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The Phonetic Herald

DEVOTED TO PRONUNCIATION AND REVISED SPELLING.

2ND YER. PORT HOPE, CANADA, JAN., 1886. N^R 11.

PRONUNCIATION.

(Synopsis of an adre by Dr A. Hamilton
before Durham Co. Teachers' Assoc.
at Port Hope, 23 Oct., 1885.)

As the Education Department of Ontario now wisely set a separat examination paper in Orthoepy and Orthograpy the subject Pronunciation is dubly important to yu. Yu *must* study, teach and practis it. Wud that the same Department relax it's requirements so that a *Revised* Orthograpy shud be alowd as optional along with *Traditional* or that now curent. Let me say:—

1. Our pronunciation is very defectiv: vowels ar blurd and obscured; consonants ar slurd, mouthd and mumbld; words ar run into one another.

2. Even when pronunciation is distinct enuf, the rong sound is ofn givn. Authoritis difere in pronunciation. Yet in words in which ther is agreement we stil hav much bad, ofn uncouth, pronunciation—apart from the dialectic. Teachers themselvs ar ofn at fault in pronunciation.

3. When treatises on anatomy difere, the ultimat apeal is to dissection: when dictionaris as records of practice difere, the apeal is to comparison of sounds as herd in diferent parts of the world. The way in which articulat sounds ar produced by the vocal organs must be studid. This puts it on an anatomico-physiological basis. The laws of acoustics must be folowd. Musical analogy must be taken into account. Comparativ orthoepy, or the pronunciation of languages other than our own, must be considered; as must also the law of accent and emfasis, of metre, rythm and rime—prosody, in one word. Much studius and very careful work has been

done in this field constituting the rising filosofic system of orthoepy.

4. Until Orthoepy becomes fixt as a system we must in great mesure keep by "the authoritis." Of these, Worcester, so excelent as a lexicon in about evry other respect, is very defectiv in pronunciation, as almost all vowels, unles in accented sylabls, ar comonly markt *obscure*—teaching indistinctnes of articulation bordering on slovenlines. Webster is non comital or do as yu-like giving no mark at all to any but vowels in accented syiabls. Both of them, as wel as most others, wer far from simpl, discriminating too many shades of sounds and so having a nomenclature not redily masterd by children. The sounds distinguisht by Walker ar enuf and to be preferd as nearly corect and comendabl as yet—altho ther was reason to question the way he uzed his symbols.

5. A simpl nomenclature was givn by the folowing:—

Sound a a e e i i o o u u u
az in art at ale ell eel it l or ox no up put do
We hav here 3 a-, 2 e-, 2 i-, 3 o- and 3 u-signs, symbols or lettrs—12 in all, the difthong in l or isle (the 13th) being givn a separat sign altho composed of ai. They ar then the 12 vowels of our tung. We hav three difthongs.—The others ar 'ou' ('au' in German) in owl or pound; and 'oi', as herd in oil or boy. The union of y with a vowel is not counted difthongal, w and y being rekond and uzed as consonants, altho closely related to vowel sounds. As y comes so ofn before 'u' and 'ur' it shud hav separat mention. At the beginning of a word, always indicate a y sound by y, as in yuniform, yuseful; and the same shud comonly be done at the beginning of sylabls other than the first, as

val-yu, con-tin-yu, cum-pan-yun. If the *y* sound occur in the mid of a syllable before *u* or *u*, it will commonly be better to indicate it by iotizing the *u* or *u*, that is, prolonging the last stroke of *u* or *u* farther down but tail to the right. Then *u* becomes *u* and *u* *u*, not new letters but optional contractions. They may be called iotized vowels (because analogous to Greek *iota subscript*). Their shape will indicate that they are composed of *y* blended with the following *u*-sign. Some indication when to iotize a sound and when not is very necessary. Lack of this is the cause of very frequent mispronunciations as *dook*, *Toozday*, *stoopid*, *stooident*; instead of *dyuke*, *Tyuzday*, *stypid*, *stjudent*. Worcester even does not indicate when the *y* sound occurs and when not.

