

## NOTES ON PRONUNCIATION

[See Plank 22. Cont'd from pp. 206, 231, 235, 239]

(2) In New Orleans E. Riedel, in *Dialect Notes*, iv, p. 269, finds *r* pronounced *oi* as in the Bowery dialect in *world*, *work*, *girl*, *shirt*, *hurt*, etc. In a Toronto school-boy we herd *holt* for *hurt*. We ar unable tu lern how he came by it. Wil this invade North America as the Essex Cokny invaded London and therabout?

(a) Dialect speakers in extreme old age revert tu the dialect as it existed in their yuth. Tu years ago I visited an old wuman in a Yorkshir vilage, hum I had nōn intimatly 48 years, haf that in daily intercourse. She formerly said *də*, *uəm*, for *day*, *home*; she now said *də*, *ōm*. Some other vowel-sounds had changed similarly.—Dr Jos. WRIGHT in preface tu *Eng. Dialect Gram.*

(b) Mr Phipson givs this specimen ov speech in Birmingham, Eng.: “wɪ rə yau we kɪn, ‘æri?” “wɔɪ, ə selɪn ðə Dai li Mai l; ‘əv yau got sɪm t?” “aa, oɪ m t ðə baulɪn grɪn ə brɪŋ gɪn bæ k ðə baulz fə ðə tofs əz plɛz ðɪr” By “sɪm t” is ment, something tu du. *wɛk* is how *work* is pronounced in Rutland, 50 miles east-northeast, whence it came? *oi* in *why*, *I*, is herd in London and Ireland whither it was bro’t with much other western speech in varios “setlments” ov Ireland. *yau* for *you* rimes with *now* and is herd in Northumberland, Lancs, Lincoln and Oxford. Note undifthongized *i*, *e*.

(c) Sir Wm Ramsay says (*Pioneer*, 1913, p. 84) the difrence between vowels in *not*, *all*, *haul*, *war*, is in duration alone.

(d) Sir Wm says also (*Ibid.*) “Northern English distinguishes between the vowels in *light* and *lie*. I am wiling tu ignore the difrence.”

(e) Sir Wm hears *ū* in *shoe*, *look*, *too*, *sure*, *boot*, *foot*, as du most northerners.

(f) T. Rea, Dublin, says (*Pioneer*, 1913, p. 89) “The older pron. fern is quite ded, firn replacing it evrywhere. A great difficulty in German classes all thru Ireland is tu prevent children from pronouncing German *fern* as firn, *lernen* as lr nən, etc.”—tru ov U. S.-Canada; ov French, too.

## AMALGAM OV FORIN SPEECH

Chicago is so very polyglot that D. C. Buck made a study ov linguistic conditions therin and put results on record in ov Chicago University. He says:—  
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“Absorption ov the varios languages is not accompanid by any permanent effect on spoken English except in isolated communities. Second generation speech seldom betrays any forin influence in either pronunciation or vocabulary—often a vulgar form, but not difrent from that ov nativ stok in the same social position.”

Is this a by-product ov our Public-Scool system in America? or is it that combined with other democratic conditions?

## HE SEES IT!

Felix Adler, Ethical Muvment leader and principal contributor tu its quarterly mouthpiece (*Internat. Jur. of Ethics*) says:

“Tu impruv Ethics as a sience it is necessary tu fix attention on moral *facts*, tu collect them, tu bring them intu vew, especially more recondite facts.”

Evidently Adler sees need tu get *facts*, as did Darwin in *Beagle* voyages, digesting them for years after. Now Ethics parallels Speling in this. In Planks 22, 28, 29 and otherwise, we hav heralded it for long.

What about *recondite*? Wel, recondite facts and “horse-sense” ar a strong tear.

## SPEECH IN NEW ZEALAND

This, acording tu the Wellington *Dominion*, has flavor ov east London. Boys recite Macaulay’s *Armada* thus:—

“Oi tell of the throice fymous deeds she  
wrought in yncient dys,  
Wen that grite fleet invincible agynst  
her baw in vine  
The richest spoils of Mexicow, the steowt-  
est ‘aats of Spine.”

Except dropt *h* and *r* in *hearts*, and *r* in *bore in vain*, we infer from notes *r*, *s* on our p. 235 that drooping *h* and *r* ar not thoroly epidemic. Newspapers without a Notation, *HERALD*’s or other, ar not reliabl. An older generation, acording tu Mr Harding, wud hav said *borɪn vɔɪn*; a stil older, as Ellis on our page 238.

Mr F. Renner, ov a college teaching staf, urges that certn pronunciations be tabu’d in school. He wud not try tu stop some slurring in comon speech (“the unavoidable play ov individual and local pronunciation” in our Plank 1), but wud restrict teachers’ efforts tu: First, don’t difthongize *ō* in *no*, *Mexico*, etc., intu *ou* or *ow*, nor shift the actual difthong in *now*, *cow*, etc., intu *æu* (*næu*, *cæu*, etc.) Second, don’t pronounce *day*, *daily*, *lady*, *name*, etc., as *dy*, *dyly*, *lydy*, *nyme*, etc. Third, don’t pronounce *mine*, *nine*, etc., as *moin*, *noin*, etc. Fourth, don’t pronounce *card*, *cart*, *hard*, etc., as *cærd*, *cært*, *hærd*, etc.

Teachers hu try tu cary out Mr Renner’s vews say they strike two snags: First, when children get tu the playground they use the objectionabl forms at once; Second, parents complain tu the tune: “What is good enuf for us is good enuf for our children.”

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