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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 III.

OSHAWA, C. W., MAY, 1861.

NUMBER III.

REPORTING PAPER.—We have on hand a very large stock of Reporting Paper of fine quality, for both pen and pencil use, which we desire to turn into cash to meet payments now due, as speedily as possible. It is in books of one, two, three, and five quires each. The one quire books are the same size as the Copy-books, the two-quire books twice the size, &c., and the paper for pen practice is the same, only ruled a little closer, giving twenty per cent more writing space. Prices will be found in our catalogue. In addition to which, in order to stimulate purchasers, we make this offer viz:—To every person purchasing \$2 worth of the paper, we will send, post-free, 150 copies of our circular, and 50 copies of back numbers of the *Pioneer*. For orders of \$1 worth, we will send the circulars alone. In writing for Reporting Paper, please state how much for pencil, and how much for pen use is wanted, as there is a difference in the surface of the paper.

We have dated this number for the month of May, because we find it will be very inconvenient for us to continue a monthly issue during the present year. We shall therefore endeavor to appear regularly about the 15th of every alternate month through the current volume. Under this arrangement, the last number ought to have been dated "March" instead of February. Our next issue will be for July.

Send along your orders for packages of our Circular. We have sent off quite a number during the past month, but have piles of them left yet. They are given away gratis to those who send enough postage stamps to pre-pay postage. Ten cents will pre-pay 150 copies. Fifty copies of back numbers of the *Pioneer* are sent for 20 cts.

The Hand-Book.

A correspondent [Mr. Walter Genge, of Hamburg, C. W.] wants to know if there is any difference between Pitman's Phonography and Standard Phonography as found in the Hand-Book. We answer, Yes. Since the appearance of the Hand-Book, however, quite a number of its improvements have been used by the publishers of Pitman's Phonography in America, and we had hoped to see them all adopted and published in the Manual issued by Messrs. Ben Pitman and E. Longley, of Cincinnati. Since it has come to be known, however, that Graham's improvements are patented, and that other publishers cannot appropriate them without paying Mr. Graham for their use, it appears very probable that there will be differences between Pitman's and Standard or American Phonography for some time to come.

The differences between American Phonography and Pitman's as published in America, are not so great as they are between the latter and Pitman's Phonography as promulgated by its inventor in England, Isaac Pitman. Perhaps it is not known to many of our readers that Isaac Pitman, of Bath, Eng., about two years ago, commenced publishing phonographic instruction books with the dot vowels reversed, viz. *agh*, *a, ee*, instead of *ae*; *a, agh*; and *ah, eh, ih*, instead of *ih, eh, ah*. It is claimed that the new vowel scale is the correct one, the sounds *agh*, and *ah* being the first used by children, and the only proper ones to commence the scale. The change of vowels necessitates a great many changes in word-signs in both corresponding and reporting styles.

The differences between American Phonography and the Pitman Phonography as found in American Manuals, are not of a radical kind. The alphabet is the same, and four-fifths of the words, in either corresponding or reporting style, are alike, in a given quantity of manuscript written according to

both systems. Standard Phonography simply adds a number of principles of abbreviation to Pitman's, which greatly facilitate speed. A person who understands Standard Phonography can read the other perhaps fully as well as he can the exercises in the Hand-Book, but one who understands Pitman's cannot get along with Standard Phonography well at first sight, because a portion, or perhaps the whole, of every fifth or sixth word will be new to him, and unless the meaning of the preceding words solves the puzzle, he must come to a stand-still until the principles of the Hand-Book come to his aid.

Graham's method of imparting a knowledge of Phonography, also, as found in the Hand-Book, is quite different from any other in existence that we have yet seen. For every different character and combination of characters he has a distinct name, which name is indicative of its qualities. For instance, instead of teaching the pupil to say "downward r" and "upward r" Graham calls these characters "Ar" and "Ra," the L's *El* and *Lay*, the Sh *Ih* [down] and *Shay* [up]; the S *Es* and *Is* [circle] etc. This is one of the most valuable features of the book as a Teacher, for it enabled the author to tell the student exactly how a word should be written, which is a better plan for the advanced student than to show him how to write it by an engraved character, because it allows him a use for his brains—just enough to keep them sharpened up to the exercise before him.

The same correspondent says: "If you think that the Manual, with the Phrase-Book and Reporter's Companion will not enable one to write as fast as the Hand-Book, it would be well to let your readers know it."

