

# PHONETIC PIONEER.

to lose the pleasure of acquiring it. But it is when we look at its ultimate utility that its true value appears. I would not part with the advantages which I even now derive from it for a very great deal. Tyro in the art as I am, I do most of my private writing in Phonography, and have begun a common-place-book for the purpose of making extracts from my daily reading—an undertaking from which I have hitherto been deterred by the tediousness of the old process of writing. I think that every person, especially every student, should acquire this art. It would be of inconceivable advantage to him. There is no one, in whatever department of life he may be, who has not frequent occasion to make a hurried memorandum of some passing event; or to snatch from oblivion some wandering thought which would otherwise be lost: or to seize some stray waif floating on the sea of newspaper literature. But it is in its use in reporting and composition, that its chief advantage consists. To be able to take notes of a debate, or of a legal examination, or to jot down a sermon, or a lecture, in the very words in which it is delivered, is indeed a very high accomplishment.—But to have one's glowing ideas flash upon the page as rapidly as he can think them; not meagre, straggling, and dilated effusions, but living, nervous, burning thoughts, instinct with pristine vigor,—is as great an advance upon the former method as the lightning express is upon the old lumbering stage-coach. May the time soon come, as I feel assured it will ultimately, when this beautiful system of writing, and the sister art of Phonetic Printing will become universal.

And now, sir, I will conclude by saying: "God speed" to this, as I consider it, greatest Reform of the age, and by wishing success to your efforts in its behalf.

A STUDENT.

Cebourg, C. W., December 1st, 1858.

## First Lesson in Phonetic Teaching.

A VISIT TO MR. ROYCE'S CLASSES IN THE PUBLIC SCHOOLS OF CINCINNATI.

On Tuesday, 24th August, Mr. O. S. Royce, Agent of the Ohio Phonetic Association, entered two of the district public schools of this city, according to previous arrangement with the Trustees and Principals, for the purpose of starting classes in their primary departments in the Phonetic method of teaching reading. These schools are in the Third and Eighth Districts, the Principals, Messrs. Fournes and Rice. The female teachers who have charge of the a-b-c pupils, having no acquaintance with the Phonetic system, become for the few weeks Mr. Royce will remain with them, learners of the new process of teaching, after which they will conduct the classes themselves.

Thinking many of our readers, those who are teachers especially, would like to know something of the details of conducting a large class of little fellows by the Phonetic method, we will, with our phonographic pen, endeavor to bring him and his first class of twenty or more boys, within their hearing:—

The classes having been called out by the teacher, Mr. Royce addresses them as follows:

"Well, boys, do you like to go to school?"

Some answer Yes, and some say, No.

"Do those of you who love to go to school wish to learn to read?"

Quite a number say No to this question.

"Well, do any of you love to play?"

"Yes," from most of the voices.

"Very well, do you want to play with me?"

The children seem to doubt whether they may answer this question as they would like to.—Seeing this, Mr. Royce proceeds to perform some gymnastic evolutions with his arms, and encourages them to join him in the exercises. Some of them readily enough follow his motions and soon the rest of them find themselves sufficiently free from the restraint of their new position for his purpose, which is to interest them so as to secure their confidence. This he called play, and continued it until they really seemed to think that they were at play. Then taking the position, and going through the motions of a wood-sawyer, he asks, "What kind of play is this?"

"Sawing wood," is the general reply.

"What do we saw wood with?"

"With a saw," all reply.

"Let me hear you say saw again."

He then got them to speak that word several times as distinctly as he could, they still feeling that they were at play.

Going through the motions of the seamstress, Mr. Royce asks them, "What kind of play is this?"

"Sewing," is the answer of the children.

"Who do you ever see sewing?"

"Mother," "Sister," "Women," "Tailors," from different voices.

"Let me hear you say sew."

All repeat the word. Again and again this word is called for by the teacher and pronounced by the class.

"Now watch me, and see how many sounds I make: s aw."

