

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

Coloured covers/
Couverture de couleur

Covers damaged/
Couverture endommagée

Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée

Cover title missing/
Le titre de couverture manque

Coloured maps/
Cartes géographiques en couleur

Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)

Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur

Bound with other material/
Relié avec d'autres documents

Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure

Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

Additional comments: /
Commentaires supplémentaires:

Coloured pages/
Pages de couleur

Pages damaged/
Pages endommagées

Pages restored and/or laminated/
Pages restaurées et/ou pelliculées

Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées

Pages detached/
Pages détachées

Showthrough/
Transparence

Quality of print varies/
Qualité inégale de l'impression

Continuous pagination/
Pagination continue

Includes index(es)/
Comprend un (des) index

Title on header taken from: /
Le titre de l'en-tête provient:

Title page of issue/
Page de titre de la livraison

Caption of issue/
Titre de départ de la livraison

Masthead/
Générique (périodiques) de la livraison

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	12X	14X	16X	18X	20X	22X	24X	26X	28X	30X	32X
								✓			

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.—*John, Tho's H. Benton.*]

Publisher.

VOLUME II.

OSHAWA, C. W., DECEMBER, 1859.

NUMBER VI.

POSTAL STAMPS.—Oj tu a resent ganj in de post ofis regulafonz, we wud bayk sr frendz tu send us les pastaj stamps dan uzual and nior bayk nots and spefe. Hwen an artukl wurt 75 sentz iz wanted, for instaus, trij and tipk ov sumtij els dat wil be usful olso, sug az reportij or not paper, envelops, a kopi buk or ; ensilz, and enkloz a dolar bil. Hwen 10, 15, 20 or 25 sentz wurd iz wanted, hsw- ever, enkloz stamps az bertufor. We ned a gud men, but ov lat hav bin getij mor dan we kan wel uz.

Magazines for 1860.

We have before us the prospectuses of two Phonographic Magazines for 1860. Every student of Phonography should have one or more Phonographic periodicals to stimulate him to the acquirement of a full knowledge of the art. We well remember that when learning it ourself, at times other matters would take our attention from the subject for a month at a time, until along would come the curious and ever welcome "Magazine" and "Reporter," both then published in Cincinnati by Benn Pitman, and from no two dollars did we ever receive so much benefit as from those spent in sending for those two magazines. Were it not for our attention being monthly called to the subject, and kept upon it for a week or two at a time, (over hours) by the arrival of those Magazines, we do not know but our present attainments in this labor saving art would never have been reached. And the same may be said of hundreds of others who have other things constantly coming in their way to distract their attention while wishing to possess this beautiful system of writing. The simple act of taking and reading one or more Phonographic Magazines would save hundreds and thousands of such from giving up the study, and losing the immense benefits they would, in a few years, be able to

reap from a thorough knowledge of sound writing. Readers of the *Pioneer* and students of Phonography, have you yet subscribed for a Phonographic periodical? If not, do so at once, every one of you, and you will have cause to thank us for the advice in future years—and we hope they will be many and happy ones.

The "*Phonographic Magazine*," published for the past six years by Mr. Benn Pitman, at Cincinnati, Ohio, is to be continued during the next year, in the same form and at the same price as heretofore; viz: eight large pages, closely written, per month, at 75 cts per annum. That is an awkward sum to send to the United States—so a dollar bill—an American one if it can be had—or a gold dollar—had better be sent, and the "*New Phonographic Reader*," a work just from the press, ordered along with it.

The "*Phonographic Journal*" is a new magazine to be published by Elias Longley, Cincinnati, Ohio. It will consist of eight pages monthly, each somewhat larger than the "*Phon. Mag.*" at \$1.00 per annum. Mr. Longley also intends publishing an educational journal named the "*Journal of Progress*," consisting of 16 large octavo pages twice per month, making 384 pages per annum, at \$1.00. One quarter of the *Phonographic Journal* is to be printed in the simplest style of Phonography, fully vocalized, and another quarter in the briefest reporting style, and to each of these portions will be found a printed key in the *Journal of Progress*.

