

THE PYONEER OV SIMPLIFYD SPELING.

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[The Pyoneer was published in A5 size paper, 16pp with additional text on the colored cover. SSS membership was noted as being 2848. See [Nøets and Neuz](#). The spoof examination paper is amusing. See [A Shrood Antisipaishon](#). 'Breaking the spell' was published in 1912 and 1917. The 1942 edition is in [Pamphlets](#).]

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1. BRAIKING THE SPEL.

MCEST ov our memberz, if not aul, ar familiar with the litel book entyteld *Simplified Spelling: an Appeal to Common Sense*. A neu edishon haz reesentli been publisht, tu which we hav given the neu tytel, [Breaking the Spell](#), for which we ar indeted tu the injeneuiti ov our sumtym Sekretari and konstant frend, Mr. Sydney Walton. The tekst haz been revyzd and improovd; sum pasijez hav been reeriten. We hav omited the laast 32 paijez, which kontaind *John Gilpin* and a short stori from Dickens; this haz enaibeld us tu redeus the prys from 6d. tu 4d. We hav aulso reprinted the stori, *The Star*, which our Vys-Prezident, Mr. H. G. Wells, aloud us tu poot intu Simplifyd Speling.

A nøetwerthi feeteur ov *Breaking the Spell* iz a Prefais, veri kyndli kontribeuted tu it by Dr. R. W. Macan, Maaster ov Euniversiti Kolej, Oxford. We think it so valeuabel that we ar shoor our reederz wil be graitfool tu us for reeprodeusing it heer:

Spelling should be the simplest of all arts: as easy as A, B, C, with nothing to remember but the names, or sounds, of the letters; and, for reading, their shapes or appearance. In some living languages — Spanish, Italian, Welsh, Dutch — and in dead Greek and Latin (if properly taught) reading and spelling are as easy as that. But English — a tongue in the simple spelling of which one quarter at least of the human race is directly interested, and the rest would gladly learn to spell it if they could; English, with its grammar the simplest, with its vocabulary the richest of living languages — presents in its orthography, or orthodox spelling, a mass and maze of anomalies and difficulties, which make the acquisition of the correct pronunciation and the conventional spelling an insoluble problem to native and foreigner alike. The majority of our own people never acquire mastery of the language. Even the educated man of business writes with a dictionary at his elbow.

Correct spelling and pronunciation are the aristocratic privilege of the few. The orthodox spelling of English has, in course of time, owing to well known historical causes and for want of authoritative readjustment to the unconscious but inevitable changes always at work in pronunciation, come to have so little relation to the audible speech that every man, woman, child, who would fain read, write, and speak tolerable English must set out to learn two distinct and independent languages — the one, English as spoken; the other, English as printed. Our spelling has become a mystery, a convention, without rules or reason; a constant exercise of memory, a constant recourse to the dictionary, a perpetual setting of conundrums, a tiresome game of hide and seek, an exasperating waste of time and material and energy, which might be very much better employed. No mortal can tell at sight how an English word is to be pronounced, nor how to write an English word, heard for the first time. The chaos of English orthography is unscientific, inartistic, unbusinesslike; and every competent judge, be his interests educational, or scholarly, or simply commercial; be he teacher, or student, or manufacturer and merchant, is in favour of reform. Why, then, tarry the wheels of the Reform-chariot?

Every attempt at reform, in this department, encounters two tremendous obstacles. In the first place, spelling reformers are up against the apathy, the ignorance, and the prejudice of the adult population, the grown-ups, educated or semi-educated. Those who have acquired the technical trick of spelling, and forgotten, or never considered, what their proficiency has cost them, are apt to say, with becoming modesty, that what they have done others can do likewise; are apt to protest, having learnt to spell after the one fashion, against being asked to to unlearn the lesson and start afresh; are apt to declare that, to reprint English prose and poetry in a new fashion, however simple and scientific, would destroy for them all the charm of reading and all facility of writing the language. They will seldom consider the educational interests of the rising generation, or the commercial interests of the nation twenty years hence. Having no desire or intention to amend their own way of spelling, they fail to appreciate the *damnosa hereditas* — the costly and ruinous legacy — they are bequeathing to their children and their children's children.

The educational argument for a reform of our spelling ought alone to carry the day. Every child who learns to spell correctly has, on the average, wasted a thousand hours of school-time in acquiring this precious accomplishment. That figure, multiplied throughout the nation, the Commonwealth, the Empire — to say nothing of other lands and peoples — might give some idea of the sheer waste of time and energy in the education of the young. The indirect reaction of an irrational spelling upon growing and inquiring minds should not be forgotten. The proverbial *incuria* of the English mind — its indifference to the application of scientific intelligence and method to the problems of life — is, in my opinion, not unconnected with the irrationality of our spelling. If we had had a reform in our spelling we should not still be clamouring for the adoption of the metric system in our weights and measures. Our orthography defeats the attempts of foreigners to learn English; it is a bar to the wider, perhaps the almost universal, employment of English in the intercourse, commercial and spiritual, of mankind.

Spelling reform becomes, from this point of view, a businesslike proposition, if not for to-day, at least for tomorrow and every day after. Economy of time, substance, and labour, facility of communication as well without as within the strictly English-speaking world, contain a promise of wealth "passing the dreams of avarice," if not for this or that individual, yet for the nation, as such, and for the generations to come. English men of business, the merchant, the manufacturer, have incurred many reproaches of late for their want of faith in science, in up-to-date methods, for their short sight, and failure to adapt themselves to the needs of the market, actual and potential. Can

one defend them from such reproaches, in view of the fact that the English business world has not yet insisted on the adoption of the metric system and on the simplification of English spelling?

But here crops up the second chief difficulty encountered by Spelling Reform: the Reformers are not agreed among themselves as to the reforms to be adopted; there are half a dozen or more competing schemes, and the plain man is driven back upon the established dictionary. But at least all Reformers agree in condemning the existing orthography; and it has been well said that any one of the competing schemes would be more scientific and more satisfactory than the present muddle. Every expert must admit that for a completely adequate and truly phonetic reform a good many letters must be added to the alphabet; and this prospect is one of the most alarming features of some of the proposed solutions. It is just here that the scheme of the Simplified Spelling Society comes in. Few, if any, members of the Society would deny that, for a fully scientific orthography, which would also be the simplest orthography, of English, some increase in the alphabet is necessary; but, for such a reform, Governmental and Parliamentary authority will be necessary, and such authority is hard to obtain. There are no votes in phonetic spelling is an electioneering cry. Meanwhile, Simplified Spelling makes a good beginning with the existing alphabet, and has come wonderfully near the phonetic canon: "one sign, one sound." It gets rid of most of the anomalies and confusions of the established tyranny; it offers a fairly self-consistent method; it is rational, economical, and easily acquired; it can be adopted *in toto* or by degrees; it has been proved a success in school teaching. Should it but serve ultimately as the pioneer of a still more complete and radical reform, should it succeed in dissolving some of the prejudice against every reform, by the sweet reasonableness and moderation of its claims, it will more than justify the pains and labour which its promoters have bestowed upon it. To the printer it makes a special appeal, for it asks him merely to economize; he need neither scrap nor multiply his types. To the child it opens a short cut to literature and learning, for actual experiment has shown that the child who starts on Simplified Spelling arrives at reading even the current hieroglyphics of English more easily and quickly than his fellow who has been nurtured solely on conundrums and enigmas of orthography. It lightens and brightens the teacher's labours. It reduces writer's cramp. It abbreviates the rappings of the typographer. It saves time, money, and toil. It appeals to common sense. Shall it appeal wholly in vain?

