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# THE CANADIAN PHONETIC PIONEER,

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

William H. Orr,

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

Publisher.

VOLUME I.

OSHAWA, C. W., MARCH, 1859.

NUMBER IX.

## The Convention.

A few days since we had the pleasure of paying a flying visit to Mr. Webber's Phonographic Institution, corner of King and Church streets, Toronto, and must express ourselves very much gratified with the appearance of the said establishment. The pains which the proprietor has taken to render his office attractive to lovers and students of the railway system of writing, is certainly commendable; and it is not to be wondered at that his success in teaching the art is superior to that of most teachers. We wish him every success.

By an arrangement to that effect, the proposed Phonographic Convention will be held at Mr. Webber's Institute, at six o'clock on the evening of the 24th of the present month. The hour of six o'clock has been fixed upon, because more convenient for the Phonographers of the city, and because equally convenient for those who may come from the East or West. An accommodation train on the G. T. R. R. passes Oshawa about 3 p. m., which will be the most convenient for a majority of those who come from the East.

## "The Teacher."

It was announced in the January number of the PIONEER, that this valuable book was "out of print," and that consequently no more could be had. We are happy to state now, however, that it is again "in print," the author having found time to re-engage it. We have just received a large number of copies of the work, handsomely bound in cloth, and are therefore prepared to supply the demand, for a time at least. If regarded only as a reading book, it is well worth its cost, in rendering the student more familiar with Phonography. Its directions for organizing and conducting classes for imparting a knowledge of this great time and labor saving art to others, is the chief interest attached to the book. Written by Benn Pitman, it is the work of one who has had a larger, and more successful experience as a teacher of Phonography, than any other person, and consequently the directions given may be fully relied upon. The first chapter treats of the Early Dissemination of Phonography. The second, of Lecturing, previous to commencing classes in large towns and cities. The third tells "How to Teach Phonography," and gives the method to be pursued in detail.

The fourth chapter treats of the "Qualifications of a Teacher;" and the sixth goes into the Course of Lessons in full; tells what to say on commencing the first lesson, how to say it, how much to introduce to the attention of the class, and how to conclude—and similar directions regarding the second, third, fourth, fifth, sixth and remaining lessons of the course. The directions are given, of course, with reference to Benn Pitman's Manual of Phonography, but they may easily be adapted to the American Manual. Every student should have "The Teacher" as a reading book, even if his circumstances should prevent him from conducting classes.

AN EVER CIRCULATOR LOST.—Do any of our readers know anything of "The Correspondent," a little ever-circulator magazine which was started about two years ago by Mr. John E. Doyle. The person into whose hands it has fallen may possibly be a reader of the Pioneer, and if so, we would be obliged to him to forward it to us, or to J. E. Doyle, Toronto, without delay. Its last voyage was to have been a long one, the writer having added to the list of contributors a number of new names. In all probability some of these have forgotten to enclose the list of addresses of the contributors, and as a consequence, the next one receiving it has been unable to find out to whom to direct it.

J. E. M'N., of Aurora, says in a postscript to a letter, that he and Mr. A. have been presented with a daughter and a son, respectively, and hope we will soon announce the publication of a series of phonetic books for children!

PHONOGRAPHIC CORRESPONDENCE.—Phonographers should correspond one with another, and so become acquainted with each other's peculiarities of writing,—criticizing and correcting each other's style. There are now very few towns or villages, or even school sections, in Canada, where one or more students of Phonography do not reside, and consequently the facilities for corresponding in Phonography are abundant. Need we say anything in favor of the practice of phonographers corresponding with each other! The advantages to be derived must strike every mind. Suffice it for us to say that there is no means that can be employed which will do

more to aid the student of Phonography in his studies, or cause him to take a deeper interest in the system, than correspondence—especially with one more advanced. Mr. M'Nally, of Aurora, informs us that himself, Mr. Andrews and Mr. Clarke, all school teachers in that neighborhood, and others, have organized a regular system of correspondence, for the purpose of becoming acquainted with each other's style, and correcting each other's errors. This should be done everywhere. We hope soon to have a Provincial Association organized which will do much towards bringing the Phonographers of Canada into closer acquaintance with each other—on paper at least. A letter may be written so quickly in phonography that very little time need be taken up by good writers while carrying on quite an extended correspondence, and poor writers ought to write and read a good deal, as a means of progress.

