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SHORTHAND MADE EASY.

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BARNES'  
SHORTHAND MANUAL.

PITMAN PHONOGRAPHY



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BARNES'

SHORTHAND MANUAL

A Complete Self-Instructor.

REVISED EDITION.

Designed for Home Study, and for use in  
Schools, Academies and Colleges,

— BY —

L. E. BULLARD BARNES, A. M.

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PRICE, \$1.25.

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ST. LOUIS:  
ARTHUR J. BARNES, PUBLISHER.

Entered according to Act of Congress, in the year 1888,  
Entered according to Act of Congress, in the year 1889,

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## PREFACE.

This book was not written because the author wished to promulgate any new theory of shorthand. Pitman's Phonography, or modifications of Pitman's system, under the name of Graham, Munson, etc., is now used by all the eminent reporters of the English-speaking world. It has been thoroughly tested and improved in the daily practice of over two hundred thousand stenographers within the last fifty years, and it has been found equal to every emergency. We prefer this system to any theory of our own or of others whose claim to superiority rests upon the words of a few interested individuals. Hence, this book contains Pitman's Phonography (as found in Isaac Pitman's ninth edition and in Benn Pitman's Manual), with such modifications as have been adopted by a vast army of expert reporters. It has been written because the author has found no text-book that makes shorthand appear as simple as it really is and that teaches the reporting style from the beginning. In this work the student is not taught to write a word one way in his first lessons, another way when further advanced, but he is taught from the very outset to write words as a reporter would write them. Thus the student memorizes no bad or awkward forms. He learns nothing that will have to be unlearned, or that is unnecessary for the skilled reporter to know. He learns to use the w and y semicircles as the reporter uses them instead of learning the more difficult method of the corresponding style. Unnecessary difficulties have been removed. The explanations are clear, the classifications natural and helpful, the rules explicit and easy to understand, the exceptions few. The author has shown plainly when to use a brief sign, such as a hook, circle, etc., and when to use a stroke to represent a consonant sound, when to halve and when not to halve, etc.

Instead of using both sides of a straight stroke for the shun hook, the large final hook on the n side of a straight stroke is used to represent thr, tr, or dr. Graham's thr tick is also used.

A rule has been given, not found in any other text-book, by which many words, like child, call, care, etc., may be correctly written, without the necessity of memorizing them as word-signs.

Twenty other words have been dropped from the list of word-signs because the natural forms are easier, not only for the

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student but also for the reporter. Thus the number of word-signs has been reduced to a minimum. The principles upon which contractions are based are so clearly set forth that the reason as well as the memory aids the student in forming them.

While this volume contains the results of my experience of twenty years of court and miscellaneous reporting, it is essentially the outgrowth of the school-room, and is the result of years of painstaking labor on the part of my wife. Every explanation, every suggestion in it first found voice in the school-room, was modified by repeated teaching and was crystallized into shape by daily contact and sympathy with the pupil, and by daily endeavor to remove his difficulties and to make his study of phonography easy, pleasant, and successful in the highest degree possible. The author has not aimed to be original. Her sole aim has been to make a shorthand text-book so simple that the average intellect may easily grasp its principles in all their details, so clearly written that a child may understand and apply its directions, and so complete as to contain all the material needed in the most rapid reporting.

While good instruction is needed in Shorthand as much as in any other branch of study, it is believed that this work has no equal as a self-instructor. Children not yet through the multiplication table have mastered its contents. It has been written especially for those who cannot afford to attend a shorthand school and for those teachers, who, knowing nothing of Phonography, yet find themselves confronted with a demand to teach Shorthand to their pupils.

It is hoped that the simplicity of this little book will lead to its introduction into common schools, not only because Shorthand is of great and increasing value in the business world, but because it is not surpassed by either the languages or mathematics as a means of awakening thought and of stimulating mental activity. It quickens observation and gives the power to think more quickly and accurately.

If this work shall accomplish for a few of the general public what it has accomplished for our own pupils in aiding them to a happier and better means of living, the author will feel that her labor has not been in vain.

ARTHUR J. BARNES.



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## Shorthand Manual.

### CONSONANT PHONOGRAPHS.

Phono- graphs.	Letter.	Sound as in	Name.
\	P	<i>pop</i>	Pe
\	B	<i>bob</i>	Be
	T	<i>tight</i>	Te
	D	<i>died</i>	De
/	CH	<i>church, chin, etc</i>	Chay
/	J G	<i>Jem, gem, judge</i>	Jay
—	K	<i>kick, cat, chasm</i>	Kay
—	G	<i>get, egg, gag</i>	Gay
(	F	<i>fie, fife</i>	Ef
(	V	<i>vie, hive</i>	Ve
(	TH	<i>thigh, breath</i>	Ith
(	TH	<i>thy, breathe</i>	The
)	S	<i>see, us, cent</i>	Es
)	Z	<i>zeal, Uz, ease</i>	Ze
)	SH	<i>shake, vicious, bush</i>	Ish
)	ZH	<i>azure, vision, rouge</i>	Zhe
(	L	<i>lull</i>	Lay Written up
)	R	<i>ark, fire</i>	Ar
/	R	<i>rake, fiery</i>	Ray Always written up
(	M	<i>maim</i>	Em
(	N	<i>nine</i>	En
)	NG	<i>sing, bang, sink</i>	Ing
)	W	<i>we, always, Oswego</i>	Way
(	Y	<i>yes, ye, Mayo</i>	Yay
/	H	<i>hay, high, Omaha</i>	Hay Always written up

Except in case of horizontals, and ( l, / r and / h, write the phonographs with a *downward* motion of the hand.

#### DOUBLE CONSONANTS.

mp, w-l, w-m, w-n, w-r, tw, dw, kw, gw, lr, ml, nl, rl.  
mb, qu,

## CONSONANT PHONOGRAPHS.



Phono- graph.	Name.	Sound.
\	Pe	Represents the sound of p as in pin, rope.
/	Be	“ “ b “ bin, robe.
	Te	“ “ t “ to, ate.
	De	“ “ d “ do, aid.
/	Chay	“ “ ch “ chew, each, etch.
/	Jay	“ “ j or soft g “ Jem, gem, judge.
—	Kay	“ “ k “ kick, cat, chasm.
—	Gay	“ “ hard g “ get, egg, gag.

1. In Shorthand, words are written exactly as they sound, without any regard to the usual spelling. Thus in Shorthand know is written the same as no; rough is written as if it were spelled ruf; dough as if it were spelled do; judge as if it were spelled juj, etc.

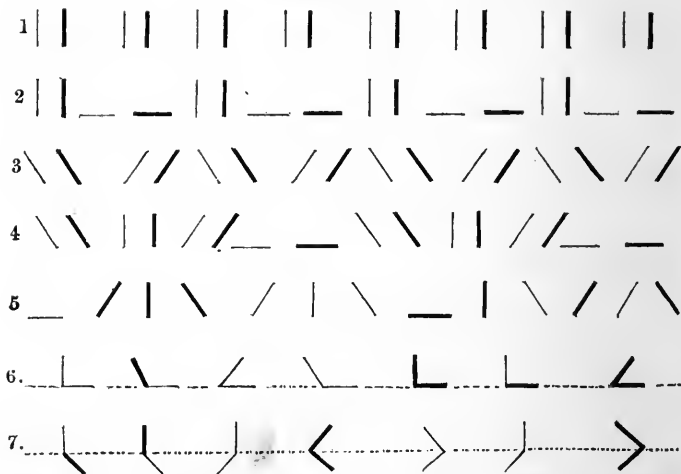
The signs used in Shorthand are called phonographs. Every consonant sound has its own phonograph and is always represented by that phonograph, no matter what the letters are in the printed word. Thus, the words kick, cat, chasm, begin with different letters but with the same sound and with the same phonograph, — k.

2. Notice that light sounds are represented by light phonographs and heavy sounds by heavy or shaded phonographs. Example:  
 \ p, / b.

3. — Kay and — Gay are *always* written from left to right. The other phonographs given above are *always* written with a *downward* motion of the hand.

4. Memorize the sound, name, shading and direction of each of the above phonographs.

## EXERCISE I.



5. The last two lines of Exercise 1 should be read as follows: tk, bk, etc.

Read Exercise 1 until you can read it without hesitation. In this and in all other reading exercises in the book, trace the exercise with a wooden point or dry pen as you read it. After it has become familiar, copy the same carefully until you can reproduce the exercise with accuracy and ease. As you write it, give the sounds aloud, thus educating eye, ear, and hand together.

6. Make the phonographs of uniform length, about one-sixth of an inch long, or as long as the distance between each pair of lines in phonographic double-line copy books.

7. Be very careful not to slant | Te or | De.

8. — Kay and — Gay should rest on the line of writing (the lower line in double-line copy books) and should be made just as long as the other phonographs and no longer.

## CONSONANT OUTLINES.

9. As has been said before, words are written in shorthand as they *sound* without any regard to the usual spelling. All silent letters are therefore omitted. A reporter generally omits the vowels a, e, i, o, u, final w and y; that is, he represents *only the consonant sounds in a word*.

10. Join the second consonant to the first, the third consonant to the second, etc., without lifting the pencil. This will form the consonant outline of a word. Examples of consonant outlines of words:

tk	tb	dk	pk	dch	jj	tbk
take	tube	decay	peck	ditch	judge	tobacco

11. Notice that a *double letter* is represented by a *single phonograph*. Thus, tobacco is written in shorthand as if it were spelled tobako.

12. There is no c or x in shorthand. C is always represented by either k or s, and x is represented by ks or gz, according to its sound.

13. In joining two down strokes, the first rests on the line of writing, and the second goes below the line, and is just as long as the first stroke. See Exercise 1, line 7.

14. Write the consonant outlines of the words given below. Write them carefully, thoughtfully, slowly.

WRITING EXERCISE.

take	duck	dodge
bake	chalk	judge
beg	touch	depot
dug	Dutch	Dakota
joke	pitch	baggage
jug	badge	bedeck
peck	batch	Jacob

CONSONANT PHONOGRAPHS—CONTINUED.

Phono-graph.	Name.	Sound.
(	Ef	denotes the sound of f as in fee, off, cough.
(	Ve	“ “ v “ vic, hive.
(	Ith	“ “ th “ thigh, breath.
(	The	“ “ th “ thy, breathe.
)	Es	“ “ s “ see, us, cent.
)	Ze	“ “ z “ zeal, Uz, ease.
)	Ish	“ “ sh “ shoe, sure, vicious.
)	Zhe	“ “ zh “ azure, vision, rouge.

15. Notice that the th in breath is a whispered sound and is therefore represented by a light phonograph ( Ith. In breathe the th is a heavier, spoken sound and is represented by the heavy phonograph ( The.

16. Except Ish ) all of the above phonographs are always written down. Ish ) is always written down when alone; but when joined to other strokes, it is sometimes written up for the sake of a good joining.

17. Remember that these phonographs are each a part of a circle and that they should curve uniformly from beginning to end. If you find it difficult to make them, practice the following figures until you succeed in getting a uniform curve:



18. Slant ( ) and ) ) from the very beginning to the end. ( ( and )) should not slant at all. When making the latter, curve to the right or left until you are half way down, then curve in until you come to a point just under the beginning of the stroke. *The end of these strokes should be exactly under the beginning.*

19. Read and write exercise below according to directions given for the preceding exercise.

EXERCISE 1—CONTINUED.

8 ( | ) ( | ) ( | ) ( | ) )( ) (

9 ( ( ) ) ( ( ) ) ( ( ) ) ( ( ) )

10 \ / \ / \ / \ / \ / \ / \ / \ /

11 ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )

12 ( ( ) ) ( ( ) ) ( ( ) ) ( ( ) )

13 { } { } { } { } { } { } { } { }










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
20. Draw each phonograph with care and precision. Accuracy and thoroughness should be the sole aim of the beginner. Those who wish to become proficient in shorthand as speedily as possible, will not leave any lesson until they know exactly everything in it. They will review each day the lesson learned the day before, and at the end of each week they will review all learned during the week.

### WRITING EXERCISE.







fife	ask -	faith
veto	shaky	tissue
vouch	espy	defy
fetch	shabby	death
tooth	above	dizzy
tithe	Aztec	shove
thatch	shadow	depth

### CONSONANT PHONOGRAPHS—CONCLUDED.

Phono-graph.	Name.	Sound.
	Lay represents the sound of l as in lull.	
	Ar	“ “ r “ ark, fire.
	Ray	“ “ r “ rake, fiery.
	Em	“ “ m “ may, Tom.
	En	“ “ n “ nine.
	Ing	“ “ ng “ long, sing, bank.
	Way	“ “ w “ we, Iowa.
	Yay	“ “ y “ ye, yes, Mayo.
	Hay	“ “ h “ he, high, Omaha.

21 a. Hay and Ray are always written up. b. Lay is written up when alone, and is generally, but not always, written up when joined to other strokes. When written down  is called El. Ish is seldom written up.

c. Horizontals are written from left to right. The other phonographs are always written down.

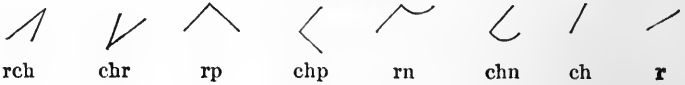
22. Cautions: a. Curve , , , and  always out at the bottom, that is, slant them like  or . b. Make both the hook and the main line of Hay perfectly straight.

c. When alone, slant Hay and Ray more than Chay. When joined to other strokes, their slope should be the same as that of Chay.

Copy: 

23. When joined to other strokes, Ray is distinguished from Chay by its direction, Ray being always written up and Chay always written down.

## EXAMPLES.

**EXERCISE NO. 2.**

1

2

3

4

5

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## JOINING STROKES.

24. The *first down* stroke (or up stroke) in a word should rest on the line of writing (the lower line in double-line copy-books), and the other strokes go where they may, whether above or below the line. Therefore:



25. In joining two down strokes, the first rests on the line of writing, and the second goes below the line, and is just as long as the first stroke.

26. In joining two up strokes, the first begins on the line, is written up, and the second stroke is made above the first, and is just as long as the first. See Exercise 2, line 5.

27. When a horizontal is followed by a down stroke, the horizontal is written *high*, so that the *down* stroke will rest upon the line. Be very careful to observe this rule. See line 6.

28. An outline composed entirely of horizontals should rest on the line. See Exercise 2, line 3.

29. In *most* cases there should be a good point or plainly marked angle at the joining of two strokes. There should always be an angle between  $\curvearrowright$  f or  $\curvearrowright$  v, and  $\curvearrowleft$  n or  $\curvearrowleft$  ng, also between  $\curvearrowleft$  l and  $\curvearrowleft$  m. See line 7.

30. When a light and a heavy stroke join without an angle, the shading should be gradual, as in ordinary writing. Do not pause in the middle of a line to change the shading. For example: write log thus , not . See Exercise 2, line 8.

31. Use Ray for r in the exercise below.

## WRITING EXERCISE.

Take, bake, choke, peck, beg, tug, duck, jug, tub, job, dip, touch, Dutch, pitch, batch, badge, dodge, judge, fetch, five, five, vouch, veto, tooth, death, dizzy, asthma, ask, shake, asp, shape, shadow, both, faith, thatch, sheaf, shove, lip, lady, love, make, mail, money, neck, name, king, among, gong, awake, waylay, yellow, head, honey, hung, heavy, lily, holy, hero, Lehigh, came, mummy, roar, cape, nave, cage, knob, funny, fang, lame, knife, move, mop, vying, pony, rub, chubby, (rich, cherry) check, rock, review, niche, catch, Mary, ripe, road, chime, chilly, rash, rung, hatch, naughty, kitty, nap, became, shame, muff, (rite, right, wright) (no, know) curry, writhe, coach, pig, namely, notary, wreck, zero, (roach, sherry) cash, giddy, mulatto, Fanny, rosy, page, body, damage, epitome, engage, notoriety, knife, tiny, nothing, keg, Chicago, data, dialogue, indemnity, interior, leaf, terror, deputy, budge, locked, kicked, knock, apology, chimney, evoked, fishing,

### USE OF $\backslash$ AR OR $/$ RAY, EL OR LAY.

32. The name Ar begins with a vowel. Ar  $\backslash$  at the beginning of an outline generally indicates that the word begins with a vowel sound. "If a vowel goes before, the letter you must lower."