There is still another candidate for subscriptions for 1860, and a very worthy one too. It is to be called "*The American or Standard Phonographer*," to be issued monthly by Andrew J. Graham, Phonetic Depot, New York. Mr. Graham is well known to the American phonographic public through his labors for the spread of the

art, but more particularly as the author of that famous and excellent work, the "*Hand-Book of Standard Phonography*." *The American or Standard Phonographer* will consist only of the chapters of the *New Testament* in Phonography, commencing with Matthew, and proceeding through the whole Testament. It will be accompanied by a printed supplement of several pages, containing articles and notices of interest to Phoneticians. The price will be \$1.50 per annum.

A word of explanation is due to those of our readers who subscribed for the present year, through our agency, for the *Phon. Magazine and Phonetic Journal*. We intended procuring them from the publisher monthly, and re-mailing them here to each subscriber. Finding this an inconvenient operation, however, we wrote to Mr. Pitman, in June, or July, to send them direct to the subscriber, and we did not know but our order was being attended to until last week, when we received, in a package from Mr. Pitman, the whole of the back numbers, from July. These we sent off immediately to those who had subscribed through us, and the December No. will be forwarded also as soon as received. The *Phonetic Journal* has ceased to exist, and to supply its place a Supplement has been added to the *Phon. Mag.* since July.

Hereafter, those who subscribe, through us, for any of the periodicals, will receive their copies direct from the publisher or publishers. We will order the whole four periodicals for 1860 for \$4.00, or either of them at the publishers' prices, named above.

Chas. H. Royce writes from New Vienna, O.:—"On Tuesday evening last, I delivered a lecture on Phonetic Teaching in Primary Schools, which resulted in the introduction of Phonotypy into their Public School the next day. Mrs. George, the teacher in the department, is very enthusiastic, as a teacher, and is very earnest in her desire to have the phonetic classes succeed. There are some in her classes whom she has been unable to advance, or even to interest, and he was surprised to see them lead their mates when taught in the more philosophic way. But this they did.

Phonetic Reading.

"There is evil in the present system.— This is a fact that all who have taught spelling can appreciate," says Dr. Latham. What is the amount and nature of this evil? That "probably one-half" the children who frequent our national and other schools for the working classes, "must leave the schools and be absorbed into the laboring community of the country, not being able to read," writes the reliable school-inspector, Mr. Moseley (Minutes for 1845, vol. i. p. 228). Those who cannot read are totally uneducated.— Hence, with all our schools we have an ignorant population.

The remedy is simple. By teaching children to read first in an alphabet where every letter has but one sound, and where the forms of the letters resemble those in the common alphabet, it has been proved by numerous experiments, under great varieties of circumstances, first, that the children learn to read easily and pleasantly in the new alphabet; secondly, that they pass rapidly and surely from the new to the old spelling, thirdly, that the time consumed in the process of learning to read in both ways is less than half that now required for the old way only, and fourthly, that the new way improves the children's pronunciation, and brightens their general intellect. This plan is called the *Reading Reform*. Its general introduction would double the efficiency of our schools, and allow us to have an educated people.— A. J. Ellis, B. A.

Perhaps the most important movement of the committee during the past year has been the introduction of the phonetics into all the [16] schools. . . . By saving the time spent in the ordinary way of learning to read, it gives opportunity for cultivating a geometrical taste, a taste for natural science, and for arts, and thus gives us an opportunity of remedying what is evidently our most serious defect in common school education. 2. It renders the earliest associations of the child with its book pleasant. 3. It cultivates a truthful habit of analysis of sound, and thus improves not only the ear, but also the taste and capacity for exactness in all studies. 4. It strengthens and legitimates the present orthography by taking away its false pretension to phonetic power, and giving it its true character of historic growth. Thus also it makes a child less liable to spell incorrectly, because it does not lead him to attempt a representation of the sound of the word in common letters. Nearly all the erroneous spelling that we meet with arises from a phonetic use of the common alphabet; but a child who has acquaintance with a truly phonetic alphabet will not attempt the phonetic use of

our limited A B C. 5. It corrects bad habits of enunciation; banishes provincial pronunciation, and produces conformity to the highest standard of orthoepy. 6. It affords one of the best means known to cure impediments of speech, and improve defective articulation. 7. It gives us the only reasonable hope of teaching ignorant adults to read.— *Extracts from the Reports of the School Committee of Waltham, Massachusetts, U. S., drawn up by the chairman, Rev. Robert Hill, June, 1853.*

OH! YOU G. H!! (OUGH.)