[It iz not uninteresting tu noet that *Braiking the Spel* has eeven noekt at the dor ov "The Times" suksesfooli. Its "Literary Supplement" ov Mai 31 kaulz it "a plee for reform ov a singeularli reezonabel karakter." The "Educational Supplement" ov Mai 24, in kwyt a long reveu, sez it iz riten throo-out "in a tœen ov sweet reezonabelnes." The saim number kontainz wun ov a seereez ov ekselent artikelz on "The Reediskuveri ov English," which konkloodz with the folœing werdz:- "Praktikal konsideraishonz klamor for standerdizaishon — ov the spœeken langwij — and tordz this, no dout, haitfool az it must be tu meni tu admit it, *a rektifikaishon ov English Speling wood pouerfooli kontribeut.*"]

An Irish Elephant.

Wun eevening I remember too ov the mœest kultureud literari men in Ireland wer at werk in a Dublin ofis, and wun ov them aaskt the uthur, "Hou meni *f*'s ar thair in 'elefant'?" The reply woz: "I'm not shoor, but I think thair'z œenli wun." — (Relaited by Serjeant Sullivan, the distingwisht Irish K.C.)

2. ON "KONTINENTAL" VALEUZ, "WUN SOUND WUN SYN," AND A FEU UTHER MATERZ.

AMUNG thœz hoo kritisyz our skeem ov Simplifyd Speling thair ar not a feu hoo fynd fault with it bekauz it iz baist on the egzisting valeuz ov the leterz in the English alfabet, and not on the "kontinental" valeuz ov theez leterz. Thai maintain, for instans, that it iz unsound tu ryt the vouelz in "round" az *ou*, the vouel (or vouelz) in "sweet" az *ee*, the vouelz in "aim" az *ai*. Such notaishonz, thai sai, konvai rong ydeaz tu the English chyld, maik it harder for it tu lern the pronunsiashon ov kontinental langwijez, and ar aulso an obstakel tu the foriner lerning English. Aul this, thai imply, wood be kwyt diferent if we adopted "kontinental" valeuz.

Ferst, whot *ar* the "kontinental" valeuz?

In the kais ov the konsonants, we mai sai that thair ar a good meni leterz which (seuperfishali at leest) ar ydentikal in kontinental and in English euzij ; no wun kan kworel with our eus ov "*p, b, m, t, d, n, k, g, w, f, v, s, z, l, r, h.*" We euz *sh*, aultho it iz by no meenz a kompond ov the *s* and *h* soundz; it iz intrinsikali no les rong tu ryt *sh* than tu ryt *ou* in "about." Hou doo kontinental langwijez represent the sound? French haz *ch*, German *sch*, Italian *sc*. We euz *th*, which, again, iz not a kompond ov the *t* and *h* soundz; whot help doo kontinental spelingz giv us for this sound? We euz *j* for a sound (or soundz) freekwentli herd in English; whot iz the "kontinental" speling ov this sound? And again, whot iz the "kontinental" valeu ov this leter? In French it haz wun valeu, in German anuther; in Italian it haz the saim az in English.

Houever, our kritiks euzheuali pai litel atenshon tu the konsonants; it iz our notaishon ov the vouelz that cheefli upsets them. Let us aknolej that theez ar indeed trubelsom. Siks vouel leterz (if we inklood *y*) hav tu represent far mor than siks vouel soundz. The rezults ar unforteenait: veri much so in English, but by no meenz in English œnli. If we look at the speling ov kontinental langwijez we fynd vairius devysez for geting œver this difikulti. Dyakritiks ar, on the hœl, rair — which iz signifikant: thai ar a neusans. Such dyakritiks ar found in the German *ä, ö, ü* and the French *é, è*. Sumtymz we fynd dygraafs, az in French *eu*, which reprezents no difthong, but wun or uther ov too singel vouelz (e.g. in *peu* and *peur*). Sumtymz sylent leterz ar aded tu indikait length, az in German *sie, ihn*.

The indikaishon ov length iz wun ov the grait difikultiz which no langwij haz solvd. In meni langwijez no atemt iz maid tu shœ it; the pozishon ov the vouel in the werd sufysez tu shœ that it iz long, or it iz simpli a kwestion ov memoryzing. Artifishal meenz ov indikaiting it ar sertin dyakritiks. In Latin a short lyn abuv the vouel (the "makron") iz euzd, e.g. in books for beginnerz. In the alfabet ov the Internashonal Fonetik Asœsiaishon a mark lyk a kœlon iz euzd; it iz aukwerd tu ryt, in print it sumtymz looks veri much lyk *i*; and it iz not konveenient for indikaiting the length ov a difthong. Thair iz no "kontinental" wai ov indikaiting length.

Sum ov the vouel leterz in English ar euzd with valeuz agreing rufli with thœz ov sum kontinental langwijez. The *e* in "bed" iz much the saim az that in German *Bett*, but it diferz from eni ov the valeuz ov French *e*; the saim iz troo ov *i* in "bid." Whot iz the "koutinental" speling ov tbe *a* in "bad" or the *u* in "bud"? Theez soundz ar pekeuliar tu English, and if we ar tu be bound by "kontinental" euzij we ar not at liberti tu ryt yther *a* or *u* for them, bekauz *a* and *u* hav diferent valeuz on the kontinent. Diferent, but not eunifom, valeuz; the eus ov *a* in French for the too diferent vouelz in

pas and *patte* givz ryz tu much trubel, az everi modern langwij teecher noez; and *u* in French haz not the saim valeu az in German or Italian.

Laastli, we kum in the difthongz. Iz thair eni euniformiti in "kontinental" euzij? German *eu* iz our *oi*; French *eu* standz for soundz we doo not pozes at aul. French *ou* iz a simpel vouel. French *ei* (az in *peine*), German *ei* (az in *rein*) hav kwyt diferent valeuz: a singel vouel in wun kais, in the uther a difthong konsisting not ov the soundz ov *e* and *i*, but ov *a* and *i*. We ar tœld by our kritiks that we shood spel "greit" insted ov "grait," "rait" insted ov "ryt." Which familiar kontinental langwij euzez *ei* and *ai* in this wai ?

