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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 II.

OSHAWA, C. W., NOVEMBER, 1859.

NUMBER V.

TESTIMONIAL TO EZRA PITMAN.

A movement is on foot among the Phonetifans of England to raise the sum of £1000 Sterling, for the purpos of purchasin a site and erectin a bildin, in the town of Bath, whar Mr. Pitman residz, tu be presented tu him for us az a printin and publishin-ohis and jeneral Phonetik Depo. Mr. Pitman, it iz a celson, haz devo ted so muc tim and labor tu de misonari work of Phonetiks and posesiz so qrdont a dezir for de general disemirajon ov hiz, diskuveri, dat he haz neglected hiz on pekuniari interests; and, hevill takd for rent in de premises he has okupid, he iz urabl tu do az muc for de pro mulsajon ov de koz az he wud be abl tu if reltyd from dat inkubus. He rumz he okupid de oiso tu smol and inkonvenient for hiz pur posiz, but it iz sed dat no mor smol wunz kan be fsnd. A komite haz bin formd in Lyndon, and brang komitez qr bein organizd thro't Great Britan, for de purpos ov razing de amant. Partiz wisip tu kontribut qr askt tu ein an obligajon tu ra de sum ov wun Pund Sterlin, ov mor if de se fit, intu de handz ov de Lyndon komite, es sun az de hol amant haz bin plejd and de wurk komenat. His iz a nobl step ov de Inglis Phonograferz, for Mr. Pitman dezervz even a grater tank-ofsip from de hundredz ov tyzandz hu hav bin benefited by hiz jenyus. We qr hapi tu se dat de kol ov de komite iz bein responded tu in a most satisfaktori maner dus far, and de prospekts qr dat it wil rot tak meni munts tu raze de hol sum. Kanada sud tak a part in de wurk, and far in de plezur ov kontributin tu de sukses ov so komendabl an undertakin.

British American Phonetic Association.

The following are additional names of members of the B. A. P. Association, received since the issue of the August number of the Pioneer. Each of them has, in greater or less degree, remembered the necessities of the Treasury. Many who have not done so have promised to, and we hope they will not forget to fulfil their promises pro-

visionally to the Annual Meeting of the Association, which takes place in March next, so that the Directors will be enabled to do something more than has yet been done for the spread of the Phonetic principle in Canada. Only about \$12 have yet been received in the shape of donations.

CHURON COUNTY, C.W.

1. WILLIAM CARRICK, Exeter, Machinist.
3. MARY CARRICK, "
3. JOSEPH CARRICK, "
3. DONALD M'KENZIE, Bayfield.

PRESCOTT COUNTY, C.W.

3. A. M'LEAN, Riverville.
2. DAVID BOYLE, Edon Mills.

BRANT COUNTY, C.W.

1. ISAAC M'MICHAEL, Brantford, Telegraph Operator.
- RED RIVER SETTLEMENT.
3. JAMES STEWART, St. James, Fort Garry, Teacher.

BRIEF LONGHAND.*

"Who that is much in the habit of writing, has not often wished for some means of expressing by two or three dashes of the pen, that which, as things are, it requires such an expenditure of time and labor to commit to paper? Our present mode of communication must be felt to be cumbersome in the last degree, unworthy of these days of invention. We require some means of bringing the operations of the mind, and of the hand, into closer correspondence."—English Review.

The system of phonetic shorthand furnishes the means of bringing the operations of the hand into complete correspondence with the most rapid operations of the mind in composition; and it is to be hoped that the same laws of economy which have given the world the blessings of the railroad, telegraph, steam printing presses, and various

* From Graham's *Brief Longhand*, a book of longhand instructions by Andrew J. Graham. Price 66 cents. For sale at this office.

other time and labor savers, will in due season confer upon the literary and commercial world the numerous advantages of phonetic shorthand or phonography. Let the public be made fully aware of the benefits of this system as a time and labor saver in writing, as a facility in attaining education, as an assistance in acquiring a beautifully accurate pronunciation of the English language, and in overcoming the various defects of articulation, and as a means of pecuniary success for thousands of young men and women who thoroughly acquire it, and ere long it will be made a branch of study in all our schools, or, in this case, the same motives and reasons will not prevail which constantly induce progress in every other respect. As compared with phonography, the present mode of writing results in the waste of four-fifths of the vast amount of time and labor devoted to its use. Give the thought and energy wasted by the common longhand the time that would be saved by the use of phonetic shorthand, and the world would receive for its investment a rich reward in the way of thought embodied in books and all kinds of inventions. In the mean time each one who can, from other immediate demands upon his attention, afford the necessary time for the acquisition of phonography, will find himself involuntarily assisting in the prevalence of that art by the profits he will be compelled to give it for the benefits it will bestow upon him in numerous ways. Those can not afford so great an advantage, should not fail to do the next best thing—learn brief longhand. ...

