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The Phonetic Herald

DEVOTED, TO PRONUNCIATION AND REVISED SPELLING.

2ND YER. PORT HOPE, CANADA, SEPT., 1886. N^R 17.

YD VOWELS.

The sound express by *y* in *yet* can be heard before any vowel or glide and is heard before most of them as in *Yeigh, yoke, year, yawn, yon, young, yarn*, etc. Mr Rous at p. 6 of his pamphlet quite pertinently asks "Why shud *ew* in *new* be treated as a diphthong more than the combinations of *y* with other vowels?" It shud not. For orthoepic purposes, it is probably best to denote the sound by inserting *y* in evry case.

Before the vowels in *put* and *rule*, *y* is comonly unexpressed in old spelling. Inserting it in ordinary print, especially in mid word givs such print an awkward look. Comonly it will be bettr to insert *y* at beginning of a word and in some words, as *valyu*, at beginning of a syllabi other than first; otherwise use *u* as a contraction for *y* and either of the two vowels mentiond.

This *u* is not an alphabetic letr at all but an optionl contraction. We alreedy use *x* so. *X* is an allowabl contraction for *ks* or *gz* - sometimes used ofn not. Such use of *u* and *X* is paraleld by the way *Z* is used in Italian and German viz, as an optionl contraction for *ts*.

In that teling articl on the Spelling Evil we hav denoted *yd us* by either inserting *y*; if this wud look awkward, we denoted it by puting *u* in italic.

Some redy way to denote when an *u* is *yd* is important to help chek a comon but glaring mispronunciation, not noing when to giv a *yd u* and when not. Exampl, stooitent for *student*, or dook for *duke*, or figur, insted of figur, for *figure*. In Worcester, as stereotyp in 1859 and so printed unchanged ever since, ther is no indication when to giv *yd u* and when not. It is givn in the recently issued suplement, but this is

not sold separatly, and, when got, we must look in two places for a word.

DUTCH, the language of Holland, has alreedy had its spelling revised and givn state sanction. Bosworth says: "The services of Prof. Siegenbeek in restoring and remodeling Dutch hav been so highly estimated by his cuntry that his system of Orthograpy obtaind government sanction in 1806. Since, for sake of yuniformality in expressing words, it is required that evry public document shud be ritn in strict accord with his orthographic system. A free translation of the Scripture in modern Dutch style and orthograpy was made by Prof. van der Palm of Leyden. It was publisht in 4to in 1825, and tho it had not the sanction of the States General, nor is it adopted in churches, it is in great demand and in general use. The Establisht Version of Scripture, made according to regulations of Synod of Dort 1618 to 1619 and first publisht at Leyden in 1637, had its orthograpy modernized according to Siegenbeek's system by Rev. H. Cats, minister of Dutch Reformd church at Leyden. Mr Cats dying before the work was completed, it was finisht by Prof van Hengel, and publisht in 4to by Thieme of Arnheim in 1834." On all which let us r mark that what the Dutch acomplisht in erly part of century weshud be able to accomplish at latr part. Spanish orthograpy was revised in last century: so that Orthographic Revision by a nation is not something holly unherd of.

— *Roman Types* with loer case modeld after the cursiv riting of the 12th century wer first redust to symetry and made a Text type in 1471 by Nicolas Jenson a famus printer of Venice.

THE SPELLING EVIL.

The Athenians soruns the myth, had imposed on them by Minos the terribl tax of sevn youths and sevn maidens to besent evry nine years to feed the monster Minotaur, enclosed in endles mazes of a labyrinth in Crete. The third ship bearing this tribut was about to sail when yung Theseus betho't him of posibility of slaying the monster. The tho't first, the galant deed folod. But

A MORE TERIBL TAX

is imposed on English speaking people by the Minos of unthinking, unreasonabl, and we can nowsay ignorant fashion. The futurs of thousands and tens of thousands of youths and maidns ar sacrificist anyualy—law compels it—to the hybrid cadmean Minotaur of English speling. Taking time absorbd in home study and scool work in larning speling and mecanical reading alone, in scool life in Nova Scotia, England and U. S. above time necessary to master same subjects with fonetic speling, two years ar lost absolutly—worse than lost, as more injury than good results from it. Normal scools all over hav shouted at it from morning to evening with *fonic, fonetic and say* method "O Baal hear us." Yet speling remains a task with yung pupils tending to make scool life repulsiv to many. It is certanly chargeabl with nearly all illiteracy in English speaking cuntris, and with a great deal of the truancy and

GENERAL DISGUST OF LERNING

in elementary scools, and with the most mischivus and systemstic cramming in any enlightnd nation. How can speling in foren languages lesn task of memorizing our derived irregular words? It is pur cram with all mischivus effects of that notorious system intensified in evil effects by its comanding position at the very portals of our educational system. After it is cramd, what is it? Lisen to one of a thousand testimonis: Sayce, professor of filology at Oxford, speaks thus: "English speling has become a mere series of arbitrary combinations,

AN EMBODIMENT OF WILD GUESSES

and *etymologis* of a pre-scientific age, the hap-hazard caprice of ignorant printers." With a sound system, children cud lern to spel and read mecanically, reasonably and corectly in few months.

