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# THE CANADIAN PHONETIC PIONEER,

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

William W. Orr,

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

Publisher.

VOLUME I.

OSHAWA, C. W., AUGUST, 1858.

NUMBER II.

## Correction.

In the hurry of getting out the first number of the PIONEER, it was dated “JUNE” instead of “JULY.” The error was not discovered until several hundreds had been worked off and folded. Those of our subscribers who have been expecting the July number along some weeks ago, will see in this a sufficient explanation of the cause of their disappointment.

## A Word to Friends of the Reform.

We wish to say to the friends of the PHONETIC PIONEER that its prospects are not of the most cheering nature; and it will depend upon those who take an interest in Phonetic matters to say whether we shall be obliged to submit to a loss which we cannot very well afford to sustain, in carrying into execution the work we have undertaken. Some of our friends have done well, and many lovers of Phonography, totally unknown to us, have cheered and aided us in our work by their sympathies and by ordering a number of copies at the club rates. Notwithstanding, however, that we have, so far, circulated nearly twenty thousand copies of the first number throughout the Province, at great expense, we have not yet received one hundred subscribers, and nothing but our promise to go on, and the hope that each passing week will bring us largely increased lists, keeps us from abandoning the task. We commenced the work without expecting any very large amount of support, or that we would not have to spend twenty or thirty dollars in the enterprise above all receipts, but when, as at present, we shall have to go to treble or quadruple that expense, with no other reward than the consciousness of having done something to benefit our fellow men, we think we have a very good plea for calling upon the friends of the reform, throughout the country, to assume a portion of our pecuniary burden, and share with us the gratification of doing something to aid in the dissemination of phonetic knowledge. We do not ask assistance for ourself, for we can make a living as well as other people, but we ask support to the cause we are endeavoring to promote—the cause of phonetic education. Our aim is to call such a degree of attention to the subject of phonography and phonetic spelling, as to cause their early introduction into all the colleges and grammar and common schools of our land. No more effectual way of accomplishing this presented itself to our mind than the publishing a journal which could be strowed over

the Province by thousands, causing many to go to work to acquire the art of writing short-hand for themselves—thus preparing them to use their influence in their localities for its introduction into their halls of learning. We are pleased to learn that efforts have been commenced, with this view, in several localities, since our first issue, and that phonography is now taught, in different sections of the country, by common school teachers, on their own account, to many of their pupils. We know of others who are qualifying themselves to follow so good an example, and trust it will not be long ere every school-teacher in the land will fit himself for becoming thus practically a helper in the “writing reform.”

But to return. The manner in which we wish the friends of the reform to aid us in disseminating a knowledge of its merits is, to increase our list of readers. It is just as easy writing for five hundred or a thousand as for fifty, and if we had a thousand paying readers, we could furnish a much larger paper at less cost than we can at present. At present we have not more than five hundred subscribers now, to make our paper pay printing expenses, to say nothing of our own labor. We have put the club price down to the mere cost of printing for the express purpose of inducing the friends of phonography to lend a helping hand in distributing it to their neighbors, and we hope they will avail themselves of the opportunity afforded them of benefitting the cause, and at the same time encourage us in our efforts. An unknown friend in Toronto has just sent us nine subscriptions which he procured without even having a copy of the paper, and sends \$2 for sixteen copies, for which he says he will get names without any trouble when he has a copy of the paper to exhibit. How many others will follow this example—take the responsibility of getting sixteen or more subscribers, or subscribe for sixteen or more copies to distribute among, or send to friends? We hope for a cheerful answer from many, and shall we be disappointed? What say you, friends?

We are particularly anxious that every school-teacher and clergyman, and the professors and students in our colleges should, at least, see a copy of the PHONETIC PIONEER. We shall be happy to send any of our subscribers, who write for them, post paid, half a dozen or more copies of the July number, free of postage, for the purpose of supplying such persons with a copy each, and we hope our readers will take the trouble to see that their school-teachers, ministers, etc., are supplied with a copy of the July number, or that they are already subscribers.