USEFULNESS OF LONGHAND.

Nothing can be more unnecessary than to dilate upon the tediousness of the unabbreviated longhand writing. That it is exceedingly unbecoming is one of the firmest kinds of convictions of every writer who has used

it to any considerable extent. That is, the cumbersome should have led to the devising of numerous systems of shorthand affords no ground for astonishment; neither can it surprise the initiated that it has led to the extensive practice of abridgments (long) hand which are oftentimes wholly incomprehensible even by those who impose them upon the public. It is only surprising that, inasmuch as most longhand writers resort to various devices to save labor, some one should not sooner have offered the public a practical system of contractions and expedients, which would make a saving possible where it is most needed, and enable the economy of contraction to be availed of to a much larger extent than heretofore, by securing uniformity of practice.

ORIGIN OF THE PRESENT SYSTEM OF BRIEF LONGHAND.

The present essay at a practical system of abbreviated longhand is due to the fact that the Author, during a long course of reporting, has used the common longhand to an enormous extent in cases where a great amount of life-exhausting labor might have been saved, could he have employed a series of contractions, such as he now presents.

That his method is practical he confidently trusts, because it is devised with strict reference to the principles which have been thoroughly approved by extensive practice in the system of phonetic shorthand which he has employed in his profession of reporting; and because the system has undergone the test of several months' use, with a determination on the part of the Author to seek out and remove every discoverable defect. The motives which induced him to publish the present treatise were stated in Vol. I of the *Phonographic Intelligencer*, from which the following paragraph is extracted:

"Acting upon St. Paul's plan of being as a Jew to the Jews, as a Roman to the Romans—of being all things to all men in order to save some, while to phonographers we become as a phonographer, in order to gain those who are under phonetic law, we have been preparing to become as a Roman to the Romans—those without the knowledge of phonetics; in order that we may gain them also. While we have prepared the *Hand-Book of Standard Phonography* for phonographers and those who, when apprised of the benefits of phonography, are willing to undertake the requisite labor for its acquisition, we have been devising a system of longhand contractions and expedients for the use of those who are not aware of the advantages of phonography, or who, from want of time or from disinclination, are unwilling to study it."

[To be continued.]

The Claims of Phonetic Spelling.

(Continued.)

II. We may class together under the second division of this portion of the subject a few objections which do not call for so lengthened a notice.

1. The awkwardness and trouble that must arise from the co-existence of the old and new styles of spelling may seem very alarming to many. A literary civil war may be "looming in the distance!" Letters may be sent forth in the new style and replied to in the old! Rival newspapers may cling respectively to the rival modes! They may come to be badges of Liberalism and Conservatism, and candidates for Parliamentary honors may be questioned by eager constituencies respecting their adherence to the "good old way" or the better new way! The future is stocked with

"Gorgon and hydra and chimeras dire."

We look forward, however, with much composure. Transition periods are usually attended with some inconvenience, but it seldom proves to be anything like what was anticipated. In this case we are persuaded that at no time would the inconvenience be very formidable,—that it would every year become less, and that in the course of a generation it would dwindle to nothing.

2. Ambiguities would be occasioned by the obliteration of existing distinctions between words differently spelled but pronounced alike, as *ale, ail; ball, bail*, etc. But—

(1.) Even at present it is only in writing that any advantage is derived from this distinction, or rather it is only in that form that the distinction exists. In speaking it vanishes. At the worst, therefore, the two forms of communication would only be reduced to the same level.

(2.) These words would, after all, be in no worse predicament than many others. There are numerous words in which the same letters indicate two parts of speech, and meanings widely different. For example, *saw* is an implement, but it is also the past tense of *see*. Even when the part of speech is the same, the meanings attached to the same letters is often astonishingly varied. For example, *staff* is a walking stick; also, the lines on which music is written, and further, a company of military officers. In such cases the context is expected to decide the meaning, and the same arbiter might be entrusted with the new cases also.

