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THE CANADIAN PHONETIC PIONEER,

A Monthly Journal, Devoted to the Spread of the Writing, Printing, and Spelling Reform

William H. Orr,

["Had this art (Phonography) been known forty years ago, it would have saved me twenty years hard labor."—*How Tho's H. Benton.*]

Publisher.

VOLUME II.

OSHAWA, C. W., AUGUST, 1859.

NUMBER II.

The Phonetic Association.

We continue the list of names of persons who, by sending in their names for that purpose, have been enrolled as members of the British American Phonetic Association. Names have come in lately of late, and contributions still more so. This is not as it should be. There are a large number of phonographers yet throughout the country whose names ought to be enrolled upon the list. Lest there should be misapprehension in the matter, we will again state that any person wishing to become a member has only to send in his or her name and address to the Secretary at Toronto, A. Webber, Esq., or to this office. Donations towards the objects of the Association are voluntary, and will be applied mainly or wholly to publishing a volume containing the list of Members, two copies of which are to be sent to each member contributing 25 cents or upwards.

CLASS.] OTTAWA COUNTY, C.E.

3. GEORGE EDWARDS, Thurso.

MEGANTIC COUNTY, C.E.

2. JAMES MACKIE, Telegraph Operator, Bute.

MONTMAGNY COUNTY, C.E.

2. W. WESTON, Telegraph Operator, Montmagny.

BROME COUNTY, C.E.

3. Miss EMILY KNOWLES, Teacher, East Farnham.

3. Miss HANNAH ALLEN, " " "

3. Miss LOIS FABER, " " "

YORK COUNTY, C.W.

2. CHARLES SIMPSON, Newmarket.

KENT COUNTY, C.W.

* 2. GEORGE W. VERRAL, Printer and Reporter, Chatham.

ERRATA.—George Campton's address is 135 York-street, instead of King-street, as printed in the June number.

Learning Phonography without either Book or Teacher.

While visiting some friends near London, C.W., a few months since, and sitting a few minutes alone in the parlour, we took up an old copy-book lying near, and was not a little surprised to find a page or two of it covered with phonographic characters. Upon examin-

ing the book a little more closely, we were even more surprised, and not a little amused as well. The writing was quite different from ordinary phonographic writing, the letters being all written singly and all placed side by side upon the line. It could hardly be called Phonography either, for there was no attempt at "writing according to sound." Every old-style letter in the words written was represented by a phonographic stroke, dot, or dash, each placed separate from its neighbor, and a good space left between the words. We could read it tolerably well, considering the singular style in which it was written, and found it to be an extract from the *Phonetic Pioneer*. On inquiring as to its author, we were informed that it was the work of one of the family—a young man of twenty-four or twenty-five, an old school-mate of ours, which both of us were bare-footed six-year-olds in the back-woods of Durham County—to whom we had sent one or two copies of the first issues of the *Pioneer*. In two or three evenings, occupying three or four hours, he had learned to write Phonography so well that any other Phonographer would be able to read a communication from him in that style, and this without any other aid than the simple Phonographic Alphabet, which we present in another column.

The English *Phonetic Journal* mentions the case of a reporter who acquired all he knew of the Phonographic art from committing to memory the forms contained in a book similar to the Reporter's Companion, without having ever seen or heard of the elementary works. Whether or not our friend in the West has become a Reporter without other aid than the Alphabet we are unable to state, not having since heard from him.

THE READING AND WRITING REFORM.—

The Reading and Writing Reform consists in the introduction of a complete alphabet of thirty-six letters, to represent all the sounds in the English language. This alphabet is adapted to Longhand and Shorthand writing, and to printing. Phonetic Shorthand is as legible as common writing; while it is written in one fourth the time, and with half the labor. By means of Phonetic printing, children and ignorant adults may be taught to read accurately in from twenty to fifty hours' instruction, and, with a few hours' additional practice, they are capable of reading books printed in common spelling. The education of the poor is thus rendered not only possible, but easy.