POSTAGE STAMPS.—In sending subscriptions to the PIONEER, or for books, the total value of which does not amount to one or more even dollars, use half-penny, five cent, or ten-cent postage stamps. They are as good to us as the metal, and can be procured at all the post offices throughout the land. Postage must always be pre-paid.

## Learning Phonography.

How long does it take to learn Phonography? This vague question is often asked, but seldom properly answered. It is a question too general and indefinite to be replied to as it stands. It is generally understood, however, that by “a person” is meant the quicrist, whoever he may be.—In order to give a specific answer to any particular person, we must know two or three things about him. We must know, first, how *fast* and how *well* he wants to write. Second, how much *undivided attention* per day or week he can give to the study; and third, we must know what his capacities are for learning *anything*. There are people to whom any study whatever would be dry and tedious, with the aid of the best teacher. Those who can acquire other branches of learning quickly will make rapid progress in Phonography, and vice versa. Physiologically speaking, those who have the organs of form, size, constructiveness, concentration, and firmness well or largely developed, are the best fitted for becoming good phonographic, as well as good long-hand writers.

Being capable of writing phonography fast, is not all that is comprehended in the idea of a good short-hand writer. Writing a thing is of very little value if neither the writer nor any one else is able to read it. We know *fast* writers who are very poor reporters, simply because they execute so badly that it takes them a long time to decipher what they have written, and with reporters time is very precious. Undecipherable writing, however, is by no means a necessary concomitant of Phonography, for there are many fast writers of long-hand who have to take special pains, and write slowly, in order to be understood by their correspondents. A neat penman in the old style of writing will, in ninety-nine cases out of a hundred, make a good phonographer in every sense of the term. A poor writer of long-hand, to become a good phonographer, will require to practice more and take more pains to write correctly. Many very poor long-hand writers who study phonography, become excellent penmen, in both the old and new styles, simply through the pains taken in practising the interesting art of short-hand.

Between the time in which a person of ordinary abilities can learn phonography, and the time it generally takes to acquire the art, there is much difference. We would scarcely be justified in stating the precise time in which experienced phonographers say the art could be learned, for we very much fear that the experience of our students would not bear us out. The great majority of those who enter upon the study of phonography, of themselves, are laboring people, who work from eight to ten hours a day, and attend three or four evening meetings per week. With other incidentals to take up a portion of their

spare time—such as the call of friends, extra meetings, letter-writing, etc.—such students will not be able to give more than from three to eight hours per week to the study. However, so far as our observation extends, those who give five or six hours close attention per week, generally succeed in being able to follow a slow speaker in one year. Of course thick-skulled people will have to allow themselves a little more time than that, while persons of a studious turn of mind and of quick perceptions will come off with considerably less. A youth of good abilities, and accustomed to studying six hours a day, may acquire the same proficiency in two months or less, by giving five or six hours a day to the task.

In most cases, the assistance of a teacher would lessen the time required to become a good shorthand writer about from twenty to thirty per cent, while there are people, occasionally to be met with, who can scarcely do more than acquire the alphabet, without the assistance of a tutor. For our own part, we do not remember to have experienced the least difficulty in mastering the art. We commenced to learn it from a couple of old books, some time out of date, published by Andrews & Boyle. Having got nearly through them, we found our-self still unable to read the "Universal Phonographer"—a monthly magazine then published by Messrs Fowler & Wells, a copy of which strayed into the printing office where I worked as an apprentice. I therefore sent for the "Phonographic Teacher," by D. Webster, New York, and studied it through, but found that even then I was not entirely posted up. My love of the new and beautiful art still grew, notwithstanding failures, and I procured Benn Pitman's Manual of Phonography. After reading this through I found myself capable of reading any and all the monthly phonographic magazines of the day, and took great delight in doing so. The amount of time devoted to the study could not have averaged more than three or four hours per week, yet we remember following a slow speaker in about a year from first seeing the alphabet. A failure of health necessitated a suspension of study—our much-esteemed phonography included—for several months, and it was not until three and a-half years from commencing the art that we dared attach "Phonographic Reporter" to our card, and enter upon the duties pertaining to a member of that distinguished profession.

