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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.—Hon. Tho's H. Benton.]

Publisher.

VOLUME I.

OSHAWA, C. W., DECEMBER, 1858.

NUMBER VI.

Reduction in Prices.

In order to encourage the formation of classes for the study and practice of Phonography, and to furnish those who desire to keep a few sets of books on hand for sale as cheaply as they can supply themselves elsewhere, we will send packages of books at the appended rates. They must be ordered and sent in packages, not singly, to be obtained at these rates:

BY MAIL, POSTAGE PAID.

Five sets of the Manual and Copy-book will be sent for Four Dollars.

Eight sets of the Manual and Copy-book for Six Dollars.

Twelve sets for Eight Dollars.

Twenty-five sets for Sixteen Dollars.

BY EXPRESS, UNPAID.

Five sets of the Manual and Copy-book will be sent for Three Dollars and Fifty Cents.

Eight sets for Five Dollars.

Twelve sets for Seven Dollars.

Twenty-five sets for Thirteen Dollars.

THE TEACHER is the name of a work issued by Benn Pitman, engraved in the Corresponding Style. It is designed to assist the student of Phonography who aims at being a teacher of the art to others in classes. It tells him how to proceed, from the very beginning—how to introduce the subject at the commencement of the first lesson—what and how much to tell the pupils at each lesson—how much to charge for services, etc., etc. After a careful perusal of this work, almost anybody who has studied the Manual through, and can write the Corresponding style pretty correctly, will feel himself able to form a class and proceed to instruct others by the dozen. So great is the interest now awakened that a dozen or twenty competent young men might make a first-rate living, even these hard times, and do much good, in lecturing upon and teaching Phonography, in the various cities, towns and villages of the Province. For several years the author of "The Teacher," Benn Pitman, travelled and lectured throughout England, often having four or five classes to teach every

day during the week, in different places, and we see no reason why some equally competent person could not do as well in Canada at the present time. The time is fast approaching when no young man—or woman, we might add—will be considered well educated without the knowledge of so eminently useful and practical an art as Phonography at command. Nothing could do so much to hasten that period as the appearance of several competent persons in the field, as lecturers, to bring the subject prominently before the people.

The price of "THE TEACHER" is \$1.12 sent postage paid. It is beautifully bound in roan.

In this number of the 'Pioneer' will be found some matter which appeared in the first number. Having to have it set up for another purpose, we have put it in the 'Pioneer' to save the expense of composition, or setting up other matter. With a subscription list of only 209 names, at from 12 1-2 cents to 25 cents each, besides giving away 500 or 550 copies monthly, the cost of our little paper is not very light, to say nothing of the amount of time we are obliged to devote to it, in writing for it, setting a portion of the type, and folding and mailing it with our own hands, in addition to our other multitudinous duties.—The matter headed "Testimonials for Phonography," which we reprint from the first number, will be found useful to many of our readers, in explaining to their friends the nature and advantages of Phonography.

Scholars.

We commend the following to those who would study phonography. Depend upon your own resources and not on your teacher; if you would accomplish anything you must work; if you would master the principles of a science, however simple, you must not expect to learn it without an effort, but remember that difficulties will fly away before the diligent, while the indolent are always lagging behind. Take your text-book and give heed to the directions there given, and our word for it, you will soon master phonogra-

phy, without the aid of a teacher; but employ the services of the best teacher in christendom and pay no attention to his advice, and we can assure you that his services will avail you nothing.

"No one can be made a scholar; almost all persons can make themselves scholars. Labor-saving machines do not apply to the mental world in the same sense as to the physical. It is not among vast libraries, surrounded by numerous teachers and professors, that prodigies of learning are produced. The person who in youth learns to exercise his own powers of mind, is sure to turn out a scholar, and a useful practical man, if he lives to the middle period of life. If he does not learn to think for himself as well as to read books and receive facts from others, he will never become really learned. Who ever heard of a scholar made by lectures, or by teachers in any form? Has not every scholar who has yet appeared in the world become such by his own efforts—by personal application—by the patient and persevering use of the machinery within him? Who ever heard of hereditary learning, or of ideas manufactured like cotton cloth—by steam or water power? The history of American colleges for the last ten or twenty years, fully proves that students who perform the most mental labor for themselves and not those who hear the greatest number of professors make the strongest and most valuable men. A large library is another facility in education, which by abuse, is liable to do injury; which has done much injury to students. A great reader, and especially a miscellaneous reader, is seldom a good scholar or a useful man. He may have a large mass of materials collected, but he has no power to use them, either for himself or fellow men. His mind is a mere lumber yard, and himself an intellectual miser—a blank in the beautiful and harmonious creation around him.

