 and where, besides the encouragement and advice of the great teachers who presided at the beginning of my researches, I found an atmosphere of freedom that allowed me to exchange the hopes and enthusiasms of friends from whom I never became estranged in spite of distance. These thanks to the institution for which you are responsible, I am conveying to you personally, Madame Rector. You agreed to attend this meeting, granting the use of this prestigious hall, and also, it may be in the name of friendship.

And to all of you who came from near or far, even very far away places, eager to take part tonight I express my sincere gratitude: to my university colleagues, to the persons responsible and members of different institutes of research, of application without whom the real life where the theory of the Verbotonal System was involved, would never have been made possible. To them also is dedicated this solemn invitation to go forward.

Allow me to convey a special word of thanks to the persons without whom there would not have been the initiative for this ceremony, particularly to the France-Yugoslavia Association among whom I have so many close friends here present.

I consider this decoration as a reward not only for my own activities in the diffusion of the French language in Yugoslavia, but also in the whole world; it is also a reward for all my colleagues and their contributions in the field of hearing-impaired persons and of teaching foreign languages, specially French language.

At this particularly solemn moment, my gratitude goes to my first teacher at the University of Zagreb, Professor Petar Skok, who introduced me to Roman and French linguistics. My gratitude goes also to my great teachers at Sorbonne University, Jules Vendryès, Ferdinand Brunot, Charles Bruneau, Jules Marouzeau and Pierre Fouché, and I am also very grateful to Charles Bally, great linguist and specialist of stylistics from Geneva who introduced me to my Sorbonne University teachers, encouraged me in my researches and opened altogether new horizons in the fields of human and social sciences, and more specifically in the domain of linguistics in the
broadest meaning of the word.

It is needless to say that all this happened here in Sorbonne, in France, as today Sorbonne is the place where I am given the title of “Chevalier de la Légion d'Honneur”. It is also the place where I defended my thesis fifty years ago. A thesis from which follow all my researches in the fields of linguistics, of teaching foreign languages, of hearing and speech reeducation and alphabetization. France and Sorbonne University also allowed me to get closer to the cultures and civilizations of black people from Africa and from other continents.

When I arrived for the first time in Paris in 1932, at “Cité Universitaire”, I was lucky to meet the great black poets using the French language, Emile Césaire and Léopold Sédar Senghor, at that time also students. The three of us had great faith in French democracy and we nourished the hope that a time would come for the freedom and equality of all races and people, principles written in the Declaration of Human Rights. I witnessed the birth of the “Mouvement de la Négritude” in the thirties and forties, inspired by Aimé Césaire and Léopold Senghor.

With these two poets among others, I took part in the organization of the first World Congress of Black Poets and Writers in 1956. This congress, sponsored by “La Présence Africaine”, its President Alioun Diop and Mister Mario de Andrade, was a real cultural Bandoeng(7), as underlined by Alioun Diop at the opening ceremony of this congress. It took place here at Sorbonne in Descartes Amphitheater. I call on all these facts mainly in order to stress my joy of being again in Sorbonne.

During the Second World War, it was normal that I did everything to get in touch with the French Résistance. Concretely, working illegally in Italy as the delegate for the Northern Section of Italy of the Movement for the Yugoslav Liberation, I was working with a general of the French Résistance, Mr Ljubomir Ilić, promoted general by General de Gaulle.

(7) Editor’s note: This is an allusion to the first and famous Afro-Asiatic Conference that took place in Bandung, Indonesia (Java), in 1955.
In this way, my scientific links with France were combined with the links of a common political fight for liberty. For science and the political fight must have a common objective: the freedom from prejudices, freedom of countries and freedom of individuals.

