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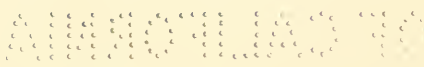
ARRANGED ON THE BASIS OF
ISAAC PITMAN'S "PHONOGRAPHY"

BY
ELIZA BOARDMAN BURNZ

A REVISION
15TH EDITION

BURNZ AND COMPANY, PUBLISHERS
NEW YORK
1918

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Press of
J. J. Little & Ives Co.
425-435 East 24th Street
New York

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P R E F A C E

Phonetic Stenography was first introduced to the public in 1872, under the title of "Phonic Shorthand", by Eliza Boardman Burnz, the publication being the result of "an earnest and long-cherished desire on the part of the author to see the beautiful and labor-saving art of steno-phonography in the possession of all who use the pen."

Except in the particulars mentioned below, Mrs. Burnz laid no claim to originality, but acknowledged with pride and pleasure her indebtedness not alone to Isaac Pitman, the inventor of "Phonography", but also to the many other lovers and practitioners of the art who had written and published more or less respecting it. Mrs. Burnz acknowledged her many obligations to a large number of able reporters in New York, and in various parts of America and Great Britain, who had assisted her by friendly suggestions and given her the results of their experience.

The special features of this work will be found to consist: First, in the distinctive use of a portion of the phonographic material common to all phonographies; for instance, the initial vowel tick and the in-hook, which give to Phonetic Stenography the legibility of common script. Second, in the advantages of the book from a pedagogical point of view, because of the order and simplicity of its presentation of the principles of Phonetic Stenography—the simplest, most definite, and most regularly applied being first given—and also, because of the arrangement of the shorthand plates with key pages opposite, which greatly facilitates the comparison of the pupil's work.

Through nearly half a century of use by law and lecture reporters, stenographers, and secretaries, this system of shorthand has proved its superiority for taking notes swiftly, accurately, and with unequalled legibility. The verdict of those who have employed stenographers using this system is, "Burnz writers can read their notes."

The present edition has been thoroughly revised and enlarged. It is published in response to an increasing demand for instruction in the Burnz System, as well as because of the conviction of the editors that this logical and legible system should be presented to the public with the improvements which years of classroom teaching and practical work have added to it. It is in the belief that the Burnz System is, more than any other, prepared to meet the varied requirements of modern stenographic work that the editors present to the public this edition of "Burnz' Phonetic Stenography".

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PART I

CATECHISM OF PHONETIC SPELLING

A THOROUGH UNDERSTANDING OF THIS CATECHISM WILL GREATLY
FACILITATE THE STUDY OF PHONETIC SHORTHAND

- Q. What is language?
A. Any mode of communicating thought.
- Q. What are the principal kinds of language used by man?
A. Spoken language and written or printed language.
- Q. Of what are each of these composed?
A. Of words.
- Q. Of what are spoken words composed?
A. Of elementary sounds.
- Q. Of what are written or printed words made up?
A. Of characters called letters.
- Q. What is orthography or common spelling?
A. Naming the letters that compose a written or printed word.
- Q. What is phonetic spelling?
A. Dividing a spoken word into its elementary sounds.
- Q. Name the letters in the words *though*, *ache*.
A. T-h-o-u-g-h; a-c-h-e.
- Q. Speak the sounds in the words *though*, *ache*.
A. th-ō; ā-k.
- Q. Of what are the words that we use in speaking composed?
A. Of sounds made by the breath or voice.
- Q. Make a simple breath sound.
A. h-h-h.
- Q. Make a simple voice sound?
A. uh-uh-uh.
- Q. How are these simple breath and voice sounds made into the various sounds of speech?
A. By the organs of speech in various positions.
- Q. What are the organs of speech?
A. The lips, teeth, tongue, palate, and throat.
- Q. What are the two principal classes of sounds?
A. Free and obstructed sounds.
- Q. Make some free sounds.
A. ā, aw, ō, ōō (long); ɪ, ă, ŭ, ǒǒ (short).
- Q. What name is given to the free voice sounds?
A. Vowels.
- Q. What is the one free breath sound called?
A. The aspirate, named Hay.
- Q. What are the obstructed sounds, whether breath or voice, called?
A. Consonants.
- Q. How many breath sounds are there in the English language, including the aspirate?
A. Nine.
- Q. How many obstructed voice sounds?
A. Fifteen.

- Q. How many consonant sounds in all?
 A. Twenty-four.
- Q. How many vowel sounds?
 A. Sixteen simple and four compound.
- Q. Name the eight long vowel sounds.
 A. ē, as in *feel*; ā, in *fail*; â, in *fair*; ä, in *far*; ū, in *curl*; au, in *caught*; ō, in *pole*; ōō, in *pool*.
- Q. Name the eight short vowels.
 A. ĩ, as in *fill*; ě, in *fell*; ă, in *fat*; â, in *fast*; ŭ, in *cut*; ȏ, in *cot*, ȓ, in *cocoon*; ȓȓ, in *pull*.
- Q. Name the four compound vowel sounds.
 A. ĩ, as in *time*; oi, in *toil*; ow, in *town*; ew, in *few*.
- Q. Speak the sounds in the word *be*.
 A. b-e.
- Q. Which is the consonant element?
 A. b.
- Q. How do you know?
 A. Because the lips come close together and stop the sound.
- Q. Do the organs of speech always come quite close together?
 A. No.
- Q. Give some consonants in which they do not.
 A. s, sh, r.
- Q. What is the vowel in *Ma*; in *may*; in *me*?
 A. ä, ā, ē.
- Q. Why are these vowels?
 A. Because the mouth is more or less open and the voice passes freely.
- Q. How many consonants are there in the words *obey*; *echo*; *away*; *Annie*?
 A. One. b, in *obey*; k, in *echo*; w, in *away*; n, in *Annie*.
- Q. How many vowels in *obey*, and what are they?
 A. Two; ō and ā.
- Q. Which is the accented vowel?
 A. ā.
- Q. How can you determine the accented vowel of a word?
 A. It is the one which can be emphasized strongly without changing the pronunciation of the word.
- Q. What does each character used in phonetic shorthand represent?
 A. An elementary sound of the English language.