Phonographic Correspondence.

To the Editor of the Phonetic Pioneer.

DEAR SIR,—Although I have been studying Phonography but a few weeks, I think I can write plain enough to venture upon an epistle to your paper. I shall not use all the contractions available, lest my inexperience should lead me into error; in fact there are many which I have not yet learned. During the short time that I have been practising the art, I have been delighted with its philosophy, unity and simplicity. As a mental discipline, and for developing the analytic and synthetic powers of the mind, I consider it superior to both algebra and geometry, or Latin and Greek. In fact, I regard the study as an intellectual treat, and even if I knew that the art would be of no use to me, I should be sorry

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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*.

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How to Become a Phonographer.

If you wish to become a good and rapid writer of this useful art, you must make up your mind to practice it a little every day. At first your writing will be stiff your words uncouth, and not perfectly written in the best and briefest manner; but practice will make the letters familiar, and when this is the case you will write them easily and well. By reading the Phonographic works, you will be led to observe the best forms for words, and this will help to make you a correct writer.

If you have friends who know Phonography, write letters to them, and receive and read the answers. This will assist you greatly. If you have no friends to whom you can write, enter your thoughts in a Diary; make it your rule to write something daily. Even if you think you have thought, said, or done nothing worthy of being written down, then write down that. Write, if it be only for the sake of writing. At first it will be more labor to write in Phonography than in longhand; but after a few weeks' practice you will be able to write much faster in the new style, and in a few months you will write from four to six times faster than you now do.—*Phonographic Reporter.*

From the Christian Advocate and Journal.

Phonography Again.

ITS PRE-EMINENT ADVANTAGES.

DEAR DOCTOR,—I am glad this subject has been broached in the pages of the Advocate. I have no doubt that its introduction there will be the means of inducing many to turn their attention to the subject, who otherwise might never, perhaps, have given it a passing thought.

The advantages accruing to the individuals who possess a knowledge of some system of brief-writing, cannot well be over-estimated. They are such as must strike the mind favorably at the first glance.

As we look at the locomotive speeding its way over its iron course, we feel proud of the age in which we live, and look back with feelings of commiseration to the days of our fathers, when, with their lumbering stages, it took them days to perform what it hardly takes us hours to execute. And yet are not the triumphs of short-hand writing over that slow and laborious system of longhand as great as those of steam over the old stage-coach? I think they are. I humbly conceive what steam is to the one, short-hand, and especially Pitman's Phonography, is to the other. It is true we write not by steam, but by a method every way cheaper and safer, namely, by sound.

So simple, so brief is this beautiful system of writing, that a popular orator of the day calls it the "railway of the mind," and the Hon. Thomas Benton once said, had he possessed a knowledge of phonography in his youth, it would have saved him twenty years of hard labor. However hyperbolic these eulogies may at first appear, a moment's reflection will, I think, convince any one of their correctness. By the new method of writing the practiced scribe can write from one hundred and fifty to two hundred words per minute; or as fast as the most fluent speaker can speak.

There is no young man, whatever may be his position in life, who would take pains to learn the few dots and strokes of which the system is composed, but would be a gainer to a degree of which he has now no conception. For all the purposes of journalizing, extract making, letter copying, etc., its value is above price. To the young man just entering on his career as a minister of the Lord Jesus Christ, I would say, make yourself

master of Pitman's Phonography. It will secure to you weeks and months of precious time, which you may spend either in the pastoral work or in mental improvement, which, but for such knowledge, would have to be spent in the slow and tedious drudgery of writing.

All other systems which have come under the notice of the writer are entirely the productions of their respective authors; while phonography, though first invented by Mr. Pitman, has been improved and brought to its wonderful state of perfection by the suggestions of hundreds, if not of thousands of the most experienced short-hand writers. It is an easy system to write, as there are none of those awkward curves to be made which deform other systems and render them so difficult. For brevity it is without a parallel.—This feature astonishes every one who examines the system. It is read as easily as it is written. This arises from the philosophical character of the system. It is simply a system of dots and strokes, which represent the elementary sounds as they are heard in the English language. The student of phonography has more helps to assist and encourage him than are to be found in all other systems put together. The New Testament and the Book of Psalms are published in phonography, and there are several monthly publications issued from the press in the same style.