Once the war was over\(^{(8)}\), after having spent six years in the Foreign Service of New Yugoslavia, I returned to the University of Zagreb. In 1951, I was appointed teacher of French of this university and I continued my researches in France. Thanks to Ecole Normale Supérieure de Saint-Cloud and researches that were being done in 1951, 52, 53, I was able to put together my own linguistic, audiological and psycho-acoustic researches with the researches made on “Français Fondamental”\(^{(9)}\). From this collaboration, on the French side, the pioneer was Mr Paul Rivenc presently Professor of applied linguistics and Vice-president of Toulouse-Le Mirail University, Toulouse, was born the audio-visual method, later on called “Méthode Structuro-globale Audio-visuelle “ (SGAV Method).

The publishing company Didier and its president Mr Marcel Didier were the first promoters of this methodology applied to the French language. This methodology has now many applications in the field of teaching foreign languages all over the world.

In 1955, I had the honour of being appointed member of the Board of the Ministry of Education for “Français Fondamental”\(^{(9)}\) and its application to the teaching of French.

My researches in the domain of the pathology of the reeducation of hearing and speech through the Verbotonal Method had its first results here in France at the Medical School of Paris. In 1951 occured the first doctoral thesis on the new possibilities offered by the Verbotonal Method in the

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\(^{(9)}\) Editor’s note: The normal expression would have been “Basic French” on the model of Basic English, already existing before the Second World War. But the authors were strongly opposed to this expression for many psycho-linguistic reasons.
reeducation of hearing handicapped subjects. \(^{(10)}\) Due to the scientific research made by Dr Hélène Dubreuil under the direction of Professor Maurice Aubry, professor at the Medical School of Paris, the Verbotonal Method quickly became known, and more broadly, in the world.

Permanent training both national and international, as well as training sessions, also national and international, in the Verbotonal Method were very soon organized in France: I take this occasion to thank the Ronchin European Center, the Faculty of Medicine of Lille University, the APAJH (Association pour les Jeunes Handicapés) and the group of trainees from Toulouse.

France was also the country where the electronic machines of the Verbotonal Method were built, machines called SUVAG (Système Universel d'Audition Guberina). The French society S.E.D.I. (Service Européen de Diffusion des Inventions) of Marseille was the first to spread right from 1961 the SUVAG machines in the world. Even now, France keeps the leadership of quality above all the other makers outside France. The S.E.D.I. Society has provided with SUVAG machines 480 out of 600 centers existing in the world. In France, 108 centers and schools for hearing handicapped are using the machines produced by the French Society S.E.D.I.

Therefore, here in France, with French scholars, with the famous French speaking black poets, with the famous Grandes Ecoles, with the fighters of the French Résistance, with the French language, my beloved passion, a great part of my life was spent. That is why I felt much honoured when Général de Gaulle granted me the decoration of "Chevalier de la Légion d'Honneur" in 1969.

Today, November 29, 1989, I am receiving the decoration of "Officier de la Légion d'Honneur". In my life, it is a very special day since it coincides with the National Feast Day of Yugoslavia, November 29. But it also coincides with the Pan-European Movement. I dearly appreciated President Mitterand's words who, during these days, when nations from Eastern

\(^{(10)}\) Editor's note: The title of her thesis was: "Contribution à l'étude de la méthode d'audiométric verbo-tonale", Paris, 1956.
Europe are opening themselves to liberty, saw in this move the way towards peace, human rights and change.

In a new way of interpreting the world and specially of seeing Europe proceed towards the broad ideas of justice, we wish that human and children's rights will embrace the rights of the handicapped, in the broadest meaning of the word. We have tried in all these fifty years of work, to fight in our own way for the equality of their rights.

It is a broad field that is called the "right to human speech". In order to allow any individual to have access to this right to speech, I drew up the theoretical principles of a method called the Verbotonal Method which is basically applied to two fields: the learning of foreign languages and the reeducation of the hearing and speaking handicapped.

On purpose, I say human speech, not language, for the problem is to deal with a living being in his real situation where speech is the result of his own being. The whole body, not only speech organs and ears, takes part in the production and perception of speech.