ELEMENTS
OF
PHONETIC STENOGRAPHY

INTRODUCTORY CHAPTER

§ 1. **SPOKEN LANGUAGE** is the expression of thought by the various sounds of the human voice combined into words.

§ 2. **PHONETIC SPELLING** is resolving the words of a language into their elementary sounds.

§ 3. **PHONOGRAPHY** is any kind of writing wherein each letter or character, or a combination of them, uniformly represents an elementary sound.

§ 4. **STENOGRAPHY OR SHORTHAND** is any kind of abbreviated writing.

§ 5. **THE SOUNDS** used in the formation of words are divided into obstructed or consonant sounds, and free or vowel sounds. The consonant sounds are of two kinds, breath and voice.

§ 6. **IN PHONETIC SHORTHAND** the consonants of the language are denoted by curved lines derived from the circle and by simple straight lines.

The obstructed *breath sounds*, represented by the capital letters of the words below the stems, are denoted by light lines, thus:

\		/	—	())
P ole	T oe	CH eer	K ill	F ear	TH igh	S eal SH all

The obstructed *voice sounds* are mates of the above-named breath sounds, being formed by the organs of speech when in the same positions, but with the voice instead of the breath, and are represented by the same phonographic signs, made heavy or shaded, thus:

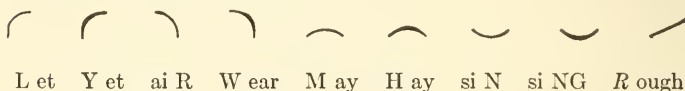
\		/	—	())
B owl	D oe	J eer	G ame	V eer	TH y	Z eal a Z ure

The remaining voiced consonants are represented some by light and some by heavy lines, the individuals of each pair bearing no relation in *sound* to each other.

There is a second form for R, as heard in *Rarey*, which is a K elevated a few degrees at the right hand end. This is used chiefly when R is the first sound in the word, and when at the end of words that sound is followed by a vowel.

The one free breath sound, or aspirate H, is classed with the consonants.

The forms for these consonants are as follows:



§ 7. The above characters, which are called stems, are the *primary forms* for the consonant sounds. The most frequently recurring consonants and combinations of consonants are represented by *smaller secondary forms* in the shape of circles, loops, and hooks, which are called adjuncts.

§ 8. The stem or stems that are required to represent the consonant sounds of a word, with the adjuncts, constitute what is called the outline.

The outline is always written before the vowels are inserted, so as to give definiteness to the position of the vowels; placing the vowel signs is called vocalizing the outline.

§ 9. The characters used to express the vowel sounds consist of *dots*, *dashes*, and *small angles*.

























§ 10. Each phonographic character has usually two powers, a *primary* or *sound* power used in giving the full representation of single words, and a *secondary* or *word* power used in the abbreviated representation of single words, and in phrase writing. It is on the free application of this word power that reporters are largely dependent for their wonderful speed.

The punctuation marks used in stenography are the same as those of common writing, except that the period is denoted by a small cross written on the line, and the dash by a waved instead of a straight line.

FIRST PRACTICE

After sharpening your pencil, form a tracing point at the other end, by trimming it like a pen point. Use this as a tracer, which will not mark the book, and with it go carefully over each stem many times, repeating the sound of it aloud. This practice will train the eye to observe and the hand to imitate the exact forms and sizes of the letters and outlines.

CONSONANT ALPHABET

LETTER	NAME	PHONOGRAPH	SOUND AS IN
P	pee		<i>p</i> ole.
B	bce		<i>b</i> owl.
T	tee		<i>t</i> oe.
D	dee		<i>d</i> oe.
CH	chay		<i>ch</i> eer.
J	jay		<i>j</i> eer.
K	kay		<i>c</i> ame.
G	gay		<i>g</i> ame.
F	ef		<i>f</i> ear.
V	vee		<i>v</i> eer.
TH	ith		<i>th</i> igh.
Th	thee		<i>th</i> y.
S	es		<i>s</i> eal.
Z	zee		<i>z</i> eal.
SH	shee		<i>sh</i> y.
ZH	zhee		<i>zh</i> e.
L	lee		<i>l</i> ay.
R	{ ur, ree		{ ai r. r ay.
Y	yay		<i>y</i> ell.
W	way		<i>w</i> ell.
M	em		<i>m</i> et.
N	en		<i>n</i> et.
NG	ing		<i>ng</i> .
ASPIRATE OR FREE BREATH.			
H	hay		<i>h</i> ave.

CHAPTER I

STEM CONSONANTS AND VOWEL SIGNS

Illustrated by Alphabet Plates

PRINCIPLE I. The horizontal stems are made from *left to right*, and the uprights and slopes *downward* with the exception of Lee and Shee, which are usually struck *upward*, and should always be thus written when uncombined with another stem.

Pronounce the *name* and then the *sound* of each stem until both are familiar, at the same time tracing the characters lightly and slowly with a dry pen, or a wooden point made at the reverse end from the pencil point.

PRINCIPLE II. A vowel sign represents the same sound on *either side* of a stem; but if placed to the *left* of an upright or slope, or *above* a horizontal, it represents a vowel sound which is to be heard *before* that of the stem, while if placed to the *right* or *below*, it is to be heard *after*.

PRINCIPLE III. First or open vowel signs are written near the *upper* end of an upright or slope, and near the *right* end of a horizontal; second or medial signs are written near the *middle* of a stem; and third or close vowel signs are placed near the *lower* end of an upright or slope and near the *left* hand of a horizontal.

This principle need not be applied *rigidly* to the four compound vowel signs, because each has a distinctive form.

CONDENSED OR SIX-VOWEL SCALE

A vowel sign has no other name than its sound.

The vowel sounds are denoted by dots, dashes, and small angles, written near the stem. Heavy dots and dashes denote the long vowel sounds, and light dots and dashes the short vowels.

Pronounce the key-word opposite each vowel sign in the following scale, and then give the pure vowel sound designated by the italic letter in the word.