The Count Antonio, a young Italian gentleman, on a visit to England for the purpose of learning the language, is taking a walk with his friend and tutor, Mr. Beauchamp. Scene, a green lane between meadows.

Count Antonio (speaking with a very slight accent.)—But how beautiful it is, the place. In Italy we have more equal, more hot weather, and less of wet; but I should willingly exchange our dryness for this more beautiful verdure.

Mr. Beauchamp (Beecham.)—Upon my honor, John Bull must feel quite proud of such a compliment from the denizen of a climate like yours. But you are right; among your vines, your luscious fruits, under your clear sky and genial sun, I have often longed for a meadow such as this over the hedge. It seemed as the mere sight of it would quench my thirst.

Count.—I can understand. It is very fine.

Mr. B.—The great drawback is that we can never make sure of enjoying it thoroughly, for though there seldom passes an entire day in which one cannot get out of doors at all, yet the frequent rains make the ground wet, and often make one pay the penalty of a rheumatism for rural indulgences.

Count.—Ah, I know it well. When first I came to England I had a cow and kept it a long while.

Mr. B.—For the sake of milk?

Count.—Why old Mrs. Johnston prescribed ass's milk to get rid of it.

Mr. B.—To get rid of what?

Count.—The cow. She said it would settle on my lungs.

Mr. B.—Hay—ha! Excuse me, my dear count, I admire but cannot imitate, the politeness of you Italians, who never laugh at verbal blunders. A cow is a female ox. We call your infection, not a cow, but a *cauf*, cough.

Count. A *cauf*! Ah, I shall never learn all your diverse modes of speaking the words.

Mr. B.—Do not despair, you have got on wonderfully. You speak almost like a

native already, and only want time to learn the irregularities of the language, which I must confess are numerous.

Count.—It is all irregularity! I do believe, truly, that almost every word is pronounced unlike the rest.

Mr. B.—Come, you exaggerate.

Count.—Scarcely; there is hardly any rule that applies to more than half a dozen words; and very often the same characters are pronounced in different modes. Your own name is, for example, *Beauchamp*, which you call *Beecham*. What is the use of the *a*, the *u*, and the *p*. in that word? And even this fantastic mode of pronouncing it is not fixed. *E a u* is pronounced all ways. You might say, Little Miss *Beecham* is the *beau-ideal* of infant *beauty*.

Mr. B.—Ha! ha! you are a most complimentary philologist.

Count.—The fact is, the pronunciation is only to be acquired by the study of every individual word. What a labor for a foreigner! A general key to it will never be found, thanf soft like a diamond.

Mr. B.—Soft like a diamond! I believe a diamond is the hardest substance in nature. Nor do I see how that which you complain of, as hard, can be soft.

Count.—Soft? Do you not say—or seeked?

Mr. B.—I comprehend—you mean *sought*;—which reminds me that you should have said though (tho) not *thauf*.

Count.—That ough again. It is my *slow* of despond. To conquer the difficulty is a job as *taw* as the sounds are *raw*; as *raw* as the voice of a *daw* or a *chaw*.

Mr. B.—Chaw! You should have said *slaw*, by the by, *slough*, not *slow*. By *taw* I suspect you mean *tough*; but what do you mean by being as *raw* as a *chaw*!

Count.—Chaw—is there not a bird, a Cornish' *chaw*, and its *voice* is *raw* is it not?

Mr. B.—A *chuff*, a *chough*; and as you say its *voice* is *ruff*. The *bird* you may call *raw*, until it is cooked.

Count.—Your corrections serve only to mislead me, you see. You may knead the language into as many shapes as easily as *duff*.

Mr. B.—Doe, dough—

Count.—Dough—and therefore you might draw a rule about as easily as you might *plough* in Low Iron, or Low Swilly, or *and* other *low*.

Mr. B.—Plough you mean, and you should say *Loch* (*Lough*) *Swilly*, and I suppose *Loch Iron*, but you seem more learned than I am in British geography.