Acquiring the ability of expressing our thoughts on paper at talking ease, seems, on looking back, to have cost very little. During much of the time occupied in mastering the art, we performed our ten hours of labor per day at the type-case, and did "chores" besides. We had no other assistance than the instruction books, and the first proof that any body else in the world, except the publishers of the books, understood the magical system of writing, was conveyed to us in a phonographic letter from a person to whom we had addressed a letter in that style of writing at random. Since then we have lived to learn that phonetic shorthand writers are numbered by hundreds of thousands, and that they embrace in their ranks a large portion of the intelligence of the civilized world.

**HOW TO BEGIN.**—In answer to several inquiries we would say: Having provided yourself with the Manual and Copy-book, and a good pencil (the "phonographic pencil" is the best and cheapest—sent by us, post-paid, for 15 cts.) the first thing to be done is to commence at the Preface of the Manual and read on till you come to the 24th page. Pause at the 24th and 25th pages until you commit the former to memory and perfectly understand the directions contained in the latter. Then read page 26, and write the exercises on page 27 in your copy-book, being careful to make all the characters between the small lines of the copy-book. Then

proceed to read page 28, glancing at and studying the opposite page when directed to do so, and afterwards copying the characters into your writ<sup>ing</sup> book. When you have studied page 31, then turn to the latter portion of the Manual, where you will find Writing Exercises, which copy into your book in phonography, as far as you have learned how to do it, and afterwards, as you study and copy each page of the Manual, turn to this portion of the book and copy the corresponding Writing Exercise.—The pencil is the more convenient article to copy with, but you should not neglect to use the pen also, occasionally. Do not waste your time and run the risk of being discouraged by commencing—as all conceited people do—at the end of the book, attempting to "puzzle out" sentences. Do not attempt to write sentences or your own name, until you have acquired the ability to do so by mastering the elements of the system. Commence the study with the determination to succeed, follow the directions of the Manual, and by practice and perseverance you will soon find yourself beyond the temporary trial incident to beginners, and thence sail smoothly and delightfully along until the formerly tedious task of committing thought to paper is performed at breathing ease.

**HOLDING THE PEN.**—Our correspondents sometimes inquire how we hold the pen or pencil in writing phonography. In reply, we would say, we hold them, generally, in the ordinary manner—between the thumb and the two first fingers.—Sometimes, when writing for several hours together, we change to the method recommended in the *Reporters' Companion*, viz: holding it between the first and second finger and steadying it with the end of the thumb. Strictly speaking, we believe the latter to be the best plan, but we can write either way with equal facility.

Phonographic Lessons.

A friend suggests us the idea of giving each month, in the "Pioneer," translations of the Lessons in the Manual. We will give a few in this number, and would like to have students of Phonography tell us how they like the plan. This key must not, of course, be used, until the student has tried to decipher the phonographic characters first. After reading over the phonography, the student should take his copy-book and write over this key, to the best of his ability, without looking at the Manual. When the exercise is finished he will then, by comparison, be able to see how correctly he is able to write, and in what respects he needs to improve his execution. All letters placed together, will be found connected in the Manual.

PAGE 29.—Line 1.—tk kt tm mt nt nk kp.  
Line 2.—mk nk mn nm nn mm km.  
3rd.—chn nch chm mch chk kch chp pcb.  
4th.—pt bt tp dp it vt ft tr.  
5th.—lt tl pl fl il ln lk.  
6th and 7th.—pl fl vl k' nl ml lm lng.  
8th.—shn ush tsh.  
9th.—nl nv vn fm mf rk rm.  
10th.—tml ml tl ln lnt ntl lt ln.

PAGE 30.—Line 1.—ts st tk tks kts tms mts nts.  
2nd.—ms ns mns msn nsm msk lsm lsn.  
3rd.—smns snms msnsm smng mnsn mnsng.  
4th.—tsk kst mst tsm nst tsm spk pks.  
5th.—psm psn fsn fsk ksp ksl lsn lng.  
6th.—pst tpt tft fct chst chp psch tsch.  
7th.—pr pt rt rk rch rch.  
8th.—tmt mrt ntr ntr krt trk tra.  
9th.—rsp psr rsk rsn nstr kstm' prsn.  
10th.—tsmr msrt sntr rts mrsn mrsn smrt.  
11th.—mt kt pr it ft chr.  
12th.—mch kch pcb fch tch sch.