SIMPLE VOWELS

First Place.....	cars	■	•	carry	all	—	—	on	1
Second “	make	●	•	men	own	—		up	2
Third “	cat	●	•	little	do	—	—	good	3

COMPOUND VOWELS

First Place.....	fine	∨	>	boys	bow	⊥			1
Third “					(to)	<		beauty	3

The vowel signs should be made close to, but not touching the stems. A compound vowel sign may be united with the stem at the beginning or end according as its sound is to be heard before or after, whenever this can be done *easily* and *plainly* without raising the hand.

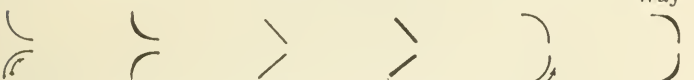
The dash signs should preserve their directions as shown in the vowel scale, and be struck from *left to right* and *downwards*.

GEOMETRICAL ARRANGEMENT OF CONSONANTS.






UPRIGHTS.

((| |))
 iTH THee Tee Dee eS Zee

SLOPES.

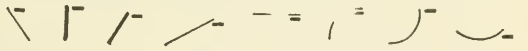
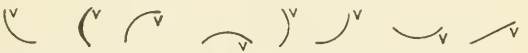
eF Vee Pee Bee uR Way

 Lee Yay CHay Jay SHee ZHee

HORIZONTALS.

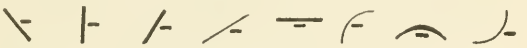
eM  Kay — 
 Hay  Gay — 
 Ree 

VOWEL SIGNS placed to Stem .



1st, or Open vowels, near the top of Uprights and Slopes, and near the right hand of the Horizontals.


 P-aw D-aw J-aw R-aw C-aw L aw SH-aw gN-aw

 F-le TH-y L-ie M-y S-igh SH-y N-igh R-ye

2d, or Medial, near the middle of Stems.


 B-cau D-ough J-oe R-oe G-o L-ow H-oe SH-ow

3d, or Close, near the lower end of Uprights and Slopes, and near the left end of the Horizontals.


 B-e D-o Ch-ew R-ue C-oc L-cc M-e M-oo

 F-cc TH-cc S-cc SH-e kN-ee ea-R ea-Se e'e-N

FULL OR EIGHT-VOWEL SCALE

The same signs indicate the same sounds in both the six- and the eight-vowel scales, only that in the Condensed Six-Vowel Scale the signs for *ah*, *ă*, *ō*, and *ū* represent both the long and the short sound of each pair. The key words contain the vowels which have been omitted from the six-vowel scale.

1st	:	Cuba	Pare	••	— —
2d	:	Purl		•••	— — Omit
3d	•••			•••	— —

To get the pure vowel or consonant sound in a word, pronounce the word very slowly. That part which is uttered while any of the organs of speech are so much in contact as to nearly or quite obstruct the voice or breath is the consonant part of the word; that uttered when the organs of speech are more widely separated is the vowel part of it. In saying *m-e*, the lips are first closed; then if an effort is made to say the word without opening the mouth, a humming sound is produced, which is the consonant *m*; when the lips part the voice issues as the vowel *e*. Pronounce *m-ay*, and the mouth opens wider when the vowel is sounded. Say *b-ah!* and the aperture is made still greater. The separation of the consonant and vowel elements by a hiatus constitutes phonetic spelling, or spelling by sound.

Those vowels requiring but slight opening of the mouth to allow free passage of the voice are grouped and called third place, or close vowels; a wider opening gives the second, or medial group; those sounded with the widest aperture are first place, or open vowels. It is easiest, in going through either the six- or eight-vowel scale, to begin with the third place, ascending with the dot signs and descending with the dashes. When a vowel sign is written without a stem, place it with reference to the line of writing above, on, or below.

A few words, as *I*, *a*, *awe*, *ah!* *oh!* *eh?* are simply vowels, having no consonant element. These, and most vowels, when preceded by the aspirate, *H*, form other words; as *high*, *he*, *who*, etc. To secure the convenience of a stem form for the aspirate, so that any vowel may be denoted in connection with it, or the stem be used to denote a word of which the aspirate is a prominent part, *H* is classed with the consonants.

In phonography, the vowels are paired in accordance with their sounds, and not as in the dictionaries and spelling books from the letter used to denote them. Those sounds are placed together in the phonographic vowel scale which are made with the organs of speech in like position or nearly so. Tested in this way, what is usually called short *i* in *fit*, is found to be the real mate of long *e* in *feet*, and is therefore paired with it; short *e* in *met* is nearest in sound to long *a* in *mate*; short *a* in *mat* requires a wider opening of the mouth and is placed in the first group with the vowels in *air*,

far, and *ask*. So, also, the sound called short *o*, as in *not*, is found to be nearer to the broad *a* in *fall* than it is to long *o* in *note*, and it is therefore ranged in the first place with *au*. The natural vowel termed short *u*, heard in *bun*, *but*, etc., and which is lengthened before *r* in *burst*, *stir*, *her*, etc., bears no relation to the sound of *o* long, and therefore in the above scale, though its sign is written in the second place, the dash is struck in a different direction from that of *o*. This natural vowel is usually heard as the sound of the *a*, at the end of proper names, as *Victoria*; though careful speakers give a more open sound—a short *ah*, as in *Minneha-ha*. The sounds of *oo* in *fool* and *u* in *full* are simply the long and short of each other.

It is necessary that the difference between the mated short and long sounds of the dot signs should be fully appreciated. Thus *bit*, short vowel—*beet*, long; *bet*, short—*bait*, long. Remember that what is usually called short *a* as in *mat* is in the first place—a light dot; while long *a* as in *mate*, is in the second place—a heavy dot. That short *e* as in *met* is in the second place—a light dot; but long *e* as in *meet* is in the third place—a heavy dot. What is termed long *i*, in *ice*, is a compound sound, having a complex character to denote it, and is classed with the other close diphthongs, *oi*, *ow* and *ew*.

Those who fail to appreciate any difference between the sound of *a* in *bar* and *a* in *was*, and of *a* in *bar* and *o* in *on* and *not*, may, in such words, use the perpendicular first place dash, where the vowel is denoted by *a*, and the horizontal where it is denoted by *o*, until the sounds are discriminated.

