

PHONETIC PIONEER.

3. A rational and practical knowledge of the relation of letters to words.

4. An increased facility in learning to spell. To this might be added: An increased activity of mind, induced in the child by the fact that every step of the process by which he has learned to read has been intelligible to him."

FROM GEO. B. STONE, SUPERINTENDENT OF THE PUBLIC SCHOOLS OF INDIANAPOLIS, IND.—"The success of the experiment which has been tried in the Fifth Ward Primary Schools, has been all that could have been expected. Classes have been formed at eight different times, during the course of a year. The two first formed have made the transition from phonetic to common print, and are now reading and spelling in the Indiana Second Reader. The first class made the transition three months since, and can now read well and spell accurately anything in the first 120 pages of that reader. This was fully tested in the recent examination, in which all the reading and spelling exercises were selected by the trustees and visitors. There was great distinctness in articulation and enunciation, readiness in pronouncing words, good emphasis, and a varied intonation which surpassed anything we have heard in a primary school. In spelling, although difficult exercises were selected, and in various parts of the book, not a single word was missed—equalling, in this respect, our very best scholars taught by the alphabetic method. The second class made the transition four weeks since, and now read well in the Indiana Second Reader. It will be seen from the facts here given, that the transition from one print to the other is attended with no difficulty."

SUCCESS IN THE PUBLIC SCHOOLS OF CINCINNATI, O.—From Rev. B. P. AYDELORTE, formerly President of Woodward College.—"I thought the children, of whom I heard read two classes, embracing eighteen or twenty of both sexes, had made much more rapid progress than is usually the case with those who are instructed in the ordinary way. They pronounced their words remarkably well, which, I suppose, arose from their being obliged in every word to attend closely to its elementary sounds. The conclusion to which I have come, in view of all I have seen and read of the Phonetic system are—

1. That a pupil can be taught to read upon this plan much sooner than in the ordinary way.

2. That, if thus taught, the pupil can acquire the ordinary method quite easily, and would be likely to pronounce the words more correctly and distinctly."

From the EDITOR OF THE DAILY TIMES, yesterday we called to the Importun... a Phonetic school, and visited the upper Rice Street Schools, where there is a

class of juveniles learning to spell and to read by Phonotypy. At first our judgment and taste revolted; the conversational explanations and remarks of the teacher failed to satisfy us—even to reconcile us to the system. We listened awhile, however, to the recitations, out of courtesy, and gradually we became convinced, by the demonstrations of the children themselves, that the Phonetic system is decidedly better than the common method of primary instruction. We then passed into other rooms, and our convictions were confirmed by the contrast. This may be considered a victory.

FROM REV. THOMAS HILL, PRESIDENT OF ANTIQUON COLLEGE, late Chairman of the School Board of Waltham, Mass.—"Phonetic printing is attractive and interesting to the majority of children, and they learn to read it without any compulsion. It furnishes the means of a very perfect drill in articulation. The whole course of reading is a drill in pronunciation and enunciation; on the other system, teachers can drill the pupil, but in this system neither teacher nor pupil can avoid the drill. Each word being spelled precisely as it is to be pronounced, nothing but the grossest neglect on the teacher's part, can allow any faulty pronunciations to go uncorrected. * * * I repeat, then, my assertion, founded upon five years' constant usage of the Phonetic mode of teaching, both by my private experiments and in the Public Schools of Waltham, that it is vastly superior to the ordinary mode of teaching children to read.

SUCCESS IN ROCKFORD, ILL., AND VARIOUS OTHER PLACES—From the Rockford, Ill., Register.—"At the solicitation of the Principal of Public School No. 1, Mr. O. C. Blackmer, we attended the examination of the Phonetic classes in the First Primary Department, and were much pleased with what we saw and heard. Two classes were brought up, one of which did not know a letter five months since, and commenced with the phonetic alphabet, the other class began about a year since, with the Roman alphabet. The former read and spelled promptly in words of one and two syllables, in the Roman system, they having in this time learned the Phonetic and been transferred. There was but little difference in the manner in which both classes acquitted themselves, yet the excellence of the Phonetic system as an introductory one was very apparent, when the time they have been under instruction is considered. We understand that the Phonetic class learned the alphabet and eighty-five words in five weeks, while the other was one whole term learning the alphabet."

From D. B. HAGAR, Principal of Elliot High School, West Roxbury, Mass.—"So well convinced am I of the utility of Phonetic training, that I should prefer to have

my own children instructed in reading and to give term with its aid, than two terms with out it."

FROM D. S. SMALLER, Jamaica Plain, Mass.—"Our Phonetic schools are prospering, and the first families are now in favor of this mode of teaching. The Superintendent, Mr. Wilson, said, in his last quarterly report, that Miss Blackburn made Phonetics a real aid in teaching children to read."

From LORIN ANDREWS, President of Kenyon College.—"I think the time is now fully come, when books in Phonetic print may be introduced into all the Primary Schools of the State."

From NELSON SAWYER, Pennville, Ind.—"My children have acquired the art of reading more easily than I dare to say. I have but little time to devote to their instruction during the last three months, yet one girl of sixteen that I feared would never learn to read, and another of six, both read readily anything in the First Reader; and the boy of four reads much of the Primer without help. And as to spelling, the half can't be told. They spell [phonetically] almost anything that anybody can pronounce; it seems to come to them as naturally as water to run down hill. I believe they can read as well as they would have done in two years, if they had been taught by the common method."

CATALOGUE.

American Manual, 75c. Pitman's Manual 75c. Phonographic Copybook, 25c. Hand-Book of Standard Phonography, \$1.50. Pitman's New Phonographic Reader, 30c. The Teacher, \$1.15c. Phonographic Chart, \$1. Phon. Pencils, 15c. Reporting Paper in books of from one to five quires, 18c single; 5 quires, 75c. Phon. Note Paper (large size) per quire, 20 cts. Reporting Covers, with 2 quires of Rep. Paper enclosed, 75c. Phon. Envelopes, per package, 20c. Phon. Magazines, each 10c. Graham's Standard Phonographic Reader, 87½ cts. Graham's Synopsis of Phonography, 25c. Biography of Dr. Stone, in phonography, 25c. Phonographic Numerals, 20c. Graham's Brief Long-hand, 50c. Benn. Pitman's new Phonographic Instructor, 30c. Graham's Phonographic Gold Pen, \$2—with silver extension holder, \$3.

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