The name Ray ends in a vowel sound. Ray  $/$  at the end of an outline generally indicates that the word ends in a vowel sound. "But a vowel at the end makes the letter to ascend."

33. However, there are two considerations that determine whether Ar or Ray should be used, the angle and the vowel; generally the angle is more important. See Art. 23. The one rule that governs all other rules in shorthand is this: *Choose that outline which is first, most easily read; and second, most easily written.* Hence the following rules.

34. When a word begins with a vowel sound before r, as in ark, arm, etc., Ar  $\backslash$  should be used, provided it makes a good angle with the following stroke. Thus,  $\backslash$  may be used before  $\backslash$  or  $\backslash$  preceded by a vowel, but not before other down strokes nor before  $\smile$  because it does not make a good angle with these strokes.

Ex.  $\backslash$  ark,  $\smile$  early,  $\backslash$  orb,  $/$  arch,  $\smile$  arena.

35. When a word begins with r or the sound of r, Ray  $/$  should be used, as in rope, rack, etc; but use Ar  $\backslash$  before  $\smile$  because  $/$  does not make a good angle with  $\smile$  Ex.  $\smile$  rub,  $\smile$  Rome.

36. When a word ends in a vowel sound after r use Ray as in tarry  $/$ , fiery  $\smile$ , etc.

37. When a word ends in the sound of r use Ar  $\backslash$  Ex. Tear  $\backslash$ , But after  $\smile$  or  $/$  use  $/$  because it is easier and

plainer. Ex.  $\smile$  Moor,  $/$  roar,  $\smile$  inferior.

38. In the middle of an outline use whichever r makes a sharp point or angle with the other strokes to which it is joined.

39. a. After  $\smile$  or  $\smile$  use the downward l (El) for the sake of the angle.

b. After  $\backslash$  or  $/$  use El provided no vowel follows l, as in the words fail, veil, roil. But if a vowel follows l as in the words fellow, roily, etc., use Lay.

A silent vowel is regarded as no vowel at all.

c. After other strokes Lay is generally used. Further rules for l will be given hereafter.

**WRITING EXERCISE.**

Ark, rake, Argo, rogue, orb, rob, row, write, rock, ear, door, tear, tarry, bear, Barry, jar, Jerry, bore, borrow, fairy, fair, pour, tore, army, rim, shore, morrow, sherry, mar, roar, fire, fiery, hero, rear, ruby, cherry, Europe, Rome, urge, earth, room, merino, dairy, arch, aright, rhyme, four, inferior, interior, shower, arena, carry, jury, arrear.

Nail, Nellie, file, veil, roil, follow, roily, vile, mail, valley, pall, doll, chill, leap, lady, fellow, rally, lower, latch, vowel, relay, fowl, folly, assail, leaf, early, rely, hourly, Laura, rill, liar, lore, alarm, fuel, guile, tall.

**LONG VOWELS.**

40. The long vowel sounds are denoted by *heavy* dots and dashes.

41. A dot or a dash represents one sound when at the *beginning* of a stroke, another sound when at the *middle*, and still another when at the *end* of a stroke. The vowels below are placed by the stroke | t.

·	·	·	-	-	-
E	A	AH	AW	O	OO
·	·	\	( -	-	-
eat	ate	arm	thaw	owed	ooze

42. A heavy dot at the beginning of a stroke signifies long E, like E in me; the same heavy dot at the middle of a stroke denotes long A, like A in may; and at the end of a stroke, a heavy dot represents the sound of AH, as heard in arm or alms. Examples, |· tea, |· day, \· Pa.

43. A heavy dash at the beginning of a stroke represents the sound of AW as heard in awl, call, walk, ought; when at the middle of a stroke, the same heavy dash means long O like O in old, go; and at the end of a stroke it denotes the long sound of OO as heard in the words ooze, move, food, pool.


44. Remember that these vowel signs do not represent letters, but sounds, each sign representing always the same sound. Thus, a heavy dash at the middle of a stroke always represents the long sound of O, as heard in the words go, no, so. It never stands for short O, as heard in not.

45. Those vowels which are placed at the beginning of a stroke are called first-place vowels, those at the middle of a stroke are called second-place, and those at the end of a stroke are called third-place vowels.

46. The order of reading and writing in Shorthand is the same as in long-hand, from left to right, and from above downward. If a vowel is placed at the left of a stroke, it is read before it; if it is placed at the right of a stroke, it is read after it. See line 1. If a vowel is placed above a horizontal, — k, — g, ( m, ) n, ) ng, it is read before the horizontal. If below the horizontal, it is read after it. See line 2.

47. The dots and dashes should be written close to, but should not touch the stroke. Dash vowels are written at right angles to the stroke. Copy lines 3 and 4 many times.

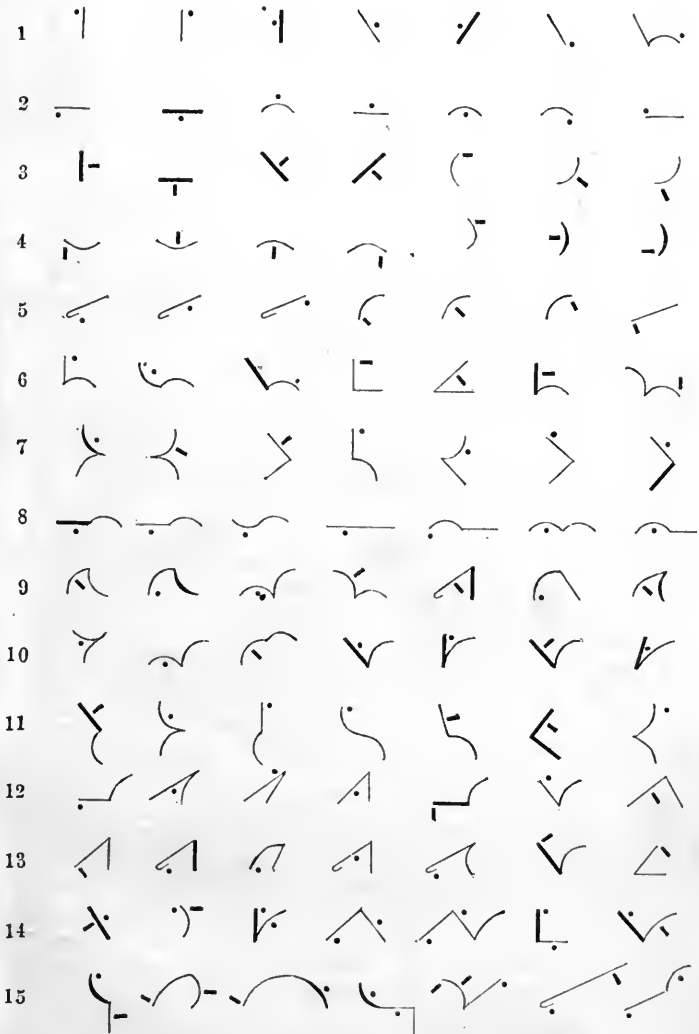
48. Since first-place vowels belong at the *beginning* of a stroke, they must be written at the bottom of the up strokes, / h, / r, and ( l; and third-place vowels must be put at the top or end of these strokes. Copy line 5 many times.

49. All the consonants in a word are written without lifting the pencil, and the vowels are inserted afterward, if at all. In words containing several vowels, only the most prominent vowels need be inserted. Example,  merino.

#### WRITING EXERCISE.

Pay, bee, bay, tea, tow, day, dough, do, key, caw, fee, foe, thaw, thee, though, they, say, sew, lay, low, mow, may, me, know, no, nay, knee, gnaw, woe, woo, yea, hay, he, hoe, so, ode, oak, eke, eat, aid, ache, ale, each, age, go, own, eel, awl, Esau, Pa, arm, ark, all, Eve, ace, aim, oath, ape, ate, owed, paw, Poe, pooh, Abe, she, shah, jaw, fay, pshaw, jay, fa, show, ease, law, owes, ooze, Lou, la, moo, way, Ma, saw, coo, oak, gay, ha, dame, talk, beach, bake, beak, poke, ark, rake, rope, beer, bore, team, tame, tore, pall, deer, pale, cheer, mower, rear, ore, keep, cage, make, comb, gauge, arm, choke, joke, knave, shame, babe, four, leer, shape, lake, nail, heed, hate, both, faith, mail, leech, ball, fall, meal, kneel, sheer, gall, veer, beam, bier, loathe, lame, mole, name, reach, roach, heath, bail, Nero, obey, decay, dome, poach, bathe, balk, peel, teach, tall, tear, shave, deal, peek, kale, teeth, Paul, vacate, below, also, delay, dado, daub, cake.

EXERCISE NO. 3.



## SHORT VOWELS.

50. The short vowels are indicated by *light* dots and dashes placed respectively at the beginning, middle, and end of a consonant, and therefore called first-place, second-place, and third-place vowels.

 i	·  ë	.  ä	-  ö	-  ü	-  oo
 it	\  ebb	.  at	-  odd	/> up	└  took

51. As seen in the above diagram, a first-place light dot represents the short sound of *i* as heard in the words *it*, *in*, *tip*; a second-place light dot represents the short sound of *e* as heard in the words *egg*, *met*; and a third-place light dot represents the short sound of *a*, as heard in the words *at*, *that*, *cat*.

52. A first-place light dash represents the short sound of *o*, as heard in the words *odd*, *pop*; a second-place light dash represents the short sound of *u*, as heard in the words *up*, *us*, *tub*; and a third-place light dash represents the short sound of *oo*, as heard in the words *foot*, *pull*, *wool*.

53. The vowel sound heard in *sir*, *bur*, *her*, *is* represented by the second-place light dash -|, the same as in *up*.

54. When a vowel comes between two strokes, be careful to observe the following rule:

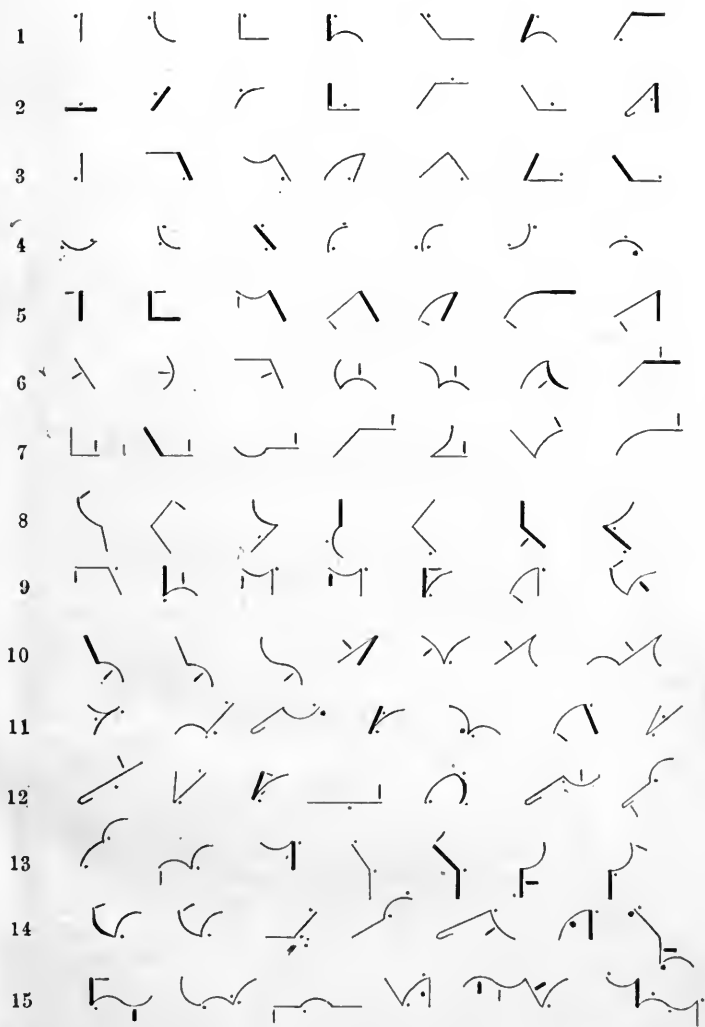
a. ALL FIRST-PLACE VOWELS, and LONG SECOND-PLACE VOWELS between two strokes, are written *after* the *first* stroke.

b. ALL THIRD-PLACE VOWELS, and SHORT SECOND-PLACE VOWELS between two strokes, are written *before* the *second* stroke.

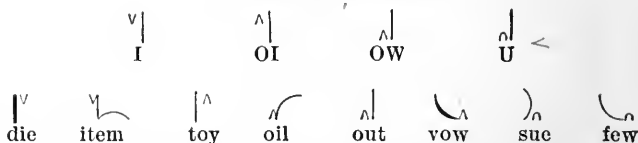
## WRITING EXERCISE.

It, ill, if, tip, dip, bib, tick, ditch, chick, gill, fib, vim, lip, lily, filly, bell, peck, leg, neck, wreck, head, knell, add, patch, catch, rag, rap, map, nap, valley, lamb, sham, top, dock, lock, chop, folly, volley, Polly, knotty, knob, duck, pug, bug, jug, rum, lull, shove, thumb, mull, muff, puffy, funny, took, pull, rook, push, shook, nook, look, book, cook, pulley, bush, pussy, valley, Fannie, foggy, lucky, shaggy, Hannah, poppy, dolly, dummy, bevy.

EXERCISE NO. 4.



## DIPHTHONGS.



55. When convenient, first-place diphthongs may be joined to the beginning of a stroke, as in the words *item* and *oil* given above; and third-place diphthongs may be joined at the end of a stroke, as in the word *vow*.

## RESUMÉ OF THE VOWELS.

	LONG.	SHORT.	DIPHTHONGS.
1.	E ·   — AW	ĭ ·   — ǒ	I V ^ OI
2.	A ·   — O	ĕ ·   — ŭ	OW ^ n U
3.	AH ·   — OO	ă ·   — ǝ	

56. The first-place vowel sounds are found in order in the sentence, "He saw it on my boy;" the second-place are contained in, "Jane Jones, get up;" and the third-place in, "Artie, move that wool 'round you."

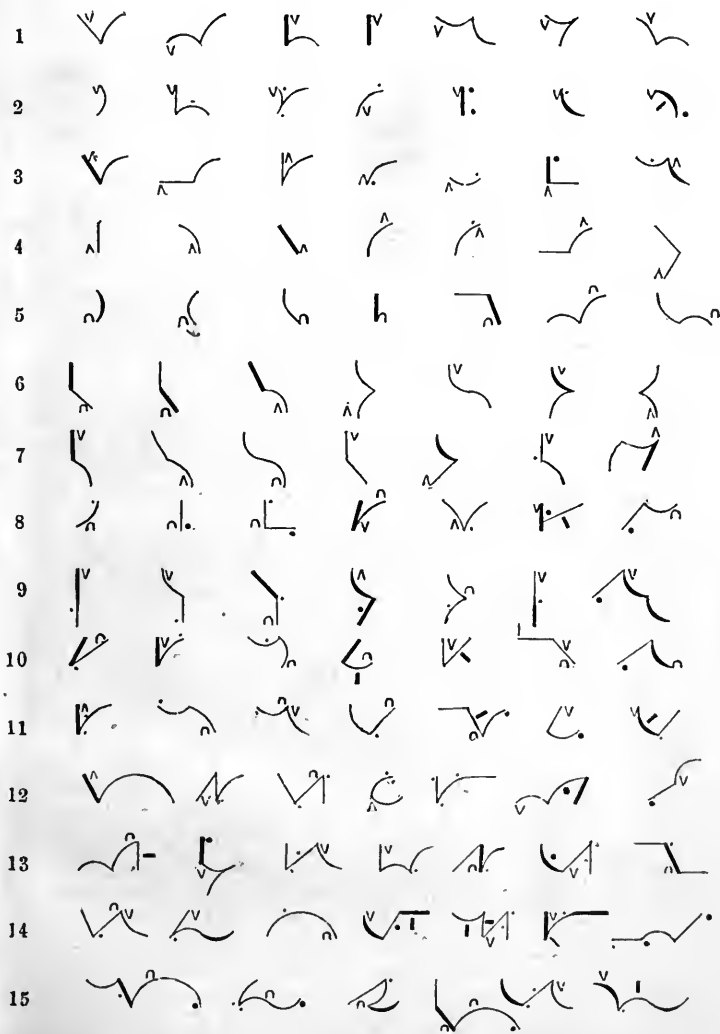
57. Study the vowels until you can give them up and down, across, forwards and backwards, without the least hesitation.

