

PHONETIC PIONEER.

for to the dictionary, when called upon by a scholar to spell a word. And well they may be. But is this as it should be? Is it right for any one to enter upon the duties connected with a teacher's life without being fully qualified to meet all the demands made upon him as well in spelling as in the mathematics, or any of the other branches?—*Binghamton Standard.*

How to obtain Good Reading.

There can then be but one true general rule for all correct reading: namely, that the reader should, in spite of both books and teachers, pronounce on all occasions, in all recitations as well as in all readings, every word and every syllable slowly and distinctly, and, whether he uses a greater or less volume of voice, always use the *same slide* at every rest, of whatever sort, which a man of uncorrupted taste and habits always uses in common conversation; and this is in almost all cases the *falling* and *not the rising* slide, as the books pretend and teach. I say recitations; for it is self-evident that, if we would teach children to read and speak correctly, our care must extend equally to all acts of utterance, in which *habits are being formed*. For what would you say of a singing-master who should allow his pupils to snort or snore some six hours per day, till their organs became attuned and fixed for such noises alone, and should then bring each one up to practise him on the gamut some three minutes, perhaps, per day? Would not the organs and tastes inevitably conform to the longer practice and the stronger habit? And if the child is allowed to gabble and squawk through all his other exercises, is it to be expected that one or two minutes each of even correct reading will counteract the preponderating evil habits of hours, it may be?—for the child studies, be it remembered; with the same tone in mind, all the time, in which he is allowed and accustomed to recite.

If these remarks are true, and as it seems to me, self-evident, in how many of our schools is, after all, even correct reading really taught?—nay, more: in how many of them is it really possible for the best of teachers to teach it, without more time and aid than we foolish parents are willing now to give him and pay him for.—*Illinois Teacher.*

Only four weeks ago we filled an order for Syracuse, N. Y., for twelve dozen Primers, and six dozen first Readers; now the same bookseller sends for twelve dozen more First Readers. We think there must be other schools in that region, than those of the city, in which Phonetic teaching is employed.—*Type of the Times.*

CHEAP HOME MADE PHONOGRAPHIC SEALS.

From WILLIAM GOUK, *Manusfield, Eng.*—A very useful little seal may be made from a child's marble by rubbing the round marble in one place on a stone till it is about one third rubbed away, and presents a flat surface; to make this surface very smooth it will require a finishing touch upon the oilstone, when it will be ready to receive its inscription. With a pencil trace lightly the characters or letters to ascertain the exact position they should occupy on the seal.—By using the point of a needle scratch carefully through the marks over and over again, till the little furrows are apparent, and then with a broader pointed needle re-scratch the lines, etc., that are intended to be thick.—The seal may have a line engraved round it, which will increase the neatness of its appearance. I have just now, with very little trouble, cut one with which I seal this note. I have in times gone by made many of these seals, and have found that they answer their purpose extremely well, and last a long time. The making of them would afford amusement to many phonographers, and be of some service, as, now the insecurity of the gummed envelopes is soviating the old custom of using wax.

From J. H. ROBERTS, *Somersford, Madison Co., O., Dec. 20th, '57*—We, the teachers of Somersford and adjoining Townships, have organized ourselves into a "Normal School," to meet once a week for mutual benefit and interchange of thought; and also to sympathize with one another in our common afflictions: "teaching the young ideas how to shoot!" I say affliction, for it is nothing less than an affliction to instruct the young mind under our present system of orthography. I sometimes think that I will teach no more—and there is but one thing keeps me in the present profession, and that is, I hope soon to see the day when children will learn to read in no other way than by Phonetics. The only reason that I have not adopted it in my schools, (and many Teachers say the same) is, that I do not remain long enough in one School. For instance—if I were to adopt Phonetics this winter with my A B C scholars, I would be followed by a Teacher next winter who, perhaps, know nothing of the system, and all my labor would be lost, and I would receive the ill will of my employers, and the system would gain nothing, but lose in the operation. If Teachers could remain in one school three or four terms, then we could do justice to the cause as well as ourselves.

TERMS OF THE PIONEER.—For one copy one year, 25 cents. For six copies to different addresses \$1.00. For seven to one address \$1.00. For thirteen to different addresses \$2.00. For sixteen to one address, \$2.00. For fifty to our address, \$5.00.

HARD SPELLING.—But what Philip hated worse than all, and what he firmly believed to be an ingenious puzzle, devised by some demon pedagogue for the express purpose of worrying little boys, was the exercise called 'dictation,' especially that upon words spelled differently, but having different sounds," so that he was fairly driven out of his wits when he had to write out such a sentence as the following:

"You are *right* in saying that *rite* means a ceremony, and *write* a maker, as in *marriage rites* and a *wheelwright*; but it is difficult to represent them all *rightly*; so pray write this sentence:—Mr. Wright's marriage *rites* gave the *wheelwright's* daughter—so she *writes*—all the *rites* of married women.—*Mayhew.*

Mr. JOHN OSBORNE, of Tillingham, England, writes to the *English Phonetic Journal*, of last year, as follows:—I have not been idle in the cause of phonography, nor can I ever be, in an interest which I have so much at heart. I have a great number of pupils who are progressing extremely well, notwithstanding the fierce opposition which I meet with. I now beg leave to introduce to your notice a little boy I have in my school, he is fully ten years of age, and he is really a wonder. He can read with the greatest ease and fluency any work which has been issued in Phonography, whether the Correspondent or Reporter, and his whole heart is in it. He is in the school frequently at five in the morning and he has every access to my stock of phonographic works. He is creating great surprise here and picks up many pence by his reading, etc. I hope shortly to send you many more candidates for admission to the Phonetic Society.

THE PHONOTYPIC ALPHABET.

VOWELS.

E s	U a	A q	O o	U o	U o
ee,	ee,	am,	oll	ede,	ooze;
	A q	U a		E e	
	ar,	ask,		earth;	
I i	E e	A a	O o	U u	U u
it,	ell,	am,	on	up	foot;

DIPHTHONGS.

E i	O o	U u
by,	boy,	now;

CONSONANTS.

P p,	B b,	T t,	D d,	E e,	J j,	K k,	G g,
pip,	bid,	tat,	did,	church,	judge,	cake,	gag
F f,	V v,	H h,	H h,	S s,	Z z,	X x,	Y y,
fife,	vira,	lath,	lath,	cause,	zeize,	ax,	azur;
L l,	R r,	M m,	N n,	U u,	Y y,	W w,	H h
ll,	rare,	main,	nun,	sins,	you,	way,	lay