THOMAS WALTERS.

THE READING, WRITING, AND SPELLING REFORM.

—The present method of learning to read is exceedingly tedious, and destitute of interest to both teacher and pupil. A new method has been introduced, by means of a phonetic alphabet, which makes it easy, rapid, and pleasant, and leads the pupil to acquire a correct pronunciation. It has been proved in numerous instances that children can be taught to read ordinary print.—"Probably one half" the children who frequent our national and other schools from the working classes, "leave the schools and are absorbed into the laboring community of the country, not being able to read," writes the reliable school inspector, Mr. Mozely, (Minutes for 1815, vol. 1, p. 228.)—Those who can not read are totally uneducated. Hence, with all our schools we have an ignorant population.

The present method of writing, it is admitted by all, is "cumbersome in the last degree, and unworthy of these days of invention, we require some means of bringing the operations of the mind and of the hand into closer correspondence."—This want is supplied in Phonography, a new system of phonetic short-hand, which is more legible than ordinary writing, and may be written six times as fast.

The present method of spelling is a disgrace to a civilized people. To obtain a knowledge of it, requires several years study, observation, and practice in writing. By enlarging the alphabet, so that it may contain a letter for every single and distinct sound in the language, the art of spelling may be learnt in a few years. The difficulty of learning to spell, and therefore of learning to write, which involves spelling—is the principal cause of our national ignorance. The phonetic alphabet, containing forty three letters, has been introduced, and is now extensively employed both in this country and the United States.—*English Phonetic Journal.*

Phonography.

Phonetic Short-hand is as legible as common Long-hand, and can be written five or six times as fast. So great is its simplicity that it can be learned in a few hours. An hour's daily practice for a month will enable any person to write it

with certainty, and some degree of freedom. One hour's practice per day for six months, will enable persons to take verbatim reports of Speeches, Sermons, Lectures, etc., and to read them with accuracy at any future time.

"An education that does not embrace a knowledge of phonography," says John Howard Tice, Esq., General Superintendent of the St. Louis Public Schools, in his Annual Report for 1854, "must be regarded as incomplete, and short of the wants of the age, and I would therefore recommend its early introduction in the Grammar and High Schools, as one of the regular branches of study." The Rev. Thomas Hill, Chairman of the School Committee, Waltham, Mass., in the High School of which phonography has been introduced, says:

"I should be taught in the common schools, as one of the best possible aids in obtaining a subsequent education." John S. Hart, Esq., Principal of the Philadelphia High School, writes, Some of them (former pupils of the school) not yet turned twenty, are now making more money by Phonographic Reporting, than the Principal of the High School, after having given himself for more than twenty years to his profession."—Judge Kane, of Philadelphia, remarks: "To the professional man, and indeed to every one whose pursuits in life call upon him to record incidents or thought, (and whose pursuits do not?) it is one of the greatest labor saving machines of the age. Dr. J. W. Stone, Representative in the Mass. Legislature, says: "I deem Phonography, when thoroughly learned, an invaluable adjunct to education; and one which when acquired in youth would not be parted with in manhood for thousands of dollars." Col. Benton thus testifies to the value of Phonography: "Had this art been known forty years ago it would have saved me twenty years of hard labor."

Testimonials for Phonography.

"Before all our railways and telegraph wires are stretched over this land, Phonography will be even with the locomotive and lightning. They belong to the same generation of genius, in this age of improvement; and though Phonography may lag a little at present, it is only in consequence of a later birth. Its growth and importance will be equal to either—its utility is equal to the other two combined, and the last scratch of its pen will record their decease."—T. ELLWOOD GARRETT, Reporter, St. Louis.

"It is my humble opinion, that Phonography will eventually supersede the present system of writing, reading and spelling as the steam-carriage train surpasses the old eight wheel wagon."—SIR WILLIAM DUNBAR, Bart, Chairman at Mr. Pitman's Aberdeen Lectures.

"The young should learn this art, and use it as a means of intellectual culture, not unfrequently might it prove a key wherewith to unlock a well-furnished cupboard." I am glad to find Phonography among the regular studies at the High School of this city. Why should not so useful an art be introduced and taught in the Grammar and even Primary Schools?—P. B. in the Philadelphia Register.

"I consider the art of Phonography as one of the most valuable inventions of our prolific day. It should be taught in the common schools, as one of the best possible aids in obtaining a subsequent education. All the higher instruction of our academies, colleges and professional schools is given by lectures—lectures which are forgotten in a month after delivery. Why should not every student take down at least the principal part of these lectures in Phonographic notes?—Rev. THOS. HILL, Waltham, Mass.

