

# THE CANADIAN PHONETIC PIONEER,

A Monthly Journal, Devoted to the Spread of the Writing, Printing, and Spelling Reform.

William H. Orr,

[Had this art (Phonography) been known forty years ago, it would have saved me twenty years hard labor.—Hon. Tho's H. Eenton.]

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E. W. P., Detroit.—Graham haz not sjud om Vokabulari uder dan hwet iz kontand in de Hand-Buk, hwig wil be fänd susifonth komplet for ol praktikal purpusiz. No uder iz n'lel, do sum prefer de fonografik formz in sul. Te Hand-Buk tolz de student presizli hz tu rjt dem, and levz him tu tras de formz himself.

☞ We mad an egregius blandor in sr last isju in de huri of getup st dat number, bj statup dat dar had bin no kompet:fon for de prizez. We forgot dat Messrs E. Andruz, ov Numqrket and (G. W. Verrall,) ov Catam, had eg sent respektabl lists. Bod jentelmen hav kjndli refuzd tu aksept de hol amant ov de prizez tu hwig da wgr entjild.

FONOGRAFIK WAFERZ.—We hav just resevd, from Iggland, an assortment of de abut-mensfund gruki—an artikl dat wil be nu tu most ov sr reders. Te Fonografik Wafer iz a djiamond-fapt print, from ston, havij a moto, in Fonografi, in de senter, surrönded bj an atraktiv border. Te revers is adhesiv, similar tu dat ov an envelop. It iz uzd az uder waferz qr—apljd tu de senter ov de bak ov de envelop. Its utiliti iz obvius. We hav 3 diferent stjiz—plan, gilt, and mornij. Prys per duzen, plan, 2 sentz; gilt, 3 sentz; mornij, 4. Per set, (of 107) plan, 12 sentz; gilt, 15 sentz, mornij, 20 sentz.

☞ Te list ov namz ov memberz ov de B. A. F. Asosjafon will be kontinud in sr nekst.

## The Claims of Phonetic Spelling.

(Continued)

Doubtless there are many persons to be met with to whom these difficulties will not seem formidable. They have superior natural abilities, and they have a liberal education. Even in boyhood their course was rapid and triumphant over the numerous obstacles which impede the acquisition of the language. Or if any trouble was experienced, it is all long ago forgotten in the plenitude of sub-

sequent attainments. Unfortunately these are the very persons whose agency would be most efficient in procuring the needful reformation, and who are best fitted to judge of the magnitude of existing evils if they could only be induced to examine them with the requisite care and to extend their sympathies to those who are less favorable situated than themselves. To this class we would say that if all the population of the kingdom, were in their situation our agitation on this question might be pronounced superfluous; but we would remind them that they do not constitute a hundredth part of the whole, and that philanthropy requires them to consider whether they are not called upon to look beyond their own case and join in introducing a system of Orthography so much better adapted to the talents and opportunities of the vast majority of their countrymen and women both young and old. It is to this favored class that these remarks are more especially addressed. And in hope of obtaining their attention we think it necessary to do a little more than show in general terms that the trouble of learning to read and spell would be greatly reduced by the use of an improved alphabet. We should like this affirmation to be considered in special connection with the various descriptions or classes of the population who by the existing system are the greatest sufferers.

1. There is the case of the *moderately educated*. These can read and spell, it may be allowed, according to the average standard of acquirement. But when the question is pressed in a more definite shape, What is the import of this statement? it will be found to apply to that comparatively limited portion of the language which is most frequently used. Let these persons be set to read any book in which a proportion of the less common words present themselves, and the hearer who is really a master of English reading will detect mispronunciations thick and frequent.—Or let them have occasion, in writing, to use terms which lie beyond the regions of hackneyed phraseology, and their mis-spellings will be numerous, unless indeed they have the wisdom and the patience to ply the Dictionary with adequate assiduity. The fact is that the number of persons who can pretend to

read the English Language with accuracy, —if the term be understood in its more enlarged meaning,—is astonishingly small; and there can be no doubt that the explanation of this fact is to be found in the confused and cumberous mechanism by which its vocables are depicted on paper.

2. There is the case of the *young* of all ranks and all degrees of ability. Estimating the number of the population of the three kingdoms who receive a plain education at twenty millions, the whole of that mighty company pass through the toilsome task of learning to read and spell in about every 30 years. Now why should we lay upon the shoulders of the entire juvenile population a burden twice or thrice as heavy as it ought to be? Is it of high importance that the first steps in the pathway of knowledge be easy and pleasing?—why then do we allow them to be impeded by needless obstacles and beset with thorns which may easily be exterminated? Who can tell how many have been prevented from ever tasting the sweets, and sharing the treasures, of the great emporium of knowledge, by the discouragements attending their early efforts to thread the mazes of that path that leads to it?

There is the case of the *poor*, whose children find their period of school attendance prematurely closed by the summons to enter upon that course of bodily labor with which most of them must continue till their heads press their death pillow. How painful to think that a large portion of their limited opportunity should be frittered away and lost in combatting an accumulation of absurd difficulties which by a vigorous and united effort might be annihilated forever.

4. There is the case of the *less gifted*, —those whose talents are beneath the average of their fellows, and who require a year to master what others accomplish in the fourth part of that time. It may include, with some degree of difference, a fourth of the whole number of children. Who that has labored in the task of teaching these feeble ones through the complicated signs and sounds of English speech has not sighed over their haltings and hesitations, their peevishness and flounderings, their painful efforts, their frequent failures and bitter tears?