The essential characteristic of this theory is to consider language as a whole with all our means of communication, either the intellectual ones or the emotional ones: not only words, but also intonation, rhythm, intensity, pause, gestures, facial expressions, situations. From this was born what I called the "linguistics of speech".

How to deal with an individual who is in the situation of learning or of being reeducated?

The basic idea in my theory is the idea of optimality. In the broadest meaning of this word, it is a matter of accepting man who is in front of us as he is, without trying to inculcate in him stimuli from outside that he does not accept, but to look among his residual potential capacities, even if they are extremely limited in order to construct a way that will lead us to the scope we are aiming at. For man possesses potentialities, limitless potentialities which are not restricted to the so-called "healthy human beings" or to
“normal persons”, which is completely false, but such potentialities refer to any being called “MAN”. This means that the person who is considered handicapped does not exhibit any rupture with those who are considered normal.

The main weakness does not exist in the one who, at a certain moment, is diagnosed as a handicapped person, but among those who are not well armed to be able to foresee the progressive changes from the handicapped towards the non-handicapped. To find the right way in any specialized field allows us to obtain sound results, and sometimes excellent results, among handicapped subjects considered as real cases, and even as serious ones.

In the case of reeducation of hearing handicaps, it is necessary, therefore, to look for these optimal possibilities, for these small segments that we must choose and which are essential. Therefore, reeducation must start from man, from the individual who, although he is handicapped, can offer us the optimal conditions for his own reeducation. This concrete optimal has to be looked for not only in the hearing sense but also in his whole body.

According to the strict meaning of hearing, the optimal is transmitted through speech by the help of the SUVAG machines, frequencies to which the subject remains the most sensitive, even in case of profound deafness. In this latter case, speech stimuli are transmitted through the skin, what is called somatosensorial or body transmission, since the skin is the most sensitive to low frequencies. Step by step, and through different combinations of frequencies, the hearing and producing field becomes broader and broader. By following this methodology, hearing–impaired children, the deaf included, having no other impairment, can be integrated with normal hearing children in ordinary schools using speech as their main means of communication.

Here are the results of some centers and countries dating back to 1981 and 1988 when children were integrated in normal schools:

- 90% of the children from Gent Center, Belgium,
- 68% and 57% from two French centers.

The general results of the SUVAG Center of Zagreb from 1961 to 1988
are the followings:

- Number of children: 1050 out of which 96% finished their primary school, 885 finished their middle school and 10% are following or graduated from high school or university.

However, the absence of speech or its delay are caused not only by organic disorders. The limit between the handicapped and the non-handicapped person becomes evident in situations where children have non-acquired speech because they were deprived of maternal love, abandoned, or living in surroundings that did not give them emotional security. These are children who, because of difficult conditions in which they are living, show different speech problems. The lack of affection slows down or hampers the development of intelligence, even sometimes motoricity. Let us not forget the situation of beaten women or children who were the object of other violence. What kind of speech can they learn, when the only possible communication they have is that of violence and suffering? Nowadays it is known that the way to success is the most difficult for these children. It follows that the optimal conditions, or rather the preconditions for speech, will not be found in the organ of hearing, the ear, but in loving surroundings. This kind of handicap that involves a very large number of children appears like a social handicap. Human rights extended to a child’s rights will have a human and social content extended to its highest degree.

In order to reach harmonious communication, it is necessary in the first place that people understand one another in their family. It is also necessary that there be a certain understanding between people speaking different languages. In the field of learning foreign languages, the Verbotonal Method is mainly centered on communication between man and man through speech. For this reason, the SGAV Method, made with Professor Paul Rivenc's collaboration, insists on the use of daily life situations and understanding through suggested context. In order to solve the problem of wrong pronunciation, I asked myself this basic question: "How do we perceive the sounds of our mother tongue and, in general, the sounds of any language? Can any man learn any language?"

A central experiment in our theory showed that each vowel, if it is
filtered through very different frequency zones, is transformed into different vowels. In the same way, each consonant, as a rule, contains all the consonants. For each sound there exists an octave that is compulsory for its perception.

