

**Graduating.**

Several of our friends, who first learned of Phonography from our advertisement, and whose names appear on our Order book quite frequently in the record of the past two years, have already turned their knowledge of Phonography to a pecuniary account, and taken a long step up in life. Occasionally we have applications for amanuenses, and it would be well for all our readers who have attained a speed of upwards of 75 words per minute, and who can leave home at a few weeks' notice, to inform us of the fact. In January last we learned of an opening for a Phonographer who could write about 100 words per minute, but did not know, for certain, who, in our large class of students scattered throughout the country, could qualify, and go immediately. Just then a young man in the County of Lanark wrote us that he was able to write 140 words per minute, and would like to get into a situation where he could have regular practice in Phonography, and at the same time turn it to account. In three weeks he was on the way to his post, forty miles south of Rochester, where he gets a fair salary for a beginner, and a capital chance not only for perfecting himself in his chosen art, but for making the acquaintance of business men from all parts of the continent, and thus obtaining a better situation if he needs it.

To ascertain to what speed a student has attained, he should commit to memory a page or two of some book containing about 200 ordinary words, and then write and re-write it twenty, thirty, fifty or a hundred times if necessary, until every single word can be written without the least hesitation.

Persons who write us, under this head, should also state, very briefly, their educational qualifications in other respects, their present occupation, and their age; and, at the same time, order at least a dollar's worth of books from our catalogue. We shall keep a register, for reference, of all facts thus transmitted, and shall do our best to find situations for all who apply.

**THE JANUARY NUMBER.**—Our January issue is already exhausted, consequently we shall have to make it up to new subscribers in some other shape. We propose to send to each new subscriber, four different numbers of the first or second volume in place of the January No. of Vol. 3, and hope this arrangement will be satisfactory to old subscribers whose subscriptions for this volume may come to hand after the present date, as well as to new ones. To those who have not heretofore been subscribers, the numbers

will be all new, while to old subscribers they will not be entirely devoid of value, as they can be turned to account by using them as tracts—giving them away to neighbors.

**Southern Politics vs. Phonography.**  
Shorthand Playing the Mischief.

Mr. Jas. C. Grant, an excellent Phonographer, of Port Hope, sends us the following, which we deem well worthy of a place in our columns.—

"Quite a sensation was created in a small Southern court not long since, all of which owed its origin to Phonography. A personal friend of mine, formerly of Port Hope, but now residing in a small village in Florida, was recently arrested on the charge of being connected with abolitionists of the North plotting intrigue against African slavery, and the beauty of the thing was that the only pretext his accusers had for prosecuting him grew out of the fact of his being a Phonographer. In his last letter to me he gives an account of his trial. The story is too good to keep, and so I place it at your disposal. I ought to add, by the way, that the gentleman is not an abolitionist, but, on the contrary, holds strong profane sentiments, and has been a resident of Florida for nearly a year—to which fact, I presume, may be attributed his acquittal. His letter reads as follows:—

\* \* \* Northerners coming to the South at present have a poor chance of getting fair play. They are all looked upon with suspicion, and the innocent have to suffer as well as the guilty. I got into a difficulty myself a few weeks ago, in consequence of being a native of the North. It was reported through the County that I was carrying on a correspondence with abolitionists in a mysterious hand that nobody understood (phonography). It was also said that I had become too familiar with negroes, and was therefore a dangerous man to be in the country. Accordingly I was summoned before a Virginia Committee for trial. The day came, I stood my trial, and was acquitted. They found me all right on the "goose question," and gave me an honorable discharge. Before my trial, I was obliged to give up all my correspondence to be examined by the committee. Of course your letters were among the number. They got along very well until they came to the shorthand epistles, and then there was a dead halt. No one could read phonography. Everyone seemed puzzled to know how to proceed in the matter; but at last they concluded to take my word that you were a peaceably disposed person, not sasking the destruction of Southern institutions. So you see that you, as well as myself, have figured in Southern politics."

**A Plea for Phonotics.**

Many of our children are sent to school before they are old enough to do much more than bother their teachers, learn to hate books, and form habits which will fix upon them the characteristics of dull scholars.—Now, Phonetics is the name of a science which teaches to represent the sounds of our language by an enlarged alphabet—using forty-three instead of twenty-six letters; retaining, however, twenty-three of the old characters [all that had any power except to represent the sounds of other letters], and adding twenty-five new ones.

By this system, words are all spelled as simply as "bo," "so," "colt," "fold," etc., and if a person learns to read either our common print or phonetic print, he can with but little trouble, learn to read the other.

Hence, if all beginners should learn to read phonetically first, it would remove the difficulty of sending to school young children, since spelling by this system is so simple and philosophical that the child, however young, can be interested, while he contracts none of the stupid habits so common with young children, of spelling the words before pronouncing them, and of reading in a strained and unnatural manner, etc.

The old way is the best way for making dull scholars, while the new makes all bright ones.—*Journal of Progress.*

**How to Teach Reading.**

**AN APPEAL TO TEACHERS AND PARENTS.**

1. You may or may not recollect whether you found it troublesome to learn reading yourself; but those experienced in education inform us that to teach young children to read is "one of the most arduous, the most irksome, and, perhaps, the most unthankful offices in which any person can be engaged," that "as it is usually managed, it is a dreadful task to learn, and, if possible, a still more dreadful task to teach to read," that it is "the great business of the elementary school—its most tedious and difficult task. . . . the principal occupation of our public schools—a drudgery begun with the first opening intelligence of a child, and continued without intermission until the last day which it passes at school."

2. Yet we cannot avoid teaching to read. Not only do you, as parents, very properly require it, but we cannot teach your children the many things they ought to know, and we are anxious to impart, until they have acquired some proficiency in reading. We are, consequently, deeply interested in introducing a method which will make your children learn more rapidly and intelligently, with benefit both to their feelings and their own.