We doo not kworel with the fonetishan, hoo haz desyded tu giv sertin standerd valeuz tu the simbolz *a*, *e*, *i*, *o*, *u*; hoo fyndz it konveenient tu indikait length by ryting *a:*, *e:*, *i:*, *o:*, *u:*, and hoo indikaits difthongz (a number ov soundz in kwik sukseshon) by the simbolz that reprezent thair ferst and laast soundz. Aul this iz eusfool and nesesari. But the fonetishan duz not pretend that he iz euzing "kontinental" valeuz, bekauz he nœz that this iz reali a meeningles ekspreshon. Apart from the fakt that thair iz a kwyt apreeshiabel part ov the kontinent that duz not euz the Roman alfabet at aul, we hav sed enuf tu shœ that thair iz no euniformiti among the langwijez which doo, aultho we hav draun egzaampelz œnli from thœz best nœn; utherwyz the kais kood hav been maid eeven stronger.

Whot iz important in the speling ov a langwij iz not a pretens at agreement with uther langwijez, but konsistensi within itself. When the lerner wuns nœz that *sh* aulwaiz haz the valeu it bairz in "ship," its eus wil giv him no farther trubel; in a veri short tym he regardz it az a kompond simbol, distinkt from *s* and *h* taiken singli. Whot duz trubel him iz that, in the ordinari speling, *s* iz nou *s*, nou *z*, nou *sh*, and nou sylent (e.g. in "this, is, sure, island"); or that *h* mai or mai not be pronounst. Similarli, if the chyld nœz that *ee* invairiabili haz the sound it bairz in "sweet," it wil regard *ee* az a kompond simbol. The teecher mai point out that *ee* duz not represent the long sound ov *e*, if he lyks; but eeven without this the chyld wil not reed it az the *e* ov "bed" lengthend, simpli bekauz it haz not been given eni rool that length iz tu be indikaited by dubling a leter. (Such dubling, tho found in sum fonetik alfabets, iz intrinsikali rong, if it iz ment tu reprezent a lengthening, and not a repetishon, ov the sound.)

We hav, we repeet it, no reezon tu objekt tu the fonetishan when, euzing hiz standerd simbolz, he ryts the vouel soundz in S.S. "dai" az *ei*, thœz in S.S. "nou" az *au*, thœz in S.S. "gœz" az *ou*. Hiz simbolz reprezent the (Suthern English) vouel soundz ov theez werdz fairli wel. But if we ar tu folœ hiz egzaampel, and euz them for kurent English ryting, we shal depart raather ekstensivli from egzisting euzij; thus, O.S. "rise" bekumz "raiz," "dice" — "dais," "fine" — "fain," "line" — "lain"; "howl" — "haul," "town" — "taun," "rout" — "raut"; "known" — "noun," "tone" — "toun," "whole" — "houl." We myt konsent tu this if thair wer a kompensaiting gain; but iz thair?

The argeument that lerning the pronunsiashon ov forin langwijez wil be fasilitaited by the adopshon ov "kontinental" valeuz iz devoid ov aul foundaishon. In the ferst plais, let us remark that the vaast majoriti ov thœz hoo lern English never lern a forin langwij at aul. In the sekond plais — tu taik œnli French, the mœst wydli lernt forin langwij in this kuntri — everi fonetishan wil tel eu that it iz a saif rool tu start with that no French sound korespondz tu eni English sound. The diferens in the mœd ov produkshon haz tu be lernt. It wil not help eu in the leest tu hav spelt "dai" az "dei" or "gœz" az "gouz," for the simpel but sufishent reezon that French kontainz nyther the sound ov *ei* nor that ov *ou*. If eu wont tu lern French pronunsiashon eu had best start by leeving out ov akount

the konvenshonal speling ov English az wel az that ov French, and by taiking insted the standerd simbolz ov the internashonal alfabet, and geting a teecher tu maik eu prodeus the soundz for which theez simbolz stand in French. Then eu hav tu lern whair tu euz them: and that iz kwyt a diferent mater. If, having lernt the forin soundz, eu kan rely on the speling tu shœ eu whair thai kum, aul iz wel. It iz heer that eu wont konsistensi; and it iz just heer that the konvenshonal speling ov French and ov English failz so lamentabli.

Whot our kritiks, then, hav konfeuzd ar the produkshon ov individeual soundz and the eus ov theez soundz in speech. Thai hav been led astrai, perhaps, by the simplisiti ov the "braud notaishon" ov the Internashonal Fonetik Alfabet intu beleeving that a modifikaishon ov our speling in that direkshon wood teech us forin soundz. But in the "braud notaishon" — tu taik œnli wun egzaampel — English "finny" and French *fini* ar riten in the saim wai ("fini"); and the teecher næz hou long it taiks the English peupil tu lern the sound ov short French *i*. It iz understood that when we ryt French in the fonetik skript the leter *i* haz a sertin valeu, which must be lernt. The speling duz not teech the sound; but az the fonetik speling iz konsistent we næ that whenever *i* okerz in a French pasij it haz this partikeular valeu; and that iz sumthing tu be thankful for.

Let us bair in mynd:

That in reforming the speling ov English we must think, ferst and formœst, ov our œn children, and maik it eezier for them by rendering it az konsistent az we kan; that az thai wil wont tu be aibel tu reed books in the bad œld speling (and az thœz with hoom lyz the desizhon whether thair shal be reform ar klœsli familiar with that speling), we must not depart from it farther than a reezonabel degree ov konsistensi demaandz;

That if an internashonal alfabet iz syentifikali akeurait it iz far too komplikaited for praktikal perposez, and that in so far az for praktikal perpozez it iz wyzli modifyd tu seut a partikeular langwij (the so-kauld "braud notaishon"), it seesez tu be striktli internashonal;

That in eni kais the lerning ov a neu sound iz a prœses kwyt independent ov the speling, and that fonetik theori duz not rekwyrt that wun sound shood be represented by wun syn (if by "syn" iz ment a singel self-kontaind simbol).

Whot maiks our speling so trying for our children and for the foriner alyk iz not this or that partikeular konvenshonal simbol, or groop ov simbolz. Hou long duz it taik us in lern in French that *ch* standz for sumthing lyk our *sh*, or *ou* for sumthing lyk our *oo*? Whot duz it mater tu us that in *ch* we hav too leterz for wun sound, in *eau* three leterz for wun sound? Similarli, duz our simbol *ai* wuri the Frenchman, bekauz *ai* goez against kontinental valeuz? Not a bit. Whot wuriz him iz that he must pronouns the saim difthong *ai* when it iz riten in a duzen uther waiz, and that he haz tu remember thœz uther spelingz ov the difthong when he iz ryting; not in menshon the leterz he haz tu ryt that stand for no sound at aul.