Be careful to use the heavy dash in the second place for the vowel in *more*, *door*, *oar*, *four*, etc. Some persons pronounce, in this class of words, the same vowel that is heard in *bought*, *nor*, etc. This is incorrect; the full sound of long *o* should be given in *oar*, *more*, etc.

CHAPTER II

WORDS HAVING BUT ONE CONSONANT SOUND

Illustrated by Plates 3 and 4

PRINCIPLE IV. When the vowel in a word is a first place or open sound, the stem representing the consonant element is written a little above the line of writing, and the word is said to be in the *first position*.

If the vowel is a second or medial, the stem rests on the line and occupies what is known as the *second position*.

When the vowel is a third or close sound, the stem, if an upright or slope, is struck through the line, and if a horizontal, is made entirely below it; the word is then in the *third position*.

In case there are two or more vowels, the accented vowel determines the position of the stem.

§ 2. A consonant may have a vowel both before and after it; or two vowels before or two after; in either case the word will be of more than one syllable.

Where two vowels occur on the same side of a stem, if both are full and quite distinct, it is best to write them separately with their proper signs, that one nearest to the stem which sounds nearest. See *Ohio, Iowa*, in Plate 3, second line from the bottom.

A short or slightly sounding vowel may be indicated by a light tick attached to the sign for the accented or prominent vowel. This is easily done if the sign be a dash or compound. See *doughy, dewy*.

Should the stronger vowel be a dot sign, elongate the dot into a dash in the direction in which the stem P is struck, and prefix or add a tick for the weaker vowel. See *idea*. The sign for each vowel may, however, be written separately and in its proper place.

§ 3. The aspirate or breathing sound occurs only before vowel sounds and the sounds of W and Y.

The stem Hay is usually substituted by a short, slanting stroke, called the Hay-tick, which is joined at a sharp angle to the beginning of any stem except Kay, Gay, and Ree. Whenever it is not convenient to use the Hay-tick, the vowel sign can be aspirated by placing a small dot beside it.)

RULE 1. A word containing but one consonant sound must have that consonant represented by a stem sign. Exceptions to the rule are classed as word-signs. See plate 4, *the, an, who, as, is*.

Proper names are designated by two small dashes under the outlines, and emphatic words by a wave line.

DIRECTIONS FOR WRITING A WORD IN PHONETIC STENOGRAPHY

First, separate the word into its elementary sounds, speaking each distinctly and separately; then write the *stem* which represents the consonant element in its proper position, according as its vowel is a first, second, or third place vowel. Lastly, write the vowel sign or signs near the stem, before or after, in accordance with Principles I, II, and III.

Words that are pronounced alike, though differing in their common spelling, are written alike in phonography; as, *know*, *no*. But words pronounced differently, though spelled alike, are written differently, according to their sound; thus *bow*, a ribbon, and *bow*, to bend the body, are written with a different vowel sign.

PRACTICE ON WORD-PLATES AND READING LESSONS

Each *line* of a phonographic page that consists of single words, and each *paragraph* of a reading lesson, should be worked up separately in the following manner:

1st. Read the words of the line or paragraph several times *with* the printed key.

2d. Read the same line *without looking at the key* until it can be read easily.

3d. Copy the phonographic forms of the line very carefully five times, pronouncing each word before copying it.

4th. Make a test by writing the same words from the printed key in shorthand, without looking at the phonographic plate.

5th. Compare your writing with the plate, and correct errors.

KEY TO PLATE 3

WORDS HAVING BUT ONE STEM

FIRST PLACE.—At, ought, toy, add, odd, die, eyes, thigh, thy, thou, saw, sigh;

Pa, paw, buy, boy, bough, fie, vie, vow, oil, or, our;
ire, jaw, joy, all, law, isle, lie, shah, Shaw, ash, shy;
rye, row, cow, my, Ma, mow, nigh, now.

SECOND PLACE.—Eight, aid, day, ode, oath, they, though, us, say, so, pay;

up, beau, oar, err, way, etch, edge, ale, lay, low, show;
ache, oak, gay, roe, aim, hay, hoe, own, no or know.

THIRD PLACE.—Eat, it, too *or* two, do, ooze, see, Sue, ease, pea, bee, if;

few, view, ear, each, chew, Jew, eel, ill, lea, lieu, we;
me, mew, moo, coo, inn, knee, new *or* knew, key, rue.

TWO SYLLABLES.—Ado, adieu, essay, obey, avow, away, allay, alley, allow, ashy, issue, easy;

echo, ago, Anna, Annie, Ohio, Iowa, doughy, dewy, idea, Utah.

ASPIRATE TICK AND DOT.—Hope, hide, hoof, heavy, hall, hush, why, hymn, home, honey.

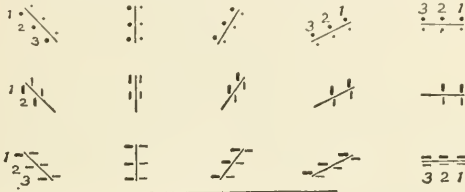
SENTENCES FOR WRITING AFTER PLATES 3 AND 4 HAVE BEEN STUDIED

The boy you see is Ray Low. He may say he has no home. I am to show it to you. It is high up on the hill. A day ago he hung up his hoe, and had an idea to go away to Ohio. Now he is here, and we see him each day in our alley. Do you see how happy and gay he is?

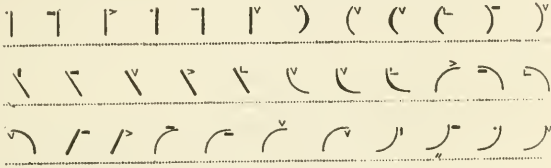
PLATE 3

Words having but One Consonant Sound.

Directions
and Places
of
Vowel Signs.
See chap. 2,
Prin. II & III



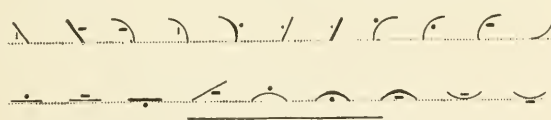
First
or Open.
Stem in
First Place.



