

Miss MARY L. WARD, of Chatham, writes: "I was reading this evening in the Pioneer, of the Phonographic Society now forming, and would like to become a member if possible. The paper does not state whether females are admitted or not, but I see no good reason why they should not be. I am not much experienced in the art, having paid but little attention to it until lately. I am anxious to know more, and it will not be for want of exertion on my part if I fail. I am now able to write the Corresponding style with ease, and know something of the reporting style. I suppose I might average from sixty to seventy words per minute, though I have gone as high as 120; but it is by writing the same sentence over several times. I am willing to do all that lies in my power to help the cause along, and though there is yet a great deal to learn, I hope it may yet be of some use in spreading this truly useful and beautiful art, which cannot fail to add much to the benefit of all who are acquainted with it."

We never heard of a Phonographic Society anywhere, from which lady phonographers were excluded. Gentlemen phonographers would not think of such a thing. We hope the fair sex will be well represented at the coming Convention.

Mr. E. W. PILLAR, of Dickenson Landing, writes:—"The more I read phonography the more I like it, and the more I see its utility. Although I am but a Tyro in the art, yet what little knowledge I have of it I would not part with for hundreds of dollars. I can now write fifty or sixty words per minute. I feel so anxious that others should know something about this railway method of writing that I have engaged in teaching it, in this place, two nights in the week, without money and without price. Although a beginner in the art myself, I am happy to inform you that my pupils here are marching along under my instructions at a rapid rate. I look forward with eager anticipation to the time when this beautiful system will be as common as the tedious long-hand which now prevails. I am so disgusted with the common print, since I have seen the phonetic mode, that if I were able, I would have all the books printed in the old way destroyed. I sincerely hope that this science, like the blessed Gospel, will not stop till it has found its way through the length and breadth of this mighty world."

Mr. Pillar sends \$10.00 for five copies of the "Hand-Book," and reporting paper, etc.

Mr. C. W. Verrall, foreman of the Chatham Planet printing-office, who has been employing his evenings for some time in the study of phonography, writes that he has already begun to bring his easily acquired knowledge to a

profitable account. He says "I am now reporting regularly for one of the newspapers here, which pays me 50 cents for every report of the Town Council proceedings. To-day I have completed my third short report, and have received \$1.50, which I intend sending you for more phonographic books. I have got one recruit—a clergyman, of this town—who is going to commence the study of phonography. There is also a class of young ladies taught by the lady school teacher here, in connection with her school."

Phonography, or Shorthand.

It would seem that to answer the inquiry, What is Phonography, was an unnecessary labor, after all that has been said of it and written about it during the last ten years. But although there are thousands of persons in the United States who write Phonography every day, there are still tens of thousands who have not the most distant idea of its nature. "Line up on line and precept upon precept," must be our course with the public for many years to come.

Phonography is based upon the scientific analysis of the English language, and captivates every learner by its simplicity and philosophical beauty. In the ordinary branches of education, Grammar is regarded by some pupils as a pleasant study; by others Geography is the most interesting, while others have a peculiar liking for Mathematics; but we have never known any study that so universally gratifies every one who undertakes it as Phonography; it so thoroughly combines the Science of language, the Philosophy of an accurate representation, and the Art of all others that promises most to promote the intelligence and progress of the human race, that it cannot help to captivate every student.

The phonographic alphabet consists simply of dots, dashes, straight and curved strokes, which are so systematically employed that but one character is needed to represent an elementary sound, and yet each of the forty-three different sounds is represented in a different way; and as each character requires but one motion of the pen to form it, the pen can keep pace with the voice of the speaker; while each of the letters of the old script-hand requires from three to seven motions of the pen. Thus compare *ought*, to write which requires twenty motions of the pen, with the phonographic form *o-;*; *ought*, with *o-;*; *right*, with *o-;*; each of which words are written with about one eighth of the labor and in one eighth of the time required by the common long-hand. Thus it is seen that Phonography may be written six times as fast as the common long-hand, and as it is equally legible, it is not strange that all who examine it are pleased with it.

Independent of scientific propriety of the phonographic writing, the following practical advantages are worthy of consideration: To professors of scientific and literary institutions—to gentlemen of the bench or the bar—to legislators—to ministers of religion—to teachers in the various arts and sciences—it presents the most invaluable aid, in enabling them to arrange, condense and fix their thoughts,

facts and arguments in the briefest period of time and the shortest possible space, presenting in the condensed schedule of a page or two a full and complete synopsis of their most elaborate speeches or discourses. To all classes of thinkers and writers how invaluable it must be when they reflect how many of their most brilliant thoughts and most glowing conceptions—how many of the most sparkling gems of their imaginations, that in moments of genius and enthusiasm flash like electric sparks from the mind, are forever lost for the want of some Daguerrean process, like that Phonography presents, to catch and transfix them on the wing, recording them on the glowing page in the freshness, vigor and brilliancy of their first conception, as rapidly as they are presented to the mind, and for the lack of which, alas! like the dazzling flash of the evanescent meteor, they fade and expire as rapidly as they are kindled, and leave but the indistinct trace of their memory behind!

Present Utility of a Phonetic Orthography.

While Spelling Reformers are thoroughly convinced that both theoretical and practical philosophy, as well as the cause of education, require the substitution of the Phonetic system for the romantic or systemless orthography, they take very conservative grounds. They are not so inconsiderate as to say, that because we have steamboats we will not use flatboats—because we have railroads we will never again use our war-pikes and mud roads; they say, We will use both methods of writing and spelling the English language, as the one or the other seems most available under different circumstances; we will leave it to the progress of events to determine whether the phonetic system shall be used entirely, believing, however, that as truth triumphs it will triumph. There are two purposes especially for which phoneticians urge the use of the phonetic system, namely: in the Primary Schools and in Pronouncing Dictionaries; and they show that its employment here will not be inconsistent with the present practice: in primers, spelling books and dictionaries, a considerable modification of the ordinary manner of representing words is employed; in the Eclectic and the Lidian series of spelling books and readers, and in others we might mention, a phonetic method is used for aiding the learner to the analysis and pronunciation of words; the same is true in all pronouncing dictionaries. Now all we ask is, that teachers and the friends of education should examine our slightly different method of accomplishing the same object; we think ours is more simple, and does the work more satisfactorily. Experiments innumerable have demonstrated that children can be taught to read in the common orthography, by the phonetic system in half the time they can learn it in any other way; they become better readers in far less time, and therefore the system is worthy of partial adoption, as a labor-saving process, just as steamboats, railroads and telegraphs are partially adopted to do the work of transportation. [For an explanation of this matter in detail, see the Phonetic Primer, Report on Phonetic Teaching; and other documents.]