## WRITING EXERCISE.

Tie, time, dime, pipe, lime, ripe, toy, boy, boil, foil, rōil, annoy, cow, bough, row, vow, avow, foul, shower, bower, pew, few, dew, cube, tube, fume, lure, our, owl, pike, bile, thou, out, mew, timely, view, joy, tire, mouth, couch, knife, fire, fiery, fuel, review, rhyme, coil, beam, balm, meek, calm, ninny, Nannie, pick, pack, vile, vowel, mile, mule, poke, Puck, robe, rub, dome, dumb, gem, jam, dale, dell, game, meadow, pour, purr, four, fur, palm, pair, poor, Moor, Armada, farm, form, moody, doom, cōol, calm, Guinea, loaf, love, lady, mellow, Nellie, boom, share, chair, rōom, Madge, dare, tooth, pool, hatch, move, hash, bouquet, cuckoo, duchy, jocky, jolly, penny, jelly, bellow, ice, item, idea, ideal, fife, five, decoy, enjoy, duty, ivy, eŷes, icy, allow, pouch, dike, guile, alive, tile, lion, Lima, deny, endue, downy, China, arēna, hourly, mica, attire, dial, towel, lounge, defy, untie, undo, pica, Powell, liar, boiler, gouge, toiler, envoy, loyalty.



EXERCISE NO. 5.



## CIRCLES S AND Z.

58. A small circle  $\circ$  called Iss, represents the sound of s or z, and is generally used instead of the stroke for s or z.

						
stay	soap	city	buzz	some	gas	lose

59. When the circle begins an outline, it is read not only before the stroke, but before any vowel that may precede the stroke; that is, it is read *before everything else*. See line 1.

60. When the circle ends an outline, it is read not only after the stroke, but after any vowel that may follow the stroke; that is, it is read *after everything else*. See line 2.

61. STRAIGHT STROKES. When joined to a straight stroke, Iss must always be written with a motion contrary to that of the hands of a clock, the same motion as is used in writing the capital letter *O*. Making Iss with the *O* motion, puts it always on the *right* side of a *down* stroke, on the *left* side of an *up* stroke, and on the *upper* side of a *horizontal*. See lines 3 and 4. The student must observe this direction, for the circle has a different meaning when placed on the other side of a straight stroke.

62. When joined to a curve, or when between two straight strokes, Iss is written the *easiest* way as follows:

63. CURVES. Iss is always written on the inside of curves. See line 5.

64. BETWEEN STROKES.

a. When Iss occurs between a straight stroke and a curve, it is written on the inside of the curve. See line 7.

b. Between two straight strokes, Iss is written on the outside of the angle. See line 8.

## WRITING EXERCISE.

Omit vowels. Piece, boys, ties, does, chase, joys, guess, race, this, saves, seems, sour, snows, shoes, signs, less, ashes, ways, yes, hours, slope, smoke, scheme, Smith, lacks, lax, fix, sick, six, heroes, debase, advice, factious, notice, obvious, soaks, sinks, skip, hedges, sledge, surveys, serge, surpass, passive, baser, cousin, besom, hats, basin, dozen, beseech, dusty, testy, dusk, museum, dissolve, Cincinnati, reason, receipt, dispatch, spike, locks, syrup, hues, nozzle, stakes, mosquitoes, sincerity, fastens, cellars, incites, miseries, muscles, salaries, lesser, despoil, Sandusky, ditches, searches, absolve, resolve, Missouri.

EXERCISE NO. 6.

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## CIRCLES SEZ, SES, ZES, ZEZ.

65. A large circle called Sez indicates two sounds of s or z, as sez, ses, zes, or zez, heard in the words pieces, recess, possess, gazes. See line 1.

66. Iss may be added to final Sez. See line 2.

## LOOPS ST, ZD, AND STR.

67. A small loop called Steh represents the sound of st or zd.

68. A large loop called Ster represents the sound of str.

69. Iss may be added to final Steh and Ster. See line 7.

70. The loops should be *narrow*, Steh half as long, and Ster two-thirds as long as a stroke.

71. When Steh can be conveniently joined, it may be used initially. See line 10. Its chief use is at the end of words.

72. In rare cases the loops may be used in the middle of words; but, unlike the circles, the loops cannot be formed by the crossing of two strokes, but are written as in line 11.

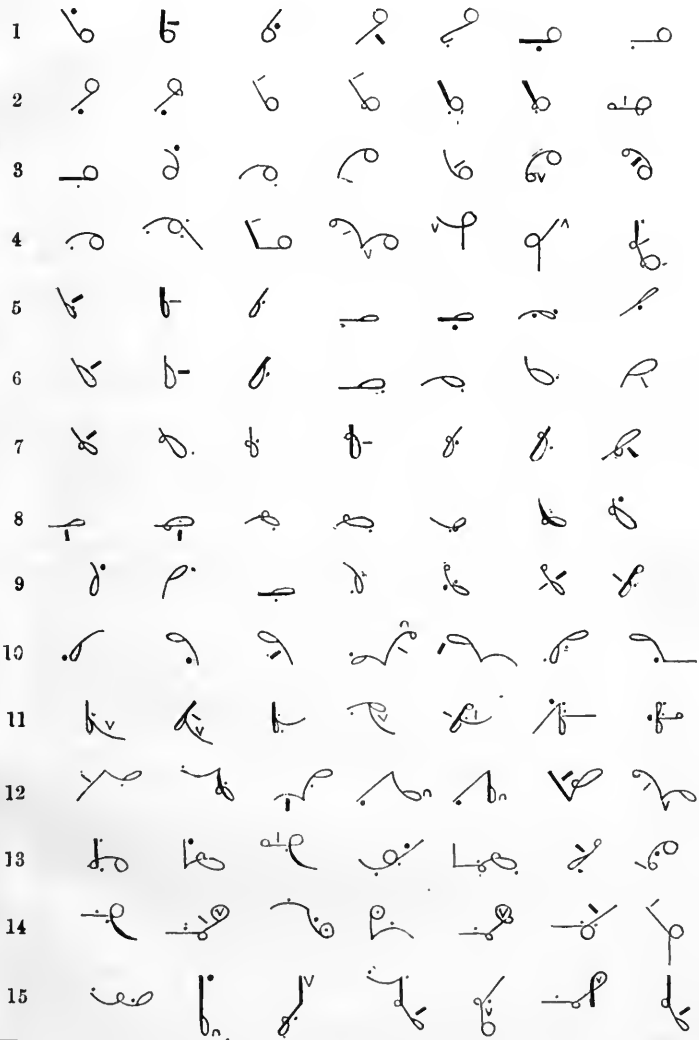
73. Sez, Steh, and Ster are merely modifications of Iss, hence they are written on the same side of a stroke as the small circle Iss is. See Articles 61 and 63. See **Table** at end of book, first six columns. Copy these columns many times.

74. With the exception of the rule for the circle between two strokes (see Article 64) *all rules for the circle apply equally to the loops.*

## WRITING EXERCISE.

Omit vowels. Passes, past, pastor, pieces, passed, pastors, posters, baste, boasts, bosses, box, boxes, toes, toast, toaster, toasts, toasters, abscess, abscesses, beast, beasts, cast, casts, castor, castors, kiss, kisses, kissed, jest, jester, jests, jesters, guess, guessed, mist, mister, musters, nest, haste, hissed, hisses, fosters, fasts, taste, lasts, dispose, arrest, amazed, repast, safest, still, lustre, faster, refused, best, just, justify, noises, steal, store, possessed, voices, dust, tests, chester, testify, phases, successes, gust, gazed, vaster, rust, excesses, roasts, guest, tastes, dispossesses, Mississippi, duster, dusters, necessary, system, stole, star, storm, styles, invest, invests, destiny, artist, artists, artistic, utmost, surmised, deepest, register, rejoiced, stillest, fairest, digest, debased, forest, baptized, biggest, deduced, atheist, atheistic, surfaces, earnest, Rochester, registers, surfaced, justice, chastises, revised.

EXERCISE NO. 7.



## STROKE OR CIRCLE FOR S.

75. Since the meaning of a dot vowel or a dash vowel depends upon its place, whether at the beginning, the middle, or the end of a stroke, it is evident that *a vowel must always be placed by a stroke, never by a circle or a loop.* In such words as *sick, city, gas* (see line 1), the vowel, though near the circle, is not considered as belonging to the circle at all, but to the stroke.

76. Since a vowel can never be placed to the circle, the *stroke must be used for s whenever it is necessary to place a vowel by s, as in the words ask, see, fussy.*

77. *When it is not necessary to place a vowel by s, the circle should always be used.*

78. Therefore:

a. When a word begins or ends with s, use the circle as a rule. See line 3.

b. When a word begins with a vowel before s, use the stroke s always. See line 4.

c. When a word ends in a vowel after s, use the stroke s always. See line 5.

d. When two vowels come between s and another consonant it is sometimes necessary to indicate both vowels, and then the stroke must be used for s. See line 10.

79. The rules for z are the same as for s, except at the beginning of a word. When a word begins with the sound of z, the stroke z must always be used. See line 11.

80. In such words as *bask, task* (see line 2), the vowel does not come between two strokes, hence the rules under Article 54 do not apply; in *bask* the vowel comes between b and s, and since the vowel cannot be placed by the circle s, it must be placed by the stroke b.

81. In a few words, a vowel is written *within* the large circle *Sez*. This is the only exception to the rule that a vowel must always be placed by a stroke.

82. Before writing each word in the following exercise, let the student ask himself two questions: First, what is the stroke in this word? Second, does the vowel belong before the stroke or after the stroke?

EXERCISE NO. 8.

1	ف	پ	ع	ق	ب	د	ف
2	لا	ط	ظ	ز	ح	ك	خ
3	ل	و	و	و	ف	و	و
4	و	و	و	و	و	و	و
5	و	و	و	و	و	و	و
6	و	و	و	و	و	و	و
7	و	و	و	و	و	و	و
8	و	و	و	و	و	و	و
9	و	و	و	و	و	و	و
10	و	و	و	و	و	و	و
11	و	و	و	و	و	و	و
12	و	و	و	و	و	و	و
13	و	و	و	و	و	و	و
14	و	و	و	و	و	و	و
15	و	و	و	و	و	و	و

## WRITING EXERCISE.

Sowed, seed, soup, such, same, seem, sick, seal, sleigh, lace, soul, slow, sod, soot, spice, spy, days, some, sad, stays, joys, sag, soar, steel, star, song, post, case, sake, scheme, stole, poster, foster, suds, city, soap, save, sours, series, storms, stark, bask, dozen, tusk, task, musk, music, cask, accede, chasm, mask, facility, decide, gusset, russet, cousin, mason, gossip, recede, last, solaced, solicits, chooses, rejoices, ballast, perused, sinister, songster, suffused, sneezed, monster, recedes, majestic, bolster, rooster, resume, emphasis, emphasize, emphasizes, resist, system, sappy, asp, sleep, asleep, moss, mossy, rose, rosy, saw, ace, see, essay, scion, scope, escape, espy, assail, spy, sail, sign, essence, racy, estuary, assay, mace, mazy, noisy, noise, sack, ask, eschew, easy, Jessie, oozing, fussy, fuss, haze, hazy, news, ensue, science, sciatica, Esau, Czar, zero, zeal, dice, dizzy, daze, daisy, Zouave, Zion, zigzag, Czarina, Assam, psalm, Lizzie, Ezra, easel, assume, assist, chaos, bias, pussy, gauzy, essays, assize, sighs, size, silly, asthma, isthmus, Suez, posy, zinc, Agnes, Aztec, eyes.

## REVIEW QUESTIONS.


1. How are words written in shorthand?
2. What are the signs used in shorthand called?
3. How does a phonograph differ from a letter?
4. Why are some of the phonographs light and some heavy?
5. What phonographs are always written up?
6. What phonographs are sometimes written up and sometimes written down?
7. How are the remaining phonographs written?
8. How is l written when alone? When joined to other strokes?
9. How is sh written when alone? When joined to another stroke?
10. What should be the length of the phonographs?
11. Give Cautions a, b, and c.
12. What should be the sole aim of the beginner?
13. What other advice is given in Art. 20?
14. Which stroke in a word should rest on the line of writing?
15. How should two down strokes be written?
16. How should two up strokes be written?
17. When a horizontal is followed by a down stroke, how should they be written?



## REVIEW QUESTIONS—Continued.

18. Where should horizontal outlines be written?
19. When a light and a heavy stroke join without an angle, how should they be written?
20. How can Ray be distinguished from Chay when alone? When joined to other strokes?
21. What letters does a reporter omit?
22. What is a consonant outline?
23. How are double letters written?
24. Which r should be used in the middle of an outline?
25. When should Ar and when should Ray be used at the beginning of a word?
26. When should Ar and when should Ray be used at the end of a word?
27. Are these rules invariable? Give the exceptions.
28. What two things are always to be considered in shorthand writing?
29. How can you decide which is the better of two outlines?
30. Give the sound of the first-place vowels forwards and then backwards, the second-place vowels, the third-place.
31. How do the *long* vowel signs differ from the *short* vowel signs?
32. How should dash vowels be written?
33. Do first-place vowels always belong at the *top* of a stroke? Give the exceptions.
34. How is the vowel sound in sir, bur, and her represented?
35. When a vowel comes between two strokes, by which stroke is it written?
36. How is Iss joined to straight strokes? to curves?
37. How is Iss written between two strokes? Give two cases.
38. Should initial Iss be read before or after the initial vowel?
39. Should final Iss be read before or after the final vowel?
40. What do Sez, Steh, and Ster represent?
41. What may be added to final Ses, Steh, and Ster?
42. What caution is given in regard to Steh and Ster?
43. What is said of loops in the middle of words?
44. What rules apply to Sez, Steh, and Ster?
45. When should the stroke, and when should the circle be used for s? for z? Give the different cases.


## MP OR MB.







83.  called Emp, represents the sound of mp or mb. See lines 1-3.



## WRITING EXERCISE.

Pomp, dump, jump, camp, lamp, samp, sample, lump, pump, symbol, stamp, stump, champ, simple, imp, damp, mumps, romp, swamp, impede, example, bamboo, ambush, ambiguity, temporize, sympathy, decamp, empire, emperor.

## H TICK OR STROKE.

84. H may be expressed in two ways: by the stroke h and by a short slanting tick , written *always down, and in the direction of / ch*. This tick should never be made longer than one-fourth the length of a stroke. See line 5.

85. When a word begins with h before       use the h tick, because it makes a good angle with these strokes, and is easier to write than the stroke h; some find the tick preferable to h before p, b, l, and the strokes s and z.

86. Before other strokes use ;  may be used whenever more convenient or legible than the tick.


87. H may sometimes be omitted without sacrifice of legibility.

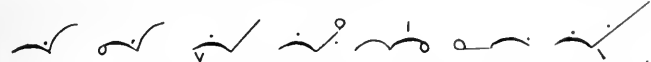
88. In words beginning with wh, the h sound comes first, and should be written first; for example, why should be written as pronounced, hwi. See line 14.

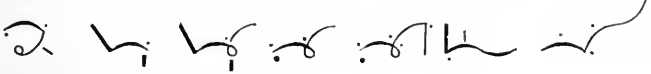
## WRITING EXERCISE.


Hay, honey, hang, hatch, holy, hedge, holly, hero, heavy, hat, harrow, hearty, home, head, hack, hag, homely, hear, harm, hush, hide, hawk, hum, Harry, hark, ham, why, hollow, hilly, hoop, heed, hid, hearth, hath, hop, hair, he, height, hoar, hoary, hug, hinge, whey, hurry, whoa, huge, homily, haughty, hate, Hague, heap, hemp, hump, Hayes, hardy, havoc, hassock, Harris, hammock, hoarse, whistle, whist, whig, whew, whistles, whack, whisky, Hannah, harangue, whisk, hackney, hasten, horizon, horrify, holiday, holier.


EXERCISE NO. 9.


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
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





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

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## SEMI-CIRCLES FOR W AND Y.