MARRIED!—We do not intend making it a practice to publish Marriage Notices in the columns of the *Pioneer*, still, when we become acquainted with the fact of any of our phonographic friends becoming united to a kindred spirit, we shall deem it a matter of sufficient interest to our readers to give a notice of the time and place, when and where the important event—to somebody—took place. We find the two following notices going the rounds of the press—one of the parties concerned, it will be seen, is the Vice-President of the British Am. Phonetic Association. We wish our brother of the quill every imaginable felicity, and hope that the life-partnership into which he has just entered may become to him a fruitful source of blessings of almost every name and nature:

At Montreal, on board the steamer John Bell, on the 3rd August, by the Rev. Professor Young, of Knox College, Toronto, the Rev. D. E. Montgomery, M.A., of the Free Church, South Gower, to Jane, eldest daughter of Captain Richard Rennie, Fifeshire Royal Artillery, Glasgow, Scotland.

At Montreal, on the 3rd August, on board the steamer John Bell, by the Rev. D. E. Montgomery, of the Free Church, South Gower, J. R. Edwards, M.A., Editor of the *Montreal Transcript*, to J. Somers, eldest daughter of the late Colin Galbraith, writer, Edinburgh, Scotland. The two brides were given away by Captain Creighton, commander of the John Bell.

THOSE PRIZES.—We hope our readers will not neglect to make some effort to obtain the prizes offered in our last number, and at the same time help to increase our subscription list, which is as yet far below the paying point. Please turn to the July number and see if the prizes offered are not worth competing for, to say nothing of the good which may be done the cause of phonetic progress by the distribution of ten, twenty, thirty or fifty copies of the *Pioneer* each month. Up to the present date (Aug 19th) no orders in competition for the books, &c., have yet been received, but there is time enough yet, as the prizes are not to be awarded until the 15th of next month. The names of the successful competitors will be announced in the August issue, and if the articles to be awarded are already in possession of the person entitled to receive them, that fact can be communicated to us immediately by post, and any others books which we have will be sent instead.

Hints to Students.

The following excellent remarks we copy from the Introduction to this new Phrase Book by Penn Pitman, in which it is printed in Phonography in a brief Reporting Style. Students not sufficiently advanced to be able to read the Introduction in the Phrase-Book correctly, will find, in the following, a key to the most of it. All words which, in the Phonography, are connected together as phraseographs, will, in the following translation, also be found connected with hyphens, as phrasotypes. [The Phrase-Book, a work illustrating the method of writing all words which may be connected together, with a key in common print, is sent from this office, post-paid to any part of Canada, for \$1.00. It is the same size as the Reporter's Companion, and is designed to accompany or follow that work. Those who wish to obtain the best assistance, and to make most progress in the phonographic journey to chirographical perfection, should have both of these infallible guides.]

Phrasology is of special importance to the reporter. Whatever may have been the amount of his practice, the reporter will sometimes find himself engaged in a chase with the speaker; it is then that the use of this practice will be felt and appreciated, for perhaps a single convenient phrasograph will bring him, as with a bound, close up to the speaker.

It is in vain, however, for the student to imagine that he can, without practice, race with his fingers with that command which it alone can give, any more than he once could with his legs, before repeated attempts had bestowed upon them that development and strength which, by their gradual increase, enabled him to pass from creeping to tottering, and finally to walking erect and free. So self-orient an assertion would not be repeated here, did we not think it needed. Scarcely a week passes in which we are not solicited by students who are qualifying themselves for shorthand writers, for advice in reference to their special cases. These applicants, as a rule, have the good sense to acknowledge that their worth, and prospect of success, as reporters, compilers and writers, will be in the ratio (of the) extent and accuracy of their knowledge, but they do not seem to perceive with equal clearness, that their value as shorthand writers, their pay, and the measure of their success will exactly correspond with the rapidity with which they write, and the ease and correctness with which they transcribe their notes. Our uniform reply in such cases—and it seems to be the only one needed—if you wish success, you must pay its price,—persevering practice.

REPORTING PRACTICE.

There are three kinds of practice in studying Phonography, each of which has its advantages, and none of these methods can be neglected without hindering the progress (of the) student

1st. Writing: write well and as fast as possible, and whenever practical, from dictation.

2nd. Reading from printed Phonography, and so far mastering the outlines of words that no exercise be left till it can be read

backwards almost as well as forwards, or fill any isolated word can be deciphered the instant the eye rests upon it.

3rd. Reading from the writer's own notes: a very necessary and important method of practice, and the one by which more than by any other, the student will become a reliable reporter.

The student is recommended to read and study a reporting exercise from the Phonographic Magazine or the Reporter's Companion, till it can be read with ease and certainty; then he should write the same from a person's reading, and afterwards read from his own notes, while his assistant examines the printed key. This exercise should be continued till the exercises can be read easily and well.