## CORRESPONDENCE.

Mr. G. W. V., of Chatham, wishes to know if we have ever "seen or heard of 'the Fountain Pen,'—a pen containing a supply of ink in the handle!" We have seen such pens, several different kinds of them, but we have not yet had the good fortune to meet with anybody who ever got long service out of them. We are inclined to believe that Prince's Protean Fountain Pen is one of the best in use, but we are not prepared to certify that it will give full satisfaction, not having personally used one for any length of time. Having several of them, however, we loaned one to a friend who was traveling through the country, who, after a month's travel, expressed himself very much pleased with its operation, and purchased it. When good care is taken of them, we believe they will give good satisfaction. The price is \$3 for an ordinary sized pen and holder, and \$4 for a large size. One of them will hold ink enough for about ten hours' phonographic writing. The pen is made of the finest gold, and the holder being made of protean—a sort of gutta percha substance—is very light, even when charged with a good supply of ink. We do not know where they can be had at present, but will enquire, and give some further information respecting them in our next.

Miss MARY L. WARD, of Chatham, writes: "I was reading this evening in the Pioneer, of the Phonographic Society now forming, and would like to become a member if possible. The paper does not state whether females are admitted or not, but I see no good reason why they should not be. I am not much experienced in the art, having paid but little attention to it until lately. I am anxious to know more, and it will not be for want of exertion on my part if I fail. I am now able to write the Corresponding style with ease, and know something of the reporting style. I suppose I might average from sixty to seventy words per minute, though I have gone as high as 120; but it is by writing the same sentence over several times. I am willing to do all that lies in my power to help the cause along, and though there is yet a great deal to learn, I hope it may yet be of some use in spreading this truly useful and beautiful art, which cannot fail to add much to the benefit of all who are acquainted with it."

We never heard of a Phonographic Society anywhere, from which lady phonographers were excluded. Gentlemen phonographers would not think of such a thing. We hope the fair sex will be well represented at the coming Convention.

Mr. E. W. PILLAR, of Dickenson Landing, writes:—"The more I read phonography the more I like it, and the more I see its utility. Although I am but a Tyro in the art, yet what little knowledge I have of it I would not part with for hundreds of dollars. I can now write fifty or sixty words per minute. I feel so anxious that others should know something about this railway method of writing that I have engaged in teaching it, in this place, two nights in the week, without money and without price. Although a beginner in the art myself, I am happy to inform you that my pupils here are marching along under my instructions at a rapid rate. I look forward with eager anticipation to the time when this beautiful system will be as common as the tedious long-hand which now prevails. I am so disgusted with the common print, since I have seen the phonetic mode, that if I were able, I would have all the books printed in the old way destroyed. I sincerely hope that this science, like the blessed Gospel, will not stop till it has found its way through the length and breadth of this mighty world."

Mr. Pillar sends \$10.00 for five copies of the "Hand-Book," and reporting paper, etc.

Mr. C. W. Verrall, foreman of the Chatham Planet printing-office, who has been employing his evenings for some time in the study of phonography, writes that he has already begun to bring his easily acquired knowledge to a

profitable account. He says "I am now reporting regularly for one of the newspapers here, which pays me 50 cents for every report of the Town Council proceedings. To-day I have completed my third short report, and have received \$1.50, which I intend sending you for more phonographic books. I have got one recruit—a clergyman, of this town—who is going to commence the study of phonography. There is also a class of young ladies taught by the lady school teacher here, in connection with her school."

### Phonography, or Shorthand.

It would seem that to answer the inquiry, What is Phonography, was an unnecessary labor, after all that has been said of it and written about it during the last ten years. But although there are thousands of persons in the United States who write Phonography every day, there are still tens of thousands who have not the most distant idea of its nature. "Line up on line and precept upon precept," must be our course with the public for many years to come.

Phonography is based upon the scientific analysis of the English language, and captivates every learner by its simplicity and philosophical beauty. In the ordinary branches of education, Grammar is regarded by some pupils as a pleasant study; by others Geography is the most interesting, while others have a peculiar liking for Mathematics; but we have never known any study that so universally gratifies every one who undertakes it as Phonography; it so thoroughly combines the Science of language, the Philosophy of an accurate representation, and the Art of all others that promises most to promote the intelligence and progress of the human race, that it cannot help to captivate every student.

