

## **Introduction**

The following writings are fragments on the subject of interpersonal communication and conventional language. All written some time ago for various purposes and at a variety of complexity levels they deal with human communication, simple description and mechanics of early development in understanding speech and talking, some pathology of speech and some means of encouraging communicative attitudes in a child, his responding to the speech of others, the ejaculation of voco-articulatory sounds, and expressive speech.

The papers do not lend themselves to a simple arrangement into normal language and speech - 'expressive' and 'receptive', impaired speech, education and treatment of delayed or impaired language. Hence the arrangement is largely arbitrary; however section 1 contains mainly material about the learning and development of conventional language whilst section 2 is more obviously concerned with the educational aspects. A few comments or notes have been added but only where I have noticed a point I have been inclined to comment on.

In these papers the word 'language' unless otherwise qualified refers to 'conventional' language in contradistinction from fundamental or universal language which I equate with 'general understanding'.

Geoffrey Waldon 1984