

The Herald.

DEVOTED TO PRONUNCIATION AND AMENDED SPELLING.

5th YEAR. TORONTO, CANADA, December, 1889. N^o. 50.

THE ALFABET.*—The Egyptian takes the hed of his holy bul Apis to represent its first sound A. In his dialect he calls the A Apis. In another, which we follo, it is calld Alef. The booth or hous in which he livs givs name to the secnd leter *Beth*. These two words *alef*, *beth*, ar the origin of *alfabeta*—*alfabet*, and signify ox-hous. 2000 years or les before Christ, a colony from Egypt took their alfabet and worldly goods, and went filibustering, setling on the north part of hed of Mediteranean. They calld the cuntry Phenicia, and themselvs Phenicians. They occupied territory les than Connecticut, skirited on the bak by Lebanon, in front the midland sea, inviting to comerce, navigation and colonization. They wer a colonization society, stealing slaves and seling them. They went to England after tin, which they calld Tin Island. They carid letters to Greece a few years before Moses. The Grecians at first tho't to take the hole alfabet, but changed their mind. The sounds of the Phenician language wer diferent from those of Greek. The Greek, being reasonable, acording to our way of thinking, struck out all letters he did not want, aded thoshe did want, and made it fit his language—the very thing we propose for our alfabet. The Romans took the Greek alfabet—then 350 years old—and modified it to suit their language. France, a colony of Rome, receivd her alfabet from the mother cuntry, and carid it to Britan. The Goths, a hive of barbarians that swarmd all over north of Europ, when they conqerd Rome, and destroyd her works of art and literature, and bro't in the darknes of 1000 years, had the grace to steal the Roman alfabet and cary it home and cultivate it. The Saxons, a German tribe of Gothic stok, carid letters to England. The Saxon and Norman language and literature wer thus in England side by side contending for supremacy. The Norman-French carid their alfabet. The Saxon alfabet had to giv way but the Saxon language became predominant. English grew out of the union of French and Saxon mainly. It has now admixtures from many languages.—J. D. PULSIFER at *Maine Teachers' Convention*.

*REVISED SPELLING:—OMIT useles letters CHANGE *d* to *t*, *ph* to *f*, *gh* to *f*, *sch* to *tsk*, if sounded so—rules justified by Revision of speling (in progres)

EMIGRATION.—The results of emigration and imigration ar curius and important. By emigration is here specially ment separation of a considerabl body of inhabitants of a cuntry, from the main mas, without incorporating itself with another nation. Thus the Eng. in America hav not mixt with nativs, and the Nors in Iceland had no nativs to mix with. In this case ther is a kindof arest of development, the language of the emigrants remains for a long time in the stage in which it was when emigration took place, and alters more sloyly than mother-tung, and in a diferent direction. Practically American speech is arcaic with respect to that of British English, and while the Icelandic scarcely difers from Old Nors, the later has since colonization of Iceland, split up on the main land into two distinct literary tungs, the Danish and Swedish. Nay, even Irish English exhibits in many points peculiaritis of pronunciation of 17th cent.—ELLIS in *E. E. Pron.*, Chap. I.

TEACHING SPELLING.—How Speling can be taut at all in elementary scools is a constant wonder. Ther is not a singl rule which the teacher can lay down which has not almost as many exceptions as exampls. Whether the pupil has to uter ritn words, or to rite uterd ones, in either case he has so many posibilitis before him, that it can be by mere chance only if he hits on the correct anser; and it is thru such geswork, which cannot be dignified with the name of disiplin at all, that he makes his entrance into the world of letters and sience where evrything o't to be order acording to system and intelgence. I am not speaking too strongly in saying that our want of systematic orthografy has reduced the advantage of alfabetic riting to a minimum, and made correct speling virtually imposibl. When primary education is becoming a great question, this question of orthografy must asume higher importance than ever. When it is important to educate the mind it is cruel to force it first to lern the dictionary thru to no how to spel each word separatly. When the mind is being introduced into a relm of exactitude, order, and principl, the spectacl of pure caos in language cannot be edifying, but rather demoralizing.—MARTINEAU in *Trans. Phil. Soc.*, 1867.