## IITERATURE.

Fone ic Teicher for 1880 81. 8:? one volume bound in bourds. Sl.6.5.
Gomel by Marinew printel in Inter. mational Alfabet. $15 \times 3$, cloth, 50 c .
The Fonetic Teacher was issued as a monthly for three years which bound makes a vol. of over 300 pages quarto. Its pur lication ceast in 1883. It is a tresury of much that apertans to the Revision of speling especialy from an American stindpoini. It shud be ponést by evry one who considers the many points involvd in the general question. Its object was largely expermental as to alfabetics and radicaly so. It was also miciona'y and newsy. Of the sientife work of its editor the Internat'l Alfabet was the outcome or conclusion to that time. Acordingly, the Wettheme givs a comital on many points involvd It has 69 large pages wel printed from now type specialy cast we supose. An apendix of xvi other pages treate of vocit sounds their mode of production and kindred subjects. It deservs aten tion as the work of an ernest advocat who has givn much tho t and trial to most fases. We aproach and examin it as such. Cand $k$ ar used as ejuiv alents. it consonants ar distinguisht by 18 old leirs and these 6 new ones:
 Sin vision, or French $j$, has a ; shape. That for ch may be held as $c h$ conjoind. It is probabl that a $c$-shape wil merit adoption for this sound. The shape givn above is used in German Reform for the gutural in Ger. nach', Scotish loch. It apears betr to resign the shape to them for that sound. The difthongs $I$, of, ou ar each represented by 2 letrs. 12 vowels ar distinguisht thus
a a a e i i $\omega \theta$ o $u$ u $u$ art at ale ell eel it or ox no up put. do We shal speak of the shapes for $o$ in or and $o$ in $d o$ as indented $o$ and $u$. The shape for vowel of eel is ie conjoind in Siamese twin fashon - too hermafrodite to be acceptabl. We hav not found it in use since 83 . Altho holding that the sound shud hav a letr of $i$ shape in any international alfabet we cud hardly favor this one. Time wil giv a betr. Chapter xivy, vers 8, reads

## And di fulif sed untu ai

 waiz, Giv us av yur eil; for dur lamps ar goin aut.We wud expect gil for יil. This we canot interpret otherwise than equal to a confesion that indented $o$ is is bad shaye when its legitimat use is shund so. We no of no one using a but shirks it more or les. fitman, for exampl. goes so far as to put 'wor for $1 \cdot$ ar in place of ror and this not in an isolat. ed word but by the hundreds.

Most of those who aproach alfabetics make use of $\%$. As it is not used here it is intere-ting to observ how ceptan (iificultis ar met If $v$. in coze be !/d and begin a word the $y$ is exprest. In mid word, $y$ is changed to $i$ and $u$, as in put. is used where we wud expect an indented $u-$ a bad shape shirkt, thus: yumuc, ciubit, hiun. rebiukt. Pitmon chooses if for $v$. in ooze. Wr. on such becomes $y d$ is it exprest by $y_{l}$ ? O) no! Iu is chosen, a being his choice for the mut vowel! This iu is also made do duty f r two sounds $y \mathrm{~d} u$ and $y \mathrm{~d} 4$. In Wuthew the latr dificulty is met thus: If $v$. in put be $y d$, the $y$ is comonly ex. prest. If $t$ (or d?) precede $y d u$ or $u$ a certan variety of pronunciation is givn: valyu, statiur, peralvenfur, sanchueri, scripfiur, cwesfion.

Expletiv there, adverb there and pronoun their hav the same vowel a and it too is used in words like carefu', as And AG went Gar we. Prar, cartul, bar (bear), har (hair).

Is it not wel to alow m to represent this vowel at least temporarily until its quality is setld? Exampl, cœrful.
We hav examind it from an alfabetic standpoint. We wish space permited examination from an orthoepic one as evry page brisls with points of pronunciation, of questionabl mostly comendabl. The reader shud get both the Teacher and Untthew and study them. He wil then no more orthoepy than before. Both ar edited and publisht by T.K. Vickroy. Ph. D, 2933 Dickson Street, St. Louis, Mo. Our readers ar privileged to get Matthew at haf price until fuly --a slauter price con-idering the expens of new types. Get both.