We trust that whot we hav sed wil be konsiderd with sum kair, and wil tend tu kloor the iseuz. So meni ov the skeemz for reforming our speling that ar submited tu us sugest insufisient reflekshon on the problemz involvd. Thair ar mor aspekts ov the kwestion than ar komonli taiken intu akount; and sum ov the faivorit kachwerdz ar sadli misleading.

3. THE NEU SCOTTISH EKSPERIMENT.

IN the Desember iseu ov THE PYONEER a short preliminari report woz given on an eksperiment that iz being maid with the *Ferst Reeder*.

The report shoed that, at the end ov three munths, the children (56 in number) had maasterd aul the S.S. formz ov spelingz and kood naim aul werdz that okur in thair nateural vokabeulariz and ar riten in S.S.

Our korespondent iz keeping in klæs tuch with the eksperiment, which kontineuz tu be wun ov grait interest and promis.

The hed mistres reports that aulredi, at the end ov siks munths, children hoo bav been in regeular atendans ar aibel tu reed in S.S. az difikult mater az iz euzheuali red by peupiliz at the end ov the infant-skool kors.

She reports aulso that children hoo retern tu skool aafter fyv or siks weeks' absens — thair haz been an outbraik ov meezelz — kan taik thair part in klaas werk aulmøest az if thai had not been absent at aul.

Thai hav forgotten nyther the simbolz nor thair valeuz.

It wood apeer, thairfor, from prezent rezults, that the adopshon ov Simplifyd Speling wood leed, in reeding and speech training, tu a grait saiving ov tym in the ferst too yeez ov skool atendans.

4. WHOT OUR WERKERZ THINK ABOUT SPELING REFORM.

A KONFERENS on edeukaishonal reekonstrukshon, arainjd by the lœkal braanch ov the Werkerz' Edeukaishonal Ascœsiaishon, and held at Birmingham Euniversiti on Aipril 28, woz atended by œver 300 delegaits from traid eunionz, traidz kounsiltz, braanchez ov the I.L.P., kooperaitiv sosyetiz and gildz, teecherz' organizaishonz, and uther werking-klaas bodiz in the kountiz ov Warwick, Worcester, and Stafford.

A komprehensiv rezolenshou for the reform ov prymari edeukaishon woz braut forwerd.

Mr. G. A. Ashton (Dudley N.U.T.) moovd tu ad tu this rezoleushon: "*the adopshon ov a rashonal sistem ov speling* and the desimal sistem ov muni, waits, and mezherz, in order that tym mai be gaind for the fooler development ov the grait nateural pouerz ov the children." He kontended the too grait difikultiz in the wai ov sementing the bond between us and our Alyz wer deu tu our deefekts in speling and our komplikaited sistem ov waits and mezherz. A rashonal sistem ov speling wood ad a yeer tu the chyl'dz skool lyf.

Prof. Sonnenschein, sekonding, sed az a member ov the Simplifyd Speling Sosyeti he woz in harti simpathi with the rezoleushon. It did not komit them tu eni partikeular reform: that woz a mater for ferther konsideraishon. But the jeneral propozishou that a veri larj amount ov tym and thaut — and, if he myt sai so, reezon — woz waisted by our speling woz indispeutabel.

The amendment woz karid.

5. THE AVERSHON TU CHAINJ.

By H. DRUMMOND.

DEEN RAMSAY, in hiz *Reminiscences of Scottish Life and Character*, relaits the folœing storiz:-

A Montrose œld laidi protested against the eus ov steem veselz az *kounterakting the dekreez ov Providens in gœing against wind and tyd*, veehementli aserting I wood hai naithing tu sai tu thai impius veselz."

Anuther laidi deklamd against the introdukshon ov gas, and aaskt: "Whot's tu bekum ov the puir whailz?"

We hav had meni dekaidz ov the advaantijez ov steem veselz and gas tu smyl at the feerz and prejoodisez ov thoœz Scotch laidiz; but ar thair not meni personz bæsting ov a larjer outlook upon lyf hoo ar just az konservativ about English speling, lest a reform ov it shood bring about a katastrofi in English lyf and literateur, and entertain az eekwali abserd nœshonz about Simplifyd Speling az the feerful daimz ov the North entertaind against steem veselz and gas?

Oliver Wendell Holmes seemd tu lash himself for harboring similar veuz when he remarkt: "Thair ar meni thingz I shood lyk tu hav a glimps ov a hundred yeez from nou (1880), and among the rest our English speling. I have litel dout that meni ov the chainjez eu kontemplait wil hav taiken plais, and that I shood look bak upon myself in 1880 az a hœples bigot tu seuperaneuaited nœshonz long sins ekstinkt."

Litel did the delytf ul "Brekfaster" antisipait that in therty-seven yeez a Simplifyd Speling Bord wood be establisht, and that 380 euniversitiz, kolejez, and normal skoolz, and 456 neuspaiperz and peeriodikalz wood be euzing mor or les simplifyd formz ov speling, or that an English Edeukaishon Department wood giv sankshon for eksperiments in Simplifyd Speling tu be maid in elementari skoolz in England.

The tenets ov the œld order ov thingz ar gradeuali left behynd; and whot wer wuns feerz hav been translaited intu smyling fakts, with the ashoorans that the werld'z foundaishonz ar az ferm az ever. Even the "puir whailz," in no les number than ov yor, swim in the wauterz ov the North See, despyt the ravijez ov the submareen.

We moov slœli, but we *ar mooving*. Let us keep peging awai remooving the obstakelz — *wun by wun*.

S.S. in Unekspekted Plaisez.

"Sir, — I have just bought a steel shield for an iron. It is stamped with the words 'British *maid*!' If this article was supplied by a neutral, why not say so? And if it was *not* supplied by a neutral! —." — GWEN H. E. (leter in the "Daily Mail").

6. A SHROOD ANTISIPAISHON.

A CANADIAN friend has sent us the following *jeu d'esprit*, which will certainly amuse our readers. It will be noted that the simplifications of the American "Simplified Spelling Board" have been adopted:-

THE ALLIED UNIVERSITIES.
MAY EXAMINATIONS, 1925.
HONORS IN PEDAGOGY.
HISTORICAL ENGLISH.
(Second Paper.)

1. (a) "Prior to the World War of '14-'18 an English-speaking child had to learn many ways of spelling each of the common vowel sounds."
Give examples of at least ten ways in which the child had to learn to spell *o* as in "so."

