

the Filologic Aso'n, and others. These arguments and experiments wer sanctiond by the greatest filologists, Max Müller gav a chapter to the subject in his *Lectures on the Science of Language*, and rote an essay strongly aproving Pitman's efforts as of great benefit to the nation and filology.

It is difficult to teach a child to read by symbols that confuse at evry step and mar his powers of acurat hearing. Intelligent teachers now reject the plan of naming letters, and uze the 'look and say' method. Even with good teaching the proces is painful. To the slo child it is torture. A good alfabet saves millions of ours of wasted labor and irritating vexation.

Second, evry citizen of the empire shud lern English. With simpl speling a great obstacl to this is removed for other nations incorporated with us. In 1881-2 I saw newspapers in French circulated in Egypt and calculated to stir up hostility to Britan. Egyptians believed them becaus in print. Ther wer no newspapers in English to contradict these. Egyptians did not lern English. Speling was the obstacl. Ther wud hav been no bombardment of Alexandria had our speling been regular.

Third, sience, scholarship and intelectual effort uze many languages, English, French, Italian, German, Dutch, Swedish, Danish, Spanish, modern Greek, Russian and others. The sientist and scolar shud no these books. How can he? Not long ago they wud hav been ritn in Latin. The question of a comon language arises. English cud be most easily acquired and wud be most serviceabl. Its speling is an insuperabl obstacl.

If these trials wer so successful, why has ther been no action taken on them? No action can be taken until we agree on an alfabet. It is in the Scottish Education Department's power to fix one alfabet for Scotland. Evrything paves the way for the Department to do this. —Pres't DONALDSON in Adress at Saint Andrews University, Scotland.

DON'T BE HIDE-BOUND.

I do not view matters with the self-sufficiency of them who ask "Can any good thing come from Pittsburg?" My only fear is whether reformers understand what they ar to reform. If we change speling (that is, abandon tradition) we wud go much farther. Thankful for small favors, I welcome Carnegie's inovation if governd by a board of adequat noledge and properly controled. I wud like far greater freedom. We curb

natural development by a slavish adherence to gramatic pedants. Grammar is for us, not we for grammar. Ther is work to be done—not by milions or milionairs. Find a body of scolars both wel informed and open to change, and we can simplify our (and evry) tung imensely.—Prof. MAIR in adress to clas in Greek, Edinburg univ.

LEARNING TO READ WELSH.

32 magazines and 25 newspapers ar publisht in Welsh. How do the Welsh lern to read and rite their language? The childern ar taut the alfabet in Sunday-school, and the orthografy being fonetic ther is hardly any farther trubl. Thus a nation lerns to read and rite by a litl effort on Sunday afternoon. At what cost to the ratepayer? Nothing!—G. PORTER in *Newcastle Chronicle*.

TWO CONCURRENT LINES OF ADVANCE.

Be content to advocate what givs least change to presnt habit with the greatest practical gain. Ask more, get nothing. Drop a silent 'e' where it misleads. In 'shave, alive, Argive, dare,' e lengthens the foregoing vowel. 'Hav, liv, giv, ar,' sho that they do not rime with 'shave,' etc. This wud save an apreciable amount of time and ink. When uzed to these, go on to 'ofensiv, progressiv, imagin.' Get rid of ff altogether. We never pronounce more than one. The space in a compositor's case or linotype machine shud be put to better use.

Suplement presnt speling by a complete scientific system for use of yung childern and foreners lerning English. Let them uze this only til thoroly familiar and they hav masterd pronuncia'n. Then when they hav lernd to read with eas and to speak acuratly, let them pas to the speling of their elders. Transition, if not too erly, wil be easy, and conventional speling wil be lernd more thoroly by contrast, and becaus its intelectual faculties hav been developd by the training pursued. The dubl proces wil take les time than the presnt singl proces, and wil giv a result more satisfactory; for the child taut thus wil both spel and speak better.—HAROLD COX, M. P., in *London Daily Graphic*.

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