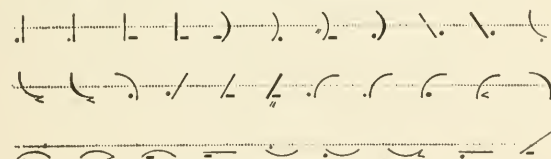
Second
or Medial
Vowels.



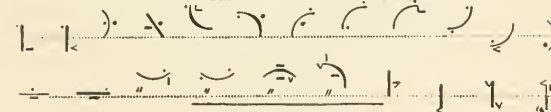
Stem in
Second Place.



Third
or Close.
Stem in
Third Place.



Two or more
Syllables.



Aspirate tick,

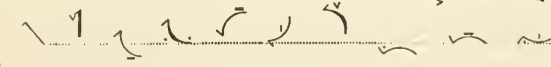


PLATE 4

SIGN WORDS AND VOWEL WORDS

§ 1. The small characters at the top of Plate 4 represent the words beside them. Each is in position according to the vowel of the word denoted. Strike the light tick for *and* upwards, but the heavy dashes downwards. The circle represents the sound of *s* or *z*. The horizontal half-circle denotes that of *n*, and the perpendicular that of *f* or *v*.

























§ 2. The half-circle word-signs for *on*, *of*, *in*, *if*, should be turned in the direction indicated, unless, in phrasing, the opposite direction forms a better outline.

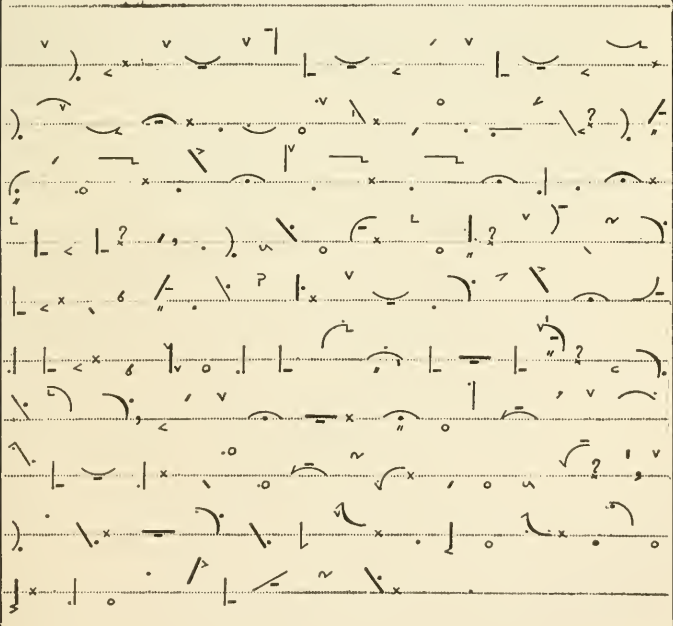
§ 3. The dot-sign for the article *the*, may be elongated into a slanting tick, and attached to the sign for *and*, and to the half-circle word-signs. *The* may be expressed in the same way after a stem or final adjunct, whenever it makes a distinct angle in joining. The sign for *and the* is inverted to express *of the*. The word *a* is sometimes expressed by a perpendicular or horizontal tick joined to a following stem or hook.

SIMPLE SENTENCES

I see you. I know I ought to know you, and I do know you now. See my new hoe. The inn is high up. Who has the key of the pew? See Joe Lee and his cow. The boy may tie the cow. The cow may eat the hay. How do you do? Oh, the sea in the bay is low. How is Eddie? I saw him on the way to you. He owes Joe the pay of a day. I know the way, and the boy may show it to you. Whose idea is it to allow Emma to go to Iowa? If we pay our way, you and I may go. May is at home, and I am happy to know it. He has his home on the hill. Who is in the hall? Ah, I see a bee. Go away, bee, to the hive. The dew is heavy. The air is dewy. It is a joy to row on the bay.

KEY TO PLATE 4
Vowel Words—Word-Signs

 the	 high	 awe	 has
 a, an	 how	 awes	 his
 and	 ah	 owe, O	 on
 and the	 you	 owes	 of
 of the	 he	 who	 in
 I	 him	 whose	 if



This section contains a complex arrangement of musical notations on four-line staffs. It includes various note values (quarter, eighth, and sixteenth notes), rests, and word-signs corresponding to the words in the table above. The notations are organized into several rows, with some words appearing multiple times in different musical contexts. The word-signs are small symbols placed above or below the notes, often with a horizontal line extending from them. The overall layout is dense and detailed, illustrating the specific musical representation of each word and its variations.

CHAPTER III

REGULAR FINAL ADJUNCTS N, 'N, SH'N, T, NT, AND T'N

Illustrated by Plate 5

§ 1. Final adjuncts are either modifications of stems or small characters, such as hooks and circles, placed at the end of stems. Their use is to shorten the outline and to add certain consonant sounds or separate syllables whenever *no final vowel follows* those sounds or syllables. A vowel is usually heard between the sound of the stem and that of the adjunct, which has its sign written in the proper position and as near the stem as practicable. If a vowel sign is placed outside of a hook or circle, still the vowel sounds next to the stem.

§ 2. The N-hook is a small final hook. It is made on the *inside* of the curved stems, on the *under* side of the straight horizontals, and on the *left* side of straight uprights and slopes. It is used to express the simple sound of n. Lines 1, 2, 3.

CAUTION: Be very careful completely to finish the stem, making it of full length and proper shape before beginning to turn the hook; also to keep the hook parallel with the stem, not turning the point inwards in the *slightest* degree.

§ 3. The In-hook represents the final syllables *in, en, an, on, or un* when they follow a vowel sound which is preceded by a stem, as in *ru-in, li-on, etc.* The In-hook is a distinct sign, made as a minute half circle, turned either *up or down*, but not sideways, and made to form an acute angle with the preceding stem or hook. It is added to *full length* stems, only when final n is preceded by *two* successive vowels. Line 4.