Rev. C. J. Bowdish, of Kirksville, N. Y., says, "I am teaching Phonography to as many as I can get to learn it, for nothing, so that I am awakening an interest in this matter. I commenced the study of phonography about a year ago, and can now write from 90 to 120 words per minute."

Terms to Teachers.

Teachers of classes in Phonography, Teachers of Schools, and those who require a quantity of Instruction Books will be supplied on the following terms, the cash, in all cases, to accompany the order, namely.

For Five Dollars, a package of half a dozen Manuals and Copybooks will be sent to any part of the Province, Express carriage paid in advance.  
For Nine Dollars, Twelve sets, pre-paid.  
For Sixteen Dollars, Twenty-four sets, pre-paid.

**CORRESPONDENCE.**—We shall at all times be happy to hear from the friends of the Spelling Reform—especially if they write Phonography—and, when time will permit, will correspond with them in return. When communications, however, are not in the way of business, or when they contain writing exercises for correction, they must, to secure a reply, be accompanied by the small sum of TEN CENTS, and postage paid. Almost all phonographic teachers charge 50 cents per leaf, for correcting exercises. Specimens of writing, for correction, should be written on alternate lines.

**REGISTER LETTERS.**—When remitting money by mail, give the postmaster a penny extra and request him to "register" your letter. It does not cost much, and generally insures the safe delivery of the letter.

**WRITE PLAINLY.**—In ordering books, or sending subscriptions to the PIONEER, write names and addresses plainly, being careful to give the name of the post office, and that of the County in which it is situated, and "C. W." or "U. E." as the case may be.

O. B. Foster, of Smiths Falls, O. W., writes to the Phonographic Magazine that Phonography is now a regular branch of study in the schools of that place, 20 minutes being devoted to it each day.

PHONOGRAPHY FOR BUSINESS MEN

The correspondence of this office occupies, on an average, two hours per day; yet, as it is almost all entered in Phonography, there is more written in this time than a clerk who used the ordinary long-hand would write in a who e day.—BENN PITMAN, [Phonographic Institute, Chi.]

It is suitable for accounts 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.]

The art 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.]

A great portion of time since its introduction here, I have had one person as a phonographic amanuensis; and at some periods two at the same time.

The head of a mercantile establishment would very easily fall into the habit of dictating to his amanuensis, as quickly as he can speak, and so employ as many persons as the extent of his business would require; having at the same time, if needful, one or more writing out the notes in long-hand for perusal and signature.—F. W. PORTER, [Cor. Sec. Sunday School Union.]

The MANUAL OF PHONOGRAPHY is the book from which to acquire the principles and practice of Phonography.—By it alone, any school-boy or girl of ordinary ability may learn, in two or three months, to take down sermons, lectures, etc., and correspond with their friends nearly as readily as they could talk to each other if they were together. For the mere cost of 75 cts or a dollar, and a few days study, no young man or woman ought to rest contented until they acquire such a labor-saving accomplishment as Phonography.

The MANUAL and COPY-BOOK are both sent to any part of the Province, free of postage, on receipt of One Dollar Address WILLIAM H. ORR  
"Pioneer" Office, OSUAWA, G. W.

**Phonography.**

From the Ontario Times, (Whitby.)