Phonography is regularly taught in the Waltham Public Schools.

"Some of them (former students in the Phil. High School) not yet turned of twenty, are now making more money by phonographic reporting, than the Principal of the High School, after having given himself for more than twenty years to his profession. Those who have not entirely mastered the art, still use it as far as it is at their command, taking notes partly in phonography and partly in longhand. There is not an hour in the day, nor a class in the school, out of Division II, in which I do not see the students using this art, and with practical advantage."—JOHN S. HART, Principal of the High School, Philadelphia, Pa.

"When a practical compositor, I have frequently set page after page from phonographic copy, and in no instance was it necessary to consult the author."—ISAAC EXLAND, of the New York Tribune Office.

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"A sermon was taken down, in Bath, by a phonographer. Verbatim, a few weeks since, and immediately forwarded to another phonographer, who resided one hundred miles distant, for his perusal, which was read off at first sight with as much ease and rapidity as though it had been written in the common long-hand; although after the report had been taken not a single word was retouched by the writer."—*Gazette, Birmingham, England.*

"Youths at school should be taught Phonography. Those intended for the learned professions would save five-sixths of the time and labor attendant on the use of the tedious long-hand. Youths who are to fill situations in counting-houses, offices, etc., should be made acquainted with this art, as they would find their services of greater value to their employers, could they write drafts of letters, documents, and take orders as fast as they were dictated."—*Springfield Republican, O.*

"For five years I have depended entirely on Phonography for the transmission of my thoughts to my fellow-men; and if the art were to perish to-day, I could not summon recollection enough to make any progress in the old track."—*C. THOMAS LESTER, Merchant, New York.*

"We may be thought extravagant, but we are conscious of speaking the truth, when we say, we would not give up the use of Phonography for the addition of \$500 per annum to our income."—*Editor Christian Philanthropist, May, 1830.*

"I find Phonography a great service to me. I use it for all my paper notes, and writing them in a bold style, and on every other time, I have not the least difficulty in reading them at a glance of the eye."—*Rev. E. H. WALKER, M. E. Church.*

"With Phonography, I can write in four hours a discourse that would otherwise occupy the whole working day; and I can then read and memorize it in less time, and with far more ease, than if it were written in the ordinary way. I love it for its beauty, its philosophy, and its eminent practical utility. It has given me a clearer insight into the structure of the English Language, and made me more exact in my pronunciation."—*Rev. T. H. BRYAN, Phil. Pa.*

"From 1829 to 1834, I was a stenographer; from 1835 to 1851, I have been a phonographer. In all, as you will perceive, I have had fifteen years' experience. Certainly no one in New England has reported in full so much or has received so large a price as I have. My shelves groan with the weight of the books and pamphlets, of every name and nature, of speeches and arguments and lectures, that have been thus preserved to the community. My price has varied from ten to fifty dollars an hour."—*J. W. BROWN, Boston.*

"Heedfully to me, etc., can not be spoken of, in too favorable terms; for, although by accident I have been deprived of the thumb of my writing hand, and my fingers are also impaired, still I am able to provide myself a handsome and independent livelihood."—*ARTHUR CANNON, Registrar.*

"I have written Phonography at the rate of one hundred and fifty words per minute, and any one interested in the subject, by devoting two hours each day to reading and writing it, would in six months attain the same proficiency."—*T. ELLWOOD, Reporter, St. Louis.*

"Phonography is suitable for account and for book-keeping, for two reasons—first, because it can be much more rapidly written than long-hand; secondly, it is legible and can be easily read, and is admirably adapted to all the purposes of correspondence."—*GEO. H. EARLE, Attorney at Law, Philadelphia.*

"Phonography furnishes a brief, ready, and legible means of taking notes and memoranda, making extracts from books, reporting, and thus securing all that is valuable in sermons, lectures, public meetings, etc., and for correspondence with others, who may be acquainted with the art."—*Register, Phila., Penn.*

"I have no hesitation in saying that, in my judgment, the acquisition of Phonography as well by compositors as reporters, would materially add to the value of their services; and greatly facilitate the operations of publishers."—*ROBERT MORRIS, of the Phil. Inquirer.*

"I have always regarded Phonography as an important addition to the educational branches taught in our schools, and I sincerely hope every young man in our community may have an opportunity of learning it."—*JAMES S. WALLACE, Editor of the Daily Sun.*

"Phonography furnishes a means for noting the accurate pronunciation of words, both of our own and other languages, and its employment leads the student to a more careful and correct style of speaking."—*People's Journal, London.*

"At the Editorial Convention, held in Cincinnati, Ohio, it was resolved, that this Convention recommended to all persons who are learning, or who desire to learn, the printing business, a thorough practical knowledge of Phonography; and that it urges upon all young men who are fitting themselves to become reporters, or to be otherwise engaged in the editorial department of newspapers, the necessity of the same knowledge."