(b) ". . . the number of reasonable spellings that the child had to learn to avoid was an even heavier burden."
By the method of permutations, using "society" as example, calculate how many spellings by analogy, exclusive of "society" and "pseausigheathe," the speller had to learn to avoid.
2. "An irrational orthography, including such forms as 'wrought, phlegm, colonel,' was made an educational fetish by the schoolmaster." — "The School Pilot."
Examine this statement; account for the worship of the spelling-book, and give details of its method.
- 3 (a) "The now defunct spelling-book was in chronic rebellion against the child's mental nature."
Defend or dispute this declaration.

(b) "Until recently children spent two years of their school life in learning to read fairly and spell rather poorly. If we ever come to use one and the same sign and only one for each unshaded sound, a bright pupil will learn to read and spell in one week."
Would you lengthen or shorten the time factors in this statement? Fully defend your answer.
4. "Siv, sieve." Show how each of these spellings was supported or repudiated as the case may be by: Reason, prejudice, fashion, economy.
5. (a) "'Honor, labor, tumor,' and a few other *-or* words, which were formerly (in Shakespeare's time and after) correctly spelled, suffered the peculiar hypertrophy of a *u*."
Relate the history of this interesting affectation.

(b) In what ways did good old spellings such as "sovereign, gess, phantom" become corrupted? How did many spellings, e.g. "posthumous, belfry, humble-pie," conceal derivation? Use these or substitute other examples.
6. "In Spain and Italy — countries in which each letter or digraph is used consistently as a rule — the blind learn to spell more easily than the deaf, whereas in this country the converse is yet the case."
Examine the reasons.
7. "If simplified spelling and metric standard units come to be adopted the public-school teachers will not have enough to do to occupy their time, and the people will not be able to read old books." — From a Reactionist of 1919.
Show how these dangers have been averted.

7. KORESPONDENS

Mr. ANDREW BRODRICK, of Rockferry, Cheshire, writes:

In the laast PYONEER eu invyt ferther ekspreshons ov opinion regarding the simbolz for the oo soundz. Y must sai Y am inklynd tu agree with Mr. Gundry that the eus of oo for bæth the long and short soundz iz a raather seerius defekt in whot, in uthér respekts, nou seemz tu me tu be a veri good skeem. Ov the aulternativz suggested Y again agree with Mr. Gundry in thinking that v wood be the best, because it is, Y imagine, less ofen found in the konvenshonal speling than w, and thairfor its eus az the vouel wood not look so strainj az the later. At eni rait, Y shoold lyk tu see a number ov THE PYONEER printed in this wai, when the ordinari speling reformer lyk myself kood form a betér opinion ov its suetabiliti.

Ar my felœ memberz kariing out Prof. Emery Barnes'z rekomendaishon, which Y aulso maid in a bak number of THE PYONEER in a leter entyteld "Preesepts and Egzaamplé," tu eus sum ov the simpler and mor obvius simplifikaishons in speling in thair œn korespondens, such as "hav, giv, liv, gon, shon, wil, shal, traveling, honor, center, theater," etc?

Let me again erj them tu doo so, and so shœ the faith that iz in them. Thair iz nuthing lyk shœing the strength ov wun'z konvikshonz and praktising whot wun preechez, for which reezon Y hav for the paast three or for yeez draun aul my bank cheks with the neumeralz spelt in Simplifyd Speling.

Doutles this givz ryz tu much hilariti, and not a feu unkomplimentari remarks about the mental kaleeber ov the drauer, *but*, it advertyzez the moovment for reform: and, aafter aul, nœwun seemz tu mynd having cheks in this form, for thai ar never reternd!

Mr. D. MACKENZIE, ov the Chief Accounts Office, Revenue Section, Johannesburg, ryts:

I enklœz for eur obzervaishon a kuting from "Commercial Education," entyteld "Writeing — a Niglected Art," which mai interest reederz ov THE PYONEER. The person hoo hœldz up tu ridikeul the pairént's leter failz tu see whair the real weeknes lyz; it iz in our irashonal sistem ov speling. The pairént mai not hav the edeukaishonal kwolifikaishonz ov the Prinsipal ov the Norwood Teknikal Instituteut, but he sertinli displaiz komon sens. Thair iz a moral leson in the leter which the editor ov "Commercial Education" duz not seem tu hav obzervd.

Heer iz the ekstrakt:

In a letter to the editor of the "Norwood Press," the Principal of the Norwood Technical Institute writes:-

"You are doubtless aware that in order to secure the continuous education of children leaving the day schools the County Council offers free admission to evening classes to all school-leavers who join within a certain period. A letter addressed to such a scholar elicited the following reply from an outraged 'farther and gardian':-

"Deer Sir, — Letter received to-day to my daughter E—. Don't you think, as farther and gardian, you should have addressed your letter to me. As an act of courtesy (and not direct to a School girl of fourteen), asking me if I would like her to continue her Studies — I might remind you that she has already Spent 9 years at School, witch is 2 years longer than any man is apprenticed to, to carry him through life does the School Board learn them so little that you have to tout for customers. this letter may offend you — but if you look up my children's reports from the — school you will find they Bear out my remarks in this letter.—Yours, —.

"P.S.— I allways wrote I notice the three things which are to carry my son through is the most niglected.— viz., Reading, Writeing and Arithmetic — and you will find its true."

Mr. OLDFIELD THOMAS sendz us the folœing leter, with the kwaint heding:

P-L-I-G!

It iz not aufen that adults feel themselvz lyk children lerning the alfabet, a kondishun that iz aufen diskust in S.S. literateur. But I hav reesentli felt this in lerning tu reed Braille by tuch, az the blynd hav tu doo, and my ekspeeriens mai interest eur reederz.

Wun feelz eech leter, wunderz whot it mai be, beleevz it tu be sumthing, gooz on tu the nekst, and if that fits in, the werd iz gradeuali kompleeted. But thair iz no vizeualyizing the hœl.

Nou, if the speling wair reezonaibel this wood be eezi, soon dun, and without dout or wuri. But supoez I wair the poor man hoo kan not reed with hiz yz, and iz set down tu sum ov our foolish English spelingz.

For egzaampel, my fingerz feel whot I konklood iz *p*, then *l*, then *i*, then *g*, and I nateurali sai, "'plig, plig,' whot kan 'plig' be? No English werd kan begin with 'plig.' Let's try again: *p* — yes, shoorli this iz *p*, *l*, *i*, *g* — yes, it iz 'plig'; let's try ahed." Then folœ too ov the difikult Braille leterz (for sum ar eezi and sum difikult, and if too or three hevili pointed wunz sukseed eech uther thair ar veri difikult); but at laast I maik out *h* and *t*, and lyt kumz in upon me. But if it had been *p*, *l*, *y* insted ov *p*, *l*, *i*, *g*, no hezitaishon or dout wood hav arizen, and I shood hav gon on hapili and at wuns tu *t*.