(3.) If one set of ambiguities is created, another is annihilated, and the latter, which are equally numerous, compensate for the former. For example, the word *sow* is pronounced in two ways, according as it denotes an animal or an agricultural operation. The phonetic method would represent such pro-

unciation by a different spelling, as *sou* and *so*, thus furnishing two words to the eye as well as the ear.

(4.) After all, there is nothing in the proposed method to preclude the question whether some plan of distinguishing in ambiguous cases may not be resorted to; as, *two=tu, too=t'u; in=in, inn=in; no=no, know=n'o*. This may be considered a partial deviation from the strict law of the system, but that system is meant to be our servant, not our master; and may be modified if utility demands it. The necessity must, however, be clearly demonstrated.

3. Existing literature will be antiquated. This prospect seems very disquieting to many. Yet one would suppose that the British people are so familiar with results of this nature that of all others they could contemplate the prospect with equanimity. Every improvement antiquates something: but the process is so common, and withal so beneficial, that even the poet is seldom caught mourning over it. Let the objection, however be defined, and it appears that not the substance but the form of existing literature will be affected. If we compare the first and last editions of Shakespeare, the differences in spelling will appear very considerable. Is the book then antiquated? Nay, but rather the early edition of it. The change in this case has come gradually; but supposing it made abruptly, the practical effect in the course of a few years would be much the same. Those, therefore, who are disposed to sigh over the transformation of dear old Milton, and other dear or dearest names, have two grounds of consolation;—that their favorites may be found in the old spelling on the shelves of the antiquarian library, and in the new spelling on the shelves of the bookseller. The matter must be settled on the basis of utility, not of sentimentality. The quiverings of emotion over ancient usages did not prevent fire-arms from superseding the bow and arrow—the factory the household distaff.—and the railway, the stage-coach. Books old and new, better and worse, must take their chance: but the English language should be freed from its countless Orthographic irregularities, and made an easy pathway to knowledge, and an effective instrument for the communication of our thoughts.

4. Omitting some objections which are too superficial to merit notice, at least in a paper which proposes to consider only the leading features of the subject, we conclude with mentioning those which, practically, is the most formidable of all. This relates not to the merits of phonetic spelling, considered in itself, but to the difficulty of effecting its introduction and diffusion. However superior, theoretically,—by what authority is it to be sanctioned, and what foundation can be laid for confidence in its permanence?

This is a sort of difficulty which has attended the incipient stages of many an important change, and it is one which Britons are accustomed to grapple with. They should consider it therefore not as an *objection*, but merely as a *difficulty*, in order that the best mode of overcoming it may be devised. It is probable that, for a time, the advancement of a projected reform must depend on private effort. By and by the details of the method proposed might be submitted to an assemblage of competent scholars. This process may secure further improvement, or may at least increase the confidence felt in the merits of the project by the public at large; at the same time experiments in teaching should be multiplied, and their results duly attested and recorded. It may then become a question whether the further prosecution of the undertaking should not devolve upon agency of a more public description:—but it is unnecessary to pass the threshold of that question at present.

On the whole, there seems little doubt of the necessity of a reform in our present system of Orthography, if system it can be called.—little doubt of the efficiency of a system phonetically constructed to accomplish such reform;—and little doubt of the practicability of a system so constructed. The only doubtful point relates to the probability of inducing a competent number of the pioneers of improvement to grapple energetically with the requirements of the case. But the love of progress, revealing itself in endless forms at the present day,—the growing spirit of enterprise,—and the generous desire, unfolding more and more among the influential classes, to foster the nascent germs of improvement in art and science,—all warrant the assurance that this doubtful point is only a question of time.

The Press and Phonetics.

The time was when the Press almost without exception ridiculed and denounced the Orthographic reform which we advocate—now it is very rarely that we meet with an objection urged by a member of the Press. On every hand we find able, vigorous and open enthusiastic allies among our contemporaries. We may now justly infer that in a few years more, and when our method of teaching the art of reading is understood by all, there will be no one connected with the Press who will not give it his warmest approbation.