89. When more convenient than the stroke  a small semi-circle  Weh or  Wuh may be used to represent the sound of w.

90. Use the semi-circle that makes the better angle with the following stroke. Copy examples below many times.

91. The brief signs for y are the semi-circles  Yeh and  Yuh. Use the semi-circle that makes the better angle. Examples:

92. Like the circle, the semi-circle is read before any vowel that may precede the stroke to which it is joined. See line 1.

93. Iss may be written within the semi-circle. See line 7.

94. Make the semi-circles very small and close, else they may be mistaken for the half-length s and th, ) and ( which will be given in later chapters.

95. As in the case of s, the stroke must be used whenever it is necessary to put a vowel by w or y. See Arts. 76-78. See line 8.





a. When a word begins with a vowel before w or y use the stroke.

b. When a word ends with a vowel after w or y, use the stroke.




96. When the semi-circle is inconvenient, use the stroke for w or y. More liberty is allowed with the strokes w and y than with the stroke s.

97. The semi-circle is seldom used in the middle of a word.

98. Since w and y are semi-vowels, they are often omitted in the middle of words.

99. W is joined to l, m, n, and r without an angle, as in the following examples:  wl,  wm,  wn,  wr, called Wel, Wem, Wen, and Wer. Review this article often. Copy lines 10-15.

100. Make the short line close to the main line and perfectly straight; if it curves in, it is liable in rapid writing to be mistaken for Iss.

101. Remember to read the w before any vowel that may precede the stroke. Examples:  well,  swell,  swore.

102. Wel, Wem, Wen, and Wer may also be used for whl, whm, whn, and whr in such words as wheel, while, whim, line 13.

EXERCISE NO. 10.

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## WRITING EXERCISE.

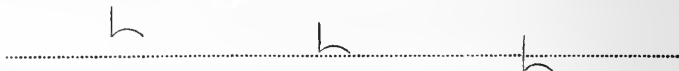
Weep, wet, wave, woof, watch, wage, widower, wove, weave, wash, week, wake, walk, woke, wig, wag, awake, awoke, yawn, young, yoke, wasp, wing, wedge, wisp, sweep, yes, swab, swap, waylay, Yankee, wedge, yam, wink, swing, wizen, swoop, wane, wail, swale, war, windy, wine, one, warehouse, work, worthy, wealthy, welfare, wall, well, window, Wednesday, win, wire, wear, swear, Edwin, wore, swore, swill, weal, wiles, worse, wan, ween, worst, wheel, while, whim, when, swallow, swearer, wolf, wherefore, Wheeling, whims, warm, swarm, wolfish, swarthy, worm, whale, wallow, wheeze, wherry, willow, whereby, whirl, when, whereat, once, whence.

## POSITION.

103. By means of position the reporter can indicate the vowel without writing it, thus saving time and increasing his speed.

104. When the principal or accented vowel of a word is a first-place vowel, the word is put in the first position. When the vowel is second place, the word is put in the second position; if third-place, in the third position.

105. The first position of a word is a little higher than usual, the second position is the same as usual, and the third position is lower than usual. Examples:



Time, teem or team.      Tame or tome.      Tomb.

106. In a sentence the context will easily determine whether time, teem or team is intended.

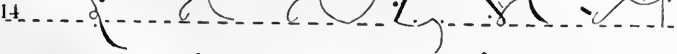
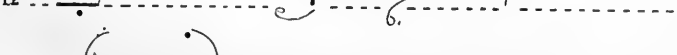
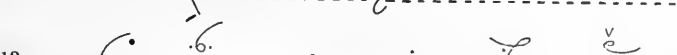
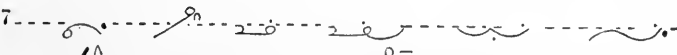
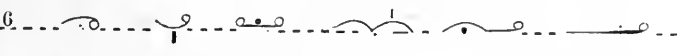
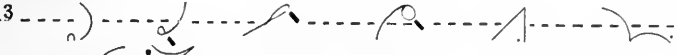
107. It is *always* the *first down (or up) stroke* which is put in position. See line 4.

108. The three positions for down strokes and up strokes are as follows:

- a. Half a stroke above the line of writing. See line 1.
- b. On the line of writing. See line 2.
- c. Through the line of writing. See line 3.

109. The student who uses double-line copy-books should be careful to write the first down or up stroke, so that when in first position it will not only pass *through* the upper line, but be *half above* and *half below* that line.

EXERCISE NO. 11.



## POSITION—Continued.

110. If an outline has no down or up strokes, then the horizontals are put in position as follows:

- a. Nearly a stroke above the line of writing. See line 5.
- b. On the line of writing. See line 6.
- c. Just under the line of writing. See line 7.

111. When using double-line books the student will put first-position horizontals just under the upper line.

112. In speaking of any word, the numbers 1, 2 and 3 are used to indicate its position, whether first, second, or third. Thus, time

is expressed by t m 1....., tame by t m 2....., and tomb by t m 3.....

113. Hereafter the student will put all *short* outlines in position. Detached words should be vocalized, but in sentences vowels seldom need to be inserted, provided the words are put in position.

114. A *long* outline or a peculiar outline can generally be read by its consonants alone without the help of a vowel, hence it is seldom necessary either to vocalize it or to put it in position; such an outline may be written without position, resting on the line of writing, that is, the same as in second position.

NOTE. Use...X...or / for a period, and.....<sup>x</sup> for a question mark.

## WRITING EXERCISE.

By, bay, bough, joy, jay, Jew, law, low, Lou, fie, foe, few, thy, they, thou, ease, owes, ooze, tick, take, took, pick, peck, pack, keep, cape, coop, bog, fog, duck, nip, nap, big, bag, nave, knife, live, thick, map, lap, loaf, leaf, pip, pap, Sue, say, see, chop, chip, cheap, muff, judge, Jack, gig, kick, gag, cage, catch, match, niche, Jim, jam, gem, root, write, wrote, ream, ram, arm, Nile, mile, meal, mere, mar, Moor, timely, add, many, Minnie, manna, came, comb, chyme, calm, mummy, meek, mace, Mag, nag, cook, Nannie, pity, muddy, Guinea, listen, lesson.

May Lizzie sweep in my room? Does Jack like figs? Dick wrote five pages in sixty minutes. Mary saw four boys in papa's buggy. Most folks love money. Pack my books. Mice eat cheese. Thieves steal money. Hear my lesson. Fishes swim well.



## REVIEW QUESTIONS.








































46. What does Emp represent?
47. What are the two ways of expressing h?
48. How should the h tick be written? Give its direction and length.
49. Before what strokes should the h tick be written?
50. Before what strokes should the h stroke be written?
51. What is the first sound in words beginning with wh?
52. What two semi-circles may be used for w?
53. What semi-circles represent y?
54. How can you tell which semi-circle to use for w? For y?
55. Is the semi-circle read before or after the initial vowel?
56. What may be written within the semi-circle?
57. How should the semi-circle be written?
58. When should the stroke and when should the semi-circle be used for w? For y?
59. To what strokes is the w semi-circle joined without an angle?
60. How should the hook on Wel, Wem, Wen, and Wer be written?
61. How should such words as wheel, while, and whim be written?
62. What is the object of position?
63. What governs the position of a word?
64. Which stroke in an outline is put in position?
65. What are the three positions for down strokes?
66. What are the three positions for horizontals?
67. How are the numbers 1, 2, and 3 used in regard to position?
68. What outlines should be put in position?
69. What outlines need not be put in position?
70. What is said of vowels in detached words and in sentences?
71. What is the shorthand period?
72. What is the shorthand question mark?

## WORD-SIGNS AND PHRASES.

115. The rapidity and ease of shorthand is greatly increased by the employment of word-signs for the most common words. Generally a word-sign consists of a single stroke which represents the most prominent sound in the word represented. Ex. ) was.

116. Most of the word-signs are in the second position, *regardless of the rules given for position*. The position of each word-sign should be carefully memorized, as a change in position would make a change in the meaning of the sign.

117. *Review the word-signs daily.*

									
be	do	give-n	have	think	was	will	he	you	it
v	o	o	.	.	.	.	.	.	.
									
I	as	is	a	and	the	to	of	on	should
	has	his	an						
									
and-the	to-the	of-the	on-the	should-the	in-the	you-will	you-will-be	you-will-do	you-may-go
									
you-will-be	you-will-do	you-may-go	have-you	do-you	should-the	in-the	you-will	you-will-be	you-will-do

118. Notice that  is the word-sign for both *give* and *given*.

119. The word-signs for *on* and *should* are always written *up*, but the tick denoting *he* is always written *down*.

120. *The* may be represented by a first-place heavy dot when alone; or, in phrasing, by a short, slanting tick joined to a preceding word.

121. In the writing exercises hereafter phrase such words as are connected by hyphens. Omit vowels in the sentences, and read every exercise each time after writing it.

## WRITING EXERCISE.

It, was, give, be, he, have, and, to, a, on, is, of, I, as, has, should, to-the, and-the, you-will, you-will-do, you-will-have, you-will-think, you-may-go, have-you, do-you, should-the, on-the. Judge Smith was in-the city last week, and he came to see me. You-will-be sick if-you eat so many peaches. You-will-do as well as he will. You-will-have time to do the work. You-will-think of it by and by. You-may-go to-the store and buy me some eggs. You-may bake the cake and-the pies. He will give-you one of his books on science, if he is here. I should think so.

## EXERCISE NO. 12.

33



**NOTE**—Write the above exercise omitting the vowels. Compare the copy with this page. Read the unvocalized copy without referring to this page. Copy and read until you can do both with perfect accuracy and without hesitation. Proceed in like manner with similar exercises.

## Shorthand Manual.

DOT.

DASH.

c

v

u

n

122. In the word-signs following, c and u indicate that the vowel in the word is a *dot* vowel, while v and n indicate a *dash* vowel.

c	v	u	n				
we	were	what	would	ye	yet	beyond	you
with				year-s			
(	(	)	)	(	^	)	/
that	without	wish	shall	them	how	are	are, <i>in phrasing</i>
E	B	{	}	(	/	/	/
we-were	what-would	we-think	we-do	we-will	we-are	you-are	

## WRITING EXERCISE.

We-were both in Europe last year. We-think-you-will-have to go to-the bank. We-do know the way to-the office. What-would they do if he were to leave them? You-may keep them where they are. I think he would do it well. You-are rich, while we-are poor. While we-are at the store you-may stay here with Harry. We-will do as well as we know how. The arrow is beyond you. You-may-go with Fanny if you-are ready. We wish to do right, yet we-do wrong each day. See the wheel whirl. We-are busy as bees. His watch is one hour too fast. His whims are always amusing to-the rest of-the boys. It is warm and cosy where we-are. How do-you do? Has he given-you his book? It is beyond his power. You-may look out of-the window and see where they are making the walk. Do-you wish to go to-the opera Wednesday? They say he is wealthy. While we-are here we-will be happy to do as you wish. Give the dog to Jack and-the kitty to Ruth. Do right and you-will-be happy. The sun sets in-the west. Do they miss me at home? I have lost my hat; have-you seen it? I think it is in cousin Jack's room. I have roses to sell—red roses, white roses, yellow tea roses. Will you buy my roses? Yes, I will buy one of-the roses. Do-you-know where Harry is? Do-you think you-will go to-the fair? He will give-you a nice buggy ride if-you like. You-may-go to-the city to-morrow. Hannah has six pennies in her bag. I will-be happy to visit-you when I go home. I hope you-will-think of his advice. He has given one of-the books and-the best top to his cousin.

EXERCISE NO. 13.

1 c ) n o — ) d | n x c ) ^

2 \ e ( e ( . ) x 3 n | ) n

3 c / x e ) ^ u x ^ ) c |

4 ( ( | o ) \ ) x c ( | 2 \

5 ( \ | o ) x ) n ( ^ x . )

6 o n ( x c ) | o ( ) v ^ ) x

7 ( ) ( \ ) x ^ ) ^ ) | x

8 ^ . ^ ; v ^ ^ ) . ^ ) x v ^

9 ^ ^ ) ^ ) c . ^ x

10 | o ^ ) v c ) ^ ) ^ x

11 ( n ) ^ ) v ^ x v ^ ) v

12 . ( n x ^ ) ( n / ^ ) v (

13 c ) ^ ) . ^ ) ^ ) x

14 ( . ^ ) ^ ) ^ ) ^ ) ^ )

15 . ^ ) x ^ ) ^ ) ^ ) x

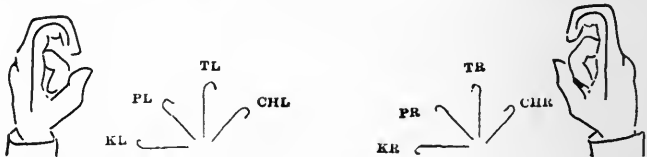
## SMALL INITIAL HOOKS ON STRAIGHT STROKES.

r l

123. The l hook is written on the right side of down strokes and the upper side of horizontals; that is, on the same side as Iss.

124. The r hook is written on the opposite side; that is, on the left side of down strokes, and the lower side of horizontals.

pl	bl	tl	dl	chl	jl	kl	gl	play	able
pr	br	tr	dr	chr	jr	kr	gr	pray	acre



125. AID TO MEMORY: If the left hand be held up with the fingers bent, the outline tl will be formed (Left hand L hook). By turning the hand in the direction of the strokes the outlines kl, pl, tl, chl, will be formed. If the right hand be held up with the fingers bent, the outline tr will be formed (Right hand R hook). Turning the hand in the direction of the strokes the outlines kr, pr, tr, chr, will be formed.

126. Hay and Ray do not take the l and r hooks.

127. A vowel before pl, pr, etc., is read before both stroke and hook. Examples, upper, double, tackle.








128. A vowel after, pl, pr, etc., is read after both stroke and hook. Examples, tree, clay.








129. Notice that the hook is *written first*, but *read last*; that is, it is written before the stroke, but read after the stroke.








130. Practice writing the two copies of double consonants until you both know them and can make them correctly and easily.








131. The l or the r hook must often be made by retracing the previous stroke. See line 10. In such cases, the hook, though clearly indicated, is apt to be more or less imperfect See line 11.








EXERCISE NO. 14.








1       








2       








3       








4       








5       








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






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






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






10       

11       







12       









13       





14       

15       

132. The names of these double consonants are their sounds as heard in the last syllables of the words, *apple*, *able*, *settle*, *saddle*, *Mitchel*, *angel*, *fickle*, *angle*, and *upper*, *sabre*, *centre*, *cider*, *butcher*, *lodger*, *acre*, and *anger*.

133. Never call  Pe-El or Pe-Lay, but always *pl*, as in last sound of *apple*. Never call  Pe-Ar or Pe-Ray, but always *pr* as heard in *upper*. These names are important to distinguish the ONE hooked stroke  *pl*, etc.,  *pr*, etc., from the two strokes,  *p-l* or  *p-r*, etc.

134.  *pl* or  *pr*, etc., represents *one* sound, not two. It indicates that the two consonants, *p* and *l*, or *p* and *r*, etc., are so closely combined that they make one sound together, as in the words *ply*, *opal*, *acre*, etc. Hence,  *pl*,  *pr*, etc., are to be used when the *p* and *l*, or *p* and *r*, come close together, *without any intervening vowel sound*, or when they are separated by only an *obscure vowel sound*, as in the words  *pickle*,  *collect*,  *badger*,  *germ*.

135. But if a prominent vowel sound separates the two consonants so that they are sounded by *two distinct impulses of the voice instead of one*, then  *pl*,  *pr*, etc., should not be used, but the two strokes should be used instead. Examples,  *pile*,  *pour*.

#### WRITING EXERCISE.

*Ply*, *play*, *plow*, *apple*, *pray*, *prow*, *blow*, *brew*, *brow*, *plea*, *ply*, *Pruc*, *plough*, *bray*, *blew*, *gray*, *grow*, *glee*, *grew*, *glue*, *cloy*, *crow*, *crew*, *clue*, *claw*, *cry*, *clay*, *tree*, *tray*, *dry*, *otter*, *acre*, *try*, *eager*, *able*, *Troy*, *eagle*, *dray*, *drew*, *utter*, *upper*, *Tupper*, *keeper*, *pauper*, *bray*, *brace*, *brake*, *break*, *broom*, *trice*, *plea*, *pleas*, *please*, *plum*, *prim*, *block*, *brook*, *trap*, *trip*, *drop*, *drip*, *claim*, *crawl*, *gloom*, *crape*, *bloom*, *glass*, *pluck*, *climb*, *cries*, *praise*, *blame*, *creep*, *clap*, *clack*, *gleam*, *crimp*, *plump*, *group*.