The student's great aim, after he has thoroughly mastered the corresponding style, should be to acquire the habit of writing with an easy freedom. At first he should be willing to write slowly and steadily, tracing his words in a continuous manner, rather than in sudden jerks. In other words, he should spend the time he has at his command, in writing, not in pauses. This method can only be attained by thinking ahead of the word that is being written, and of course this is only possible when the words to be written are already pictured in the memory, ready without a moment's pause to be transferred to paper. The student should from the first aim to acquire this habit of continuous writing, for however slowly he may at first trace his outlines, he will in the end become a faster writer than he who traces his words rapidly, but spasmodically, and wastes the time in pauses which should be spent in the more accurate formation (of the) characters.

The student is apt to imagine that phraseography need not be made a special study; that if he is familiar with the outlines of single words he can readily combine them into phrases—that if he knows, for instance, the outlines (of the) words "many instances are recorded," that he would be enabled to write the phrase "many instances are recorded" with ease and facility. This, however, is a mistake: he could no more write this [&c., &c.]

SPECIAL PRACTICE.—Before recommending the following special method of practice, the reader should be reminded that there are two distinct classes of students whose needs have to be considered. The first is the habitual student, possessed of a disciplined mind, good powers of classification, a retentive memory, and a "habit of study"—one who will, without any special effort, commit to memory every principle and detail (of the) system in two months, with one or two hours' daily practice. Such a student, however, may lack that flexibility of muscle and tendon so indispensable to the reporter. This class of students will be greatly benefitted by the method of practice we are about to recommend.

The second class of students consists of those who possess every physical capacity, such as long, or tapering fingers, supple joints and quick perceptions. For such there is nothing needed but to follow the general instructions here given. The main difficulty with students (of the) latter class is of mastering the system; while the chief difficulty with the former is the mastery of their muscles.

A special method of practice to attain speed consists of writing any flowing phrase a great

many times. The student should commence slowly, and from the first avoid the spasmodic style of writing. The following phrases will afford excellent practice. Continue writing the first till it can be written rapidly and well, then take each (of the) remainder in the order here given:

Are there as many as I am sure there is neither. There are many things. I am anxious. Do not be alarmed. We have always been. When nothing is done we must always be ready. Are there as many things done it seems likely that it will. You must not give occasion. Many instances are recorded. I hope you will try to be there. There are some considerations. In all those instances. When there is nothing to be said.

T. G., of Acton, inquires if a person who has no knowledge of English Grammar, can learn to write Phonography freely? We answer, yes. A knowledge of Grammar has nothing to do with a person's ability to learn to read and write Phonography, farther than this, that generally speaking, the more knowledge a person has, the faster he is able to acquire more knowledge. But a knowledge of Grammar is no more necessary in the student of Phonography than of Arithmetic or Greek. Success as a reporter, however, cannot be acquired without some knowledge of the practical application of Grammar, because a reporter who would be constantly guilty of grammatical errors would not find employment on any respectable newspaper.

GRAHAM'S HAND-BOOK OF STANDARD PHONOGRAPHY is the largest, cheapest and most complete and comprehensive work ever issued from the Press. It is really a credit to the Reform that such a book should be issued even, and a much greater credit is the fact that it has had a most extensive sale throughout the United States and Canada. Charles Gahagan, Esq., of London, the able Editor and Publisher of the *Phonographic Examiner*, thus writes concerning it:—"I am much pleased with Graham's Hand-Book of Phonography; it is certainly the most imposing volume that has yet appeared in connection with Phonography, and I am sure that any person who will bestow but a little regular attention upon it, would be able to master our beautiful art in a short time from this book alone. I hope it may meet with the success which it truly deserves." The price of the Hand-Book, sent by mail, post-paid, from this office, is \$1.50 in plain muslin binding, and \$1.75 with gilt side-title and marbled edges. Taking into consideration the vast amount of labor spent in its production, the fineness of most of the types, the large number of engraved illustrations which intersperse the print, the beautiful whiteness of the paper, the large number of pages, and the handsomeness of the style in which it is bound, we pronounce it emphatically one of the cheapest books, of any kind, ever printed. It contains the whole system of Phonography, from the alphabet to the briefest reporting possible to be attained, and should be in the hands of every student who aims at perfection.