Apart from that based upon a general interest in Education, there is a special reason why the Press should encourage the adoption of the Phonetic method of teaching the art of reading. Newspapers and periodicals are necessarily dependent upon the public for their circulation. Increase the number of readers and you at once insure their pecuni-

ary success. Then it follows that the means which accomplishes this should receive the approbation of the Press. But the method in general use for manufacturing (an allowable expression) readers is a very imperfect one—in truth, it is an ally of Ignorance, and, if children were solely dependent upon it, we fear its tendency would be to subvert the Press. To what an extent Ignorance prevails among the masses, it only requires an examination of the census and the most casual observation to determine. If the Phonetic method were now used in all our primary schools—both public and private—there would be but little excuse, a quarter of a century hence, for people being ignorant of the art of reading. It follows, therefore, that by assuming a position hostile to this method, the Press would not only be opposing the advancement of Education, but also its own interests.—*Type of the Times.*

Phonetic Teaching.

From a business letter from Syracuse, N. Y., we take the following extract:

The Phonetic system is thoroughly introduced in our city. It would be difficult to disturb it now. Were it submitted to a vote of the people interested, five to one would say, give us Phonetics. The success is much greater than we anticipated.

In regard to a Second Reader we have used Childhood Hours in some instances; but we experienced no difficulty in taking the classes directly from the 1st Phonetic Reader to Webb's Second. Experience may determine us to use another Reader. But there is no possible use for a Transition Reader. Children will read the common print without any effort in teaching them, and will spell it better than any other classes we have.

Yours very truly,

GEORGE L. FARNHAM.

Superintendent.

Teachers will find the success of Phonetic training greater in proportion to the more extended time given to Phonetic reading.—Take a child from the Phonetic First or even Second Reader, and put him into a Romanic Reader of the same grade, and he will do very well; but as he enters more advanced books he finds words he has not seen, nor heard pronounced, and he hesitates over them, or guesses at them, and thus becomes more or less faulty in his reading. His beginning was good, but in a few years he will be found to be little if any better than those taught in the ordinary way.

But, let pupils pursue a course of Phonetic reading until they have become familiar with all the words used in ordinary composition, and they will obviate the difficulties mentioned. After becoming familiar with the use of the letters in the First Reader, no

new words in any subsequent Reader, spelled phonetically, will present any difficulty, and both his time and that of his teacher, will be saved.

We need more Readers, and until we get them, phonetic pupils should read, after the First, Reader Childhood Hours, the Presidents, and Mr. Hill's First Lessons in Geometry.—*Ed. Type.*

SPELLING.

PROBABLY the worst feature of any composition, be it ever so poor as regards construction and sentiment, is the miss-spelling of common words. And however neatly written, however beautifully constructed, any piece of composition may be, if, here and there, a word may be found incorrectly spelled, it takes all the beauty away from both composition and penmanship. The most glowing language ever used, the most inspiring sentiments ever uttered, "thoughts that breathe and words that burn," if written and incorrectly spelled, lose all their force, all their power to win and control, and make but a feeble impression on the reader.

Spelling we all have to do with, more or less. Whether we read or write, or talk, or think, we must *spell our words*. And it is just as easy to spell correctly as incorrectly. Or, if not as easy, it is certainly far the best way. Attention while reading, close application to the spelling-book, and frequent references to the dictionary, will make any one a good speller. Inattention and carelessness in these respects will generally result in a poor knowledge of spelling.

Spelling should certainly be considered a subject of importance with teachers. It should be their aim to inculcate in their scholars a love of correct spelling. At any rate, they should call their attention to the important words in their reading lessons.—No teacher has done his whole duty toward his scholars, who has suffered even one reading lesson to pass by without having been satisfied that every one in the class could spell every word correctly. This may be ascertained in various ways, according to the capacity and circumstances of the class. It is not the intention here to designate any plan. Each teacher can follow that which best suits his school.

If it be necessary that scholars have thorough training while at school, that they may become good spellers, is it not very important, indeed—it is not an absolute necessity—that the teacher have a thorough practical knowledge, not only of spelling, but of the rules which govern correct spelling, and of the pronunciation of our English words, at least? And yet we often meet with teachers who can not spell some of the simplest words of our language. Such teachers are sorely puzzled by having to re-

PHONETIC PIONEER.

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

How to obtain Good Reading.

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

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

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

CHEAP HOME MADE PHONOGRAPHIC SEALS.

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

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

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

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

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

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

THE PHONOTYPIC ALPHABET.

VOWELS.

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

DIPHTHONGS.

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

CONSONANTS.

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