

# PHONETIC PIONEER.

art of writing, in spoken language the organs of speech perform but *one* movement in the enunciation of each letter; and hence the labor of the penman is four or five times as great as that of the speaker; while the latter is moving off freely, as on the wings of the wind, the former is trudging along at the snail's pace, weary and provoked at the contrast.

The object is to be accomplished, therefore, is to present an alphabet each letter of which can be written by one inflection of the pen, so that the writer need no longer be four times distanced by the moderate speaker.

But a greater difficulty, if possible, than the mere substitution of a new alphabet, is to be overcome. The orthography employed in using the old alphabet is nearly as cumbrous as the formation of its letters; while its want of system makes it a study of many years to memorize the spelling of the fifty or eighty thousand words in our language.

Thus, take the sound of *a*; if we had nothing to do, in order to represent it in our common writing, but to write the one letter called *a*, the evil would be trifling compared with what it is. But we more frequently have to write two or three, and even four letters to represent this one sound. It has, in fact, thirty-four different modes of representation, consisting of various combinations of nine different letters, a few only of which we have room to exhibit. Thus *aa*, as in *Aaron*; *ai*, in *pain*; *aig*, as in *campaign*; *aigh*, as *straight*; *eigh*, as in *weighed*, &c. Now common sense, as well as the laws of science, suggests that the sound of *a* in each and all of these should be written with the same letter. When this shall be done, more than *two-thirds* of the labor of representing this sound will be saved; but by substituting a new letter that can be made with one movement of the pen instead of the four that *a* requires, and of the four times four that some of the above combinations require, *nine-tenths* of this labor will be avoided. In writing the sound *a* in those five words, instead of making *fifty* inflections of the pen, we will have to make but *five*!

The sound of *e* is represented in *forty* different ways. Examples: *ea* as in *each*; *eaue*, as in *league*; *eye* as in *keyed*; *eig*, as in *signor*; *eigh*, as in *Leigh*. We need not repeat that the sound of *e* in each of these words should be represented by the same letter; or that by substituting for the complex letter *e* a simple character that can be made with one motion of the pen, seven-eighths or nine tenths of the labor in writing would be saved.—Those are facts that are evident, after the illustrations are presented. And we might thus illustrate the unscientific mode of representing every word in the language, with equally formidable results.

Such inconsistencies and mischievous errors as we have referred to, are not in harmony with the developments of order and

science in most other branches of industry and art, and hence they must be superseded by something truer and more expeditious.

Phonography is based upon a correct and practical analysis of spoken language, and represents words as they are really pronounced. There is every reason to believe, that, in the course of time, it will entirely supersede Longhand, except in legal documents, titles of manuscript books, addresses of letters and parcels, etc.; where the bold appearance of Longhand, in comparison with Shorthand, affords greater facilities for reference. The following facts may be taken as indications of the future general adoption of Phonography:—No one who is practically acquainted with the system, ever thinks of employing Longhand when writing to a person who has a knowledge of the Phonetic Shorthand alphabet. The alphabet of the system, and the ability to read it, may be acquired in three or four hours' study. The ability to write Phonography at the rate of twenty words per minute, the average rate at which Longhand is written,—may be acquired by any one who can already write longhand, in one month, by practicing from half an hour to an hour per day. By continued practice increased facility is obtained, and in six months or a year, the student of the art is able to report a slow speaker verbatim, at the rate of a hundred words per minute. Additional practice will enable him to write at the average rate of public speaking, which is one hundred and twenty words per minute.

Within a few years, more than two hundred thousand copies of Phonographic instruction books have been sold, and hundreds of teachers are constantly engaged in instructing classes in the art; on account of the scarcity of teachers, however, it is more frequently learned by private study. We append a few testimonials in regard to the system, and refer the reader to the advertisement in another column.

"We regard Phonography as one of the most important inventions of the age, and one which should be open to every person desirous of being considered educated. As a system of reporting, general correspondence, and memoranda, it is unparalleled in usefulness. In chirography it is what the telegraphs are as agencies for transmitting thought. We employ three reporters, one in our office and two who travel with lecturers from our house. In ten minutes we can dictate an article for publication which we could not compose and write in two hours, besides it contains more spirit and freshness than if labored thro at the slow pace of ordinary composition. A common farmer's boy, who could not obtain more than his board in a grocery or lino store, and no situation at all in a general store in this city, may devote one year to Phonography and obtain ten dollars a week as an amanuensis the first year. A cool, steady temperament, nothing of smartness, seems to succeed best in patient effort to master Phonography, and become a reporter. Every scholar should by all means learn it."—FOWLETS & WELLS, Phonologists.

"Opinion of Professor Hart, Principal of the Philadelphia Central High School.—Phonogra-

phy has been introduced into this Institution two years and a half, and has been learned by about four hundred. Two hundred are studying it now. It is one of the regular branches of the course, being attended to three times a week during the whole of the first year. I do not feel at liberty to express an absolute opinion on a subject comparatively so new, but I am free to say that, I have not, since the introduction of Phonography, noticed any deterioration in the spelling of the pupils, or in their pronunciation. Had I not supposed it to be of much practical benefit, I should not have urged its introduction, a measure which I have seen no occasion to regret."

"It is my humble opinion that it will eventually supersede the present systems of writing, reading and spelling, as the steam carriage train supersedes the old eight inch wheeled wagon."—REV. Wm. DUNBAR.

PHONOTYPY is the system of phonetic spelling applied to printing, in which the old letters are used as far as they go, and new ones added to make up the proper number. The system is also adapted to longhand writing in the same way.

## Phonographic Lessons.

The translation of the "exercises" in the Manual of Phonography, as commenced in our last number, having been welcomed by our correspondents as a great assistance and encouragement to beginners, we continue them. A caution to students must here be given, however, lest some of them depend upon the key, to their injury. In studying the exercises, it is well to have the key at hand, but only for the purpose of determining whether their reading of the letters is correct or not. A slip of paper should be kept over the key, so that in examining as to the correctness of his rendering of one combination of letters, the student's eye may not catch the next, and so defeat the object of his study. A combination of key letters should only be brought under the eye after the corresponding exercise has been deciphered, or at least an attempt made to decipher the character.

PAGE 33.—Line 1,—te ta tah tau to too. (Give the vowels their long sound—the e as in eke; a as in take; ah as in bah; etc.) 2nd, ke ka kah kaw ko koo 3rd,—le la lah law lo loo. 4th,—me ma mah maw mo moo.— 5th,—eat ate aht ought oat oot. 6th,—eef afe ahf awf ofe oof. 7th,—eem aim, ahm (not am) awm oom oom. 8th,—me may no nay gnaw low law. 9th,—tea toe too see so she sho. 10th,—the they tho' day do gay go. 11th,—eat ought ease owes ooze aid ode. 12th,—own oak aim ache eel ear oar.

PAGE 34.—take talk teem tame keep rape gape. Line 2,—meek meek came name main meal male. 3rd,—peel pale pole keel coal gale goal. 4th,—stake stalk speak spake ke snake smoke. 5th,—same fade feed nave paid pave page. 6th,—lee law leap leaf leave loaf loaves. 7th,—ray row raw rope reap hay hoe. 8th,—ear ears air airs ark arm arms. 9th,—seat sought soap soup seal sale soul. 10th,—seem same psalm seen soon