See Articles 134 and 135. *Peer*, *pour*, *opal*, *pile*, *dream*, *dire*, *places*, *pulp*, *clam*, *culls*, *crackle*, *doll*, *idle*, *dressed*, *bruised*, *bars*, *cloth*, *coils*, *clime*, *tare*, *door*, *adder*, *blow*, *bowls*, *beetle*, *globe*, *goal*, *prig*, *treadle*, *creak*, *black*, *paddle*, *bulk*, *brittle*, *uncle*, *journey*, *Durham*, *correct*, *collect*, *peddle*, *purple*, *purchases*, *bluster*, *bolster*, *bulb*, *blubber*, *reply*, *repeal*.



SMALL FINAL HOOKS ON STRAIGHT STROKES.



136. There are two small final hooks, the f or v hook and the n hook.

137. The f or v hook is on the same side of a straight stroke as the circle Iss. The n hook is on the opposite side.



pf, bf, tf, df, chf, jf, kf, gf, hf, rf,



pn, bn, tn, dn, chn, jn, kn, gn, hn, rn.

138. Hay and Ray take the final hooks, although they do not take the initial l and r hooks.

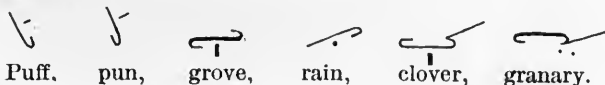
139. AID TO MEMORY. As the loops are written on the same side as the circle, so the looped letters *l* and *f* have their hooks

on the same side as the circle Iss. Example, *l* *f* *Iss*

140. NAMES. For the sake of convenience the outlines in Copy 1 are called Pef, Bef, etc. The outlines in Copy 2 are called Pen, Ben, etc. These copies should be carefully written many times.

141. VOCALIZATION. The final hook is read not only after the stroke, but also after any vowel that may follow the stroke. The final hook, unlike the initial hook, does not denote a close union between the two consonants. On the contrary, there is almost always a vowel between the stroke and the final hook.

Examples:




## STROKE OR HOOK FOR F, V, OR N.



142. In the middle of a word the hook may be used for f, v, or n when convenient.

143. When a word ends in f, v, or n, use the hook, if practicable.

144. When a word ends in a vowel sound after f, v, or n, the stroke must be used.

Examples:

  
Puff, puffy, dine, Dinah.

145. The stroke is also used when two vowels precede the f, v, or n, and also when it would be impossible or inconvenient to use the hook. Examples,  Bowen,  person. These last cases are rare.

146. The use of the final hook *always means there is no vowel after the f, v, or n.* The use of the stroke *almost always means there is a vowel after the f, v, or n.*

## WRITING EXERCISE.

Pave, pain, buff, bun, doff, done, dove, pine, cave, chafe, chain, run, rough, den, huff, Hun, tough, bluff, bean, hewn, hove, chief, ten, Jane, achieve, Jeff, Dane, hive, join, dive, drive, roof, crane, gave, grave, keen, clean, cliff, plain, rove, brown, ran, drain, brief, drawn, brave, reef, reign, grain, skein, hen, heave, spine, bluff, blown, prove (second position), half, approve, brine, grown, glean, cleave, clever, rove, rover, referee, train, drove, ripen, broken, blacken, drown, cleanly, clinic, brandy, river, Henry, clover, plenty, stone, sudden, mechanic, provoke, proverb, divine, dentists, Grover, prefer, prefix, detain, economical, poverty, proving, schooner, runaway, proffer, divinity, rover, punish, keenly, replenish, divide, behavior, occupancy, observe, traffic, defense, attentive, driver, vagrancy, penance, pecuniary, paganish, devote, denote, pennon,

See Articles 142-146. Rain, rainy, John, Johnny, cough, coffee, Cain, Canna, grave, gravy, serve, survey, pin, piano, bone, bony, huffy, pony, China, coin, person, canny, reef, review, cone, cony, cousin, deaf, defy, dozen, boon, Bennie, presence, Defoe, envy, serve, preserve, deserve, observe. lion, paean, ruin, many.

**NOTE.** Prove is put in the second position, although its vowel is third place, to distinguish it from approve which has the same consonant outline.

EXERCISE NO. 15.

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7 ح ح ح ح ح ح ح

8 ط ط ط ط ط ط ط

9 ك ك ك ك ك ك ك

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11 ف ف ف ف ف ف ف



12 ق ق ق ق ق ق ق


13 ي ي ي ي ي ي ي




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


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## ISS COMBINED WITH HOOKS ON STRAIGHT STROKES.

147. Iss is prefixed to the l-hooked stroke by writing the circle within the hook. Example,  able,  sable. See line 1.




148. The circle is sometimes lengthened into a loop before the l hook in the middle of a word. Example,  exclusive. See line 2.

149. Iss is added to the f and v hooks by writing the circle within the hook. Ex.  puffs,  caves,  professor, line 3.

150. Iss or Sez may be combined with the r hook on straight strokes by writing the circle in place of the r hook, thus writing the circle on the side opposite to that on which it is usually written. Ex.  stray,  seek,  seeker,  sister, line 5.

151. In the middle of a word, Iss should generally be written *within* the r hook. See line 7.

152. When skr or sgr follows | or |, or when spr or sbr follows / or / write as in describe, disagree, jasper, etc., line 9.

153. Iss, Sez, Steh, or Ster may be written in place of the n hook at the end of a straight stroke to indicate final ns, nsez, nst, or nster. Examples,  pans,  pounces,  danced, etc., line 10.

154. In the middle of words the ns circle is seldom used, but Iss is written within the n hook, or else the n stroke is used. This is to avoid mistaking the ns circle for simple Iss. See line 14.

155. See Table; copy straight strokes in columns 7-17.

## WRITING EXERCISE.

Idle, sidle, supple, sickle, cycle, dives, paves, drives, braves, grieves, pray, spray, screw, strive, adder, sadder, upper, supper, seeker, cider, sober, sicker, canes, chains, pains, buns, gains, duns, settle, sable, spleen, saddle, subtle, straw, strew, droves, graves, proves, tones, bones, stones, display, explore, explain, spring, stroke, stream, sprinkle, craves, joffs, coughs, cuffs, bluffs, tunes, towns, boons, browns, stray, strip, strike, scrawl, scrape, scribe, coins, trains, sprains, strains, brains, gospel, displeas, explosive, cleans, pens, restrains, mourns, turns, scrip, prosper, extreme, describe, disagree, deserves, observes, roves, hives, disagreeable, sister, tenses, dances, Kansas, canst, against, chanced, pounced, punster, spinster, chances, prances, pranced, glanced, glances, bounces, bounced.


EXERCISE NO. 16.

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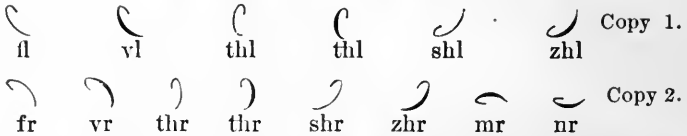
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## INITIAL HOOKS ON CURVES.



156. The outlines of Copy 1 may be formed with the *left* hand and arm. Imagine that these outlines are made of wire; turn them over so that they can be made with the *right* hand and arm, and the outlines of Copy 2 will be formed. The *L* hook series are made with the *Left* hand, and the *R* hook series with the *Right* hand.

157. There is no danger of mistaking fr, vr, thr, and thr for r, w, s, and z, because the latter never take an initial hook.

158. shl and zhl are always written *up*.

159. mr and nr must be shaded to distinguish them from wm and wn.

160. Make the hook straight, and parallel with the general direction of the curve. The hook should point out rather than in. If it curves in, in rapid writing it may be mistaken for Iss.

161. The names of etc., is the one combined sound of fl, fr, etc., as heard in the last syllable of *muffle*, *offer*, etc.

162. fl and fr, etc., are used when no vowel, or only an obscure vowel, comes between the f and the l or the f and the r; but when a vowel intervenes, the two strokes must be used.


163. Iss is written INSIDE ALL HOOKS ON CURVES. Ex. civil.

## WRITING EXERCISE.

Fly, ruffle, offer, weaver, either, gather, harsher, travel, joiner, tanner, Ethel, armor, bushel, erasure, measure, plainer, thrill, sooner, free, leisure, frail, miner, throb, tamer, freak, African, Bethel, rumor, fresh, Abner, friar, palmer, fisher, fissure, dimmer, freely, rhymers, saner, Friday, enamor, frame, Eleanor, calmer, tenor, banner, dinner, civil, thrall, thrush, throng, official, flip, flap, flabby, sinner, effluvia, flame, signer, phlegm, finer, oval, flume, hovel, flighty, official, fluid, senior, fleecy, gavel, flail, cavil, flier, fever, fifer, mover, designer, lawful, shuffle, dinner, bevel, swivel, youthful, grammar, initial, trainer, special, especial.

























## FINAL N HOOK ON CURVES.











164. All curves take the final n hook. Example,  frown.




## WRITING EXERCISE.

Vine,\* flown, mine, none, renown, fine, fan, thin, assign, shun, lines, loans, mines, nouns, fines, ovens, iron, vain, nun, feign, shines, lean, moon, even, thine, shuns, union, refrains, heaven, shown, fans, woollens, women, woman, nine, means, summon, throne, shrines, finish, humanity, vanish, manly, finance, iron.

           
all already ought of or on him your been can

           
too to oh but who-m should thing long for upon  
   
two owe

           
come common those this their there other much  
which any anything


165. Iss may be added to a word sign to form the plural number or the possessive case of a noun or pronoun, or the third person of a verb. Examples,  things,  comes,  whose.


## WRITING EXERCISE.

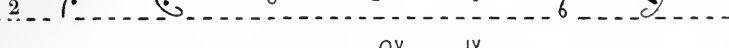
Pay all that you owe and you-will know what you-are worth. Sorrow always comes too soon. He who sows will reap. All but two of-the boys who were here were my cousins. He who hopes for treasures should work for them. It is a fine thing to be wealthy. You ought to be already on your way. Can you climb that apple tree? It is a long time since I have seen anything of him. I have been upon the roof of-the barn. We-shall welcome you and your sister when you-come to see us. Have-you been to see the other girls? It is much happier to do right than to do wrong. Which plan do-you mean? It will take me a long time to finish this book. Can any of you go to see the balloon with me? It will go up this noon. These things are useful. No-one can undo that which you have done. Whose grammar is this? Common sense is a most uncommon thing. We-shall go on our way as soon-as the coach comes. All that you have said is just and right. The common branches of study are the most useful. How should I know what you ought to say to-him? Those who ought to see to this thing have all been sick.

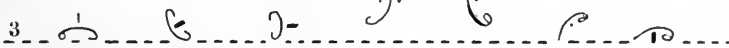


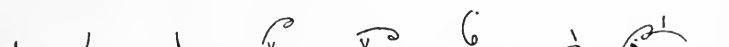
EXERCISE NO. 18.

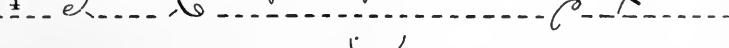
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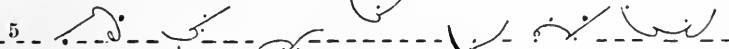
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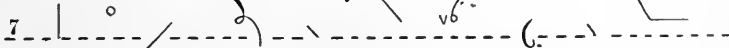
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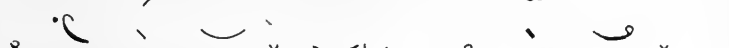
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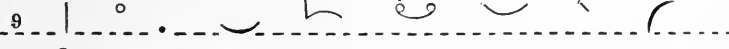
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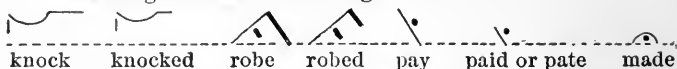
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## HALVING.

166. Making a stroke half as long as usual adds t or d.



167. In a sentence the context will easily determine whether t or d is to be added.

168. The names of the half-lengths \ \ | | etc., are Pet, Bet, Tet, Det, etc.

169. The rule for the position of half-lengths is the same as that for horizontals, namely:

1. Nearly a stroke above the line of writing. (Just under upper ruled line.) See line 3.

2. On the line of writing. See line 4.

3. Just under the line of writing. See line 5.

170. A hooked stroke is halved the same as a simple stroke.  
Ex.  $\checkmark$  pride,  $\int$  trickled,  $\curvearrowright$  critical,  $\circ$  straight.

171. The t or d expressed by halving is read *after the final hook, but before the final circle or loop.* Ex.  $\text{C}$  flint,  $\text{S}$  splints.

172. The final syllables ted or ded are represented by a half-length t or d (see line 12), and where Tet, or Det, does not make a good angle with the preceding stroke, it is disjoined and written to the right, and partly below the preceding stroke. See line 13.


173. In order to distinguish between conflicting words like send and sent, end and nut, old and late, El, Em, En, and Ar may be shaded when halved to add d. Emp, Ing, Way, and Yay are seldom or never halved.


174. Copy columns 18-23 of Table at end of Manual.


## WRITING EXERCISE.

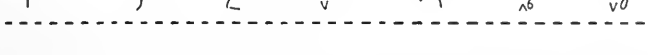
Rob, robbed, pack, packed, prick, pricked, brag, bragged, bit, taught, might, not, east, made, debt, paid, act, art, get, doubt, glad, crude, added, noted, hardly, better, mailed, nailed, kept, engaged, crept, clipped, snapped, plates, blood, cried, bright, proud, cloud, titled, papered, trickled, tattered, beggared, tapered, puckered, draggled, critical, dived, band, rift, mound, round, around, trained, draft, mountain, throned, returned, happened, deserved, achieved, shrined, print, approved, heaved, blinds, offered, rumored, traveled, muffled, measured, frowned, friends, grounds, grafts, brands, drifts, drained, craved, found, mends, finds, plants, sprained, splints, flint, amendment, territory, brilliant.

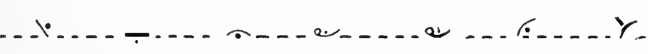
EXERCISE NO. 19.


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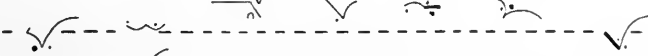
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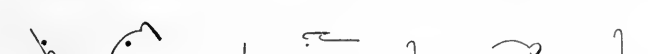
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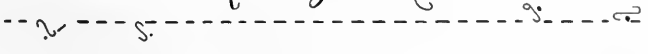
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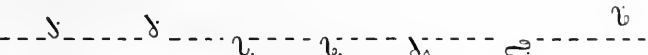
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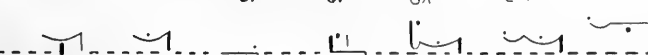
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**WHEN TO HALVE AND WHEN NOT TO HALVE.**

175. When it is necessary to put a vowel by *t* or *d*, the stroke must be used instead of halving, hence:





a. If a word ends in *t* or *d* you can generally halve for the *t* or *d*, but if a word ends in a vowel after *t* or *d* the stroke must be used for *t* or *d*. See line 1.

b. The *t* or *d* stroke must also be used when two needed vowels precede the *t* or *d*. See line 3.

176. A stroke should not be halved unless it makes a good angle with the other strokes to which it is joined. For instance, *fact* must be written  In this word *k* cannot be halved, for if it were, either there would seem to be no *k* at all, but merely a long *f*, or else the outline would look like *f* and a full length *k*. See line 5.

177. In unusual words, and in a few other cases where halving would make an outline difficult to read, it is best to use the *t* or *d* stroke, instead of halving. See line 7.

178. *Hay* and *Ray* should not be halved unless joined to another stroke or unless they have a hook; otherwise they might be mistaken for / *cht* or / *chft*. See line 8.

179. The loop, and not halving, should be used in such words as  *refused* or  *molest* where *t* or *d* comes *after* *s* or *z*. Halve in such words as  *refutes* or  *molds* where *t* or *d* comes *before* *s* or *z*. Use the loop for final *st* or *zd*, but halve and add the circle for final *ts* or *dz*. See line 9.