PEOPL SHUD RIZE IN THEIR MIGHT, demand that this sacrifice be stopt and the Minotaur slain. Alredy yung Theseus has resolvd. The embodiment of literary lerning in England and America as represented in the filologic societis has with yunanimity agreed on a revised if not a complete fonetic speling. The greatest names in sience, poetry, and councils of the empire hav declared in favor of a reformd speling. Y university corporations, state governments, even the national government of the U. S. hav initiated action. The only real difculty LOW is

AGREEMENT

on most practical scheme. Within a few years, German governments by edict completed a [partial] reform in their alredy excelent speling. Take away the forces of government prescriptions and examinations which compel us at expens of much time, money and lerning to adhere to our present unsientific and caotic system, and a spontaneous rush for an improved orthograpy will be made at an infinit number of points. This shoz that the work of our governments must be chiefly the

CO-ORDINATION OF THESE FORCES

of development so as to produce a yuniformal rith language in all cuntris. In scools of Nova Scotia we may yet liv to see a yusles, a mind damaging and a time wasting subject discarded and in its place, yusful, mind developing and fasinating subjects substituted. Two years more can be spent on literary, (not letterary), subjects in the study of language sience and art. Greek and Roman clasics can be comenst two yrs erlier by candidates for classic cours, of modern languages by candidates for comercial cours, while mastery of our own language and the first principals of sience shal be two years in advance in all students. The academy and yuniversity wil next feel an impuls as strong as the comon scool. — PRINCIPAL MAO-KAY in *Herald* (*Halifax, N. S.*)

“Tu difer woz not crim:
The variing belz med up
the perfect chim.”

WHITER.

—THE STATEMENTS of Prof. Skeat as given p. 64 deserve marked attention from their bearing on problem of obscure vowels. In effect they amount to 1. *N* represents two varieties of sound: first that called vocalic or capable of being sounded alone, and secondly a sound purely consonantal. 2. These varieties need but one sign, *n*, in practice. 3. *L*, *m* and *r* should have similar treatment.

DON'T use complete phonetic spelling in documents intended to be read by the general public. The present general public can't read complete phonetic spelling and won't try. You might as well begin the conversion of the Chinese by distributing among them copies of New Testament in Greek. Secondly, Don't use even amended spelling except according to definite rules. Capricious spelling is bad, whether petrified as in the dictionary, or shifting according to the taste and fancy of the speller. In documents meant to be read by the general public, a certain amount of amended spelling, according to definite rules, excites interest, shows the writer to have the courage of his convictions, and is useful in breaking down prejudice; but if the changes are so numerous as to make the reading difficult to unpractised eyes, the aim is defeated, the article goes unread.—*S. R. A. Bulletin, May 1886.*

—Mr. H. SWEET, M. A., in a paper before the Education Society, teaches: "German short *o*, which is distinct from our *o* in *not*, is the first element of our diphthong *oi*." [Yes, and is not such sound or a very close approximation to it the general short *o* of Europe? Is *Ō* not the very best shape for a sound in such general use? As confirmatory of the view that *o* in Europe is used (besides its ordinary sound in *no*), with a value which often coincides with that in our word *nor*, and in general comes very near it, we quote from Webster: "Properly speaking, the sound approaches *o* in *nor*, and is in fact intermediate between *o* in *not* and *o* in *note*. This at least is true of French, German and Italian." The article in Webster is written by Dr. Thomas and will be found on page 1683 of the edition of 1880. The *o*'s in Italian *Livorno* (Loughorn) are exactly those in *nor* and *no*.—Ed.]

LITERATURE.

PREMIER LIVRE DE LECTURE (Méthode Fonétique) par Paul Passy, professeur de langues vivantes. Paris, Hachette, 79 Boulevard St. Germain.

KLEINES LEBERBUCH fuer Kinder von 7 bis 12 Jahren. Gesammelt von Prof. Paul Passy. London, F. Pitman, 20 Paternoster Row.

The first is a primer for teaching French children to read by the *sound* method, the latter a small elementary reading book for German children for like use. Each is useful also to teach the pronunciation of either tongue. As such they are valuable to the student of Comparative Orthoepy. We shall get them for those who wish.

—*Practice* is the noun. *To practise* is the verb. The distinction is often overlooked. In Revised Spelling the verb is *practis*; past participle, *practist*.