Some twenty-five years ago a thin, sharp featured young man—a school teacher by profession and a Methodist local preacher—was studying with much earnestness the spelling and pronunciation of the English language, in Bath, England. He read through several times, and committed to memory the then standard Dictionary of the English language—that of WALKER. Rising early and studying closely, ISAAC PITMAN attained a degree of perfection in the knowledge of his native tongue, seldom if ever, acquired by any other individual. Having recourse to writing over the words, in order to impress their spelling and meaning upon his memory more perfectly, he was struck with the remarkable clumsiness of the characters by which he expressed the words upon paper, and the great length of time and amount of labor he was required to spend in copying over a page of the Dictionary. His attention was also attracted by the strange inconsistency apparent in the spelling of different words of precisely similar sounds—for instance the long sound of O in *oar, pour, though, beau, throw, sew, door, foe*, etc. Nor was this all. He found that the same letter was often sounded several different ways, as O in *woman, woman, glove, hop, do, ode*, etc. Wisely judging that such a state of things would admit of improvement, ISAAC PITMAN set himself to work to invent a system of writing which should be simple, brief, legible, and based upon correct principles—in fact, that should represent the English language on paper precisely as spoken, and just as rapidly as it is spoken. After many months of unremitting toil, and deep investigation, he presented the world with what he termed “Stenographic Sound Hand,” in the form of a Penny sheet. Such was the demand for this new alphabet, that in 1840 he ventured to publish a book on the subject, and by consultation with Messrs. Bagster & Sons, the Polyglot publishers in Paternoster Row, the new system was entitled “PHONOGRAPHY,” from two Greek words signifying *sound and writing*; or, in plain English, “writing according to sound.”

Phonography, from that time, became an established Art, although several improvements have been made in it since the issue of its first draft. One hundred and fifty thousand copies of the original “Manual,” with corrections from time to time, have been issued, and about seventy-five thousand instruction books, of a similar character, have been published in America. Of a smaller book also, called the “Phonographic Teacher,” Isaac Pitman has issued two hundred thousand copies.

Phonography may now be said to have a literature of its own. Although it never can take the place of the common print, for newspapers or books, yet, for the convenience of students, and resulting from the demand for acquiring the Art, eight or ten monthly magazines, the New Testament, the Book of Psalms, the History of Shorthand, the Reporter's Companion, the Reporter's Reading-book, the Book of Manners, Hart's Orthography, the Teacher, the Phonographic Reader, and a dozen or more smaller works are now printed in the phonographic characters, from engraved plates.

And yet, great as are the benefits conferred upon the thinking and writing world—many a man, and woman too, as this Art has been the means of lifting to power, fame and wealth, it is protected by no patent or copy right. The author has given it as a boon to the world, and all are freely invited to avail themselves of its advantages. Hundreds of thousands have done so, and all, without exception, unite in praise of the Art, as one which is calculated to assist education,

economise time, and preserve to the individual and to the world “thoughts that breathe and words that burn,” that could not be secured by the ordinary method.

Phonography is a young science—only just out of its teens, yet it presents claims upon the friends of education, and the parents of our youth, never urged in behalf of any branch of education so early a period in its history. It is now taught in a large number of the High Schools and Colleges of the United States, and is rapidly finding its way into the Common Schools, in some of which it has been taught for several years.

In Canada, its progress has heretofore been principally confined to a few of the Colleges and Schools, where it has mostly been taught in a subordinate way, not having yet been formally recognized by the Council of Public Instruction as a branch of education. Private classes for its acquirement, too, are formed by adepts in the Art, every winter season, in most of our principal cities and towns; but the majority of those who learn Phonography, do so of themselves, from books adapted to self-instruction. Of these there are several—the best work being Benn Pitman's Manual, which contains all that can well be imparted by a teacher. An hour's application will render any youth, of ordinary intelligence, acquainted with its principles, and a few months daily practice, in reading and writing is all that is necessary to give ease and fluency in its practical execution.

But we must draw these remarks to a close lest we intrude upon the province of the “PHONETIC PIONEER,”—(a small little monthly journal which has just been commenced by Mr. ORR, of Oshawa, with the object of causing the merits of Phonetic Science to be more universally appreciated, and bringing about its early adoption into our Grammar and Common Schools as a branch of study)—a copy of the first number of which we have the pleasure, this week, of sending to each of our subscribers. We wish the “Canadian Phonetic Pioneer” every success, and trust that, ere long, we may have the pleasure of witnessing its mission's fulfillment.

From the New York Tribune.