**WRITING EXERCISE.**

Beets, beast, poised, pods, buzzed, beds, best, mist, mitts, midst, modes, most, needs, sneezed, wends, bodes, bossed, wilds, whilst, fates, faced, voiced, avoids, Ned's, nest, fact, evoked, looked, rode, married, dated, stated, root, tarried, avoided, potted, imitated, red, roared, dialect, doted, locked, collect, reflect, credit, credited, date, data, mud, muddy, Neddie, naught, Lottie, flat, poct, diet, beauty, haughty, tidy, detail, wants, beautify, winds, esteem, madam, vote, iced, heard, detect, estimate, sprout, mitigate, enact, worst, intend, appealed, pity, pitched, duty, tight, appetite, cents, tipped, used, hoped, veto, occupied, notice, notes, hired, intend, windy, Jewett, hand, styled, written, writing, fortified, effected, fortunate, sometimes, peeped, legitimate, vacate, ascendant, indicated, instituted, deposits, defendant, superintendent.

EXERCISE NO. 20.

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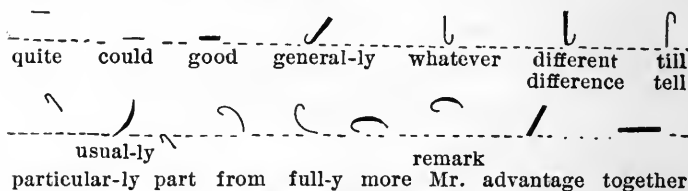
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## DOUBLE LENGTH CURVES.

180. Making Emp twice its usual length changes it to mper or mber. See line 1.
181. Doubling Ing adds ker or ger. See line 2.
182. Doubling any other curve adds ther, ter, or der. See line 4.
183. The first half of a lengthened curve is put in the position it would occupy were it a single length. See line 5.
184. It is better to make a lengthened curve too long than too short.



## WRITING EXERCISE.

I shall go to Connecticut the latter part of September if the weather is fine. The Senate chamber is reserved for the highest legislators of the land. Walter wrote a long letter to his mother Thursday, and to-morrow he will write another letter to his father. The General will tell me the full particulars of the campaign. It will make no difference whatever with his plans. Could you tell me whether the grocer sent the oysters or not? I have heard from Mr. Jones. A good deal more can be gained by order than by disorder. Is Arthur as well as usual? We will go together. What advantage is there in the plan? Have you read of the wonderful adventures of Cinderella? Whatever may have been the cause, the General has been forced to surrender. Open the shutters. Ideas are sometimes smothered by a multitude of words. He has entered upon another term. Render honor to whom honor is due. The longer you linger the harder it will be for you to enter upon your task. Does it make any difference whether the diameter of the cylinder is six inches or ten? The feather pillows ought to be smoother, then the room will look neater. Mr. Luther's remarks were particularly good. This will be more to your advantage than that. I would tell you more of the particulars, but I am quite tired. Put the papers together in a pile. Wait till I tell you to go. It is a long ride from Rochester to Detroit. When I hear from my sister I will explain matters.

EXERCISE NO. 21.

This handwriting practice sheet contains 15 rows of exercises, each consisting of six cursive letters or strokes written on a four-line grid. The letters are numbered 1 through 15. Row 1 includes letters with stems and dots. Row 2 shows letters with stems and dots, some with a 'v' mark. Row 3 features letters with stems and dots. Row 4 contains letters with stems and dots, some with a 'v' mark. Row 5 shows letters with stems and dots, some with a 'v' mark. Row 6 includes letters with stems and dots, some with a 'v' mark. Row 7 features letters with stems and dots, some with a 'v' mark. Row 8 contains letters with stems and dots, some with a 'v' mark. Row 9 shows letters with stems and dots, some with a 'v' mark. Row 10 includes letters with stems and dots, some with a 'v' mark. Row 11 features letters with stems and dots, some with a 'v' mark. Row 12 contains letters with stems and dots, some with a 'v' mark. Row 13 shows letters with stems and dots, some with a 'v' mark. Row 14 includes letters with stems and dots, some with a 'v' mark. Row 15 features letters with stems and dots, some with a 'v' mark.

## WORD SIGNS.

told toward call care sure principal-ly member nor  
 principle remember-ed near

every difficult-y importance  
 over very ever however improve-ment important spirit

nature  
 Dr. dear during pleasure short under immediately opinion  
 hundred


subject object objection first after gentlemen gentleman now


## WRITING EXERCISE.

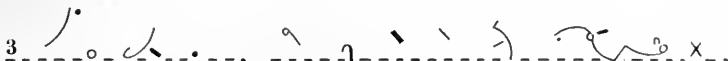
Do-you remember the remarks of Mr. Brown, the member from Nevada? We-judge from the principles he utters that he is a man of a very sound mind. Will you wait till I tell everybody what improvements have been made in-the plans? If ever he calls, tell-him all about the difficulty. Remember the importance of-the improvement of-the mind. Tell me now every thing the member told-you. From his treatment of-his friends we-are sure that he can not be a man of principle. He has displayed a very different spirit since you told-him of your cares. However important the matter may be, we-are sure that it has been fully discussed. When he came here to call he told me a very good story. He displayed a proper spirit toward his enemies. It is more blessed to give than to receive. You-must write this lesson over and over again. There-are more things in Heaven and earth than are dreamed of in your philosophy. If you-will call we-will talk over this matter of improvements. The Nature of Evil was the subject of the Doctor's sermon. We take particular pleasure in expressing our opinion upon this important subject. Their object was to raise funds; first, to supply the necessities of-the sick, and after that to provide for the hundred orphans under their care. He is fond of expressing objections to-the plans of other gentlemen. The short gentleman who stood during the first part of-the opera is the father of our dear friend, Dr. Grant. Neither you nor I were with him when he spoke of the improvements in his store. We-are sure that you-will come to us immediately when you hear how much we need you. I am sure that all of his objections are well founded. His visits are short but they give us great pleasure.





EXERCISE NO. 22.


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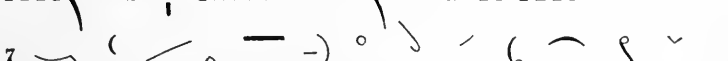
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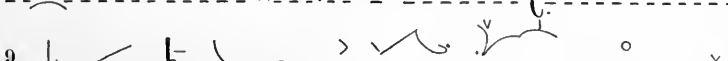
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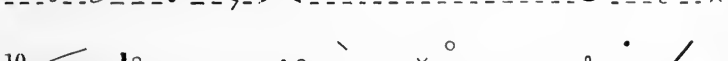
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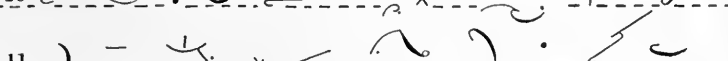
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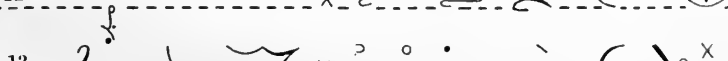
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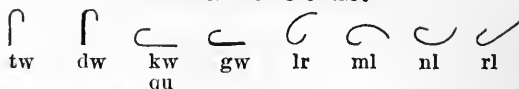
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## LARGE HOOKS.



185. The above are called Tway, Dway, Kway, Gway, Ler, Mel, Nel, Rel.


186. The large w hook is chiefly used at the beginning of words, but when convenient may be used in the middle of words. Line 4.



187. A vowel never comes between the large w hook and its stem, but Ler, Mel, Nel, and Rel may be safely used in long out-lines, even though a vowel comes between the hook and the stem. Line 5.

THR, TR, DR.  SHUN.

188. A large final hook on the Iss side of any stroke adds the sound of shun or zhun to the stroke. See line 7.

189. A large final hook on the opposite side of a straight stroke adds the sound of tr, dr or thr. See line 8.

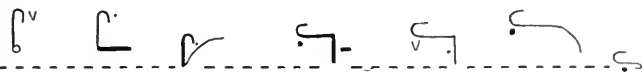
190. The n hook may be written within the tr, dr, or thr hook. Ex.  brethren.

191. Continuing the circle s or ns until it forms a curl on the opposite side of the stroke adds shun or zhun. Ex.  decision,  transition. This curl is called Ishun. The vowel between s and shun is written *before* the combined circle and curl if first-place, *after* if second-place. Iss may be added to Ishun.

## WRITING EXERCISE.


Twin, quick, quail, quill, squall, daughter, pleader, clatter, gutters, action, petition, attractions, bother, session, twins, motion, duration, gaiters, nation, fashions, plotters, twain, cater, notion, effusion, auction, cheater, passion, edition, probation, decision, position, transition, creation, queen, quince, physician, quaint, gather, mission, evasion, glitter, disposition, sensation, twice, director, queer, orations, revision, stations, scatter, section, attention, dispossession, patience, oblation, quibble, twig, secretion, brothers, blotter, operators, operation, transitional, sensational, squib, quack, missionary, squeal, association, writer, equator, situation, channel, pommel, Tyrol, tunnel, peril, panel, color, carol, cannel, animal, family, cooler, learned, final, mammal, collar, venal, gallery, penal, nominal, keeler, enamel, ferule, mackerel, promulgate, melancholy, railroad.

EXERCISE NO. 23.

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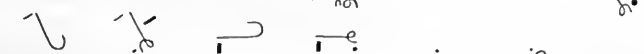
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## PREFIXES.


192. Con or com is indicated by a dot placed just before the beginning of a stroke, and in a line with it. See line 1.

193. Con, com, or cog in the middle of a word, and sometimes at the beginning of a word, is expressed by writing the part that follows con, etc., close to, and if convenient, a little below the part that precedes con, etc. See line 2.

194. Contra, contri, contro, or counter is indicated by a slanting tick placed just before the beginning of a stroke. See line 3.

195. Circum or self is denoted by Iss. See line 4.

196. En, in, or un is indicated by a semi-circle made backward before the spr series,  etc., or by the semi-circle  before  and  This prefix may be called the n curl. Line 5.

197. Magna or magni is expressed by writing  over the following stroke. See line 6.

198. A word sign may be used as a prefix, provided the joining is good and provided there is no ambiguity. See line 7.


## AFFIXES.


199. Ble, bly, and sometimes bility, are expressed by b. Line 8.

200. Ful and fore are indicated by f. See line 9.

201. Ing is denoted by a dot and ings by a small circle placed at the end of a stroke. These affixes are used in long outlines and where the ng stroke would not make a good joining. Line 10.

202. Ly is represented by l joined or detached. See line 11.

203. Ality, ility or arity may be indicated by disjoining the stroke immediately preceding the affix. See line 12. 

204. Self is expressed by Iss and selves by Sez. Ex. .... myself, .....himself, ..... themselves. See line 13.

205. Ship is denoted by sh joined or detached. See line 14.

206. A word sign joined or detached may be used as an affix.

Ex.  hereafter,  whenever. See line 15.

207. Convenience and legibility determine whether one of the above prefixes or affixes should be used, or whether the word should be written in full.

## WRITING EXERCISE.

Contain, contrive, command, decompose, reconcile, accompany, recognize, countermine, circumspect, circumscribe, selfish, instruct, instrument, cnslave, magnify, conditions, commutation,

EXERCISE NO. 24.

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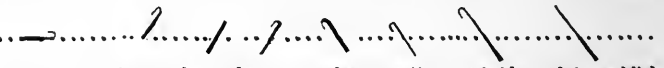
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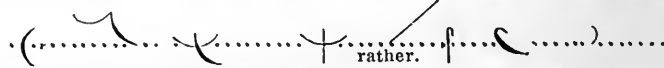
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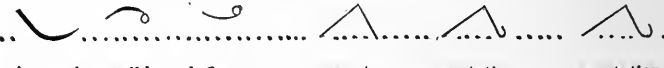
magnificent, conquest, accommodate, irreconcilable, inspiration, self-esteem, self-instruction, complain, inscribe, unseemly, counterfeit, insolvent, discontent, recommend, inscription, recompense, unconfined, controversy, inconvenient, inconsiderable, profitable, painful, successful, beautiful, wherefore, doing, making, engraving, blessings, legibility, sensibility, instrumentality, myself, yourselves, hardship, whenever, anything, admissible, himself, herself, trying, kindly, stability, craving, peculiarity, ourselves, paying, buying, sleeping, friendship, placing, cleaning, creasing, gazing, meaning, susceptibility, considering, kinship, yourself, condensation, writing, drifting, contractor, compensation.

### WORD SIGNS.

  
 according-ly, had, now, opportunity, dollar, advertise, because, thank,

  
 government, danger, large, larger, number, practice, probable, public, publish,

  
 though, never, nevertheless, notwithstanding, until, value, establishment,

  
 being, impossible, influence, represent, representative, representation.

They will probably publish the results of their investigations, because this will afford them an excellent opportunity to advertise their new machine, and thus introduce it to the public. A large number of counterfeit dollars were found in the possession of representatives of that establishment. His practice is probably larger. It is impossible for the people ever to have influence in the government until they understand the value of representation. Until now we have never found an opportunity to thank you. Though many dangers threaten us, we will, nevertheless, uphold the right according to our understanding of it. Whom do you represent, and what opinions do you entertain?

EXERCISE NO. 25.

1 c r s - ) X r - ) r x

2 r - ) . v - ) g a c - ) - ) x

3 / ) . | - ) e - ) x / . q

4 b . - ) o c x / - ) b - )

5 ( n l r - ) p x - ) g c - ) r |

6 } x c - ) / | . / - ) - ) b

7 - ) x / - ) > / - ) - ) c - ) n

8 - ) r - ) b : q x - ) o b - )

9 e . - ) b > g - ) x - ) r - )

10 . - ) - ) . - ) - ) c - ) | - ) n

11 | - ) | b c - ) - ) > / x - ) n

12 | - ) - ) x - ) - ) o - ) x

13 | o - ) - ) . - ) - ) . - ) x

14 / o c - ) - ) | b p - ) - ) . - )

15 - ) x - ) - ) - ) - ) n - ) - ) x

## EL OR LAY.

208. As has been seen from the preceding reading exercises, Lay is used much oftener than El. This is because the motion in making Lay is forward towards the next word, while the motion in making El is backward. For the sake of speed, therefore, Lay should always be used unless El is necessary for legibility or convenience. These two considerations require that El should be used whenever Lay makes a bad joining, or whenever it is necessary to indicate that a vowel precedes El at the beginning of a word; hence the following rules:

209. El should be used at the beginning of an outline when l is preceded by a vowel and followed by a horizontal — — (

( ) or ( ) If no vowel precedes l, use Lay.

210. El should be used at the end of an outline after (

( ) unless a vowel follows l, then Lay should be used. Line 3.

211. El is used after ( ) or ( ) for the sake of the angle. Line 5.

212. In the middle of an outline use whichever l is most convenient. See line 6.

213. In other cases Lay should generally be used. See line 7.

## TICKS FOR THE, A, AN, AND.

214. In phrasing, *the* is represented by a short slanting tick joined to a preceding word. For the sake of securing a good angle, the ticks for *the* may be written in the direction of Chet, Ret, or Pet. They are, therefore, called Chetoid, Retoid, or Petoid. Oid means like. See line 10.

215. *A*, *an*, or *and* may be joined to a preceding or to a following word by a short vertical or horizontal tick, — Ketoid or Tetoid, so called from their resemblance to the half-lengths Ket and Tet. See line 12.


216. The ticks should not be made longer than one-fourth the length of a stroke. If made too long they will look like half-lengths; if too short they will look like dots.


217. Choose the tick that makes the sharpest angle or point with the stroke. As a rule the direction of the tick should be opposite to the direction of the stroke.


218. When a tick does not make a good angle, it is better to use the dot sign, as in the expression of *a* or *to a*.





EXERCISE NO. 26.

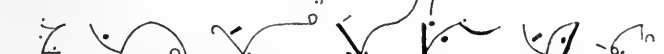
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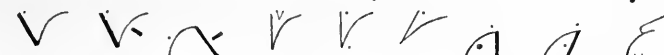
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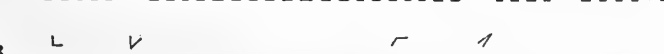
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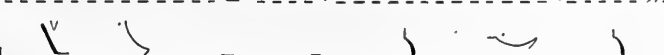
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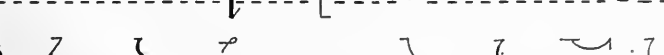
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## WRITING EXERCISE.