There exists a well spread but mistaken idea. I mean that there exist some people who are handicapped in the learning of foreign languages. We voice the hypothesis that an adult wrongly articulates because he does not hear well. The brain does not always get the frequencies sent through the ear, but makes a selection. It seems that man uses his mother tongue as a natural filter where he is perceiving sounds. For this reason, all French people make the same type of mistakes when they speak English, and Japanese speakers make their own type of mistakes different from those made by French speakers.

It is enough to observe how children using any type of foreign language born in a foreign country learn any foreign language as the children of that country. It is the same case for students of any country who start to learn with a gifted teacher a foreign language in a kindergarten. The results are excellent and fast. Even later, starting from 9 years old and up to puberty, children have the possibility of correctly learning a foreign language.

After the age of puberty, the acquisition of a foreign language is much more difficult, because the brain has reached a level where the mother tongue is directing perception. In fact, when an adolescent wrongly hears and articulates the sounds of a foreign language, he is protecting the hearing system of his mother tongue. Already we stressed the fact that in each vowel, there always exists all the vowels, and that in each consonant, there exists all the consonants. Naturally a brain that reaches maturity is choosing among these rich possibilities of sounds the phoneme of its mother tongue.

In the field of learning foreign languages, it is also necessary to start from the optimal. The best optimal is young age until 9 years old, afterwards until puberty. When puberty is over, it is necessary not only to have teachers who speak well a foreign language, but who know how to
correct the mistakes of the student by means of the acoustic optimal where rhythm, intonation and situation intervene more specifically. It is not due to the great number of isolated words that we learn, nor the number of grammatical rules used outside situations, that a good knowledge of a foreign language can be reached. For in this way, we contradict the learning process not only of the mother tongue, but also the correct learning of any foreign language.

On this matter, the researches made at the School for training teachers of Saint-Cloud on “Français Fondamental” conveyed an important message to linguists of the whole world: researches made on other languages in other countries also proved, on their side, that man does not communicate through a high number of words, but through structures of situations, intonations and body movements which enrich the meaning of each word.

Applying these ideas to the needs of our epoch, where the European Community is being built up, which, we hope, will be very much enlarged, it is necessary to be more than bilingual, it is necessary to be multilingual. How are we going to achieve this objective? Through the optimals. On one side, through the optimals of age, on the other, when the age of 9, 10, 14 years old is over, through the procedures that are involved in the optimals of sounds and in the optimals of communication: I mean, situation, rhythm, intonation and the whole body. It is evident that we have to start from spoken language, which later on will be followed by writing and written language.

But there exists also other problems when we want to teach a foreign language: mainly when we are dealing with larger populations. Let us consider the use of French and its spread in French speaking countries. How to deal with Creole speech, which involves elements of the French language and dialect? This is a structured language that is helping communication although its use is limited to a part of the West Indies. Since the people of this region consider it as their own mother tongue, it would be neither fair nor linguistically acceptable if we would try to eliminate it artificially or through pressure. But in order to allow a broader range of communication between these populations, we have to do everything so that the French
language becomes their second language. It would be unfair to deprive these populations communicating through Creole from the practice of the French language which is a language used all the world over.

But there exists another problem that comes up when, besides Creole, we want to spread French, or when we want to spread it in any country of the French-speaking Community (Francophonie) where the national language is not French.

On the basis of what we said above, it is absolutely normal that, after the age of 14 years old, we perceive a foreign language according to the phonetic system of our mother tongue. Therefore, there is a great danger that the French language will be broken up as Low Latin broke up giving birth to many Romance languages and to their dialects. The Verbotonal theory allowed us to understand how the "System of substitutions" functions, or what we also call the system of errors of people learning a foreign language. In this field, there exists a rich documentation concerning all the European languages and non-European languages. We have even researches concerning the "System of Japanese learners of French". Moreover, there has been established a system of speech correction based on the Verbotonal System which appears very efficient if we rely on the numerous scientific researches published until now. It would then be useful to systematically study the system of errors or the system of substitutions in all the French speaking countries where the mother tongue is not French. That is why, whether it is a question of Creole as the mother tongue or of any other mother tongue in the countries of the French-speaking Community (Francophonie), we can attain real bilingualism if we keep the phonetic system of the French language of France. We have this possibility and it would be regrettable not to take advantage of this opportunity with such a purpose as important as bilingualism provides.

