

HINDUSTANI MANUAL

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Hindustani manual by Douglas Craven Phillott

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DOUGLAS CRAVEN PHILLOTT

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MANUAL**

PREFACE.

THE success of "Hindustani Stepping-Stones" has induced the author to bring out the present Manual, which is merely a revised edition of the former work with some useful additions. The "Stepping-Stones" was intended to be read in conjunction with certain portions of Forbes' Manual. As, however, students have complained of the inconvenience of using two books, the present Manual has been made complete in itself; no reference to Forbes' Manual is now necessary.

In the present work no word or phrase is used that an uneducated but intelligent native of Delhi does not use; further, no word or phrase is used that an uneducated but intelligent Muslim of the Punjab does not understand. The author, after completing the work, tested every sentence with an illiterate Punjabi bearer, from the Murrec Hills, who has been in his service for more than twenty years; and any word or phrase not readily understood, was at once erased. Still, the student that masters this little book will be possessed of a vocabulary sufficient for all practical purposes and will have acquired a wealth of idiom that will carry him through even the exercise for the "Proficiency." Special attention has been paid to the many idiomatic meanings of the common every-day verbs, and in the examples given, their meanings are nearly, if not quite, exhausted. The student should master the shades of meaning in the various compound verbs, Lessons, 21, &c., and, in his written exercises and in his

speech he should practise using these idiomatic intensives, &c., as much as possible. For instance, it is much more idiomatic to render "to elicit information" by *bāt nikāl-chhornā* or *nikālkar rahnā* [vide Lesson, 23. (b) and (e)], than by simple *bāt nikālñā*. Note too that *chhāññ-lenā* is "to choose, select," but *chhāññ-dāññā* "to eliminate." The work has also been based on the recurring mistakes of L. S. and H. S. candidates at the monthly examinations.

Owing to want of space, many of the meanings of the words given in the vocabularies, have not been illustrated in the examples. It is, therefore, the work of the student, with the help of the Munshi, to frame sentences illustrating the missing meanings. Paragraphs in smaller print are not necessary for Lower Standard candidates, and need not therefore be studied till the matter in larger type has been mastered.

The many editions through which Forbes' Manual has passed are a sufficient proof of its popularity. This popularity is largely due to the fact that it is printed in the Roman character. Though the Roman character with its short vowels and capitals, is for a beginner (especially for the student that wishes to learn the colloquial only), a great advantage, it must be regarded as a go-cart, to be gradually discarded as more and more progress is made. Before the student has mastered this little book, he should be in a position to discard the Roman alphabet. To a beginner, it is often an aid to memory, to see a new word written both in the Roman and in the foreign character.

Lastly, the beginner should practise as much as possible *aloud*, but this subject is fully dealt with in the Introduction that follows.

My thanks are due to Shamsu'l 'Ulama Muhammad Yūsuf Ja'fari, *Khān Bahādur*, Head Mawlavī, Board of Examiners, for substantial help in the preparation of this little book. My acknowledgments are also due to the various grammars and dictionaries, but specially to Forbes and Holroyd.

CALCUTTA, }
September, 1910. }

D. C. P.

NOTE TO SECOND EDITION.

The gratifying welcome accorded to this Manual has induced me to issue this Second Edition.

LONDON, }
October, 1913. }

D. C. P.



INTRODUCTION.

A PRACTICAL METHOD OF ACQUIRING A NEW LANGUAGE.

THERE are several modern schools or systems of acquiring a new language, but the best is probably that of Professor Rosenthal.

Under the old-fashioned system, the student was first taught the grammar. He learnt to decline and conjugate, and was laboriously taught rules and exceptions. He was taught the theory of language, not the language itself. He was then made to study the literature with the aid of a dictionary, colloquial being generally ignored. After three or four years of such drudgery, not a single student, unless he had been abroad or practised talking with foreigners, was able to carry on the simplest conversation.

If waiters in Continental hotels, who talk English so fluently, be questioned, it will be found that they have acquired all their knowledge by residing in England for frequently not more than six months. Something therefore must be wrong in a system that in several years fails to teach as much as can be picked up *without teaching* in six months.

Now to learn a new language easily and quickly, it should first be learnt colloquially, the *systematic* study of grammar and literature being taken up only when a degree of colloquial proficiency has been obtained.

The Professor's system is based upon the following facts:— For the first two years or so of its life, an infant listens. It

understands a good deal that is said to it, but it does not speak. About the third year, it begins to speak. This shows that, in Nature's method, the ear is the *first* organ appealed to. The child, however, has to acquire new ideas as well as speech, so its progress is slow. Immigrants into America, who know no English, are at first bewildered by the many foreign sounds. That state of unpleasant mental confusion lasts for two or three weeks. By that time the ear has grown accustomed to a few of the sounds. The phrase heard oftenest, probably connected with eating and drinking and perhaps picked up in a restaurant, is instinctively imitated and a simple phrase such as "Please bring me a beef-steak and potatoes" is acquired. The learner expands this phrase and builds on it, till in a few months only, he is able to speak English fluently, often with perfect accuracy. This is what is going on every day in America, instancing also the truth that languages are learnt by sentences and not by isolated words. Now every organ has a memory. If a person cannot spell a word, he hastily writes it down and finds that the memory in his fingers is better than that in his head. In acquiring a language, more than one organ is brought into use. An actor who learns his part in the quiet of his room, repeating it over in his own mind till he is word-perfect, finds that at rehearsal he is unable to repeat his part aloud without considerable effort. The reason is that he has learnt by eye only, and has not practised the memory in his tongue and ear.

Bearing all these points in mind the Professor gives his first lessons on a phonograph. The first lesson is a simple but rather long sentence. In a book, this is arranged in tabular form with an interlinear English translation. The beginner, the open page before him, turns on the machine and places the ear-cup to his ear. When the sentence has been delivered

by the machine three or four times, the ear will have learnt the accent and the intonation of most of the words, while the eye will have mastered the meaning. The lesson must then be *repeated aloud* with the machine, and in a short time the tongue and ear will work together. The beginner has drunk in knowledge by several channels at the same time—ear, eye, tongue, and memory. Necessary grammatical information is imparted with each sentence. After the main sentence with its correct pronunciation has been mastered with the machine, the student should take up, by means of a little book, the study of variations on the main sentence, no word or phrase that the student has not already acquired being used in the variations. He first reads the foreign exercise *aloud*, and then, looking only at the English side, tries to translate. No effort of memory is to be made. If a word escapes him, he must at once refresh his memory from the page. These short exercises should be repeated at least three or four times a day. "In a few days the phrases will become second nature to the learner. He will no longer think *about* them but *in* them." Study, which should not exceed 15 or 20 minutes at a stretch, must always be carried out aloud. Mere repetition imprints the sentences on the ear and memory, in much the same manner as the Morse alphabet is learnt for signalling. Olendorf well knew the value of repetition, and if his ridiculous and inconsequent sentences had not been so repugnant to the youthful mind, his popularity might never have waned.

A systematic study of the grammar, and exercises in reading and writing, can be taken up after the sentences have been mastered.

Now as regards the vocabulary and the number of lessons on the phonograph. For Italian, there are only 24 lessons on the phonograph, *i. e.*, there are 24 "records"; and the vocabulary