**Learning to Read by Phonotypy.**

The town of Waltham, Mass., recently made prominent in the eyes of the nation as the residence of the Hon. N. P. Banks, the Governor elect of Massachusetts, is remarkable for other reasons. It was the seat of the first cotton manufactory in America, an establishment still in full operation. On the opposite side of the Charles river was erected one of the first, if not the first, oil of vitriol factories in the country, which now turns out nine millions of pounds of vitriol per annum. A little further up the river, also on the south side, stands the only watch factory in the world where first quality Swiss watches and English watch cases are made by a twelve horse power steam engine. On the other side of the river recently stood the Benzole Factory, in which Luther Atwood made the best benzole in the world. Blackboard Crayons, free from grit and from gluten, were invented in Waltham by Dr. Field, and are made nowhere else. Messrs Peters & Moore, and T. A. Powell & Co, now manufacture them for all parts of the Union. Another mechanic of that town, Mr A. L. Jewell, rivals the Berlin founders in iron work, and is, moreover, the only person in the world who manufactures ready-polished currier steels that can be used without repolishing and re-tempering. Still another unique point in Waltham is, that it possesses the only machine in the world that will calculate a solar eclipse. The Smithsonian Institute are now printing a

chart of the solar eclipse of next March, projected by that machine.

True to their instincts of being unlike all the world, the Waltham people, instigated by Thomas Ranney, and encouraged by F. M. Stone, Esq., of their School Committee, introduced, some six years since, books printed in phonetic type into their public schools, and such books have been used in those schools to the present hour. The experiment was also greatly favored by Cyrus Peirce, who is known and honored among all persons interested in education as father Peirce.

Six years' use of the system in all the public schools of a town containing nine hundred children between the ages of five and fifteen, is the best test that has yet been made of the practicability of using phonetic print as an introduction to common print, and we thought it might be worth while to give the readers of the Tribune a fair statement of the results of that experiment.

It has proved both a failure and success. Many parents have opposed it bitterly, and many teachers have used it inefficiently. Some of the Catholics have denounced it as a piece of Protestant Jesuitism to smuggle heresy into their children's minds, veiled by these unknown letters. Some of the conservative Protestants have denounced it as a radical measure, smelling of ultraism. Under such circumstances, and especially in the lack of teachers who seized and appreciated the peculiar spirit of the method, the phonotypy has certainly failed in Waltham to teach children in so brief a time as its friends hoped, to read common print well. A teacher in love with the scheme can undoubtedly perform wonders with it; but the ordinary teachers employed in the public schools will not do so much. Nevertheless, there is a marked saving of time from using phonotypy, even as taught by ordinary teachers. The scholarship of the children in Waltham has greatly improved, while the hours of teaching have been diminished. The use of phonotypy has not saved two years time as was expected, but it has saved six months or a year in each child's life.

In other respects it has proved a complete success. It improves the spelling of the pupils.—We are not joking. We do not mean that it teaches the child to write *wright rite*, but by calling his attention forcibly to the oddness of our so-called orthography, it fixes the strange combinations of letters in his memory. It improves the reading of the pupils. Reading is earlier a pleasure, and therefore more likely to be natural. It particularly improves the pronunciation, taking the brogue out of the Irish boy and the twang out of the Yankee. Go into the Waltham schools, and listen to a class of readers, and you can at once tell, by the pronouncing of morning or mawning, how or haoo, first or fust, which children have been long in Waltham schools, and which entered at an advanced age from other towns. The phonetic drill also develops the strength of voice and lungs in a valuable manner, as it requires a strong effort to utter the whispered consonants forcibly. Various other advantages are perceived, following the pupil through all his course. There is a tendency in this analysis of sounds to lead to habits of accuracy and of attention to detail, habits which are usually sadly wanting in our country.

On the whole, therefore, Waltham people are determined to continue this experiment of phonetic teaching still further. They felt particularly encouraged so to do when, a few months ago, the Hon. N. P. Banks, at the public examination of the Grammar School, said he had never seen anywhere, or at any time, a school in so good a condition, and especially a school in which there was so full, clear, manly and correct enunciation.