Count.—Enoc! It is hopeless.

Mr. B.—Enoch!

Count.—*Basta, basta*.

Mr. B.—Oh! enough.

Count.—I shall never get *thruff* (through) it! *o u g h*. I have *foot* *doovily* (*fought*)

daughtly) with the difficulty; but it is *thoroughly* (thoroughly) impossible to conquer. I have *sought* (sought) for a clue to the labyrinth, as eagerly as a pig at his *trough* (trough.) All I have gained is *knout* (nought.)
—*Leigh Hunt.*

St. Louis Phonetic Schools, May 23rd, 1859.

Our Phonetic Schools are getting along pretty well, considering the draw backs.—Bad weather has caused an unusual amount of irregularities, and some of the best pupils have been withdrawn by their parents, some to work; others Germans, to study *German*, having learned enough of English. But those who remain are progressing finely. I was in one of the schools a few days ago, and was delighted with the proficiency exhibited. The little fellows called out the letters, with a *promptness, confidence, and correctness* never witnessed elsewhere.

One little boy, only four or five months from Germany, was very well advanced in reading. No one would discover the least German in his accent.

The teacher of his school is a German lady, and was taught by her brother, *her native language phonetically*. Her natural endowments and her early training render her a most efficient teacher.

There are two other schools, which, however, I have not visited, but am told are doing very well. I shall see them in a few days. We do not expect anything more than a *beginning* this year, but in *September* shall commence with the hope of making a successful show at the annual exhibition.

Your's truly, E. H. SPALDING.

A Cow in a Box.—Or, a Cough in the Chest.

In the early days of the phonetic movement (1845), the following anecdote was related at a phonetic meeting in Boston, U.S., and reported in one of the city papers. We extract from the *Phonotypic Journal* for 1845, page 215.

We were not a little amused at the Phonographic exhibition, the other evening, by a story told by Prof. Church, with reference to the difficulty he had to meet in learning to pronounce the English language, whose barbarous orthography is so totally at variance with its elementary sounds. The gentleman said that the first time he ever visited London, he caught a violent cold on the passage. He had studied English at the French University, and made about as much progress in giving correct sounds to the words as a green Yankee might be supposed to do in the French tongue with nothing but a dictionary for a guide. Some things he

know, and some things he did not know; one thing, however, he felt, and that was that he needed a physician to cure his cold. Accordingly he sent for one, and in the interim, wishing to show Dr. John Bull how well he could talk English, he took Nugent, and found that "toux" was "cough" in the latter tongue.

"C-o-u-g-h," said the Frenchman, "how they say that? I have him! P-l-o-u-g-h is *plow*, and c-o-u-g-h is *cow*. I got a cow!"

The doctor entered, and began to feel his pulse, where all seemed right.

"I have no trouble dare," said Professor Church, putting his hand to his throat,—*"I got a cow!"*

"Well, I am not a cow-doctor," said the surgeon indignantly; "why did you send for me to see your cow?"

"But you will not understand me!" said the disconcerted Frenchman, "here is my cow—here;" and he thumped his breast in desperation.

The doctor shook his head, as though he thought him demented. The Professor again had recourse to the dictionary, thinking if he got the precise locality of his cow, the doctor would understand. Accordingly he looked for the word "*chest*," and found the first definition to be "*a box*," then, shouting as loud as he could, he exclaimed, "Now, you understand, *I got a cow in my box!*"

The doctor burst into a roar of laughter and the poor Frenchman almost died of chagrin. When the Professor told the story, the audience were perfectly convulsed, and fully appreciated the gentleman's enthusiasm, as he concluded by saying—"If your Phonography can do anything for my cow, it will be a great thing!"—*Boston, U. S. Paper.*

The Necessity and Present Availability of a Complete Alphabet.

The signs which we have used to represent the sounds of our language, were originally invented in the East. They were adopted by the Greeks and Romans, and have now become, under various forms, the alphabet of the civilized nations of Europe. The twenty-two signs which originally constituted this alphabet, were not sufficient to express the numerous sounds which can be formed by the organs of the human voice, and which the different nations of Asia and Europe have, in various proportions, allowed to enter into the formation of their languages and dialects.