Poot in my plais a blynded sœljer at St. Dunstan's, with rakt brain and woonded hed; multiply the ekspeeriens by duzenz ov sili and misleading spelingz; and wun seez, by the wuri it givz him, hou much a proper speling wood hav saivd him; and similarli hou much in tym and brain werk such a speling wood saiv the children, in thair erli eforts, befor thair hav lernt tu vizeualyz eech werd az a hœl.

We must kongratelait our frend, Mr. W. GUNDRY, on the grœing sukses ov the Wissa School, Asyut, Egypt, ov which he iz the Hed Maaster. In an interesting leter he haz sent us he sez that the skool nou numberz 746 peupilz, hoo (he adz, sumwhot pathetikali) ar "strugling with diktaishon." In hiz leter Mr.

Gundry reternz tu our eus ov *oo* for the long and the short sound; he ryts (we hav not chainjd hiz speling, eksept that he euzez a speshal leter for *dh*, for which we hav poot *d*):

De prinsipal *dat* I stand up for iz *dat* ov "desysiv signifikaesion," by which I meen *dat* it shvd be posibel for a steudent hue haz akwyrd a werd by reeding tu pronouns *dat* werd wid sertinti. Wun ov *de* cheef obstakelz in *de* wae ov spreding *de* eus ov English iz *de* expens ov lerning it kompaerd wid *uder* langwajiz. Bekoz *de* speling iz ambiguus it iz nesesari aulwaez tu hav an instrukter at hand, and *dat* instrukter haz tu be paed. Eeven in Greek and French, which, next tu English, ar badli spelt langwajiz, it iz jenerali posibel tu deryv *de* pronunsiaesion from *de* printed werd; so *de* steudent ov *deez* kan maek gvd progres by siting down alœn wid a book *dat* haz kost him tue sous or tue lepta. For English he must hav a teutor at *de* raet ov tue franks or drachmae per our.

If eu leev *de oo* ambiguus, eu hav not remuevd *dīs* objeksion. By a slyt strech ov imajinaesion let us supœz *de* S.S.S. establisht, and a Greek merchant lerning English under its gydans. He mae posibli reed sum such sentens az "*De* boocher took *de* rong bool by *de* foot," or agaen, "*De* rood boy iz shooting at *de* poor broot." Prezentli our steudent goez intu English sosieti and sez, "*De* boocher took *de* rong bool by *de* foot," or "*De* rood boy iz shooting at *de* poor broot." In *de* ferst kaes he komits a vulgarism; in *de* sekond he maeks himself ridikulus. Moral: he must gœ hœm and engaej a teutor, or — lern French insted. To *de* Greek *de* cheaper aulternativ wvd apeel.

We think that in the kais ov books for forin beginerz it wood be wel to euz *dh* for the voist *th* (az we hav dun in our *Ferst Reeder*), to indikait by meenz ov an aksent the silabel which iz strest, and to plais a mark ov length œver the long *oo*. In maiking this remark we ar, ov kors, evaiding the œld

difikulti ov *oo* in our ordinari S.S.; wun dai it mai be solvd. We hav probabli had befor us aul the posibel reprezentaishonz ov the sound bi meenz ov the egzisting alfabet. Wun ov theez apeelz to won kritik, another to another. Whot we wont iz an autoritativ Konferens to setel this and other kwestionz; and until such a Konferens haz met, and its report haz been aksepted, we kan not hoep to aryv at a desizhon on sum ov the trubelsom problemz which our praktikal eksperimenting with S.S. haz reveeld.

Mr. Gundry, in another part ov hiz leter, sujests az a rool for *th* that the sound iz voisles in verbz and nounz and voist in pronounz and pronominal adverbz, the cœnli eksepsjon he haz nœtist being "both." A referens to Mr. Ripman's *Sounds of Spoken English* (revydzd versjon, paj 52) wood hav shœn him that thair ar neumerus eksepsjonz. Thus, thair ar a number ov kaisez lyk the nounz "breth, reeth, baath," besyd the verbz "breedh, reedh, baidh"; thair iz the verb "betrœdh"; and thair ar meni kaisez lyk "faadher," and the plooralz "paadh, troodh," ets. O.S. "rhythm, smithy" ar sumtymz pronounst with *th*, sumtymz with *dh*.

MRS. DORA F. KERR, British Columbia, haz sent us sum "rekwests and sugestionz." In the ferst plais she sujests that THE PYONEER shood not be iseud in S.S., which she deskrybz az a speling bafing alyk tu ryterz and reederz. We beg tu ashoor her that komeunikaishonz in the bad œld speling reseev the saim konsideraishon az thœz in S.S., and that thair ar transkrybd intu S.S. by us or, if dezyrd, left in O.S.; and that we hav never yet herd ov eniwun being bafeld by S.S. We konsider it veri important tu poot it befor our reederz az much az posibel, bekauz cœnli by ryting and reeding it kan we lern tu improov it. Nekst, Mrz. Kerr asks us tu giv speshal atenshon tu the internashonal aspekt ov S.S.—

(a) by enkuriying memberz tu studi modernydz spelingz in several important langwijez ov western sivilizaishon ;

(b) by obtaining the help ov skolarz, espeshali French skolarz, in theez langwijez ; and

(c) by kompairing English werdz with forin werdz ov a komon derivaishon, and with Latin werdz internashonaili euzd in syentifik nomenklateur. On another paj we deel with sum "internashonal aspekts," but not with thœz menshond by Mrz. Kerr. Thair iz sum interest in seing hou the speling ov German and Dutch hav been modernydz (theez ar prezeumabli the langwijez ment), but it duz not help us much for English; it iz not kleer in whot wai we ar tu reseev help from French eksperts in German and Dutch, and hou we kan improov the reprezentaishon ov our present spœken langwij by konsidering the entyrli diferent pronunsiashon ov werds in uther langwijez. Laastli, Mrz. Kerr begz us tu promœt the studi ov the syens ov langwij by giving nœts on the bibliografi ov the subjekt and nœtisez ov kurent literateur, and by indeusing and helping teecherz to inklood simpel and interesting lesonz on the grœth and development ov langwij "among the okaizhonal syens lesonz which ar given in everi good skool, eeven tu the yunger klaasez."

We doo not nœ much about edeukaishon in British Columbia, but in this kuntri the syens taut in the yunger klaasez iz Naiteur studi not historical gramar. We wormli advokait seutabel instrukshon in the grœth and development ov our langwij for thœz hoo ar ryp for it, bekauz this wil stimeulait the demaand for speling reform; but our resorsez ar so limited that we kan not undertaik werk which iz being dun by uther asœsiaishonz, such az the English Asœsiaishon, or giv bibliografiz such az ar suplyd in the "Modern Language Quarterly." We ar, houeever, aulwaiz prepaired tu aanser, az far az we ar aibel, eni kwestionz on spesifik points ov historical gramar that hav sum bairing on the speling ov English, with which we ar pryमारिलi konsernd.