§ 4. The Shun-hooks represent the syllables *tion, cion, sion, etc.*

§ 5. The 1st Shun-hook is the same as the N-hook, but it is larger. This form is used at the end of any stem when a vowel precedes the syllable *shun*, as in *caution*.

§ 6. The 2d Shun-hook resembles the In-hook, but is larger. It is added to straight stems when *no* vowel comes between the stem and the following *shun*, as in *auction*, and it can also be attached to a preceding hook or halved stem. After a half-length stem a vowel precedes the 2d Shun-hook. Lines 5, 6.

§ 7. A simple stem sign is made half-size to express the added sound of t only, with the exception of W and Z which are halved to add either t or d.

The stem S is halved only when its sound is preceded by a vowel, as in *caSt*.

The words marked "Special" on line 8, are frequently recurring words exceptionally halved for d.

§ 8. A finally hooked stem, that is one having an N-, 1st Shun-, or other final hook, may be halved to add t or d, the hook sounding before the halving; thus: nt, sh'nt. Lines 9, 10.

§ 9. The In-hook attached to a half-length stem expresses the termination t'n; this hook succeeds the halving as does also the 2d Shun-hook.

WRITE THIS TEST LESSON AFTER PLATE 5 HAS BEEN STUDIED

Leon has gone up the lane. It may rain, so do you run. The pain is in the bone of my knee. The Russian got in a passion, and lay down on the cushion. John Ryan bought a boat at the auction. I saw the kitten; she has her paw on my mitten. The wind is in the east. Sew the button on my coat. We went to hunt upon the mount and caught a fawn. We thought it might be a goat. Ah, it has no horn. It ran away to the wood.

KEY TO PLATE 5

Regular Final Adjuncts, n, sh'n, t, etc.

1. N-hook.—Thin, than, thine, zone, fun, even, often, Allen, line, alone, shown, shun, earn.

When the vowel between the stem and hook is very slightly sounded, as in "even," it need not be denoted.

2. Mean, amen, hen, none, known, wine, whine, one, yawn, hewn, assign.

3. Pain, open, upon, eaten, done, Eden, chain, chin, June, kin, arraign, run, gun.

4. IN-HOOK.—Lion, Cheyenne, scion, ruin, lean, Leon, bone, Bowen, Rhine, Ryan, peon.

5. SHUN-HOOKS.—Nation, mission, emotion, fashion, evasion, session, lotion, elision *or* elysian, vision, fusion, effusion.

6. Caution, cushion, occasion, Russian, oration, edition, passion. Option, action, auction, pension, mention.

7. HALVING—ADDS T.—Pat, pet, but, tight, taught, date, dot, cheat, root, wrote, right, chat, fat, vote, foot, thought, that, night.

Write half length stems *entirely below the line* for the 3rd position.

8. Yacht, art, rat, east, wheat, wood, wide, eased.

Special.—Did, deed, God, good, made, paid, could, should.

9. NT OR ND.—Paint *or* pained, tent *or* tend, don't, chained, can't, rent *or* rend, rained, land, lent *or* lend, find, faint, thinned, meant *or* mend, mind, hint.


10. Wind, whined, gained, shunned, bind, arraigned, around, event, assigned, opened, abound, attend, island, amount, patient.


11. Cotton, kitten, mutton, mitten, fatten, bitten, written, button, rotten, gotten, Latin, maiden.


SENTENCES


The town has gone to ruin. It is an odd fashion. I thought you made a motion. We made the good man shout right out. His head is not so hot as mine. He wrote to Jane about the lion. We meant to rent the land. They shunned the light. She has a notion to write, though she may not do so. The kitten lay upon the cotton and ate the mutton. Be patient and don't mention the action *or* the occasion.

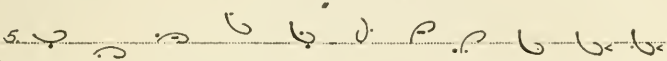
PLATE 5


1. 


2. 

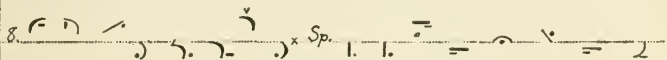
3. 

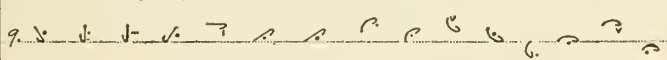
4. 

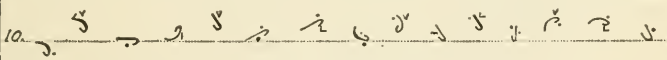
5. 

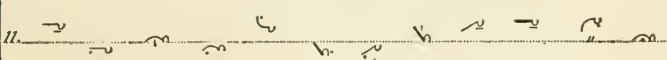
6. 


7. 

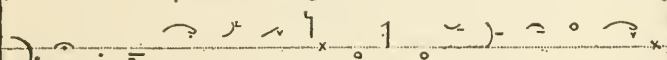
8. 


9. 


10. 


11. 











SIGN WORDS—SIMPLE STEM SIGNS

Illustrated by Plate 6

§ 1. Sign-words are words of frequent occurrence which are not represented by full outlines, but by a single character which denotes the most prominent vowel or consonant sound of the word. This character is called the word-sign. If a vowel-sign is used, it is written in place—above, on, or below the line, as illustrated by the sign-words on Plate 4. If a consonant sign is employed, it is also in place according to Principle IV.

RULE 2. *Use the stem Ree when a vowel immediately follows the sound of r, and the stem uR when one does not.*

§ 2. The words *are, your, where, her, here*, are exceptional to the above rule.

SENTENCES ON PLATE 6

Has your Pa been to Easton? No, but Joe Ely has; he went with these men to the show. Where and which way are the men now gone? I don't know where they have gone, but Aaron is here. Will Roy go with these men again? No, for I say he shall not. It is not for a boy to say shall or will, but from what I saw of Roy, he will not go to Erie again.

It awes me to see the man in the moon open his round eyes so wide. John Bowen will rent where he can have a view of the sea and a good way to get to town. From the day when Abby Ryan went to Newton we have had no mutton for tea. They say that meat is not good for us at night, so we have an egg.