6. As to the six consonants expressed by expedients (for want of their own separate letters—one for each instead of two) in prevailing orthography, it is better to express them by the two symbols for each now current, but ligatured to indicate that but a single sound is thereby represented. This prevents too great a departure from the present forms of words and yet gives the sound with approximate accuracy. Pronounce each of the following ligatured symbols like the *italic* letters in the word under:

th th ch sh ij or ng
thin thine chin shin sing

A *j* without dot may be used provisionally for the French sound of *j* as in their word *rouge* or our measure. The letter *z* followed by an iotized *u*-sign will often give a close approximation to proper sound—example, 'mezur'. This sound, although common in French, is uncommon with us. It is held that the *th* in *thine* is better represented by *dh*. Although *dh* is more near the sound than *th* yet it is objectionable because a new expedient. If the upper part of the *i* be broken from the ligatured sign for it, we have left *dh*, or 'dh' conjoined—two birds killed with one stone. It is held that *ch* in *chin* is not a single sound but equal to *tsh*; as also that *j* is composed of *dj*. Without coming to either, it appears expedient yet to treat them as single sounds. Some prefer representing iotization of the two *u*-sounds by placing *i* before the vowel as is done in some

languages now, (notably Italian.)

7. The sounds here given as elementary correspond closely to the analysis of sounds as laid down in standard works on the English language, as Fowler's, although such analysis is not given in your abridged school manuals. It were well if in next edition of some elementary text book in language, say Swinton's Language Lessons, the Education Department should instruct some one competent to add a chapter giving analysis of elementary sounds with appropriate symbol for each (a better than here given if possible.) This, while teaching every pupil what are the sounds will furnish both teacher and pupil with a simple but effective means of recording pronunciation—and so of checking and correcting bad orthoepy. This is something very much needed. It is most important that both teacher and scholar have the means of accurately recording pronunciation. This agrees with the Baconian dictum: "Reading maketh a full man; speaking, a ready man; writing, an exact man." A sign for each sound is more necessary where—as in Toronto and this county—the fonic (not fonetic) method of teaching elementary reading prevails. With the fonic method in the lower classes, a simple system of sound-notation becomes the necessary complement or supplement in the higher.

8. The cry is, on the one hand, that cram and the crush of studies is great; on the other, teachers are told that they "must devote more time to" this and that subject. The poor teacher, often underpaid, must be both Hercules and Atlas to lift the present mountain of malpronunciation. To correct it, he must devote time to it he cannot give. Vocal powers too will fail him. Let him adopt the simple key here furnished and he will find that he has had placed in reach an effective means of recording speech—let tutor and pupil record pronunciation on black-board or note book so that it can be referred to by the eye and not depend on even repeated tellings by the ear—for enough of which life is too short. The shapes herein given were subject to revision, but were believed to be entirely practicable. They had been tested to some extent in both printing and writing.

9. The essentials of accurate pronunciation.

tion ar three: (i) Giving sounds aright as to their *quality*. (ii) Marking primary and sometimes secondary accent, on which *quantity* depends. (iii) Syllabication, or proper division into syllabs, important as showing where it is right to divide a word at the end of a line. Such division must be between syllabs. Getting 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 syllabs 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 assign 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 curret speling unles a good dictionary plainly givs a diferent sound. If yu folow colloquial speech, yu wil hav very numerus slurd and obscure vowels—folow insted a clear and deliberat, but not straird or forced, pronunciation. Yu can thereby ofn 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 admitted as either corect:

- i. a or α, e. g., *fast* is fast or fast.
- ii. e or o, ' *Toronto* '·ento '·onto.
- iii. e or u, ' *earth* 'erth 'urth.
- iv. a or α, ' *share* 'shar 'shar.

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 cur pronunciation establish 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 a'redy wel develop't, discussing too proposed advances.]