The phonographic alphabet consists simply of dots, dashes, straight and curved strokes, which are so systematically employed that but one character is needed to represent an elementary sound, and yet each of the forty-three different sounds is represented in a different way; and as each character requires but one motion of the pen to form it, the pen can keep pace with the voice of the speaker; while each of the letters of the old script-hand requires from three to seven motions of the pen. Thus, compare *ough*, to write which requires twenty motions of the pen, with the phonographic form *[-*; *ought*, with *[-*; *right*, with *[-*; each of which words are written with about one eighth of the labor and in one eighth of the time required by the common long-hand. Thus it is seen that Phonography may be written six times as fast as the common long-hand, and as it is equally legible, it is not strange that all who examine it are pleased with it.

Independent of scientific propriety of the phonographic writing, the following practical advantages are worthy of consideration: To professors of scientific and literary institutions—to gentlemen of the bench or the bar—to legislators—to ministers of religion—to teachers in the various arts and sciences—it presents the most invaluable aid, in enabling them to arrange, condense and fix their thoughts,

facts and arguments in the briefest period of time and the shortest possible space, presenting in the condensed schedule of a page or two a full and complete synopsis of their most elaborate speeches or discourses. To all classes of thinkers and writers how invaluable it must be when they reflect how many of their most brilliant thoughts and most glowing conceptions—how many of the most sparkling gems of their imaginations, that in moments of genius and enthusiast flash like electric sparks from the mind, are forever lost for the want of some Daguerrean process. Like that Phonography presents, to catch and transfix them on the wing, recording them on the glowing page in the freshness, vigor and brilliancy of their first conception, as rapidly as they are presented to the mind, and for the lack of which, alas! like the dazzling flash of the evanescent meteor, they fade and expire as rapidly as they are kindled, and leave but the indistinct trace of their memory behind!

### Present Utility of a Phonetic Orthography.

While Spelling Reformers are thoroughly convinced that both theoretical and practical philosophy, as well as the cause of education, require the substitution of the Phonetic system for the romantic or systemless orthography, they take very conservative grounds. They are not so inconsiderate as to say, that because we have steamboats we will not use flatboats—because we have railroads we will never again use our war-pikes and mud roads; they say, We will use both methods of writing and spelling the English language, as the one or the other seems most available under different circumstances; we will leave it to the progress of events to determine whether the phonetic system shall be used entirely, believing, however, that as truth triumphs it will triumph. There are two purposes especially for which phoneticians urge the use of the phonetic system, namely: in the Primary Schools and in Pronouncing Dictionaries; and they show that its employment here will not be inconsistent with the present practice: in primers, spelling books and dictionaries, a considerable modification of the ordinary manner of representing words is employed; in the Eclectic and the Lidian series of spelling books and readers, and in others we might mention, a phonetic method is used for aiding the learner to the analysis and pronunciation of words; the same is true in all pronouncing dictionaries. Now all we ask is, that teachers and the friends of education should examine our slightly different method of accomplishing the same object; we think ours is more simple, and does the work more satisfactorily. Experiments innumerable have demonstrated that children can be taught to read in the common orthography, by the phonetic system in half the time they can learn it in any other way; they become better readers in far less time, and therefore the system is worthy of partial adoption, as a labor-saving process, just as steamboats, railroads and telegraphs are partially adopted to do the work of transportation. [For an explanation of this matter in detail, see the Phonetic Primer, Report on Phonetic Teaching; and other documents.]

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## The Writing and Printing Reform.

There is a movement going on among us at present, of which comparatively few persons are aware, but which is gradually working a far greater and more beneficial revolution than any of those political ones of which past years have been so prolific. The spirit of revolution starts up often when least expected, and shows its capacity for subverting powers once thought utterly impregnable. It attacks in turn all institutions whose principles are at variance with those great laws established at the foundation of the world, which have to do with justice and decency, sooner or later, of a monopoly, selfishness, exclusiveness, and uncharitableness. After exhibiting itself, century after century, as the determined victor over the wrong, and the attempted victor of the right, in everything that concerns the social, political, and religious condition of civilized humanity, it is now, and has been for some years, working with equal energy and confidence in its own good cause, to clear the air upon *written knowledge*. Revolution in its true character sees not to *reform* but to *destroy*. It has so long to do with destroying by force, its object is to "overcome evil with good." When our Saviour came into the world, and preached peace, he did not say it was to be sought by overturning the institutions, political and military, of the time, but by men individually practicing mutual good-will, love and charity, and thus introducing a new order of things, during the growth of which the old would die out for want of sympathy and supporters.

