tion ar three: (i) Giving sounds aright as to their *quality*. (ii) Marking primary and sometimes secondary accent, on which *quantity* depends. (iii) Sylabication, or proper division into sylabls, important as showing where it is right to divide a word at the end of a line. Such division must be between sylabls. Geting vowels right is more important than consonants. It is nearer truth to say that quantity depends on accent *chiefly*: time forbids amplification.

10. Determining the qualitis of vowels in unaccented sylabls is a problem as yet only in proces of solution. Practising the fonic method has bro't the matr forward in a practical way. Fonic teachers must asign some quality to the vowel in each sylabl Until a betr way is givn, it wil be wel to adhere to the vowel now found in such sylabl in curent speling unles a good dictionary plainly givs a diferent sound. If yu folow coloquial speech, yu wil hav very numerus slurd and obscure vowels—folow insted a clear and deliberat, but not straind or forced, pronunciation. Yu can therebyofn determin the vowel by ear. When its quality is stil quite obscure, indicate it by apostrofe, turnd period (·) or colon. One of the liquids *l*, *m*, *n*, *r*, preceded by such obscure vowel ofn constitutes a sylabl, comonly final.

11. Four varietis of pronunciation shud be admited as either corect:

i. a or ɑ, *e. g.*, *fast* is fast or fɑst.
ii. ɵ or o, ' *Toronto* ' -ɵnto ' -onto.
iii. e or ʊ, ' *earth* ' erth ' ʊrth.
iv. a or ɑ, ' *share* ' shar ' shɑr.

Each of these varietis includes a large clas of words, but of cours not all words involving these pairs of vowels. If yu insist on any particular vowel of these pairs, yu teach a stif and pedantic orthoepy. Liberty of the individual demands a certan flexibility or play, not rigidity.

12. We shud get our pronunciation establisht on fixt principls—not on arbitrary, whimsical and ofn contradictory 'authoritis.' Such principls alone constitute Orthoepy. [We hope to elucidate and exemplify, from month to month, such principls as ar alredy wel developt, discusing too proposed advances.]

RAISING THE MINIMUM.—We hav *adopted* the Five Rules. We may adopt the folowing shud they receiv a general aproval:

A. OMIT evry useles letr.
B. CHANGE { *d*, *ph*, *gh* } if so sounded { to *t*, *f*, *f*.

Our speling in this number stil further ilustrates them. Beyond this, all is tentativ or provisional only.

EXAMPL BETR THAN PRECEPT. FOLOW IT:—Asa Horr, M. D., Dubuque, Iowa, sends a club of 25, with subscriptions prepaid for the year, and says: "I hope frends of Rational Speling wil promptly renew their subscriptions to encurage yu to continue in good work so laudably begun. . . . . I fuly apreciate yur endevors and hope yu may hav abundant encuragement. I shal try to send yu another list in two or three weeks." 'Go to the ant thou slugard! Lern of her' to do likewise. Over 90 per cent of our circulation is due to personal exertions. Many hands wud make light work.

The HERALD IN SCOOLS.—We hereby offer to suply the HERALD at 5 cents a copy per year, provided that at least $1 worth is taken and all ar sent to one adres. Any teacher or popular pupil can redily get up a club and distribute them monthly when they arive. It wil be betr to colect the trifle from each insted of giving them away as colection insures interest. Matrs discust herein belong to a noledge of our language and so ar apropriat to and closely connected with scool work. These ar not regular rates but a *special* offer to meet haf way those who actualy take trubl to get up a club in a scool. The yung understand the matr at a glance, ofn apreciate it betr than adults who make stupid objections of which the purport is "ther ar [imaginary] lions in the way."

☞ In *sleigh* 6 letrs represent 3 sounds indicated by s l a. So ther ar

in *dough*	5	letrs for	2 sounds,	do;
in *straight*,	8	'	5 '	strat,
in *thieve*,	6	'	3 '	th E-v;
in *eight*,	5	'	2 '	at;
in *thick*,	5	'	3 '	th i-k;
in *neigh*,	5	'	2 '	na;
altogether,	40	'	20 '	