RAISING THE MINIMUM.—We hav adoptd the Five Rules. We may adopt the folowing shud they receive a general approval:

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

Our speling in this number stil further illustrates 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 friends of Rational Speling wil promptly renew their subscriptions to encourage yu to continue in good work solaudably begun. . . . I fuly appreciate yur endeavors and hope yu may hav abundant encouragement. 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 SCHOOLS.—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. Matr discust herein belong to a noledge of our language and so ar apropiat to and closely connected with scool work. These ar not regular rates but a *special* offer to meet haf way those who actually take trubl to get up a club in a scool. The yung understand the matr at a glance. ofn appreciate 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 ' .

The *ALTRUIST* is a monthly paper partly in fonetic speling and devoted to comon property, united labor, mutual asistance and suport, Comunity-homes, and equal rights to all. 50 cts. a year; specimen copy free. Adres A. Longley, 2N. Fourth St, St. Louis, Mo

SLAMMED is got from *slam* by ading *ed*, making *slamed*. As this wud lead to the pronunciation slamd, it became necessary to tinker it a bit. So *m* was dubl. It appears not to hav ocured to our grandfathers that had they left out silent and wors than useles—positivly mischivus—*e*, the second *m* cud hav been dispenst with, giving 'slamd,' all suficient. So *whipped* was tinkerd out of *whip* and shud be superseded by *whipt*, along with *crept*, *slept*, and *wept*.

PSISH!—*Harper's Bazar* givs this as a fact: "A wel drest woman on a Sound steamer last sumer saw the *Psyche* approaching and put on a pair of stylish eyeglasses to assist her in deciphering its name. 'The Physic' she red, speaking so loud as to be herd distinctly by all. 'O, no' caching herself, and blushing violently at her mistake, 'how absurdly I red that name! I see now it's the Psish'"

WHY hav *deign* and *disdain* such diferent speling? They hav exactly the same derivation. Why the silent *g* in one, and not in the other? Why *ei* in one. *ai* in the other? Wil stiklers for etymology explain?

Mr F. A. Fernald in *Popular Science Monthly*: "No child lerns English speling without geting the pernicious notion that cram is betr than thinking, and that comon sens is a trecherus guide."

To PUBLISHERS who giv a notice of *HERALD*, or of the Revision of Speling now in progres, as per pages 21 and 22, and send us a copy, we shal send our paper during 1886.

Mrs E. B. Burnz rites from N. York: "The general disposition is to reduce the vowel scale to the 12 sounds most prominent and not trubl with shade vowels. The contest wil be upon Roman or English values for the vowel lets *a e i o u*. I think the latr wil hav to be the base for the present, tho ther wil be a change toard the former as pronunciation changes—in 100 years or more."

PRONUNSIASHUN.

| | |
|--------------------------|-----------------|
| Apiary | ep'i a ri |
| apiarian | ep'i a'ri an |
| apiarist | ep'i a rist |
| <i>Pell Mall Gazette</i> | Pel Mel Ga zet' |
| <i>gazelle</i> | ga zel' |

We hav seen the doctrin taut that a (as in *al*) never ends a sylabl. Words above do not bear this out. Syllabication coresponds with Worcester. We believ the division of *gazel* and *gazel* unquestionabl if division of the three preceding words shud be questiond.

A paralel doctrin that o never ends a sylabl appears tenabl and important, as project (noun) project' (v.)
prod'uct produc'shun
spaz' m spaz mod'ic

Observ that the obscure vowel inserted in *spasm* to render it pronounceabl is unnesecary when ther is a folowing sylabl, and is oमित even in a cognate word. Notice too that present speling allows two consonants to come together and leavs our sens of eufony to suply the needed obscure vowel. We may ad

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|---------|-----------------|
| priz'm | priz mat'ic |
| bat'l | bat'ling |
| sen't'r | sen trip'etal |
| sof'n | sof'ning or -in |

giving exampls with *l*, *m*, *n* and *r*.

DELIVR US FROM EVIL.—Intolerant bigotri wil not du; nor wil arbitrari dogmatizm. WE must be olwaz redi tu giv a satisfactori explaneshun ov the truth as it iz in us. The poet telz us ov

"Filosofez, lu find
A fav'rii sistem tu ther mind,
In evri part tu mak it fit
Wil fors ol natur tu submit."

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