In the Grammar and High Schools the children are also instructed in the phonetic shorthand, of

# PHONETIC PIONEER.

ten called phonography. This has been done for about three years, and some of the pupils are already earning wages as phonographic amanuenses.

To those who are not acquainted with phonetic type, it may be interesting to know something of the mode of instruction. Primers are used containing a new alphabet. Twenty-three of our common letters are used, and twenty new ones added to take the place of th, ch, sh, the in all &c. The child is not taught at first to call any letter by name, but only to recognize its sound, and to utter its sound. Thus, on the teacher pointing to a, the child hisses; on the teacher pointing to m, the child hums with his lips closed; on pointing to t, the child makes a whispered explosion with the end of the tongue on the inside of his upper front teeth. By this means the child can actually spell out for itself, without difficulty any word printed in phonotype, and soon learns to read at his primer. He is then put into a reader printed in phonotype, and when he can read it fluently, is put into a reading book in common type. A few hours' reading teaches him the new dress of familiar words, and he is then taught to spell.

He thus learns both phonotype and common type in less time than he could learn common type alone, although not in so much less time as was at first hoped. He is taught to spell, but as long as he is in school he is also taught to analyze the words. For instance a class stands up to spell, and the teacher gives out the word "though." All the class simultaneously make, first a sugging noise with the tip of the tongue between the teeth; secondly, say oh; thirdly say though. Then the first scholar says "tea, arch, ove, you, gee, nich, though." That is, the class together analyze the word into the two simple sounds of which it is composed, and one scholar then names the six letters by which we strangely represent those sounds.—The teacher gives the word "three." The class simultaneously now with the tongue between the teeth, sing over the curled-up tip of the tongue, say e, and then say "three." Then the second scholar says "tea, alch, bre, Jouh's e, three." This is enough to show what is meant by analyzing and spelling. Frequently, also, in all grades of the schools the scholars are drilled by calling on them to pronounce all the forty-three letters successively, from a large chart which hung in every school-room.

This mode of instruction seems to be more in favor at the West than at the East, and a company has just got fairly into operation at Cincinnati, which proposes to publish a complete series of School Books, all printed in phonetic type. But we believe that in no case has the experiment of tuition been tried for so long a time as at Waltham, and the results there show that the experiment is worthy of a very careful and long continued trial everywhere. We wish abundant success to our friends in Syracuse, in our State of New York, who have just supplied the public Schools of that city with the requisite charts and books. These may be obtained by addressing Benn Pitman or Longly Brothers, Cincinnati, Ohio.

## Phonetic Teaching in Our Schools.

In the Annual Report of the Superintendent of Public Schools of the city of Syracuse, for 1857-8, we find the following:

"During the past year, the system of Phonetic Teaching has been introduced into several of our schools by way of experiment, and the results proved so favorable that the Board at once adopted it for all the principle 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 this 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. This advantage is not confined to the class pursuing the system, but is participated in by the whole school; and a continuance of frequent drills throughout the school course must effectually remove all provincialisms, and reduce our pronunciation to a uniform standard."

The Annual Report of the Schools of West Roxbury, Mass., speaks in commendation of the system, as used in two of the schools of that town.

in Waltham, Mass., it has been successfully employed for six years. It has been used with increasing approbation in the city Schools of Indianapolis, Ind., and Rockford, Ill., for more than a year, and it has recently been introduced into the Primary Departments of Girard College, Philadelphia.—Cincinnati Commercial.

## How do you Spell Erysipelas?

At a recent school examination in Illinois, the word erysipelas was given out to a class. On examining the slates it was found to be spelled in the following ingenious ways:

- |                   |                   |
|-------------------|-------------------|
| 1. Errisipels,    | 16. Eresipilius,  |
| 2. Eryspelless,   | 17. Errecipilius, |
| 3. Erysyapelus,   | 18. Errecipilus,  |
| 4. Erusypolis,    | 19. Errecipolons, |
| 5. Ercepelis,     | 20. Errecipulus,  |
| 6. Erysipelis,    | 21. Erysipolis,   |
| 7. Erisipolous,   | 22. Erisipalous,  |
| 8. Arcepelas,     | 23. Errecipolus,  |
| 9. Erissypelous,  | 24. Errecipolas,  |
| 10. Erisypilas,   | 25. Erressypelas, |
| 11. Aracypolous,  | 26. Errecipolis,  |
| 12. Erysyopolus,  | 27. Errecipulus,  |
| 13. Erosypilus,   | 28. Errisipilus,  |
| 14. Erresayolous, | 29. Aracypolous,  |
| 15. Errecipylas.  | 30. Errisipillis, |
|                   | 31. Erricpiliiss  |

This word which has been accidentally spelled in 31 different ways, may be spelled in more than 30,000 different ways, all justified by the spelling of other words containing similar sounds. Here is one.

Herrhuiscappuualachss

## The Phonographic Alphabet.

### CONSONANTS.

|                    |           |
|--------------------|-----------|
| P \ \ B            | F \ \ V   |
| T     D            | TH ( ( TH |
| CH / / J           | S ) ) Z   |
| K — — G            | SH ) ) ZH |
|                    | L ( ( R   |
| M ( ( N ) ) NG \ \ |           |
| W ) ) Y H /        |           |

### VOWELS.

#### LONG.

E | A | AH | AU | O | OO |  
as in eel, ale, aims, all, ope, ooze.

#### SHORT.

i | e | a | o | u | oo |  
as in bit, bet, bat, on, up, foot.

#### DIPHTHONGS.

I | OI | OW | U |

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 italicized letters in the words beneath.

## LIST OF BOOKS

FOR SALE AT THE PIONEER OFFICE.

[The prices attached include postage, which is paid at this post office.]

Manual of Phonography—75 cents.  
Phonographic Copy-Book—double-ruled—25 cents. Three for 60 cents.

The above are the works necessary to commence the Study of Phonography. See notice elsewhere.

The Phonographic Reader—30 cents. A useful work for students. The second Phonographic Reader is the same price.

The Reporter's Companion—\$1.00 in boards; \$1.15 in cloth. A complete guide to the acquirement of Verbatim Reporting, showing the correct method of writing nearly every word in the language.

The Manners Book—\$1.00 in cloth, \$1.25 roan. History of Shorthand—\$1.00 and \$1.25.

The Phonographic Chart—75 cents. This is a splendid colored map of the alphabet, on heavy paper, 3 feet by 6. One of them should be hung on the walls of every school and public building in Canada.

The Phonographer's Song—30 cents. A beautifully illustrated sheet for framing.

The Phonographic Magazine and Reporter. Odd numbers for 1856, and 1853, at 12 cts. each. Subscriptions received for the Monthly Magazine, including a printed key, at \$1.00 per annum. Every student should take it.

Phonographic Envelopes—20 cts per 25. 75 cts. per 100.

Reporting and Letter Paper—15 cts per quire.

The above are American Works, published by Benn Pitman. The following are mostly English publications, by his brother Isaac Pitman, the inventor of Phonography.

The Phonographic Teacher and Manual, in one volume, roan gilt—\$1.00.

The Annual of Phonography, in paper cover—50 cents.

The Phonographic Teacher, in paper—20 cents. Easy Exercises in Phonography, with a key under each line—40 cents.

The Reporter's Companion—85 cents. This Manual is quite different from the American one.

The Teacher—an essay—30 cents. Reporter's Reading Book, with a printed key—\$1.00.

Edward's Dream, a story in Phonography—30 cents.

Monthly Magazines, bound in volumes. Sold at half price, 30 cents per volume. They embrace the "Star," for 1847 and '50; the "Reporter" for 1849; the "Rep. Mag." for 1848; the "Phon. Mag." for 1849; the "Phonographic Journal" for 1844; the "Phon. Correspondent" for 1845, '46, '50, and '53; besides odd numbers for 1856, at 10 cts. each.

Hart's Orthography of 1569—30 cts. Reporting covers, for holding paper for reporting. 50 cents.

Vasey's Knowledge Made Easy, or the art of Spelling, Reading, Writing, Arithmetic and Phonography, taught simultaneously. Price 50 cts.

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