We are decidedly of opinion that the Hand-Book will enable the student to write much more rapidly than he can by the use of any other book or combination of books ever published. The author claims that it will enhance the speed of the reporter who adopts its principles, from 30 to 50 per cent. In other words, that while you may attain a speed of 170 words per minute by Pitman's system, you may just as easily write from 200 to 250 by using Standard Phonography.

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 saking 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.

3. It may sound strange to be told that the best, easiest, and quickest way of learning to read common print is first to learn some other uncommon print, in which few books are prepared, and which presents a very singular appearance to unaccustomed eyes. You wish your child to read the books and newspapers which you and all other Englishmen use. Quite right. So do we. Allow us, then, to furnish your child with this ability in the best way experience suggests.

4. How did you teach your child to walk? Did you not let it roll, and stretch its limbs and crawl on an even floor, till it raised itself by the help of a chair, and sidled round the room? When it first ventured to totter across the floor, did you not take care there should be nothing in the way to trip it up? Did you not stand with a hand on either side to guard its steps? Then, perhaps, it trotted by your side over the road, holding a steady finger, and if it came to a rough place, or a pool, a brushy path or a hill, you carried it fondly and carefully over the difficulty. And so its little muscles acquired strength and skill; and now it can walk, and run, and leap, fearlessly, on either the smooth or rugged road. But, whatever you did, you certainly did not begin by putting it down on a rutty, stony road, and bidding it roll and scramble and hobble on as best it might, thinking its bruises and cuts, its dirt and hurt, its tears and fright, *good for it*, a capital bodily discipline which it ought to go through, and which would make it walk all the better as it grew up, without any fear of sprained ankles, twisted legs, or broken spines, no, you were perfectly aware that its muscles must be trained under favorable circumstances, before they could cope with difficulties.

5. Now this is the principle of teaching to read by the Phonetic method, only instead of dealing with a growing muscle, we are dealing with a far more delicate and important instrument, a growing brain. We know perfectly well, as educators, that the first thing which this brain exercises itself upon ought not to be a wearisome, perplexing puzzle, compared to which the rutty, stony road we talked of, is a velvet piled carpet. And yet we have hitherto been obliged to put this puzzle before it, in the shape of our common spelling. If you only remember that each letter in the alphabet may have one or two sounds, and that several letters may have half-a-dozen meanings, or more, and that any one of the letters may have no sound at all, you will at once see what confusion such lawlessness must create in a child's mind.— Look at a in *any, animal, father, gather, hating, hat, water, waste, war, wary*. Look at o in *sort, sorry; go, do; woman, women*. Look at co in *people, George, yeomen, galleon; leopard, dungeon; food, theology, theol-*

ogian. See how the same letters continually vary their meaning in *now, know; mode, modest, anger, danger, angel, angelic, finite, infinite, science, conscience, hanged, famine, famous; coal, collision; peas, peasant; lumber, plumber; eat, great; creature, creator; own, town; sign, signet, assignee; indict, indiction, over, lover, clover; and so on*. You will then be prepared to hear and to believe that the best of readers can merely guess how to pronounce a word they have only seen and never heard; and why it is that the child and the foreigner find it so difficult to become fluent and good readers.

6. Now though this extraordinarily confused spelling must be acquired from the same unavoidable necessity that your child must walk on rough roads—because there is as yet no other universal means of communication for thought on the one hand, or for the body on the other—there is now no more necessity for beginning with this spelling, than there is for teaching your son to walk by laying him on the rutty, stony road. We have now learned how to prepare an artificial ground for his first book exercise. We can teach him to attach sounds to letters, to put letters together into words, actually to read and know the blessing and use of reading, without letting him know anything of the difficulties of our present spelling. Some of the letters used for this purpose are, as you know they must be, different from those of the usual print; but they bear such a distinct and unmistakable relation to them, that when a child has once learned to read from our new alphabet—which is an easy and delightful task, because it is a healthy exercise of his brain—he learns to read in the old way with such little trouble, that he regards it as rather a pleasant riddle-guessing than hard labor. In short, by learning the new reading first, and then going on with the old, he has to spend less than half the time over reading that he is now condemned to do, and is saved all the labor, misery, disgust, and stupefying of the old way, *while his style of reading is greatly improved, his pronunciation is rendered MORE CORRECT and DISTINCT, and his whole mind is brought into better condition*.

