

The Herald.

DEVOTED TO PRONUNCIATION AND AMENDED SPELLING.

VOL. II, 27.

TORONTO, CANADA, July, 1903.

N^R. 77.

OPINIONS OF EMINENT MEN.

(Continued from pages 87, 101, 107.)

Spelling must remain a separat art, pictorial in its nature and lernd chiefly by eye.—A.M. BELL in *World English*, p. 27.

The English language has an imense future. But ther must be harmony between ritn and spoken words.—CHA'S SUMNER.

Ther can be no satisfactory sp. reform without amendment of the alfabet.—A.M. BELL in *Sounds and their Relations*, p. 70.

The logical inconsistency of the ordinary alfabet makes the old system a very injurios disiplin for the yung mind. The erliest studies shud be the most logical and consistent.—W.T. HARRIS, U. S. Commissioner of Education.

If we expect and wish that our tung become one day a world-language, understood and employd on evry continent and in evry clime, then it is our bounden duty to help prepare the way for taking off its nek this hevvy milstone.—W. D. WHITNEY, Editer-in-chief of *Century* dictionary.

DICTIONARIES AND PRINTERDOM.

Changes in spelling in 25 years ar more numeros than mere newspaper readers no; for, taking any great dictionary—*Century*, *International*, or *Standard*—as guide, ther is not a daily newspaper in Chicago that uzes corect orthografy. Webster's Unabridged, which most wer "bro't up on," is a bak number, becaus its succeser, the *International*, varies so much from it in spelling. Yu might as wel buy a copy of the old fotograff fifty-year-old "Webster's," with which many wer deceivd of late, as buy the Unabridged. The *Century* and *Standard* go much farther than the *International* in use of simplified spelling. Farmacists and chemists almost revolutionize the spelling of their tecnicl terms, and changes made ar crystalized in standard works, as Gould's *Dictionary of Medicin*, etc., and many of them in dictionaries named above.

Our language, both ritn and spoken, is mater of growth. Yet, tendencies toard change and improvement can be and ar hastend by eforts of scolars who perceiv

ou deficiencies and incongruities. The great obstacl to progres in this direction is the daily pres, many of the conductors of which seem totally unobservant of the changes that appear in all other clases of publications.—HENRY R. BOSS in *Chicago Chronicle*. [Our readers shud send a copy of this markt to "conductors" aforesaid with words "to rub it in wel."—EDITER.]

NEWS-NOTES AND COMENTS.

—The banquet of two clubs Chicago scool principals (heralded by us on p. 108) came off at the Sherman Hous on April 4th — quite a success in evry way (forgetting a deficit). A pamphlet ful of favorabl fresh opinions from leading profesers, educaters, jurnalists, publishers and literary peopl, was sent late in March to all principal newspapers. It had very decided effect in silencing all papers in the cuntry which hav criticized the movement. So, favorabl coments alone wer seen in the pres after April 4th. Hereafter it wil be safe on seeing "smart" and hasty criticism to asume that "he does't no any beter,"

—"The Two Lost Years" (*The Dial*, 16th April, Chicago) is a leading articl wherin is askt what shal be done to remedy the los of two years in primary education. No solution need be expected while its caus is ignored—as wel try to discover perpetual motion. What is the caus? Prof. F. A. March, of Lafayette Colege, pointed this out in a circular of the Bureau of Education at Washington. He said; "Three years ar spent in our primary scools in lerning to read and spel a litl. The German advances as far in a twelv-month. A large fraction of the scool time of the milions is thus stolen from useful study and devoted to most painful drudgery. Milions of years ar thus lost in evry generation. Then it affects the intelect of beginners. . . . we thro away \$15,000,000 a year paying teachers to adl our children's brains with bad spelling."

—The Four Lost Years is another term worse than wasted by the time a colege education is aquired. Pres't Loudon (Toronto univ.) calld attention to it in a Convocation adress on 1st Oct., 1900, and which has been printed and publisht far and near. The fact was plainly put that Germans go thru a course equal to one for a B. A. degree with us by the age of 19, which our students reach when aged 23. "But if we examin what is acomplisht in some other cuntries, notably in Germany, in the same time," says Pres't Loudon, "we become at once convinced that ther is something radically rong." Two years ar lost in primary education, and two more in secondary and colege work. Meantime, yung Germans hav 'four years' start.

—Why is it then that our yung men lag years behind the yung men of Germany in attainment? Ar they not industrios, and ar their teachers not painstaking? I hav no hesitation in ansering both in the afirmativ. Both children