Two ways were open to remedy this defect. New signs could be invented to represent new sounds, or one and the same letter might be allowed to represent different sounds. The first plan has been adopted with great reserve, and the number of new

signs, whether entirely new or formed by modification and composition, which the Greeks, the Romans, the Slavonic, and Teutonic nations have added to the so-called Phœnician alphabet, is comparatively small; while if we look to the modern languages of Europe, we find but a few letters which are restricted to but one pronunciation, a fact which in no language is more painfully felt than in English. Here one can hardly say that letters which were originally intended to represent the sounds of language, still answer their original purpose. In pronouncing "thigh" we do not pronounce any one of the five letters according to their proper and original power. The spelling of words is no longer phonetic but traditional. To call it etymological would be a false compliment, since it is neither scientific nor systematic. The spelling which in English, as in all other languages, corresponded at some time or other, to the sound of words, has become stationary at various periods in the history of the English language, and it was entirely a matter of chance whether the form, fixed upon literary tradition, preserved more of the etymology or of the pronunciation.

A reform is needed for the spelling of most modern European languages, and it is extraordinary that the art of writing, though belonging to the arts by which our times have achieved the greatest improvements, should have been allowed to remain in the same state in which it was three thousand years ago, with no alteration except for the worse.

Whatever may be done in course of time by the different nations of Europe to ameliorate their own systems of writing, it is clear that, with the defects peculiar to each, none could claim in its present state to be used as a standard system; but it would be wrong to smuggle any of these imperfect systems of writing into those languages which have not yet been reduced to alphabetical writing. The missionary who brings the notion of an alphabet, together with more exalted ideas of religion, of law, of arts and sciences, to the savage tribes of Africa, will be to them what Cecrops and Cadmus were to Greece. He must not think of the present only, but of the future, he must see in his helpless converts the ancestors of mighty nations. He ought to remember that the seeds that he sows in the minds of these people will bear fruit a thousand fold; that it will yield many harvests beside that of religion. Whatever objection may be urged against the adoption of a more rational and scientific alphabet for the languages of Europe, do not apply to the dialects of Africa or Australia. If our own case be hopeless [?] theirs is not, and what with us may remain the scientific alphabet of the student, can with them at once be carried into general practice."—*Max Muller.*

MELBOURNE, VICTORIA.—A lecture on the system of shorthand so widely and favorably known as Phonography, was delivered on Monday evening, in the Hall of the Prahran-Mechanics' Institute, by Mr. William Murray. A short sketch of the history of writing, as progressively developed from the pictorial and symbolical mode of representing thought and speech, to the alphabetic system now in use, preceded his remarks on the Tachygraphic, or swift mode of writing. The leading and distinctive characteristics of Phonography were pointed out; the alphabet being an adoption of the simplest geometrical forms, consisting of straight lines, curved lines, hooked lines and circles, to represent the elementary sounds of speech. The results of this mode of adapting a system of writing to represent speech were shown, in producing a system of shorthand unequalled as a true and beautiful symbol of language, while it is easy of acquisition, and for brevity and rapidity in writing, and legibility in reading, its merits are exhibited in the progress it has made in general estimation during the brief period it has been before the public.—*Melbourne Age, 18th January.*

READING.—Mr Charles Baker, of England, in a lecture on teaching reading, uses this language:

"I think we may all readily admit that reading is one of the portals of knowledge, and further, that it is a portal not easily opened by the methods commonly applied—that 'reading,' as usually taught, 'is the most difficult of human attainments,' but when the art has been acquired, everything else that the masses need in the way of instruction is comparatively easy."

LIST OF BOOKS &c.,

FOR SALE AT THE CANADIAN PHONETIC DEPOT, SINGOR STREET, OSHAWA, C. W.

THE CANADIAN PHONOGRAPHIC COPY BOOK, containing one quire of double-ruled paper. Price, singly, 25 cents; three copies for 50 cts., six copies, \$1.

THE HAND BOOK OF STANDARD PHONOGRAPHY.—By Andrew J. Graham. A new work of about 400 large pages, and the most complete exposition of Pitman's Phonography ever published—commencing with the alphabet and carrying the student to the most rapid style of the art. Price, handsomely bound \$1 50, with gilt side-title and marbled edges, \$1 75.