7. For the truth of the above assertions, we refer you to the Reports of the Superintendents of the Public Schools of Waltham and West Roxbury, Mass.; Syracuse, N. Y.; Indianapolis, Ind.; Rockford, Ill., and to the results attained in the Public Schools of Cincinnati, O., St. Louis, Mo., and in the Primary Department of Girard College, of Philadelphia, and in other schools of less prominence all over the land. From these testimonials you will find that the Phonetic method is no trick, no quackery, no humbug; nay, that it is no longer even an experiment, but a well approved, well tried, and a thoroughly successful plan of teach-

ing to read, fit to be used in all schools, and already used in a great many. With these facts before you, you will be glad of an opportunity of having your children taught, or of teaching them yourself, by the improved method.

8. The Phonetic system is so simple, and so clearly explained in the Primer and Readers, that the teacher in his school, or the parent or older children at home, may readily acquire the ability of using them to the great advantage of their pupils. By this method, children may be taught to read at home before they are old enough for school, with no tax on the labor or patience of either the teacher or the one taught; and the benefit to your children of having their whole schooling time free from the labor of learning to read, by the old method, is greater than any but school teachers can conceive—*Adapted from an Essay by A J Ellis*

For the purpose of introducing this method of teaching to read the common print, the undersigned has prepared a series of Cards, Primer and Readers, [the same as those used in the schools above referred to,] which he will send, prepaid, by mail, to any address, on the receipt of one dollar.

Address, ELIAS LONGLEY,
160 Vine st., Cincinnati, O.

Results of Phonetic Teaching.

FROM GEO. L. FARNHAM, SUPERINTENDENT OF THE PUBLIC SCHOOLS OF SYRACUSE, N. Y.—“During the past year the system of Phonetic Teaching has been introduced into several of our Schools by way of experiment, and the results have proved so favorable that the Board have adopted it for all the primary departments.

“Children taught by this method, learn the first rudiments of reading and spelling by the sounds only. The process is so simple, and the connection so close between the sounds and the words they make when combined, that the children learn very readily to read, and that, too with a distinctness of utterance never attained under any other system. This latter result is so marked that it deserves particular notice. Some of the classes experimented upon were composed of pupils of every variety of parentage: American, English, Irish, and German; yet when trained for only a few months upon the system, they were found to have so completely lost all their peculiarities of pronunciation, that the most critical ear would find it difficult to detect their nationality.

“The following is a summary of the results of the experiment in our School.—

“1. A distinctness of articulation never before obtained.

“2. Independence in getting the pronunciation of new words.

PHONETIC PIONEER.

3. A rational and practical knowledge of the relation of letters to words.

4. An increased facility in learning to spell. To this might be added: An increased activity of mind, induced in the child by the fact that every step of the process by which he has learned to read has been intelligible to him."

FROM GEO. B. STONE, SUPERINTENDENT OF THE PUBLIC SCHOOLS OF INDIANAPOLIS, IND.—"The success of the experiment which has been tried in the Fifth Ward Primary Schools, has been all that could have been expected. Classes have been formed at eight different times, during the course of a year. The two first formed have made the transition from phonetic to common print, and are now reading and spelling in the Indiana Second Reader. The first class made the transition three months since, and can now read well and spell accurately anything in the first 120 pages of that reader. This was fully tested in the recent examination, in which all the reading and spelling exercises were selected by the trustees and visitors. There was great distinctness in articulation and enunciation, readiness in pronouncing words, good emphasis, and a varied intonation which surpassed anything we have heard in a primary school. In spelling, although difficult exercises were selected, and in various parts of the book, not a single word was missed—equalling, in this respect, our very best scholars taught by the alphabetic method. The second class made the transition four weeks since, and now read well in the Indiana Second Reader. It will be seen from the facts here given, that the transition from one print to the other is attended with no difficulty."

SUCCESS IN THE PUBLIC SCHOOLS OF CINCINNATI, O.—From Rev. B. P. AYDELORTE, formerly President of Woodward College.—"I thought the children, of whom I heard read two classes, embracing eighteen or twenty of both sexes, had made much more rapid progress than is usually the case with those who are instructed in the ordinary way. They pronounced their words remarkably well, which, I suppose, arose from their being obliged in every word to attend closely to its elementary sounds. The conclusion to which I have come, in view of all I have seen and read of the Phonetic system are—

1. That a pupil can be taught to read upon this plan much sooner than in the ordinary way.

2. That, if thus taught, the pupil can acquire the ordinary method quite easily, and would be likely to pronounce the words more correctly and distinctly."