8. NŒETS AND NEUZ.

The membership ov the Sosyeti nou numberz 2848.

Sum Speling.

The folœing nœt woz reesentli reseevd by the teecher in a kuntri skool from an œld Scotch farmer:- "Hereing you are a man of nolegs, I intend to inter my son into your skull."

Suport from Mr. G. R. Sims.

"Our prezent method — or, raather, lak ov method — in speling undoutedli kauzez delai in the edeukaishon ov children. I hav a kais in point in my œn serkel. Mis Minty Lamb speaks French fairly floentli and with an ekselent aksent, which she haz akwyrd by speeking French constantli at a French skool in London. She kan aulso speak a litel German and she iz geting on veri wel with Italian. But her English speling iz, az a rool, mor or les fonetik, and it haz taiken longer tu teech her tu spel English korektli than it haz tu teech her tu speak French floentli.

"Whotever the speling reformers doo, thai must konvai in thair speling the kleeer, kleen, and kultured pronunsiashon ov the English langwij. The neu speling mai not aulwaiz leap tu the unakustomd y, but it shoold leap instantainusli tu the eer. — The "Referee."

"Pointless and Unhistorical."

Mr. Solomon Eagle, in the "New Statesman," sez: "I am aulwaiz iritaited by the eksentrisitiz ov thœz English personz hoo wil insist on speling 'labour, honour,' ets., in the Amerikan wai az 'labor, honor,' aultho Englishmen az a bodi ar obviusli determind tu hav nothing tu doo with this pointles and unhistorical proseeding." It iz a piti that this jentelman haz not red the chapter on "The Kwestion ov 'Honour'" in Prof. Lounsbury'z ekselent book, *English Spelling and Spelling Reform*. The werd okerz sum 700 tymz in the 1623 edishon ov Shakespeare, and the speling iz "honor" twys az ofen az "honour." Prof. Lounsbury haz maid it abundantli kleeer that "honour" iz the "pointles and unhistorical" speling. This tym the kritik haz shoæn nyther the ujment ov Solomon nor the keen syt ov the eegel.

A Sumer Kors in Speech Training.

We think sum ov our reederz wil be interested tu heer that a kors in speech training wil be held at the Royal Albert Hall, London, from September 1 to 14. This wil inklod a kors ov ten lekteurz on English Fonetiks, with praktikal ekersyzez, by Prof. Ripman, which kan aulso be taiken separaitli. The kors iz under the direkshon ov Mis E. Fogerty, a valeud member ov the S.S.S. For partikeularz aply tu The School of Speech Training, London.

Symlifyd Distribeushon ov Shoogar.

"Sugar only served to customers standing in cue," sez a Hampstead Road grœser.

The Leter "r."

In the "Observer" ov Joon 10 thair iz the folœing nœt:-

The intrusive Cockney *r* in such phrases as "soda-r-and-milk," finds a defender in a correspondent of the "Manchester Guardian," who points to the French parallel formation, *A-t-il?* He might have cited our own word "an," in which the *n* is nothing but a buffer. But perhaps the most curious feature of this interpolated *r* is that it is used only by people who otherwise neglect and maltreat the letter. The man who says "idea-r-of" never sounds the *r* in "morn," and the man who sounds the *r* in "morn" never says "idea-r-of." It is a queer sort of reparation.

Peepel ar evidentli geting interested in problemz ov pronunsiashon, and lyk tu diskus them eeven when thair ekwipment iz a litel defektiv. The abuv paragraaf myt be maid the tekst ov kwyt a long diskwizishon; our frend Prof. Savory, ov Belfast, wuns devœted a hoel lekteur tu the leter *r*. Eu wil fynd a good deal about it in Mr. Ripman'z *Sounds of Spoken English* (neu vershon, paijez 55–58).

Prœgres In America.

At its laast meeting, the Nashonal Kounsil ov Teecherz ov English rekomended an *oral* test in English for gradeuaishon from the hy skool and entrans tu kolej. The Direktorz desyded tu sekeur,

if posibel, for the Aneual Meeting ov neksst year a speaker tu prezent the merits ov Simplifyd Speling — sum prominent publisist or sum infloenshal profesor in a grait Euniversiti.

"Reading without Tears."

This iz the heding ov an artikel in the "Sydney Sun," in which referens iz maid tu a sistem ov teeching reeding and ryting that haz been devydzd by Mis Lilian Ellis, ov the Arncliffe Seupeerior Hy Skool. We ar unaibel tu get eni kleeer ydea from the artikel whot ar the underlying prinsipelz ov this skeem. It apeerz, houeever, that the Guvernment hav maid speshal typ for the perpos ov printing elementari reederz in akordans with this sistem, so that sum modifikaishon ov the konvenshonal leterz iz evidentli esenshal to the skeem. At the saim tym, it iz staited that "tu the kazheual reeder the typ euzd in this fonetik sistem duz not difer from ordinari printing." This sujests sumthing lyk "Orthotype," a sistem ov ading dots and other dyakritiks to indikait pekeuliaritiz ov the egzisting speling; for instans, *o* when it haz the valeu ov *u* (az in O.S. "son") mai be riten with a dot or aksent on it. Again, sylent leterz ar perhaps printed with a faint lyn krosing them out. If that be the kais, it mai help in reeding, but it duz not doo awai with the cheef difikulti, the memoryzing ov the speling. We mai, houeever, be mistaiken in our inferensez from raather inadekwait daita; and we shal be graitfool tu eni Australian reeder hoo suplyz us with ferst-hand informaishon.

A Chyld'z Leter.

OUR indefatigabel helper, Mr. Henry Drummond, haz been interesting a lœkal skool in speling reform, and haz found it a frootful feeld, az the folœing leter from won ov the litel peupilz shœz:-

DEAR SIR, — Through the influence of our head teacher, Miss Scott, we have for several years taken a keen interest in the work to which you are so devoted — speling reform. As we have studied in school, we have often noticed how the spelling of many words differed from the pronunciation. Our head teacher put your last letter which was published in the "Schoolmaster" on the blackboard. It gave us great pleasure and aroused much interest. We specially wish to draw your attention to those words which are generally written as compounds. We propose that they should either be run together or else written as two separate words, and the hyphen abandoned. Our teacher often wishes that the people of old had run them together, because we so often find it difficult to remember whether the hyphen should be used or whether they should be written as one word or two separate words. She also often expresses regret that Mr. Jones did not live to see any result of all his hard work.

We think that when your new method of spelling is brought into use, it will make spelling a much easier thing than it is now, and the children's thanks to you, and other devoted workers, will be unlimited.