THE PHRASE BOOK.—A Vocabulary of Phraseography, or sentences that may be written without lifting the pen, with a key. Price, in cloth binding, \$1.

THE TEACHER.—a book of directions to persons wishing to become Phonographic Teachers; written and printed in the Corresponding Style.—Price, \$1.15.

THE BOOK OF PSALMS.—Engraved, from the Bible, in the Reporting style. Price, in cloth, \$1.

GRAHAM'S BRIEF LONG-HAND.—A system of long-hand contractions. Price 65 cts.



What it is, and who should learn it.

Phonography is a philosophical method of writing the English language, with an alphabet composed of the simplest geometrical signs, which accurately represent the sounds of spoken words. It may be written six times as fast as the ordinary long-hand, and is equally legible, and very easily learned.

The Young should learn it.

"Youths at school should be taught this art. Those intended for the learned professions would save six-sixths of the time and labor attendant on the use of the tedious long-hand."—*Springfield Republican.*

"There is not an hour in the day, nor a class in the school, out of division II, in which I do not see the students using this art, and with practical advantage."—*JOHN S. HART, Principal of the High School, Philadelphia, Pa.*

Students should learn it.

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

"I use Phonography for reporting the lectures of the professors, while the students look on with wonder, possibly with envy."—*E. B. BRADLEY, Duke's College.*

Editors and Authors should learn it.

"Professor Agassiz told me yesterday, that Phonography had enabled him to do more in one year than he could have done in three years without it."—*HOWIN LEECH, Boston.*

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

Ladies should learn it.

"Correspondence between two loving friends derives new interest from the mysterious art in which it is couched."—*REV. DR. WILSON, Jamaica, L. I.*

"Nine out of the ten days' verbatim report of this trial were written out by an amanuensis (a lady in this case) who did not hear a word of the trial."—*PHONOGRAPHIC REPORTER.*

Everybody should learn it, because of its Universal Availability.

The **MANUAL OF PHONOGRAPHY**, and the **PHONOGRAPHIC COPY-BOOK**, just published by the Subscriber, are the works from which to acquire this rapid and beautiful system of writing, by which 75 to 100 words per minute may be written, after only a few weeks' practice. No teacher is required, full directions and illustrations being given in the Manual, which may be understood and applied by any boy or girl over six years of age. Both books are sent by mail, to any address, postage free, on receipt of the price—**ONE DOLLAR.**

Address, (post paid),

WILLIAM H. ORR,
OSHAWA POST OFFICE, C. W.

Clergymen should learn it.

"My sermons are written exclusively in Phonography, and I have no more trouble in reading what I have written in that hand, than I have in reading the one which I am now employing."—*REV. J. T. COOPER, D. D., Philadelphia, Pa.*

"I know more than one minister who is able to write a sermon about as quickly as a sermon is delivered, and he is then able to read it just as easily as from equally good long-hand."—*REV. D. D. WILSON, D. D., Jamaica, L. I.*

"I can write in four hours a discourse that would otherwise occupy the whole working day; and I can then read and memorize it in less time, and with far more ease, than if it were written in the ordinary way."—*REV. T. B. BRIDGMAN, Philadelphia, Pa.*

Lawyers should learn it.

"In rough-sketching business papers, agreements, etc., I use Phonography; and my clerk copies them in long-hand. I thus accomplish an amount of labor that I should not otherwise be able to get through with."—*GROGAN H. EARLE, Philadelphia, Pa.*

"What this art has been known forty years ago, it would have saved me twenty years of hard labor."—*HON. THOMAS H. BAXTER.*

Physicians should learn it.

"For making hasty memoranda in his note-book or diary, or on his tablets, Phonography is just the thing. Whether he wishes to keep a record of each day's practice, or only of special cases, it must be to the Physician a labor-saving and time-saving art."—*Medical Lexicon.*

Clerks should learn it.

"Immediately upon leaving school, I gained an eligible situation, for which my only recommendation above other applicants, was the possession of this art."—*HANCOCK SALTER, Philadelphia, Pa.*