PHONETIC PIONEER,

“ WRITING BY SOUND ! ”

Oh! this is the a e of inventions I'm sure;
There never were heard of so many before.
We have flying aerics—drawing by light—
And a long list of others that give us delight.
The wonders of steam we may daily behold,
And science will still many glories unfold;
But search the whole range of the busy world round,
The most wonderful wonder is WRITING BY SOUND.

Then write away, fly away, did you not dream
That Britons ere long would be writing by steam?
You dreamin's nearly true, but steam, it is found,
Wou'd do for the work: so we're writing by sound.

ISAAC PITMAN 's the man that invented this a-home,
And the thank's of the world are, I think, due to him;
For so brief and so clear is his system of writing,
So rational too, and so truly living;
The jabber of Taffy—the splutter of Pat—
The Japanese gibberish—the Frenchman's chit-chat—
The chong-tung of China—the Indian's wahoo—
Are all, in an instant, made clear to your view.

Then write away, fly away; did you not dream, etc.

The signs for the sounds are so simple and small,
They occupy scarce any paper at all;
There's a page in a line!—a book in a sheet!—
A nail-shell will now hold the liad complete!
There's a word in a dot!—a thought in a stroke!—
A sty to mark sorrow—a scratch for a joke!
In fact all our thoughts, be they simple or wise,
Are down in a moment as soon as they rise.

Then write away, fly away; did you not dream, etc.

Our writing will now be performed with such speed,
We shall scarcely one-third of our lawyers soon need;
Wou'd that be a blessing? Some think we could spare
No. only two-thirds, but a far greater share.
You may write by this plan so amazingly quick
As though it were done by some magical trick;
A speech is dashed down—this, may be, you'll doubt,—
Aye, almost before all the words have come out.

Then write away, fly away; did you not dream, etc.

Rejoice ye Phonographers! strong in the truth,
And labor to lessen the sorrows of youth,
Let union and love all your efforts inspire,
And soon you will see father Long-hand retire.
How bright is the day that's beginning to dawn!
Ere long it will burst into beautiful morn.
Untrammell'd we rise from the long-hand oppression!
The mill-stone is hauled from the neck of progression!

Then write away, fly away, these are the days
For know'edge, invention and science to blaze,
May they warm and enlighten the busy world round,
Till the millions can say, We are writing by sound.

THE PHONOTYPIC ALPHABET.

VOWELS.

E e	U a	A a	O o	W o	W o
et,	ale,	arm,	all	ode,	ooze;
	A a	U a		E a	
	ar,	ask,		ea rth;	
I i	E e	A a	O o	U u	U u
it,	ell,	em,	on	up	foot;

DIPHTHONGS.

A i	G o	S s	U u
by,	boy.	how,	new;

CONSONANTS.

P p,	B b,	T t,	D d,	G g,	J j,	K k,	G g,
pip,	bib,	fat,	did,	church,	judge,	cake,	gas
F f,	V v,	R r,	L l,	S s,	Z z,	S s,	Z z.
fyf,	vira,	lath,	lath,	cease,	selz,	the,	acure,
L l,	R r,	M m,	N n,	K k,	Y y,	W w,	H h.
ll,	rare,	maia,	nus,	sing,	you,	way,	lay.

The Phonographic Alphabet.

CONSONANTS.

P	B	F	V
T	D	TH	TH
CH	J	S	Z
K	G	SH	ZH

M	N	NG
W	Y	H

VOWELS.

E	A	AH	AU	O	OO
as in eel,	ale,	alms,	all,	ope,	ooze.
SHORT.					
i	a	a	o	u	oo
as in bit,	bet,	bat,	on,	up,	foot.

DIPHTHONGS.

I	OI	OW	U
as in	oil	ow	up

It should be observed that the upright strokes under the head of "vowels" are only for the purpose of showing the positions of the dots and dashes which represent the vowels. The dots and dashes are sounded the same in the same position, when placed to any other letter of the alphabet. The true sounds or powers of the vowel characters are shown by the italicised letters in the words beneath.

The English Alphabet.