SENTENCES FOR WRITING AFTER PLATES 5 AND 6 HAVE BEEN STUDIED

Do not go in-the rain or you will get wet. It is a mean act to hit a boy who can't run, or to cheat a man who can't see. No one should be made to eat meat if he has no want of it. Lay the gun on-the gate; shut your right eye and aim at the eye of the moon: you will see a faint light around the edge when you shoot, and may have to lie down with a pain in-the head.

Now I shall say adieu, for we have to go away at ten, and John will be in a passion if we are not at home when he is at the gate.

KEY TO PLATE 6

Simple Stem Signs

(←) with	⤵ have	/ which	↗ are	⤵ them
) these	⤵ were	⤵ will	↗ your	⤵ well
⤵ for	⤵ from	⤵ shall	✓ where	— gave
⤵ when	had	⤵ ever	✓ her	— give
— can	what	⤵ over	✓ here	— came

A series of ten horizontal lines for handwriting practice. Each line contains various stem signs and symbols, including arrows, curves, and straight lines, corresponding to the examples in the table above. Some symbols are accompanied by small numbers (1, 2, 3, 4, 5, 6) or letters (a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, x, y, z) to indicate stroke order or specific variations. The symbols are arranged in a way that demonstrates the correct formation and placement of each stem sign on a set of three horizontal lines.

CHAPTER IV

REGULAR FINAL ADJUNCTS — CIRCLES AND LOOPS

Illustrated by Plate 7

§ 1. Circles and loops are always formed on the *inside* of the curved stems. Their place on the straight stems is on the *upper* side of horizontals, and on the *right* of uprights and slopes, unless the sound of *n* precedes their powers, in which case they are written on the same side as the N-hook.

§ 2. A small circle represents the sound of *s* or *z*. Lines 1, 2, 3.

§ 3. A large circle denotes the sounds of *ss*, *sz*, *zs*, or *zz*, combined in one syllable. The vowel between these sounds is usually indistinct and not denoted; but should it be accented, or even fully sounded, the vowel sign is placed within the circle. Line 4.

§ 4. A small loop represents the combined sounds *st*, with no intervening vowel. Line 5.

§ 5. A large loop is used to denote the sounds of *st'r*, the *r* being preceded by a vowel which is usually obscure, but which, if accented or fully sounded, should be written within the loop. Line 6.

§ 6. **BACK CIRCLE:** A small circle formed on the back, or other side of the stem from the circle or loop, expresses an additional sound of *s* or *z*, or the syllable *ez*. Line 7.

§ 7. The small circle and loop may also be added to half sized stems. The circle is much used to express the plural of nouns and the third person singular of verbs. Line 8.

§ 8. Only the small circle can be placed inside of a hook; it should be made somewhat oval to fit neatly into the hook. The large circle and the loops are affixed to stems only. Line 9.

§ 9. Either of the circles or loops, if formed on the left or *n* side of a straight stem, includes the sound of a preceding *n*; in such cases the N-hook need not be formed, but only the circle or loop be made on the *n* side. Lines 10, 11.

§ 10. The halving principle for *t* or *d* is often combined with the final hooks and the small circle on curved stems, and with the circle on the left side of straight stems, for *ns*. In such combinations particular attention must be paid to the principle that the power (by which is meant the *sound*) of the halving, *t* or *d*, comes *between* the sounds *n* or *sh'n* and *s*; and also that the power of the circle is invariably the *last power*. Line 12.

§ 11. The In-hook is added after any circle or loop, by running the pen through the stem, or through a hook, and turning the In-hook on the other side. The accented vowel may be included in the In-hook. Lines 13, 14.

§ 12. The termination composed of s, vowel, and the syllables *tion*, *cian*, and *sion* as in *position*, *physician*, *decision*, is expressed by the large circle and In-hook; the circle in this case expresses s'sh, instead of s's or s'z. The vowel between the sounds of s and sh, need not be placed within the circle, since it is always the accented vowel of the word and will be denoted by the position of the outline. Line 15.

§ 13. Derivative words are naturally written in the position of their root or primitive words, when the accented vowel of the latter is long and remains unchanged in sound. This is the case with *causation* and *accusation* at the end of line 15.

§ 14. In vocalizing a stem having a final hook, circle, or loop, it is often necessary to put the vowel sign outside of the adjunct, and therefore at some distance from the stem. In reading it should be borne in mind, that the *vowels belong to the stems, and sound immediately before or after them*, according to the side of the stem on which they are placed.

§ 15. The final adjuncts all sound *after* the vowel sign, in the following order: 1st, Hooks; 2d, Halving or Lengthening; 3d, Circles, or Loops; 4th, In-hook.

§ 16. It should be well apprehended that the outlines of *no words that end with a vowel sound can be terminated with an adjunct*.

KEY TO PLATE 7

Final Circles and Loops

1. s or z. Fuss, voice, nice, owns, knows *or* nose, shoes, lace, this, says, ways, airs, oars, use.

2. Cause, keys, case, goes, eggs, gas, race, rose, arose, arrows, accuse, erase.

3. Pause, pace *or* pays, puss, toys, eats, its, choice, cheese, base, bees, adds, dies, juice, phase, peas.

4. ss, sz, zz, etc. Phases, voices, hisses, loses, ceases *or* seizes, cases, races, recess, rises, basis, possess, doses *or* dozes.

5. st. Fast, must, lest, nest, ceased, waste, yeast, faced, coast, rest, wrist, best, just.

6. st'r. Faster, muster, master, Lester, Worcester, visitor, castor, restore, pastor, bestir, duster, poster, Chester.

7. Back s or z. Masters, restores, masts, lists, coasts, rests, posts, posters, bestirs, excesses, recesses.

8. ts. Mats, nets, wits, shuts, shouts, lights, arts, rats, ruts, cuts, coats, gets, goods, couldst.

9. ns, sh'ns. Fans, fashions, men's, nouns, notions, lanes, lotions, cautions, auctions, ruins, buttons.

10. ns, ns's. Pains, dines, chance, Jones, dunce, dunces, bounce, bounces, dance, dances, canes, rains, runs.

11. nst, nst'r. Bounced, chanced, canst, against. Pace, pains, pets, paints, paces, paste, pastes, paster, punster, punsters.