—In general we spell by the following rules which are on trial but believed to be worthy of adoption:

A. Omit every useless letter.
B. CHANGE { *d*, *ph*, *gh*
if sounded so { to *t*, *f*, *j*

—*Italic Types* were first made by Aldus Minutius at Venice about 1501 for the exclusive use of which in Italy he obtained a brief from Alexander VI.—This neat letter was modeled after the handwriting of Petrarch.

JAPAN.—A "ROMA-JI KAI" (Roman Alphabet Assoc'n) proposes to use 22 out of present 26 Roman letters, omitting *l*, *q*, *v* and *x*. They accept the consonants at their usual English values, and vowels at those of Italian, German or Latin.—Chinese ideographs are said to be no better fitted to express Japanese than to express Latin or English, and it is estimated that use of the Roma-ji Kai system will reduce by nine tenths (some say by forty nine fiftieths), the labor incurred by a Japanese lad in learning to read. Already the Roma-ji Kai has begun to print a newspaper; prominent journals are devoting a column a day to material printed in Roman letters, and dictionaries, text books, native literature and classic texts are to be thus set forth as opportunity offers.—*American Bookmaker.*

PRONUNSIATION.

At midsummer examinations held all over Ontario certain exam. papers were complained of as too difficult with great educational row as result. Thoz in orthograpy and orthoepy ar among thoz especially complaind of. We giv thoz in pronunciation.

3D CLAS . . . Examiner, J. Dearness. Divide the foloing words into syllabls, accentuate, indicate the sounds of the vowels and italicized consonants—*
epicurean, finances, amenable, levee, chivalrous, pedagogy, usury, deficit, Mogul, misanthropic, posthumous, leisurely.

2D CLAS . . . Examiner, J. Dearness. Divide into syllabls, accentuate, mark the sound of the vowels and of the italicized consonants—*
accoutred, plunged, chicane, palanquin Asiatic, complaisant, allies, incognito, indiscernible, orison, horizon, lutanist, column, sepals.

Spel fonetically mesne. *whcop, ghoul.*
[*In indicating sounds, fonetic spelling is recommended. If diacritic marks other than long (—), short (◌), and obscure (◌) ar used, a key must be givn.]
INTERMEDIAT. . Exam'r, J. Seath, B.A.

Indicate fully the pronunciation of tremendous, ravine, Solferino, hovering Notre Dame, heroine, violent, Munich masculine, cowardice, Ardennes, alien bayonets, sanguine extraordinary.

Accent the foloing:
harassed, peremptory, exigencies, area Genoa, traversed, discipline, precedence, decorous, contemplating."

The root of the trubl lies in our orthograpy being (1) so exceedingly irregular, and (2) not corresponding with pronunciation. Both wud be remedied by speling by sound. Without change of orthograpy the evil cud be mitigated by adopting a *simpl* mode of indicating orthoepy, and having it both taut and in use in scools. Until then, the trubl must be of anual recurrence. The fault lies between teachers and the Educational Department in not having bro't such *simpl* mode into use. Tru, Ayer's Orthoepist is recommended but is not in general use. The few who use it complain that its system is too complex; it givs 7 sounds to *a*, and 9 to *o* for ex-

ampl. Its markings ar Websterian in accented syllabls; in unaccented ones he comits Worcester's great fault of marking evrything obscure and so favoring a slovenly orthoepy. When to Webster's complexity theris superaded Worcester's obscurity the faults of both—we ar not astonisht that it is found impracticabl in scools. The key is got by the *simpler* and older yet betr system of Walker improved by denoting diferences of sound-quality by alterations in the letr shape, while the accent mark is an all suficient guide to quantity. Here is ansr, accent being on first syllabl unles stated otherwise.

KEY: a a e e i i e o o u u
az in art at ale cil eel it l or ox no up put do
epi kyŋ're an fi nan'sez a
me'na bl lev e shival ar
ped a goj i yu ju ri de fis'
it Mo gul' mis an threp'ic
post hyu'mus le jur li a cu'
trd plunj ed shi cen' pal
an ken' & shi at'ic com ple
zant a liz' in cog'ni to in
di zern'i bl er i zon ho ri'zon
lyu'tan ist col'um sep'lz.
men hup gul tremen'dus
raven' Solfa re'no huv er
Not r Dam her oin vi olent
Mu nic mas kyulin cou ard
is Ar den' alyen ba on et
sag'gwin eks trer'din er i.

The metre of the vers from which *plunged* is taken requires it as two syllabls. A *j* without dot givs the French sound of *j*. In Scool Orthograpy, *yd u* is givn by *y*. In the above we giv the deliberat, or what Walker calls oratoric as distinguisht from colloquial orthoepy. Words *harassed* to *contemplating* ar all properly enuf accented on first syllabl. *Peremptory, precedence* and *decorous* ar also accented on the second.

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