Great pains are taken at our school with spelling, and we have to go up to the head teacher's desk for training year by year until we become proficient. Our head teacher thinks correct spelling most important, and insists upon it.

I was chosen to write to you on behalf of the school. Wishing you every success in your work, I remain, yours faithfully,

Bainton C.E. School, Driffield, Yorks. ANNIE E. EVERITT.

The Printer'z Funkshon akording tu Lau.

Ser Frederick Pollock tœld us that in hiz opinion the lejislaitiv funkshon in English speling shoold be taiken out ov the handz ov the printer. An interesting test-kais okerd the uthar dai, which seemd tu provv that that funkshon iz not hiz in the yz ov the lau. A tobakœ maneufakteurer had given an order for the printing ov laibelz with the werdz, "Sultan's Favorites." The printer, suportod no dout by the testimuni ov the dikshonari, took it upon himself tu ad the leter *u* tu "favorite." But this woz not tu the maneufakteurer'z taist, and he akordingli refeuzd payment for werk not dun "akording tu kontrakt." The kais kaim intu the kortz. and woz desyded against the printer. The juj'z desizhon woz baist on this fynding: "The printer iz a kopiist, not a korektor." Wood not the saim fynding sweep part ov the foundaishon from beneeth the strukteur ov English speling?

9. NEU MEMBERZ.

	<i>Lyf Members.</i>	
<i>Mrz.</i>	R Mackie, M.A., Perthshire, Scotland.	<i>Mr.</i> J. A. Waring, Fishbourne, Chichester.
	<i>Aneual Memberz.</i>	
<i>Dr.</i>	A G. Bagshawe, C.M.G., Woking.	S. Herbert, Manchester.
<i>Rev.</i>	B. G. Bouchier,	T. W. Oswald Hicks, Lesware.
<i>Misez</i>	E. M. Baugh, Nantwich.	Mabel Rees, Port Tilbot, Glam.
	E. F. Bright, London.	M. J. Roberts, Welshpool, North Wales.
	I. Bromage, Portsmouth.	M. N. Robertson, London.
	E. M. Carton, ... School, Barnsley.	C. E. Rvves, Belfast.
	L. M. Cresswell, Wolverhampton.	B. Sayle, ... School House, nr. Barnsley.
	C. Davies, Port Talbot, Glam.	E. N. Scardifield, Chichester.
	G. M. Davies, Manchester.	C. E. Sykes, ... School, Barnsley.
	M. M. Davies, Portsmouth.	B. M. Teare, Liverpool.
	M. D. Drew, Birmingham.	A. M. Triffin, Portsmouth.
	E. Dyson, Huddersfield.	I. M. Widlake, London.
	M. Griffiths, Merthyr Tydfil.	C. A. Witty, Barnsley.
	M. H. Meredith, Radnorshire.	S. A. Wood, Barnsley.
<i>Mesrz.</i>	H. C. J. Cooper, Hants.	
	W.A. Duckham, Gloucester.	G. H. Pitt, Barnsley.
	F. Eve, Liverpool.	G. C. Staffam, London.
	F. Frankland, Barnsley, Devon.	W. Thomson, Glasgow.
	E. L. Jackson, Totnes, S. Devon.	J. Wartenby, London.
	J. H. Parish, London.	A. Wheeldon, Barnsley.
	R. N. Penlington, Barnsley.	A. F. White, Barnsley.

10. PRES KUTINGZ.

March, Aipril, and Mai.

LETERZ in simpathi with speling reform apeerd in: Ardrossan and Saltcoats Herald (9 leterz), Durham Chronicle, Education, Times Educational Supplement, Yorkshire Post (2 leterz).

SPEHAL ARTIKELZ on speling reform wer publisht in: Advertiser (Ontario), Daily Colonist (Victoria, B.C.), Education, Educational Times, Journal of Education, Literary Digest (New York), Toronto World.

ENKURIJING referensez tu speling reform wer seen in: Birmingham Daily Post, Dundee Advertiser, Education, Journal of Education, School Government Chronicle, School World, Times Educational Supplement.

FAIVORABEL NØETISEZ and reveuz ov *Breaking the Spell* wer obzervd in Barry Dock News, Edinburgh Evening News, Evening Standard, Daily News and Leader, Glasgow Evening Times, Newcastle Weekly Chronicle, Star, Journal of Education, Times Educational Supplement, Times Literary Supplement, Weekly Dispatch.

OUR reeding eksperiments wer menshond in: Daily News and Leader, Durham Chronicle, Edinburgh Evening News, Evening News, Evening Standard, Globe, Journal of Education, School Government Chronicle, Star.

BREEF ARTIKELZ objekting tu speling reform wer noeted in Globe, Mining Magazine, Northern Daily Mail.

PROF. RIPMAN'Z reesent lekteur at the Meadway Court Club woz reported at length in the Hampstead Record.

EDITORIAL NØET.

It haz been desyded tu publish THE PYONEER kworterli until pees iz restord. THE PYONEER iz sent graitis tu aul Memberz ov the Simplifyd Speling Sosyeti. The aneual subskripshon for Asøeshiait Memberz iz a minimum ov wun shiling, that for Aktiv Memberz a minimum ov fyv shilingz. Mor muni meenz mor pouer tu kari on the kampain.

Reederz ar erjd tu aply for leeflets seting forth the aimz ov the Sosyeti. Theez and aul uther informaishon wil be gladli sent by the Sekretari ov the Simplifyd Speling Sosyeti, London.

Inside front cover:

11. SIMPLIFYD SPELING SOSYETI.

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[Inside back cover:]

12. OUTLINE SCHEME FOR NEW READERS

The same sound is always represented by the same letter or letters:

eni, jepardi, greev, leep (*not* any, jeopardy, grieve, leap).

Letters not pronounced are not written, and a consonant is not doubled to indicate a short vowel: dout, lam, activ, leter, nee (*not* doubt, lamb, active, letter, knee).

Wherever the z sound (as distinguished from the s) is heard it is written: tyz, praiz (*not* ties, praise). C (except in *ch*), q, and x are not used.

VOWEL SOUNDS.

a: hat, glad.

e: meni, plezher (*not* many, pleasure).

i: wimen, bizi (*not* women, busy).

o: kot, hot.

u: but, bruther (*not* brother).

oo: book, poot (*not* put).

***aa:** raather, haalf (*not* rather, half).

ai: grait, cair (*not* great, care).

ee: eech, receev (*not* each, receive).

au: aul (*not* all, awl).

œ: læ, pœst (*not* low, post).

oo: troo (*not* true).

eu: teun, euloji (*not* tune, eulogy).

y: ryt, fyr (*not* right, fire).

oi: oil.

ou: found.

*Only one **a** is used before **r**: **arm, kar, &c.**

In considering the scheme remember that **no new letters are introduced**, though in English we have only **23** letters for representing over **40** sounds.

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