At the meeting of the Bath Deanery Church Schoolmasters' and Schoolmistresses' Association on Thursday, 23rd June, at Combe Down, Bath, England, the Rev. J. Wood delivered an interesting lecture on the "Alphabet." He commenced by observing that he appeared before them on the present occasion as a kind of stopgap, other gentlemen, of superior attainments, having been applied to, and it was only upon their failing in these applications that he had consented to supply the place. He had but very little time to prepare himself, and he was afraid he should be unable to do justice to his subject, which was one, however, which had interested him for some time, and which ought to interest them all. Alphabets were the foundation of their work as teachers. The most ancient alphabets in existence at the present time are the Sanscrit and the Phœnician. The latter was supposed to be the basis of our alphabet. The more ancient alphabet of the Hebrew language he believed was really unknown. At the present time, the Hebrew letters now used were an adaptation of the Phœnician, as was the Greek alphabet likewise. The very first letters of the Hebrew alphabet, or the symbols used, were likewise the first letters of the Phœnician. The first origin of any alphabet, he had no doubt, from what was known of the Phœnician, was the expression of ideas by pictures. Of late there has been several modern alphabets composed, based as much as possible upon the phonetic principle, really expressing sounds. These sounds were expressed by certain invariable symbols, so

that the elements of language were first seized through and expressed by symbols, the same symbols representing the same sounds, and conversely the same sounds being always represented by the same symbols. The great difficulty with our present alphabet was to find a word that was pronounced as it was spelt, for neither the vowels nor the consonants expressed the same sound in all cases. In fact, every letter in the alphabet was at times mute and liable to very frequent changes, and represented other letters totally distinct from it. For instance the *a* in *aisle* was lost; it was pronounced *ie*; *b* in *debt* and in *lamb* the same; *c* in *scene*; *c* in *muscle* *d* in *riband*, and so on. Then with regard to the vowels, *a* has 8 sounds, *e* 8, *i* 7, *o* 12, *u* 9, *y* 3, making 47 different sounds, while the 21 consonants had 70 different sounds. Our letters instead of amounting to 26 were in reality above 200. Hence any rules in regard to pronunciation were utterly lost. There were about 30,000 words in our language, of which about one-half were in general use. It was the great difficulty in pronouncing those which made it so difficult to learn to read. Ten years ago it was computed that out of a population of 10 millions in this country, there were 8 millions that could not write, and 5 millions that could not read. True, there were pronouncing dictionaries to aid the learner, but after all, it was excessively difficult to attain to the true pronunciation of a large number of words, from the description given by the editors of these dictionaries. The only way to surmount these difficulties was to have an alphabet based upon the phonetic principle. Such an alphabet had been invented by Mr. Pitman of this city and Mr. Ellis. They had increased the number of letters from 26 to 34, dropping 2 and adding 10 of their own. He (Mr. Wood) had himself tried it in a class of men, women and children, all of whom were unable to read, and he saw very soon that the phonetic alphabet was not theory merely, but that it was practice. He found, after two or three lessons, no two-syllable word in the English language would puzzle them. He therefore considered the new plan invaluable, as supplemental to the present alphabet, but he did not desire to force the substitution of the former for the latter. It was certainly the easiest way of teaching adults to read, and would be found of great assistance to the missionary, the traveller, and to those who were desirous of improving their own people.

A Clergyman's Experience in learning Phonography, and the advantages of the Art in the Composition of Sermons.

As it may interest you to know how I was induced to learn Phonography and how I got on while learning it, I will take the liberty of relating it to you, such as it is. But if you should think any part of it sufficiently interesting to be published, please to append my initials only instead of the full address.

I was altogether unacquainted with phonography, even with its existence, until last December, when happening to be in Dublin, I found in the room of one of my friends a book of the "Phonographic Reporter." I then asked some questions about Phonography, but it was not until the following January that I attempt-

PHONETIC PIONEER.