And this is just the species of reform which is now developing its noble object and its gigantic efficacy among us in respect to written language. It is a reform which is seeking to supersede the current *faulty* mode of printing and writing by a method more consonant with nature, and common sense. It levies war certainly, in one sense, against the current method, (or rather *no-method*), but its tactics are not so much of a hostile character, as directed to the winning over of every one to its own side by the magnanimity of truth, and the arguments of superior merit. It does not seek to quell that to which it is adverse, but to bestow such brighter and wider revenues and rewards that the other shall soon have no friends.

You who are now reading these words with ease and fluency, may perhaps exclaim "What need of reform! Everything on this page is perfectly intelligible to any one who has been to school; and, if you simply refer to inability to read why the rapid increase of schools will soon make readers of the poorers." Granted. But it can never be by means of reading and writing as they are now taught, that the poor can be educated. Some of them may be taught to read and write more or less perfectly, but these things, as we all know, do not constitute education.—Reading and writing upon the present system, require from three to six years to be acquired; and how many persons are there, even among the most intelligent and cultivated, who never acquire so complete an acquaintance with orthography, even in the course of a long life, as to be invariably correct in their spelling! The thing is impossible. The writer of this article would enter the lists with any man in England as "a good speller," yet it is barely a week since, in a little exercise contrived by some friends as an orthographical puzzle, he made no less than *five* mistakes. How many are there, again, well educated, amiable, and intelligent people, who shrink from reading a word in company, simply from their distrust of their pronunciation of new or unusual words. So great is the difficulty in learning to spell, among children, even with the

aid of kind and affectionate sympathy on the part of the anxious mother or sister, that, with rare exceptions, it is one of the keenest troubles of what has been called the "heavenly era of early life," and a perpetual source of vexation, weariness and tears. If the children of the upper classes are forced to spend so much time and labor on learning to spell and read, having still several years allowed them to acquire *real knowledge*, what must be the doom of the *poor man's* offspring? We see that doom every day. It consists in this, that he never gets beyond a most superficial acquaintance with the instruments of education, and is wholly debarred from all the high and lovely truths of nature and art, all the graceful amenities of intellect, and almost all the benign and genial influences of morals, reading and writing a *c*, in fact, the *ultimatum* of the poor man's education, whereas with no one can they ever truly be more than the *means* to the real end.

Why are spelling and reading so difficult?—Because only 50 words out of the 50,000 which constitute the English language are pronounced as they are spelt! When a child or foreigner has learnt our alphabet, he is no nearer the language than before. He has still to learn how to pronounce the words, and of course can only learn one at a time; and this operation, as we said before, occupies at least three diligent years, without reckoning unusual or technical terms, for technicalities are a later, and not an inevitable requirement, while all unusual words are left to the pupil's own private acquisition in after life. When a child for instance, has been taught that *trough* spelt *tuff*, he has still to learn that *plough* does not spelt *pluw* but *plow*. And when he has learnt to pronounce *plough*, he is as far as ever from *cough* and *trough*, and *accough*, and yet he sees that the final letters are the same in all. When he has learnt how to pronounce *near*, he is still ignorant how to pronounce *bear*, and is sure to mispronounce it if he tries. Equally so he attempts to sound *head* by what he has been taught concerning *bead*; and so with the sands upon thousands of our commonest words. The same combinations of letters are seldom pronounced in the same manner, and the same sound is repeatedly given to combinations which are very different; for instance, *may* and *neigh*, *write* *right*. That such a mode of spelling is altogether forced and unnatural, is proved by the constant tendency of children and illiterate persons to write down words phonetically. A friend of ours, whose address is "High street, Manchester," recently received a letter from a poor man in the country, directed "Mr. ———'s Street." Phonetic writing, indeed, is to articulate language, just what language itself is to *thought*. Language is thought outwardly projected, on fixed and eternal laws of expression. Phonetic writing exhibits articulated sounds on a natural and uniform principle.

It is clear, then, that so long as we continue to spell our words in so absurd a manner, the greatest obstacles are thrown in the way of those whom we exclaim we are so wretchedly should be taught. It is of little use subscribing and granting money for the education of the poor, if we allow such barriers to lie across the avenues to all real education. The poor have not the time for such a process as they are called upon to go through at present; and with the real lives classes, some of the best years of life are shamefully and irrecoverably wasted by it. For it is nothing less than a wilful waste to consume three years in what might be done in three months; it is a waste with regard to many substantial forms of knowledge which might be acquired during the period so inconsiderately devoted to a

mere preliminary, and a waste in regard to its unprofitableness as a medium of instruction, when one so much easier and better is at hand. This easier and better, and we may say the only rational method, is that of *spelling words as they are sounded, and pronouncing them as they are spelt*.—Nothing is more simple and straight-forward when conducted upon natural and philosophic principles. With our present alphabet of 26 letters, it certainly can not be done, but when 17 others are added, to make up the full number of 43, which is the *real* number of sounds used in speaking English, we have an alphabet which will allow any word in the language being represented in such a way that it can not possibly be mispronounced, although never seen before; and that will also allow of any word being written down with such exactitude that it speaks from the paper as distinctly and unmistakably as from the lips.