From the EDITOR OF THE DAILY TIMES, yesterday we called to the Importun... a Phonetic school, and visited the upper Rice Street Schools, where there is a

class of juveniles learning to spell and to read by Phonotypy. At first our judgment and taste revolted; the conversational explanations and remarks of the teacher failed to satisfy us—even to reconcile us to the system. We listened awhile, however, to the recitations, out of courtesy, and gradually we became convinced, by the demonstrations of the children themselves, that the Phonetic system is decidedly better than the common method of primary instruction. We then passed into other rooms, and our convictions were confirmed by the contrast. This may be considered a victory.

FROM REV. THOMAS HILL, PRESIDENT OF ANTIQUON COLLEGE, late Chairman of the School Board of Waltham, Mass.—"Phonetic printing is attractive and interesting to the majority of children, and they learn to read it without any compulsion. It furnishes the means of a very perfect drill in articulation. The whole course of reading is a drill in pronunciation and enunciation; on the other system, teachers can drill the pupil, but in this system neither teacher nor pupil can avoid the drill. Each word being spelled precisely as it is to be pronounced, nothing but the grossest neglect on the teacher's part, can allow any faulty pronunciations to go uncorrected. * * * I repeat, then, my assertion, founded upon five years' constant usage of the Phonetic mode of teaching, both by my private experiments and in the Public Schools of Waltham, that it is vastly superior to the ordinary mode of teaching children to read.

SUCCESS IN ROCKFORD, ILL., AND VARIOUS OTHER PLACES — From the Rockford, Ill., Register.—"At the solicitation of the Principal of Public School No. 1, Mr. O. C. Blackmer, we attended the examination of the Phonetic classes in the First Primary Department, and were much pleased with what we saw and heard. Two classes were brought up, one of which did not know a letter five months since, and commenced with the phonetic alphabet, the other class began about a year since, with the Roman alphabet. The former read and spelled promptly in words of one and two syllables, in the Roman system, they having in this time learned the Phonetic and been transferred. There was but little difference in the manner in which both classes acquitted themselves, yet the excellence of the Phonetic system as an introductory one was very apparent, when the time they have been under instruction is considered. We understand that the Phonetic class learned the alphabet and eighty-five words in five weeks, while the other was one whole term learning the alphabet."

From D. B. HAGAR, Principal of Elliot High School, West Roxbury, Mass.—"So well convinced am I of the utility of Phonetic training, that I should prefer to have

my own children instructed in reading and to give term with its aid, than two terms with out it."

FROM D. S. SMALLER, Jamaica Plain, Mass.—"Our Phonetic schools are prospering, and the first families are now in favor of this mode of teaching. The Superintendent, Mr. Wilson, said, in his last quarterly report, that Miss Blackburn made Phonetics a real aid in teaching children to read."

From LORIN ANDREWS, President of Kenyon College.—"I think the time is now fully come, when books in Phonetic print may be introduced into all the Primary Schools of the State."

From NELSON SAWYER, Pennville, Ind.—"My children have acquired the art of reading more easily than I dare to say. I had but little time to devote to their instruction during the last three months, yet one girl of sixteen that I feared would never learn to read, and another of six, both read readily anything in the First Reader; and the boy of four reads much of the Primer without help. And as to spelling, the half can't be told. They spell [phonetically] almost anything that anybody can pronounce; it seems to come to them as naturally as water to run down hill. I believe they can read as well as they would have done in two years, if they had been taught by the common method."

CATALOGUE.

American Manual, 75c. Pitman's Manual 75c. Phonographic Copybook, 25c. Hand-Book of Standard Phonography, \$1.50. Pitman's New Phonographic Reader, 30c. The Teacher, \$1.15c. Phonographic Chart, \$1. Phon. Pencils, 15c. Reporting Paper in books of from one to five quires, 18c single; 5 quires, 75. Phon. Note Paper (large size) per quire, 20 cts. Reporting Covers, with 2 quires of Rep. Paper enclosed, 75c. Phon. Envelopes, per package, 20c. Phon. Magazines, each 10c. Graham's Standard Phonographic Reader, 87½ cts. Graham's Synopsis of Phonography, 25c. Biography of Dr. Stone, in phonography, 25c. Phonographic Numerals, 20c. Graham's Brief Long-hand, 50c. Benn. Pitman's new Phonographic Instructor, 30c. Graham's Phonographic Gold Pen, \$2—with silver extension holder, \$3.

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