

SPELING SCHOOLS.

The foloing lines, after "Hiawatha," ar from the Richmond *Independent*. They apeard a few years ago when ther was such a rage for speling contests:

Hav yu herd the mighty spelers,
Spelers from the dictionary,
Spelers from the new edition
Of the unabridged pictorial;
From the pages of old "Wooster,"
From the modern high school speler,
From all books that deal in language,
From all tecnicel conclusion,
'To all absolute confusions?

Hav yu herd them spel together?
Spel in ranks like fighting soldiers,
Doctors side by side with preachers,
Pupils side by side with teachers?
Hav yu seen the mighty umpiro,
With his open dictionaris,
With his glases on his optics,
And his ears erect for erors?

Hav yu seen the brave ones falling,
By the fault of the miscalling,
Herd them call the word "insition"
As they wud pronounce "abscision" ?
Hav yu seen the ranks of heros,
Not to call them nobl martyrs,
Standing up and speling "fuchsia,"
And "ipeacuanha,"
An "carobro-meningitis,"
"Assafotida" and "syphid,"
"Youghiothy" and "minotaur,"
And a host of other puzlers?

Hav yu seen the burning blushes
On the cheeks of vanquish spelers?
Hav yu noticed how the ladies
Hato to look torls the telors?
O, the shame of dropping "is" out
And the grief of putting "e's" in,
When the thing is just as easy
As coughing is or sneezing!

O, the red-hot indignation
Of defeat, so near to glory!
O, the blasted English speling,
With its always changing story;
O, the prizes that we don't get
When we cud hav speld each word
(Except the one we didn't spel)
Of all that we had herd!

—The *Phrenological Journal* givs the foloing Lesn in Pronunciation and advises its readers to look up the words in a dictionary, fix right the sounds and accents, and rite them on the blackboard. How many of our readers can get thru them without triping? We wager not one. Can yu, gentl reader?

Usually, zoology, yolk, virago, interesting; turbine, tour, trow, tiara, thyme, telegraphy, tassel, suit, strata, soot, sonnet, soiree, salmon, romance, robust, repartee, radish, raspberry, route, rapine, pristine, pianist, prairie, polonaise, plateau, piano-forte, orang-outang, Orion, orchestra, navette, nausea, mogul, libertine, leisure, jaguar, genuine, heinous, height, giraffe, ghoul, encore, European, ducat, dishabille, Marmora, Mount Cenis, Milan, Moscow. Port Said, Ivry, Pompeii, Messina, Cairo, Bombay, Torquay.

MODERN LANGUAGE STUDY.

The formation of a Modern Language Association for Ontario took place in Toronto on 29th and 30th Dec. It received greeting from its elder sister U. S. Association, then in session in Baltimore. We cud hav wisht for les of a pedagogic tone and flavor than pervaded the Toronto meeting. Much improvement in teaching Modern Languages has ocured within our day. Ther is room for very great further improvement. Hitherto they hav been taut too much from books while the living voice has been comparatively suprest. We believ future advance is likely to be along the lines denoted by the theses belo—all of which wer discust and most of which was agreed to by the quinquennial Northern Filologic Congres, which met at Stockholm last Sumer, and which may be stated briefly as 1. Elementary training in Speech Sounds. 2 In the begiming, exclusiv use of a notation giving acurat pronunciation. 3. Use of easy, coeected texts and dialogs. 4. Gramar studid inductively. 5. Reduction of Translations to a minimum.

—Rev. James H. Kidder rites from Owego, N. Y., that we hav a vowel which is likely *e* (as in *ell*) nor *u* (as in *up*.) The exampls givn ar *mercy, mirth, bird, clerk, her, Hur, cur, Burr, hurt, clergy.* We notice that evry one of these words has either a final *r* or els is folod by *r* and imediately by a consonant. No one claims to hear this so-called shade sound when the *r* is folod imediately by a vowel as in, *merry, heresy, clerical.* We believ that those who hold this view drop their *rs*, and, as is customary with such speakers, *prolong the vowel just preceding the dropt r*, and that this prolongation or increas of *quantity* constitutes the diference they hear. That ther is such a diference we cannot deny as Mr. K. and others like him ar too acute to be thus mistaken in a matr of fact. We offer then the theoretic explanation that the diference is a prolongation of the vowel, and a dropping of the *r*, *with no diference in the quality of the vowel.* We ar of cours aware that in this clas of words one speaker wil giv the vowel in *up* while another wil giv that in *ell*, but we do not clearly hear a vowel which is neither one nor the other but a third vowel.

—The late William Barns, the "Dorsetshire poet," used to tel of a litl boy whom he found one day in a vilage school, and who had rith the word "Psalm" in his copy book and then accidentally blotted out the initial "p" with his cleev. His litl sister at his side was in tears at the disaster, but the natural-born speling-reformer defiantly exclaimed: "What if I did scoope of en out? He didn't spel naught, and what was the good of en?"