To show the reasons why our alphabet is so imperfect in its construction, would involve a long historical account of it. We shall, therefore merely repeat the fact, long since familiar to philologists, that it is defective to the extent of 17 letters. With some of these letters we are well acquainted from meeting with them in other languages. In the Greek alphabet, for instance, there is the letter *theta*; the long *z*, and the short *z*, as in our words *leaf* and *left*; and the long *o*, and the short *o*, as in our words *loaf* and *log*, are also recognized. The letter *th*, both *lig*, *t* and heavy, is also included in the Anglo-Saxon alphabet. It is, therefore, nothing new to introduce such letters. The deficient letters are at present represented in English, by combining certain of the 26, and arranging them in certain arbitrary and ineluctable ways, or by agreeing that they shall be sounded so and so, or so and so under certain circumstances. It is impossible to conceive anything more ludicrously absurd than the expedients which writers upon English orthography have been forced to adopt, in order to explain how various words are to be pronounced. In fact, no rules can possibly be given, because the exceptions would be like leaves on October pathways.

Seeing, then, what lamentable results have attended this imperfection of our alphabet, and the consequent mysticism and endless hindrances and difficulties in the spelling of our language, is it not high time that steps should be taken to supersede so great an evil by the introduction of some simple and consistent method, which shall at the same time, release the mind from all its trouble, and confer a positive advantage?—Is it any wonder that throughout this country and throughout the United States, there are rising up multitudes of earnest and honest souls, as advocates of the Spelling and Writing Reform? Truth is so beautiful, that wherever her soft glances fall, she is sure to meet with loving and enthusiastic admirers; and the great truth involved in this new reform, is vindicating its reality, and prophesying the permanence of its recognition, with all the majesty and ease that ever accompany the advent of such genuine blessings.

Already there are several magazines and newspapers published in the new mode of spelling.—Yet the new spelling is very silent in its spreading. There are millions who have never heard of it. It is like the cicada on the water; it is like the oak-sapling among the weeds and bush-wood—young, vigorous, with a coronet of green leaves, and a native strength and energy in its heart that, in the course of a generation or two, will send it overtopping everything that now grows so proud and rank around it. The original promulgator of this new system of spelling is Mr. Isaac Pitman, of Bath, who has devoted the last eighteen years to its promotion, in the most indefatigable and abstruse manner. About ten years ago he was joined by Mr. Ellis, a gentleman possess-

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ing a very extensive knowledge of language. The course was straightforward enough. New letters to represent the 17 deficient ones were invented; the alphabet was reconstructed upon phonetic principles; and then an extensive publicity given to the scheme. The exertions of these gentlemen have been most enthusiastically responded to, and the new art of "sound-writing," or *Phonography*, is everywhere taking its place as one of the recognized promoters of human advancement and human happiness.—Every argument that can possibly be urged against the new mode of spelling has been courteously listened to, and satisfactorily answered.