There is in France and in other countries a rather important number of specialists in this field, in France alone, there are about thirty of them. It

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Editor's note: In the case of "System of substitutions", the idea of responsibility, or negligence is less evident than with the expression of "System of errors". But what is important here is the word "system" which implies that these substitutions are systematically, made by the same linguistic group.
is only necessary to increase the studies for all the countries of the French-speaking Community, and systematically undertake these researches. It goes without saying that such researches may also include countries outside the French-speaking Community.

We must not forget that a good knowledge of a foreign language is one of the conditions for using that language in international relationships. Therefore, if we want a large circulation of the French language, it is necessary either to start to teach it before 10 years old or before 14 years, or to know the system of errors and the system of correction relative to the mother tongues, used not only in the French speaking countries but also, if possible, in the largest possible number of countries.

Then our idea, according to which there is no absolute limit between the handicapped and the non-handicapped is very evident in all the domains of speech. The ignorance of a foreign language is a great handicap for international relationships. Misunderstanding may seriously handicap relationships between different nations and, in this way, slow down the road towards world peace. But right solutions do exist, to go from handicapped to non-handicapped, and even to the blessing of becoming bilingual or multilingual.

Seldom has the world had more favorable conditions and material potentialities as the ones that presently exist. World peace and disarmament are no more a utopia. Therefore, human and citizen rights can be extended to handicapped children and women.

The billions of dollars, francs or other currencies of developed countries that would be saved due to disarmament, even a partial one, can be used for research and culture, for the search of new ways of reeducation, for the training of individual handicapped, for the most adapted equipment for the handicapped patients; the cost will never be too high if we can have no more children who, although hearing well, do not speak; if we succeed in obtaining satisfactory and relatively rapid results in the field of speech problems; if we can prepare hearing handicapped and deaf children for normal schools and their integration with hearing children through speech;
if we succeed in order that the majority of blind children can learn foreign languages before 10 years old in order to become professional interpreters; if we give the opportunity to a whole nation of becoming bilingual or multilingual; if we lay down the necessary conditions so that every French person may be bilingual or multilingual; if we obtain in the countries of the French-speaking community a bilingualism where the French language will keep its phonetic, grammatical and lexicological structure.

I hope there will not be a turnabout as with the dictators oppressing the countries of Eastern Europe. But in order to reach a lasting peace, democracy, the strict observation of man’s and citizen’s rights in the broadest possible sense and, at the same time, as your President says, to obtain a change, it is necessary that the whole of Europe and, in fact, the whole world cooperate together and defend what Europe has just earned. In Eastern Europe, there is a rich reservoir of talents, of very skillful specialists in all scientific fields who so far have been unable to show and realize their great intellectual capacities. There is in these countries the courage to keep the freedom they have now won; they will have the courage and earnestness to fight if a new danger against their freedom appears on the horizon.

My country, Yugoslavia, during the occupation by Nazi Germany, freed itself on its own and suffered tremendous losses in population and material goods, which under the direction of Tito already in 1948 opened the road to all movements and struggles of the countries oppressed by Stalinism in order to walk towards liberty. This country during the two World Wars sided with France; this country includes one nation and a former principality, Serbia, which held with France diplomatic relationships, and already the French Consulate of Belgrade existed a hundred and fifty years ago. The Yugoslav land even from the 3rd century was the subject of a French epic written by Villehardouin who, being a writer and a military man of high grade, describes the military feats of French and Flemish troops in the Zadar region and at the city itself of Zadar, both Slav and Croat, which is in Dalmatia. This epic is one of the most important documents of Ancient French.¹²