Elk, lake, elm, lame, Olga, log, alike, elegant, like, Illinois, lion, along, lung, lime, lamb, illumination, Alleghany, fle, fallow, vile, volley, whirl, Rollia, flail, frail, freely, violent, Holland, nall, Nile, kingly, pollen, Delano, gelatine, felon, intellect, volltion, electric, Elmira, eloquent, delinquent, thrills, mail, broil, trail, furlough, nestle, facile, easily, renewal, lesson, little, elope, alcohol, linger, listen, quail, loosen, annual, frizzle, lineage, loyalty, polish, literary, aloof, abolish, location, nozzle, also, always, squall, legation, Ellen.

(Where no principle would be violated, a reporter may select the form that suits him best. For example, some reporters prefer El in such words as lounge, length, etc., while others find Lay more convenient.)

For the, that the, in the, are the, from the, was the, then the, had the, is the, as the, ought the, all the, have the, by the, under the, in a, such a, and in a, and is, is a, and as, and has, as a, has a, and it, or a, or the, but a, but the, on a, on the, should a, should the, by a, if the, and had the, and at a, and was the, and in the, and was a, and which the, and that the, and is the, and as the, and for the, and then the, and when a, and think the.

## REVIEW QUESTIONS.

73. What is said of the position of word-signs?
74. How often should the word-signs be reviewed?
75. What is the direction of on and should?
76. On which side of straight strokes is the l hook written? the r hook?
77. Which hook is written on the circle side?
78. Name the double consonants given on p. 36.
79. How are the double consonants vocalized?
80. When is the hook written and when read?
81. What is said of retracing a stroke?
82. When should the hook and when should the stroke be used for l or r?
83. Which final hook is written on the circle side, and which is written on the opposite side?
84. Name the double consonants given on p. 39.
85. When is the final hook read?


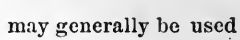
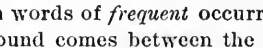
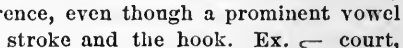
86. When should the hook and when should the stroke be used for f, v, or n? Give three cases when the stroke should be used.
87. What is always indicated by the use of the final hook?
88. What is generally indicated by the use of the final stroke?
89. How is the circle prefixed to the l-hooked stroke?
90. How should Iss be written in words like exclusive?
91. How is the circle added to the f or v hooks?
92. How may Iss be combined with the r hook on straight strokes at the beginning of a word? in the middle of a word?
93. How are words like disagree or Jasper written?
94. How may Iss, Sez, Steh, or Ster be combined with the n hook at the end of straight strokes?
95. What is generally used instead of the ns circle in the middle of words?
96. Name and write the curved double consonants.
97. What is said of fr, vr, thr, etc.?
98. What is said of shl and zhl?
99. How are Mer and Ner distinguished from Wem and Wen?
100. How is the circle combined with *all hooks on curves*?
101. What curves take the n hook?
102. Can Iss be added to a word-sign, and why?
103. Name the signs for "all, already, ought, of, or, on, two, to, owe, but, who, should." Ans. Betoid 1, Detoid 1, Jetoid 1, Petoid 1, Tetoid 1, Retoid 1, Betoid 2, Petoid 2, Detoid 2, Tetoid 2, Jetoid 2, and Retoid 2.
104. What is the effect of halving a stroke?
105. Name the half lengths.
106. Give the rule for the position of half lengths.
107. When should the t or d expressed by halving be read?
108. Give two ways of expressing final ted or ded.
109. What light strokes are sometimes shaded when halved?
110. When should halving and when should the stroke be used for t or d at the end of a word? Give two cases.
111. Name two other cases when it is not best to halve.
112. When can Hay and Ray be halved?
113. What distinction is made between final st and ts, zd and dz?
114. What is the effect of doubling Emp? Ing? any other curve?
115. Which half of a lengthened curve is put in position?

## EXCEPTIONS.


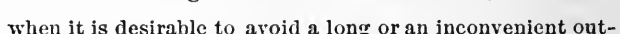
219. The half length ) st is sometimes written up. See line 1.

220. All true word-signs are more or less exceptional; that is, they do not follow all the directions given for phonetic representation, for vocalization, position, choice of hook or stroke for l or r, etc.

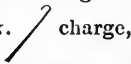
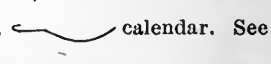
221. *In rare cases* the f or v hook may be used on curves, in order to avoid an awkward joining, or a long, inconvenient outline. This hook should be long and thin to distinguish it from the n hook. It is sometimes used to denote the affix ful, as in the words thankful, thankfulness. See line 2. The chief use of this hook is in phrasing.

222.  and  may generally be used in words of frequent occurrence, even though a prominent vowel sound comes between the stroke and the hook. Ex.  court,  child. If, however, a final vowel follows the l or the r, the ..... stroke and not the hook should be used for l or r.

223. The above double consonants may be safely used, because the words which they represent are so few, that in a sentence the context will easily determine which word is meant. This class of words is generally included in the list of word-signs, but it is unnecessary to burden the memory with them, as the only irregularity in their formation is the use of the hook instead of the stroke for l or r.

224. A prominent intervening vowel sound does not always prevent the l or r hook being used on other strokes than  or  when it is desirable to avoid a long or an inconvenient outline. This liberty, however, must be indulged in *only when the outline is long or peculiar, never when there would be only one stroke in the word, or when there would be a sacrifice of legibility.*

225. To aid the beginner in reading, vowels occurring between a stroke and its initial hook may be written as follows:

a. Dots are made into circles and are written, if convenient, before the stroke to indicate a long vowel, or after the stroke to indicate a short vowel. Ex.  charge,  calendar. See lines 3—13.

b. Dash vowels and diphthongs are written across the stroke. See lines 3—13.

EXERCISE NO. 27.

1 ربا ربا ربا ربا ربا ربا ربا ربا

2 ربا ربا ربا ربا ربا ربا ربا ربا

3 ربا ربا ربا ربا ربا ربا ربا ربا

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11 ربا ربا ربا ربا ربا ربا ربا ربا

12 ربا ربا ربا ربا ربا ربا ربا ربا

13 ربا ربا ربا ربا ربا ربا ربا ربا

14 ربا ربا ربا ربا ربا ربا ربا ربا

15 ربا ربا ربا ربا ربا ربا ربا ربا

c. When the presence of a hook, circle, etc., would make it inconvenient to write a vowel across the stroke, first-place vowels may be written at the beginning of the stroke, and third-place vowels at the end of the stroke.

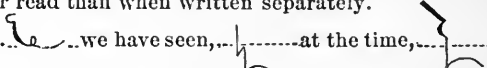
226. The advanced writer seldom uses this method of vocalization, because he can easily read the class of words mentioned in articles 222—225 without vowels, and in other cases he prefers a longer outline that needs no vowels to a shorter outline that must be vocalized.

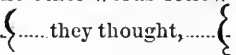
227. In such words as moral, immoral, material, immaterial, etc., the double letter in the negative word may be expressed by two strokes instead of one, to distinguish it from the positive from which it is derived. See line 14.

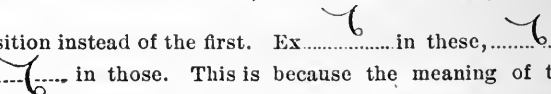
228. In a few cases a half length may be joined to a stroke with which it makes no angle. Such words should be written with especial care as to length and curvature, in order to insure legibility. See line 15.

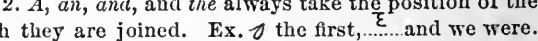
### PHRASE-WRITING.

229. One of the most valuable expedients for obtaining speed in phrase-writing, by means of which two or more words are written without lifting the pen. The words thus joined are generally easier read than when written separately.

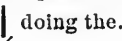
Ex.  we have seen, at the time, by that time.

230. RULE 1. The *first* word in a phrase is written in its usual position and the other words follow after without regard to position. Ex.  they thought, that they were. See Exercise 28, line 1.

231. Exc. 1. In rare instances, the second word of a phrase is put in position instead of the first. Ex.  in these, in this, in those. This is because the meaning of the phrase depends upon the position of the second word. See line 4.

232. Exc. 2. *A*, *an*, *and*, and *the* always take the position of the word to which they are joined. Ex.  the first, and we were.

233. *Ing the*, may be represented in phrasing by writing a slanting tick in place of the ing dot.

Ex.  doing the.

## WRITING EXERCISE.

You may, you can, you will, you may try, you can do, you may think, you may go, you will do, you will find, you will try, we were, we will find, we will try, we are, we are glad, we think, we think that, we think you may, we think you must, we think you will, we have had, we have seen, they were, they think that, they thought that, it was, it would be, it was done, in these, in this, in those, in each, in which, in much, what would be, what was done, they said, and with that, what was said, what is done, having the.

234. When *must* is joined to a following word, its loop is changed to a circle. See line 2.

235. I is Indicated in phrase-writing by one-half of the word-sign for I, either Petoid or Retoid as is most convenient. Ex.

..... I think..... I am.

236. *You* may be represented in phrasing by  $\circ$  when  $\circ$  cannot be conveniently joined. See line 6.

237. *Not* is represented either by Net or by the n hook and halving. - Ex. | do, j do not or don't, ( will, / will not.

238. *Is, his, as, has, or us*, may be indicated by Iss. Ex.  $\cup$  it is,  $\cup$  tell us,  $\cup$  tells us. See lines 1 and 7.

239. *Have or of*, may be denoted by the f or v hook. Ex. ----- out of the way. See line 5.

240. *Their, there, or they are* may be added to a curve by lengthening it, to a straight stroke by the use of the thr, tr or dr hook, and to hooks, etc., by a heavy slanting tick \ Betoid or / Jetoid. See lines 8 and 9.

241. *Than and own* may be represented in phrasing by the n hook; *are* and sometimes *our* by the r hook; *will* and sometimes *all* by the l hook. Line 10.  $\cup$  may be used for *have been*.

242. The h tick may be used by careful writers to indicate *he* in phrasing. Remember this tick must always be written down, in the direction of / ch. If written otherwise, it may be mistaken for one of the ticks for I. The tick for *he* always takes the position of the word to which it is joined. See line 11.

243. It is sometimes safe in phrasing to indicate *it* by halving the preceding stroke. Ex. .... if it were.

## EXERCISE 28.

Line 1. It is done, it has been, which has been, is not, has not, it should not be, it has not been done, it is important, it is impossible, it seems to me, it seems to be, it seems likely.

Line 2. You must, you must be, you must do, we must have, we must be, we must not do, we must not think, we are sorry, we are aware, we think we are.

Line 3. I think, I am, I shall, I can, I will, I was, I am not, I will not, I cannot be, I am very glad, I am sorry, I am sure it would be.

Line 4. By these, by this, I do, I had, I did not, I do not, I had not, with me or with my, we may, we might not, we may not, we are in, we are not, were not, I do not know them.

Line 5. Which have been, which have not been, who have been, who have not been, they have been, I have, I have been, I have not been, I have not done, I have gone, I have not gone, I shall not be.

Line 6. Give you, send you, you know it, they sent you, we have seen you, when you can, if you can do so, if you have been, do you think, do you remember, do you know.

Line 7. Do us, think so, think us, give us, gives us, send us, they sent us, let us, let us know, let us be sure, as well as, as long as, as much as, as soon as possible.

Line 8. In their, I was there, I think they are, we have seen their, if there has been, for there is no one, some other, no other, the other, have their, of their.

Line 9. You will not be there, I cannot be there, by their, we had their, where they are going, where there is a, I had not their, down there, I believe they are, they were not there, that we were not there, they have been there, we were there.

Line 10. More than, better than, rather than, longer than, sooner than, your own, our own, which are, which will, it will, they are, they will, of all, in our, less than.

Line 11. He is, he has, he has been, he was, he would not be, he cannot do, he will try, he may, I may, he said, I said, I thought he would be, if he has been, that he was.

Line 12. At all, it will be, it will not be, at first, at last, for sometime, at the same time, not only, as it, is it, as it has not been, as it seems to me, of course, it may be as well.

Line 13. As there, is there anything, I mean to be, I intend to be, we mean to have, do you mean to say, two or three, bill of



EXERCISE NO. 28.

1 f f f e e h h h h h h h h h h

2 m m m m m m m m m m m m m m

3 r r r r r r r r r r r r r r

4 b b b b b b b b b b b b b b

5 g g g g g g or b or h h h h h h h h

6 e e e e e e e e e e e e e e

7 b b b b b b b b b b b b b b

8 y y y y y y y y y y y y y y

9 m m m m m m m m m m m m m m

10 o o o o o o o o o o o o o o

11 or o or o g g g g g g g g g g

12 f f f f f f f f f f f f f f

13 ) ) ) ) ) ) ) ) ) ) ) ) ) )

14 h h h h h h h h h h h h h h

lading, word of God, over and over again, hear from you, according to, of it.

Line 14. Dear sir; yes, sir; no, sir; in order that, in order to, in regard to, in reply, we reply, in relation to, with relation to, with respect to, yours respectfully.

244. The words of a frequently recurring phrase are sometimes run together in speaking, so that the whole sounds like a single word. Such a phrase is often written as it sounds, as if it were but one word, the outlines of the separate words being written or disregarded, as is most convenient. Ex. . . . at hand,

.....we are in receipt.

245. Every business has its technical terms and peculiar phrases. These should be written in full until the writer becomes familiar with them, when they may be abbreviated or phrased with safety and

advantage. Thus the sermon reporter may write..... Kingdom of Heaven, and the law reporter may use such phrases as what is your business, and where do you reside.

246. The student should phrase carefully, using at present only the most common phrases. Although phrasing adds greatly to speed, it is better to phrase too little than to phrase wrongly.

247. Legibility, convenience of writing, and connection of ideas, are the three things to be considered in phrasing, hence:

248. Never phrase words that are not united in a grammatical phrase or clause. Phrase such *sets of words* as are of frequent occurrence, like "very well, at present, we will be glad," etc. Join such words as naturally belong to each other, such as a pronoun and its verb, an adjective and its noun, a verb and its object, a preposition and the word or words following, an adverb and the word modified.

249. Exception. *The* and *a* may be joined to a preceding word for the sake of convenience, although more closely connected in thought with the following noun.

250. Never phrase unless the joining is easy, and unless the outline of each word in the phrase is distinct and unmistakeable. As a rule, there should be a sharp angle at each joining.

251. Do not employ phrases of an inconvenient length, or phrases that extend too far above or below the line of writing.


252. The inexperienced writer is sometimes puzzled to know which is the better of two possible ways of phrasing. In such cases he should apply his common sense to his shorthand just as he would to anything else, always bearing in mind that in every phrase there are *three things* to be considered, *legibility, convenience of writing, and connection of ideas.*



## REVIEW QUESTIONS.

116. Write Tway, Dway, Kway, Gway, Ler, Mel, Nel and Rel.
117. What is said of an intervening vowel in the above?
118. What large final hook is written on the circle side? on the opposite side?
119. How must the syllable shun be indicated when a circle and a vowel precede the shun?
120. How can Ishun be vocalized?
121. Give the prefixes and examples of each.
122. Give the affixes and examples of each.
123. When should a word be written in full, and when should a prefix or an affix be used?
124. Why is Lay used oftener than El?
125. What two considerations require El to be used?
126. When should El be used at the beginning of an outline?
127. When should El be used at the end of an outline?
128. After what stroke should El be used for the sake of a good joining.
129. Which l is used in the middle of an outline?
130. In other cases, which l is used?
131. Give the direction, length and names of the ticks for *the*, *and*, *a* or *an*.
132. How can you tell which tick to choose?
133. When is a dot preferable to a tick?
134. What half-length is sometimes written up?
135. What is the nature of a true word-sign?
136. When may the f or v hook be written on curves?
137. How is the f or v hook on curves distinguished from the n hook?
138. What affix is sometimes denoted by the f or v hook?
139. What strokes take the l or r hook, even though a vowel intervenes?
140. Why is this safe?
141. Why are not these words classed with the word-signs?
142. Can the initial hook be used in any other cases when there is an intervening vowel?
143. What is said of this liberty?
144. How should a vowel occurring between a hook and its initial stroke be written?
145. Does the advanced writer use this method of vocalizing? Why not?
146. How are such words as immoral, immaterial, etc., written?