The originator of the modern system of phonetic spelling has not only, in conjunction with others, contrived the seventeen new letters, and thus perfected the ordinary alphabet, but, before phonetic printing was contemplated, he had devised an entirely new alphabet, so simple, beautiful, and ingenious, that, by means of it, words may be written down in one-sixth of the time which is required by the other way. The new method stands in much the same relation to the amended printing alphabet, that shorthand does to the old or defective mode of writing; but with this difference, that while shorthand is arbitrary and capricious, and often unintelligible a few months after it has been written, the phonetic shorthand is highly philosophical, and can never become unreadable. Doubtless there are many ingenious systems of shorthand, but they are all open to the fatal objection that they only serve their writers as aids to memory for a time, whereas the records written in "sound-hand" are as permanent in their intelligibility as printed books. "Sound-hand," moreover, has the advantage of being able to represent with perfect ease those Anglo-Saxon words which abound with clusters of consonants, such as *scratch, strain, paints, blinds, &c.*, which in ordinary shorthand are extremely difficult.—The rapidity with which sound-hand may be written is equally delightful and amazing. The pen is scarcely outstripped by the ideas which feed it, and old Homer's "winged words," from a poetic figure become an actual and pleasing fact. To those who have ever felt the embarrassment of our present tedious and cumbersome mode of writing, when they have been full of thought, or pressed for time, the new phonetic system is a priceless gift. It is literally "talking on paper." Let it be understood that it differs in no respect as to its principles from the mode of printing, which the amended phonetic alphabet provides for. The difference is simply, that here the various sounds are represented not by letters of complicated form, but by simple lines, curves, and dots. They form indeed a sound alphabet in more than one sense, far more readily learnt than the old one, and quite as legible. It is intended chiefly for manuscripts, as it is unsuited for printing with types, and when it is required to have copies multiplied by the press, lithography must consequently be resorted to. The merit and value claimed for this branch of the phonetic mode of representing words on paper, rests consequently, in its admirable adaptedness to the wants of the penman. How many would rejoice to take down sermons and speeches, if they could but follow the speaker with their pen and ink! And how many bright, and elegant, and animating, and fertilizing thoughts do we often hear in conversation, that are quite lost for want of some ready means of registering them. How many thoughts pass even through our own minds, that are irretrievably lost to us, from the same inability to transcribe them on to paper with a rapidity approaching that of their own development! For the mind of man is never twice in the same position: thousands of combinations of ideas occur at once. It is like a flowing stream;—we never look at the same water twice. The same sky may be reflected there, and the same flowers may bend down from its banks, but the stream itself is ever changing, and ever witnessing new scenes, and receiving new images.

To how many, again, is letter-writing a wearisome and distasteful act. This is the result almost universally, (though it may not be suspected) of the labored and complex orthography which we are called upon to use, and of the length of time required to put down our thoughts. Many persons never think of sitting down to write a letter without a dictionary beside them. Even the most rapid letter-writer feels himself impeded by it, and is driven either to omit in his ideas entirely, or to pause so long in choosing which he can best find room for, that they lose their freshness, and become the tounded periods of the rhetorician, instead of being the earnest, glowing, and unartificial picture of the affections.

We have dwelt thus long on the advantages of phonetic printing to individuals, to show that all persons have an interest in its propagation solely to their own personal pleasure and advantage. But nothing can be truly good for individuals which is not at the same time for the good of the community at large, and, in its widest application, the good of the whole world. Phonographic writing and printing are of this nature. We have shown how great is the value of phonetic printing as a means of teaching children, and especially the children of those whom the world looks so brief a period for, and whose culture we may conclude by adding that one of the greatest difficulties which man encounters here to contend with, is that of reducing the unwritten languages of savages to a form in which they can have the Scriptures printed. The reason of this is, that at the twenty-six-letter alphabet being defective, there is no knowing how to write given sounds except by combinations which are almost unintelligible to the poor creatures who dwell on the outskirts of civilization, and whose labor is therefore decupled. But by the phonetic system, negroes utterly unacquainted even with the idea of writing have been taught to read in six weeks, a clear proof of the incalculable benefits that may reasonably be expected from a general adoption of the plan. It behoves every one then to assist, according to his means and opportunities, in promoting the great and good work.—The advantages of the electric telegraph, marvellous as they already are, will not be fully developed till phonetic writing is combined with it; for were the words that are transmitted speedily and phonetically, messages and reports could be sent across the country in considerably less time.

Following this we exhibit the new or forty-three-letter alphabet, and also specimens of phonetic spelling. It will probably look a little strange, but was there ever anything novel that did not look strange at first? We may appropriately conclude this sketch of the value of phonetic writing and printing, and the necessity that exists for them, by quoting Lord Bacon's celebrated saying,—"Since things alter for the worse spontaneously, if they be not altered for the better designedly, what end will there be of evil?"—If it be doubted whether it be possible to effect the desired reform, let it be remembered that, with the help of God, whatever is really good is not only possible, but eminently practicable. Nothing can more powerfully help on the cause of truth, and assist in removing the clouds which hang so thickly above society, and thus hasten the advent of what all pure hearts anxiously desire, than the opening of the avenues to genuine, thoughtful, and fruitful knowledge. In the progress which phonetic writing and printing has already made, there is the most certain and cheering guarantee for its ultimate success that can be desired. It makes little noise, certainly, neither does sunrise. Reader, carry out this figure for yourself.—[Adapted from the *English Phonetic Journal*.]

No room for the Phonetic Alphabet this month.

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