A faint and doubting response of "two," leads him to repeat the sounds, again asking how many he makes. A more bold response of "two," comes from the class.

"Now see if you can tell me what word I am trying to say when I make the sounds s o, (aw) s o, s o, s o."

None of them seeming to perceive what word these sounds should make, the same process is repeated once or twice more, when some of the boys exclaim,

"Saw!" "Saw!"

The sounds of which the word is composed are again enunciated separately and slowly, and repeated with less pauses between them, until nearly all seem to comprehend that the blending of these sounds is the pronunciation of the word saw.

The children are now called upon to pronounce the word saw; and after they do so a few times, Mr. Royce enunciates the elements of the word as in the case of the word saw, asking them how many sounds they hear.

They readily answer, "Two."

"Now watch and see if you can tell what word these sounds would make, if I should speak them closely together." Enunciating the elements of the word sew, s---o, s-o, and bringing them more and more closely together, as in the word saw, several of the class soon answer.

"Sew," "sew."

Then without mentioning the words say and see, he enunciates the elements, s a, se, demanding of them, first, how many sounds he gives, and afterwards what words they would make if spoken close together. In each case he manages the exercise in such a way that they readily discover what words are in his mind.

Pointing to a drawing upon the blackboard, Mr. Royce asks, "What is this?"

"A tin cup," is the answer from several.

"Well, one of you bring me some water in it."

"We can't," they reply with a smile.

"Why not?"

"It won't hold water."

"What is a tin cup good for, if it won't hold water?"

The children at the question stare, without replying.

"Is it really a tin cup?"

Some say "Yes," and some "No."

Addressing those who said no, he asks, "Then what is it?" By a little management he draws from them the fact that it is but the picture of a cup.

After explaining the difference between a thing and its picture, he asks them if they would like to see the picture of the sound, s, to which they reply,

"Yes."

Then drawing on the board the letter S, he tells them, that although he cannot see a sound, men have agreed to use this (the letter s; as the picture of that sound and that whenever they see that picture in reading they are to make that hissing sound, which they have been making.

In order to fit its form in their minds, and to associate its sound with its form, they are required one after another to find it on a suspended Sheet Lesson and among the Tablets; and when they find it, to enunciate its sound, in reply to the question, "What is that the picture of?"

Up to this time the children hardly seem to have observed the transition from play to reading. In like manner the character E is introduced as the representative of the second sound in the word see, and when this is accomplished the first lesson is concluded, with the remark:—

"Well, children, I think we have had a fine little play spell; and while we have been playing we have been learning something, don't you think we have. [Yes, yes, is the response.] Now I think you will all like to learn to read, if you can have somebody to play a little with you at the same time.

Lessons two, three, four, &c., should be conducted in the same manner, in order to keep the attention of the little fellows, and fix in their minds the shapes and sounds of the letters.

THE CANADIAN PHONETIC PIONEER.—The November number of this valuable auxiliary to the youth of our country has been received by us.—The art of phonography, or short-hand writing, the subject of which this monthly magazine treats, is not only necessary for the "rising generation," but an essential qualification which every man of business should possess. It is with more than ordinary pleasure we learn that hundreds of teachers, clergymen, Doctors, clerks, lawyers, students, and boys and girls have learned phonography during the past few months, from many of whom beautifully written phonetic short-hand letters have been received. School teachers, too, who have acquired the art, are now teaching it gratuitously to large classes, so great is their appreciation of its benefit to mankind.

We commend this new feature of education, tho' in its infancy, to the consideration of parents, and more especially to the teachers, feeling assured that, ere long, they will see the necessity of introducing this interesting and useful study more generally into our common schools.

The Canadian public, we consider, are much indebted to the publisher, Wm. H. Orr, Esq., for the unceasing energy he has manifested in order to promote and perfect the cause of phonography, to say nothing of the heavy expenses which must necessarily be incurred; and we trust that his continued persevering endeavors will be amply rewarded by a large paying addition to the subscription list of "The Canadian Phonetic Pioneer."—*Pictou Times*.