¹² Editor’s note: This epic called “History of the Conquest of Jerusalem” was written by Geoffroi de Villehardouin (1151-1213).
The great scholar, Rudjer Bošković, in Dalmatia, Yugoslavia, lived in France from 1773 to 1779, he was the Optic Director in the French Navy and built an observatory at Versailles. Forty years before, in his hometown all the works of Molière had been translated. It was the first translation in the world of all the writings of Molière. His plays were performed in Serbo-Croatian starting from 1730. In more recent times, before the Second World War and between the two World Wars, France was the meeting place of many artists and writers from all the regions of Yugoslavia, France is also a country where fighters for liberty were trained. Among them, there also was Tito. From here the Yugoslav people left who were fighting on the side of the Spanish Republic. These fighters became the nucleus of the partisans under the command of Tito against the Nazi occupation. Therefore, Yugoslavia, through its own history, through its links and its age-old friendship and through its fight for freedom against Nazism and Stalinism is always ready to assist President Mitterand’s proposals for a broadening of Europe, for a democratic Europe, for a Europe of human rights and of changes. Yugoslavia is qualified to take part in this new Europe because in its history it always chose fight to obtain and keep its liberty and independence. It also sowed, mainly because of Tito, the seeds of independence of people against superpower countries and military alliances by taking the initiative of creating the Movement of Nonaligned Countries of which, at present, Yugoslavia has the presidency. It shows how deeply rooted in our people the road towards peace and the union of all the people of the world is with independence and freedom for everybody. France and its President may be sure of Yugoslavia’s steadiness in support of its initiatives for a new Europe, the Europe of human rights, freedom and change.

For my part, with my numerous French collaborators, I will contribute to the realization of the programs that France and its president propose for a broadening of the idea of human rights, for the world of handicapped people, children, women and for the spreading of the French language in the whole world, specially in French-speaking countries. The Council of Europe, in its will to make with its European citizens bilingual and multilingual people, and also in its project called Lingua, attaches great importance to correct pronunciation, and the “International Association of the audio-visual and structuro-global Method” is preparing a complete program of phonetic
correction dealing with the French language” using the Verbotonal Method while keeping its phonetic, grammatical and lexicical structure.

I think that such a collaboration would be a logical conclusion of everything we have done so far in France, in other countries and continents. We always went beyond ideologies, races, regions and political systems. That is why we are ready to follow the broadest and the most enlarged programs in Europe and in the world, the programs concerning hearing and speaking handicapped people and those concerning the extension of French in the world.

In this way, we became involved in the midst of the activities and struggles of those who are aiming at a better future for the whole world without distinction of race, religion or political opinion. Here is how Emile Césaire defines the purpose of the black race in his “Cahiers d’un retour au pays natal” which is one of the best poems of the XXth century in French poetry. Speaking of negritude, he writes:

“What I want
For the universal hunger of the world
For the universal thirst of the world
Is finally to invite it
To produce from its own intimacy
The succulence of fruits”. (13)

I will end my speech with some sentences written by the oldest French practicioner since 1950 and one of the best practicioners of the Verbotonal Method on the occasion of this ceremony. Here is what he writes: “The decoration of “Officier de la Légion d’Honneur” will be granted to you in the Reception Room of Sorbonne. Sorbonne, how many remembrances for you! It may be foolish but I myself feel honored. I am trying to dream and think of all the roads you have gone all over. I am thinking of all your Yugoslav and French collaborators, next of your European and American collaborators and finally of your Asian and African collaborators; all of those people you were

(13) Editor’s note: This poem started to be composed by Emile Césaire precisely during Summer 1935 when he was invited by Dr Guberina to spend his Summer holidays at Šibenik, on the Adriatic Coast.
able to gather, and all this work that remains to be done”. I personally would add: “Indeed, there is still so much to be done”. 