ed to learn it. After I returned from Dublin I wrote to my friend, whom I may mention to you was the Rev. William G. Lyster, curate of Kilskeary, near Enniskillen, to enquire whether Phonography was easy to learn and easy to read, and whether it would do for writing sermons in, and for contractions, to mix with ordinary longhand. He answered that he wrote his own sermons in Phonography and found it perfectly safe and legible, that he thought it would answer my purposes completely, that it was considered very easy to learn, and he thought that in about a year I should be able to write my sermons in it altogether, and at the same time he sent me your address. Some years ago, when I was a boy, I tried very hard to learn Mavor's system of shorthand, but did not succeed. Since I entered the Church four years ago, and have been engaged in writing sermons, I have felt the great inconvenience and labor of being obliged to use longhand. I tried to remedy this by contriving for myself some arbitrary contractions. They, however, were very cumbersome, and quite independent of each other. I felt this very much, but could not do better. From my experience of Mavor I knew that the common systems of shorthand were utterly useless for my purpose, otherwise I would have gladly learned one of them in order to be able to form for myself a consistent and connected system of contractions. I thought that all systems were as difficult and uncertain as Mavor's, and did not know that in Phonography I should have found a system superior to all other systems in a far higher degree than the Arabic writing surpasses the Chinese. As soon as I received this very satisfactory answer from my friend Mr. Lyster, I wrote to you for the "Phonographic Instructor," which I got on the 12th of January last. With your usual kindness and considerate forethought you had enclosed in the parcel a number of phonetic publications. Greedily I then set vigorously to work to learn the system. I had no teacher, no one even to take an interest in my occupation, or who would try to learn it. I kept to it almost without intermission for nine days, reading and writing it every spare moment, and sometimes far into the night. During this time I mastered the "Instructor," and also began to read the "Exercises," which I got about the 18th. I found a good deal of difficulty in making the characters properly, and derived great advantage from a practice which I have never seen mentioned anywhere. I wrote the unmanageable forms repeatedly, and then went over them carefully with my pen and corrected them. By this means I gradually got my hand in the proper motion. Another useful practice I found was to form in my mind before writing it, a perfect representation of its outline, with its vowels. On the 20th January I was interrupted in my studies by a letter which I received just as I was sitting down to begin practising the "Exercises." I was obliged that very day to set off on a long journey to a distant part of the country, where I had other things to attend to besides Phonography. However, I had not only made a beginning, but obtained such a knowledge of the system that I was enabled to write my journal and copy letters in it, although in a very rude and primitive style. In short, in three days I knew much more of phonography, and could read

and write it with far greater ease and pleasure than I could Mavor's shorthand after three months' assiduous practice.

I was unable to resume my phonographic studies until the end of February. I had by that time got the "Manual of Phonography," and as I had left my other books behind me, I had, as it were, to begin again *de novo*. I well remember the first evening I tried to read "The Advantages of Shorthand,"—how I was puzzled by the numerous and strange grammalogues, and the numberless ways of packing consonants together as if by hydraulic pressure, and the triumph and satisfaction with which I conquered each successive difficulty. I did not, however, wait over to finish the Advantages of Shorthand, but plunged bodily into the chaps of the "Phonographic Correspondent" for 1856. I found now difficulties here. Unvocalized outlines, reporting grammalogues and contractions, often puzzled me horribly. But patience, perseverance, and constant application, and an ardent desire to learn the art, which I clearly saw would be of inestimable value to me, carried me triumphantly through my difficulties.

The first day I tried to read the "Correspondent" I just turned the first page and did not even understand the half of that. By the first week in April I had finished the volume, and was able to read from 12 to 16 pages a day. In fact I read much more than I wrote, and therefore could not write as well as I should have done. You warn beginners to read as much as they write. I required a warning to write as much as I read. After the "Phonographic Correspondent" for 1856 I read the "History of Shorthand" and the "Phonographic Teacher," of which in each day I read 60 pages. During this time, about three months, my chief study was Phonography, for I was most anxious to know it perfectly as soon as possible, that I might be able to employ it for useful purposes. Since that time I have not been able to give up much time to it. About the middle of February I began to use it for contractions in my sermons, and have continued to use it ever since, steadily increasing the amount of Phonography in my sermon each week, as I became better acquainted with the system, and familiar with a greater number of outlines. Nothing should be introduced into a composition, intended to be read in public, which cannot be read at a glance, without effort, and almost unconsciously.

At first I never used two phonographic words together, or began a sentence with one, or used one in writing my text, or the first page of my sermon. So the amount of phonography in my sermons was at first necessarily inconsiderable. By degrees, however, I observed these rules less strictly. In May, about one word in four was phonographic, in July one out of three, in August every second word, at present nearly two out of three. By the beginning of the new year I hope to be able to dispense almost entirely with longhand. My improvement is slow, but it is sure and steady. I can now write a sermon in half the time, on much less paper, and with far greater ease and pleasure, than before I began to learn Phonography.

P. A. L.

—*Ed. Irish Phonetic Journal.*

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