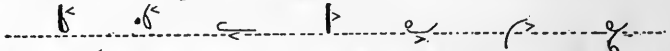
MISCELLANY.

253. Always vocalize an uncommon word or a proper name the first time writing it in shorthand.

254. When two prominent vowels belong to a single stroke outline, one vowel may be written and the other indicated by position. Example.  arrow. One vowel should always be inserted in such words as obey, Ohio, idea.

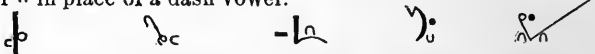
255. When two vowels are to be written on the same side of the same stroke, the vowel that is read next to the stroke is written nearest to it. Example.  area,  cameo.

256. When a long vowel is followed by a short one, it may be indicated by putting a horizontal caret < in the place of a dot vowel or > in the place of a dash vowel.




Ex. deist, atheist, clayey, doughy, snowy, Louls, St. Louis.

257. The w or the y semicircle may be used in place of a vowel to indicate that the sound of w or y is combined with the vowel sound. When so used, c or v is inserted in place of a dot vowel and > or < in place of a dash vowel.





Ex. Dissnade, persuasion, odium, Isaiah, superior.

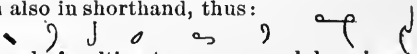
258. As far as practicable, there should be a stroke for every syllable, that is, a stroke for every vowel.

259. Other things being equal, a horizontal outline is preferred on account of convenience, Example.  cotton.

260. NUMERALS. a. Most numbers are expressed by figures.

b. When alone,  one and  six should always be written in shorthand, as the figures are liable to be mistaken for phonographic characters.

c. It is better to write two, three, ten, first, second, third, sixth, and tenth also in shorthand, thus:

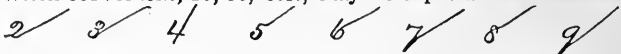



d. Instead of writing two or more ciphers in succession, use the word-signs for hundred, thousand, and million.



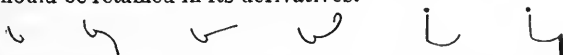
Ex. 800                      2000                      7000                      9,000,000                      100,000

e. When convenient, 20, 30, etc., may be expressed as follows:



261. PUNCTUATION. An inch space may be used for a long pause such as a period or a semi-colon, and a half an inch space for a shorter pause; or x or  may be used for a period, and <sup>x</sup>.... for a question mark. ( ) or ( ) denotes a parenthesis. A dash is indicated by a waving line, thus ~~~~; a hyphen by the sign of equality =. A dash under a word denotes emphasis. Two parallel horizontal lines under a word indicate capitals. Other stops may be written as usual.

262. DERIVATIVES. *As far as practicable*, the form of a primitive word should be retained in its derivatives.



Ex. Found, founder, foundry, foundation, continue, continued.

263. Sometimes, however, it is best to write derivatives unlike their primitives.



Ex. See, seen, assign, assignor, weigh, weighed.

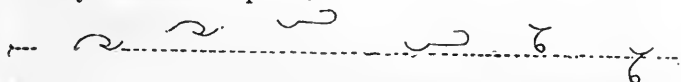
264. DISTINCTIONS. Words differing in meaning, but containing the same consonant sounds, may be distinguished,

1. By an arbitrary or a natural difference in their outlines.



Ex. Legal, illegal, resolute, irresolute, writer, reader, order gentlemen, agent.

2. By a difference in position.



Ex. Eminent, imminent, indication, induction, needless, endless.

3. By vocalizing one of the words.



Ex. Migrate, immigrate, emigrate.



265. It is better to use a vowel to distinguish between words having the same consonant sounds than it is to burden the memory with too many arbitrary forms.


OMISSION OF CONSONANTS.




266. As obscure sounds and sounds difficult of utterance are often omitted in the careless pronounciation of the uneducated, without destroying the intelligibility of their speech, so in shorthand

there may be many omissions without destroying the legibility of the writing.

267. An obscure consonant sound may generally be omitted. Ex.

 suggest, not 

268. A prominent consonant sound is sometimes omitted when its insertion would be difficult, and when the remaining consonant sounds are sufficient to distinguish the word. Ex.  practicable.

269. W, y, and h, are the consonants most frequently omitted. Ex.  frequent,  withdraw,  comprehend.

270. The st loop is often changed to a circle in the middle of words, thus omitting t.

Ex. mostly, mistake, postoffice, testimony, western.



271. G, k, l, n, p, or r may also be omitted when there would be no loss of legibility, and when their expression would necessitate a tedious, difficult outline, or an outline that would extend too far below the line.

Ex. Distinguish, sanction, intelligent, passenger, tempt, quarter.

#### OMISSION OF SYLLABLES.

272. The prefixes con and circum may sometimes be omitted.

Ex. Contract, in consequence, in consideration, circumstances.


273. The affixes, ing, tial, tially, and a few others may be omitted in words of frequent occurrence where their omission would not endanger legibility.


Ex. Understanding, having done, substantial.


274. An outline that contains only a part of the consonant sounds in a word is called a contraction.


275. Occasionally a long-hand abbreviation or a slang word may be used as a contraction.


   


Ex. N. Y., New York; steno., stenographer, reg., regular; biz., business.

276. A few contractions may be formed by intersections, as follows: Agent by an intersected / Ex.  Book agent.


Association by an intersected ) Ex.  Stenographic Association.

Company by an intersected — Ex.  Oil Co.

Department by an intersected | Ex.  War Dept.

Railroad by an intersected / Ex.  Pennsylvania Railroad.



Society by an intersected ) Ex.  Missionary Soc.

Superintendent by an intersected \ Ex.  Gen. Supt.


277. When studying the examples of contractions given in these pages, the student should first write each word in full, observing wherein it is difficult of formation. Then he should carefully note what is the omission in the contraction and the reason for the omission. In this way he will not only fix the contraction indelibly upon his mind, but he will gain the principle upon which each contraction is based, and will be able to form similar contractions of his own, so that there will be no need of his burdening himself with long lists of contractions to be memorized.

278. Let the student, however, bear in mind that the most eminent reporters, both in this country and in Europe, use comparatively few contractions and few word-signs. It is generally quicker, as well as safer, to write a long outline, than it is to stop writing by sound and rely upon the memory for a short but arbitrary form. Writing from sound becomes mechanical in time, and whatever is done mechanically can be done swiftly and easily. Do not aim, therefore, to form as many contractions as possible, but use only such contractions as are natural and easy to you.





#### OMISSIONS OF WORDS.




279. *Of the*, may be omitted and indicated by writing the word following *of the* close to the word that precedes it. Ex.  letter of the second inst. Sometimes the words may be joined. Ex.  Gentlemen of the jury.

280. *To* may be omitted and indicated by writing the following word below the line of writing, half a stroke below the third position. This is sometimes called the 4th position. Ex. .... to-day.

281. *From—to* may be omitted in such phrases as from hour to hour ....., from day to day ||

282. *And, or, and the* are occasionally omitted in phrase-writing.

Ex. By  and  by, more  and  more, more or less, sooner or later.

283. As a rule, any word may be omitted, which must and will readily be supplied to complete the sense. Ex.  we mean to have,  it ought to be,  sworn and examined.

284. CONCLUSION.—As this book contains all of the principles of Phonography, the student should not leave it until he has thoroughly mastered its contents. He will then be prepared to read “Business Letters in Shorthand.” He should also spend a portion of each day in writing easy miscellaneous matter. He should first copy a few lines very slowly and carefully. Then he should read and correct what he has written, taking great pains to be perfectly accurate, regardless of the time required. After he is satisfied that each form is correct, he should write the same from dictation. After reading and correcting his notes he should write the same matter again and again from dictation, reading and correcting his notes each time that he writes. This should be continued until the article can be written from dictation with absolute correctness and with considerable speed. The rapidity of the dictation may be gradually increased, and more difficult matter may be chosen.

285. In order to win success, these directions must be observed:

Aim even in your most hurried moments to make each phonograph as perfect as possible. Be especially careful to make each stroke of the right length. Never allow yourself to make the wrong stroke or the wrong hook. A careless habit is very hard to overcome, and it is fatal to success. Accurate writers are sure of finding employment, even if they are slow; but no one wishes a careless stenographer no matter how swift he may be. Write, therefore, no faster than you can write accurately.

286. *Be slow to adopt forms of doubtful brevity.* A reporter can do better and swifter work if he feels sure while he is writing, that he can read his notes when they are cold. Write so that you can read your notes swiftly and correctly, and read everything that you write.



## REVIEW QUESTIONS.

147. In phrasing, which word is written in position?
148. Name two exceptions.
149. How is *must* indicated in phrasing? *I, you, not*?
150. What does *Iss* represent in phrasing?
151. What is indicated by the *f* or *v* hook in phrasing? By the *n* hook, the *r* hook, the *l* hook?
152. In what three ways may *there, their* and *they are* be phrased?
153. What is said of the use of a tick for *he*?
154. How is *it* sometimes indicated in phrasing?
155. What phrases should the student use at present?
156. What three things are to be considered in phrasing?
157. When is it best not to phrase? Give three cases.
158. What sets of words should be phrased?
159. What parts of speech are often joined?
160. What is said of uncommon words and proper names?
161. How is a semicircle used in place of a vowel sign?
162. How should one and six be written, when alone?
163. What other numerals may be written in shorthand, and how?
164. How are punctuation marks indicated in shorthand?
165. What is said of derivatives?
166. When different words contain the same consonant sounds, how may they be distinguished? Name three ways.
167. When is it safe to omit a prominent consonant sound?
168. What consonants are most frequently omitted?
169. What other consonants may be omitted, and when?
170. What is said of the *st* loop in the middle of words?
171. What syllables may sometimes be omitted?
172. What two classes of words often form the basis of a contraction?
173. Name seven examples of intersections.
174. How should contractions be studied?
175. What is said of the practice of reporters in regard to contractions and word-signs?
176. What is said of the omission of *of the*?
177. Explain the fourth position.
178. Give several examples of other omissions of words.
179. How can you tell when it is safe to omit a word?
180. Outline the work of the student after mastering the principles of Phonography.
181. Give five cautions and final direction.

## WORD-SIGNS.

1 Opportunity, 2 <i>hope</i> , 3 party.	2 Advantage, 3 large.
1 Appear, 2 principle-al, 3 practice.	2 Danger, 3 larger.
1 Particular-ly, 3 part.	2 General-ly.
1 Opinion, 2 upon, 3 <i>happen</i> .	1 Common, 2 come.
1 <i>By</i> , 2 be, 3 to be.	1 Quite, 2 could, 3 <i>act</i> .
1 Bill.	1 Equal-ly, 2 difficult-y.
1 Build, billed, 2 able to.	1 According-ly, 3 accurate.
2 Re-member-ed, 3 number-ed	2 Can.
2 Board.	1 Because.
2 Before.	1 Correct, 2 character.
2 Been.	1 Give-n, 2 together, 3 ago.
2 Balance.	2 Good.
2 Object-ed, 2 objection.	1 Begin, 2 begun, began.
2 Subject-ed, 2 subjection.	2 Govern-ed-ment.
1 Committee, 2 it.	2 For.
2 Till, tell, 3 until.	1 If it, 2 after, 3 future.
2 Told.	1 Fill, feel, 2 full-y.
2 Truth,	2 From. 2 afford
2 Toward.	2 Phonography.
2 Whatever.	1 Ever, 2 have, 3 however.
1 Dollar. 2 do, 3 had, advertise.	3 Valuc.
1 Deal, 2 deliver.	1 Over, 2 very, <i>every</i> , 3 who ever.
1 Doctor, 2 dear, 3 during.	2 Several.
2 Different-ce.	2 Think, 3 thank, thousand.
1 <i>Each</i> , 2 which, 3 much.	2 Them, 3 though.
	1 That, 2 without.

)	2 There, their, 3 other.	o	2 United States.
(	2 This, 3 those.	u	2 Now
)	1 Astonish-ed-ment, 2 estab-lish-ed-ment.	u	1 Thing, 2 long.
o	2 First.	u	2 Your.
)	2 Was.	u	2 He.
o	1 Is, his, 2 as, has.	.	1 The, 2 a, an, 3 and, ah.
u	1 Wish, 2 shall, shalt, 3 <i>issue</i> .	\	1 All, 2 two, too.
u	1 Wisher, 2 sure-ly, 3 assure.		1 Already, 2 <i>oh, owe</i> .
u	1 Short, 3 assured.	/	1 Ought, 2 who-m.
u	2 Usual-ly.	\	1 Of, 2 to.
u	2 Pleasure.		1 Or, 2 but.
u	2 Will.	/	1 On, 2 should.
u	1 <i>Here</i> , 2 are, 3 <i>our, hour</i> .	v	1 <i>I, eye, high</i> .
u	2 <i>Where</i> 3 aware.	^	2 <i>How</i> .
u	2 Hlm, am, <i>home</i> .	c	1 <i>We</i> , with, 2 were.
u	1 Immediately.	o	1 What, 2 would.
u	1 Somewhat.	u	1 Ye, year-s-ly, 2 yet.
u	1 Million.	n	1 Beyond, 2 you.
u	1 Important-ce, 2 Improve-ed-ment.		2 Probable-ility.
u	1 Impossible-ity.		2 Property.
u	1 Remark-able-y, Mr., 2 more.		2 Public, publish-ed.
u	2 Matter.		2 Never.
u	1 <i>In. any, 2 no, own</i> .		2 Nevertheless.
u	2 Under, hundred. <i>u nature</i> .		2 Notwithstanding.
u	1 Near, nor.		2 Represent.
u	1 Information.		2 Representative.
u	1 Influence.		2 Representation.
u	1 When.		Knowledge.
u	Above.		Acknowledge.

The italicized words in this list are not true word-signs, but are regular outlines.

*TABLE.*

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
		s-	-s	-sez	-st	-str	-l	s-l	-r	s-r	-f	-fs	-n	-ns
<i>P</i>	∖	9	6	6	6	6	9	9	9	9	6	6	∖	∖
<i>B</i>	∖	9	6	6	6	6	9	9	9	9	6	6	∖	∖
<i>T</i>		9	6	6	6	6	9	9	9	9	6	6	∖	∖
<i>D</i>		9	6	6	6	6	9	9	9	9	6	6	∖	∖
<i>CH</i>	/	9	6	6	6	6	9	9	9	9	6	6	∖	∖
<i>J</i>	/	9	6	6	6	6	9	9	9	9	6	6	∖	∖
<i>K</i>	—	9	6	6	6	6	9	9	9	9	6	6	∖	∖
<i>G</i>	—	9	6	6	6	6	9	9	9	9	6	6	∖	∖
<i>F</i>	∖	9	6	6	6	6	9	9	9	9	6	6	∖	∖
<i>V</i>	∖	9	6	6	6	6	9	9	9	9	6	6	∖	∖
<i>TH</i>	(	9	6	6	6	6	9	9	9	9	6	6	∖	∖
<i>TH</i>	(	9	6	6	6	6	9	9	9	9	6	6	∖	∖
<i>S</i>	)	9	6	6	6	6	9	9	9	9	6	6	∖	∖
<i>Z</i>	)	9	6	6	6	6	9	9	9	9	6	6	∖	∖
<i>SH</i>	)	9	6	6	6	6	9	9	9	9	6	6	∖	∖
<i>ZH</i>	)	9	6	6	6	6	9	9	9	9	6	6	∖	∖
<i>L</i>	(	9	6	6	6	6	9	9	9	9	6	6	∖	∖
<i>R</i>	)	9	6	6	6	6	9	9	9	9	6	6	∖	∖
<i>R</i>	/	9	6	6	6	6	9	9	9	9	6	6	∖	∖
<i>M</i>	∖	9	6	6	6	6	9	9	9	9	6	6	∖	∖
<i>N</i>	∖	9	6	6	6	6	9	9	9	9	6	6	∖	∖
<i>NG</i>	∖	9	6	6	6	6	9	9	9	9	6	6	∖	∖
<i>W</i>	)	9	6	6	6	6	9	9	9	9	6	6	∖	∖
<i>Y</i>	/	9	6	6	6	6	9	9	9	9	6	6	∖	∖
<i>H</i>	/	9	6	6	6	6	9	9	9	9	6	6	∖	∖
<i>MP</i>	∖	9	6	6	6	6	9	9	9	9	6	6	∖	∖



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