"I have been setting type from phonographic manuscripts for about fifteen months. I studied Phonography about one hour a day for two or three months, before I commenced the use of it as a compositor. I greatly prefer it to long-hand. It is more pleasant to the eye and less liable to be misunderstood; and I find myself not more subject to mistakes in orthography."—*JAMES M. FRAYSON, now Editor of the Westminster Herald, Wilmington, Pa.*

THE PHONOTYPIC ALPHABET.

VOWELS.

E o A a A q O o O o
e, i, a, le, a, m, all o, de, oo, zo;

A q O a E e
a, t, a, s, k, e, a, r, t, h;

I i E o A a O o U u W u
i, e, l, l, a, m, o, o, v, e, u, p, f, o, o, t;

DIPHTHONGS.

F i O o S s U u
f, y, b, o, y, h, o, u, r, n, e, w;

CONSONANTS.

P p, B b, T t, D d, C c, K k, G g,
p, i, p, b, i, b, t, a, t, d, i, d, c, h, u, r, c, h, j, u, d, g, e, g, a, g,

F f, V v, H h, H h, S s, Z z, X x, Z z,
f, i, s, e, v, i, c, e, l, a, t, h, l, a, t, h, e, c, e, a, s, e, a, c, i, z, e, s, h, e, a, z, u, r, e;

L l, R r, M m, N n, W w, Y y, W w, H h,
a, l, l, r, a, r, o, m, a, i, n, a, n, u, n, s, i, n, g, y, o, u, a, n, y, a, n, y.

A LIVIN' ANIMAL IN DE F.

A singular kas or okulqr disez iz sed tu hav okurd at de Glasgo F hufermari. A gert ov siksten yez ov aj, havip aplid on akbut ov de los ov de sit ov hvr left i, de koz voz asertand tu'be de presens ov a livin' wurm, de feyatercus ov scientifik naturalists, in de j immediall in frunt ov de pupil, hwig iz kompletli obstruktod. De spesiez ov animal konsists ov a rnd bag abst de siz ov a smol pe, from hwig on wun sid sprigz its bodi, hwig iz a filamint konsistip ov numerus ripz, and kapabl ov beip elongated and obstruktod de dr arture wil, de bodi etdz in a nek and hed, and de later iz supplid wid for lateral sukerz. Ol dis woz plan tu be waked i, but woz stil mor so when de animal woz yud tro de mikroskopi. Az de egzisters ov sug a kretyr in de j, not onli prevents sjt hij ulthnatli destroz de hol tekstur ov de organ, it woz rezolvd tu remov it bj an operafon. Hls woz suksessfull efektod. De pesant behavd wid pariekt stedines, and fsnd hvr vizon immediatli restord. De hjlatid kontinud tu hvr for mor dan haf an yr after beip ekstraktod. Az ouli for similar kasez ar on rekord, de wurm oksjted muz kuryositi, and woz egzaminid bj liquerus vizitorz, bob ia and medikal.

PHONOGRAPHY,

—OR—

WRITING BY SOUND!

PHONOGRAPHY was inven-ed by ISAAC PITMAN, of Bath, England, in the year 1837. It is the most simple, most natural, most rapid, and most easily-learned system of Writing which has ever been, or ever can be invented. During the past fifteen years, hundreds of thousands of parot's in England and America, in both public and private life have learned to write Phonography, and thousands of social and business letters annually pass through the post office. Nor is its great popularity to be wondered at. The present system of writing is exceedingly cumbersome and totally unworthy these days of progress and invention. Phonography is equally as legible can be learned in one twentieth the time, and can be written six times as fast! In other words, the labor of six days can be performed in one—any man can do the work of six! So simple is the system, too, that a person may learn to write it slowly, in a couple of hours. An hour's daily practice for a few weeks will enable any person to write Phonography with certainty, and with some degree of freedom. The same amount of practice continued for six months will en-

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