12. nts, ndz. Mounts, minds, winds, finds, hunts, lands, lends, kinds, counts, rents, rounds, bounds, bends, attends, dents.

13. s'n, s'ns. Poison, poisons, dozen, dozens, cousins, masons, moisten, arson, lesson, lessons, loosen, design.

14. st'n, st'rn, n'sn. Boston, Weston, Dunstan, postern, western, cistern, Johnson, Benson, Munson, Hanson.

15. s'shn. Physician, physicians, musicians, cessation, position, positions, possession, possessions, decisions, accession, causation, accusation.

All, or, own, only, self, first, young, long, among, thing, next.

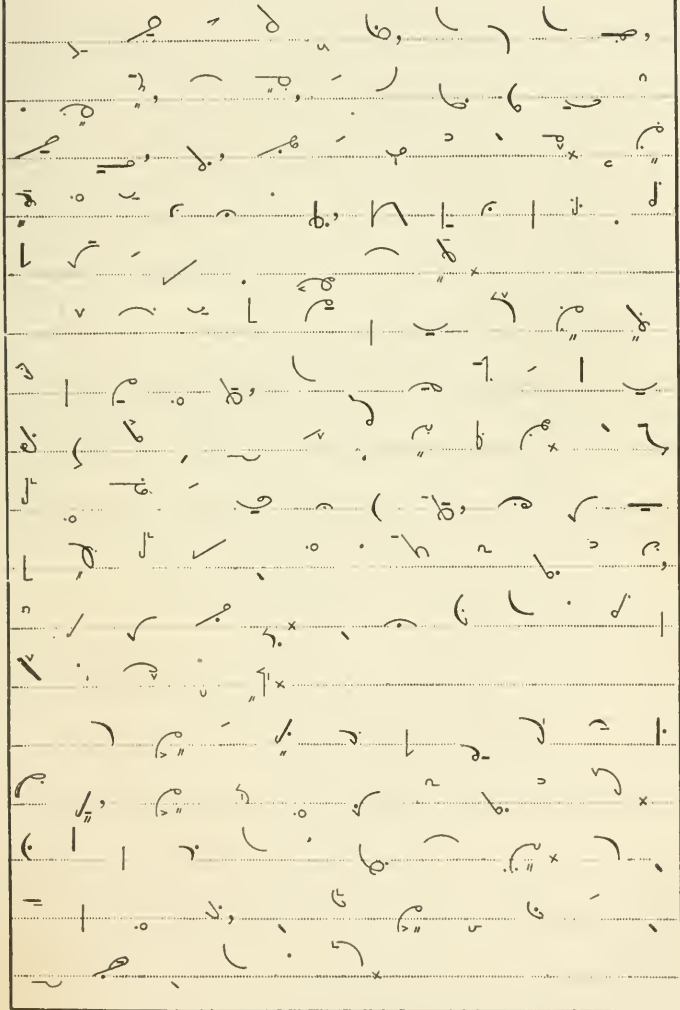
KEY TO PLATE 8

Put the roses and the pansies in the vases, for we have guests, the Misses Austin, from Kansas, and shall feast this noon on roast goose, beans, raisins, and nuts of all kinds. If Alice Watson has not yet made a decision, it will be too late to attend the dance at the hall and hear the musicians from Boston.

I am not at a loss to know why Ellis Benson happened to lose his position, for he was most haughty and had no patience with the boys who could not write the Latin test lessons. All over the town his actions and notions met with opposition, hence he will go to a Western town where he has an option on a piece of land, on which he will raise wheat. He may then have a chance to buy a mine in Utah.

When Lewis and Jane went to the woods one hot day last June, Lewis hurt his heel on a piece of iron. They had to wait for a physician from Ilion. When he got to his patient, he found Lewis in a faint and he could not restore him for an hour.

PLATE 8



CHAPTER V

STENOTYPY — COMBINED STEMS

Illustrated by Plate 9

§ 1. STENOTYPY. The describing of shorthand characters and outlines by type letters is called stenotypy. It is of great use in illustrating phonographic textbooks and literature. Capital Roman letters are used to represent stems; small, or lower case letters, stand for adjuncts, and an inverted period shows where a vowel sign should be written. Obscure vowels are not generally denoted. Stems that are to be made upward are denoted by Italic capitals; and, the In-hook, the 2d Shun-hook, and the Hay-tick, by a small Italic letter.

EXAMPLES. F_n denotes the stem F and the N-hook; Psh_n, the stem P and the Shun-hook; Kt, a K stem made half-length; Kt_n, the stem K, halved, with an In-hook; Rs, the stem Ree and small circle; L'ss, the stem L made upward, with the large circle, and the vowel sign written. Trace line 1.

§ 2. The adjunctive signs enable the writer to express a large number of words of one, two, and even three syllables, having many consonant elements, with the use of but one stem, thereby greatly shortening their outlines, and rendering the execution of the writing more rapid, and its appearance more beautiful and legible. But for the proper writing of many words of even one syllable, it is necessary to write two or more stem characters. In such cases, the stems must be written, one directly after the other without raising the pen or pencil from the paper, and each stem be made as before directed; namely, the horizontals from left to right, and all uprights and slopes downward, except Lee and Shee. These stems, also, are occasionally made downward when combined with other stems, according to rules which are given in Section 7. When struck downward, name them eL and iSH.

§ 3. The sounds of P, B, CH, J, K, Gay, and M, are always denoted by stems, as they have no adjunctive signs.

§ 4. When two straight stems, made in the same direction, follow each other, one being light and the other heavy, let them blend at the joining without abruptness. Trace lines 2 and 3.

§ 5. When the stem Ree is combined with another stem, it is not necessary that it should be inclined so nearly to the horizontal as when written alone, because the direction of the hand *upward* will distinguish it from CHay, which is always struck *downward*. Trace line 4.

§ 6. The circles may be formed between stems to express s or s's. Between two *straight stems* which run in the same direction, turn the circle on the right or upper side, for if turned on the n side, the sound of n will be included. If the straight stems form an angle, the circle must always be turned on the outside, so as to keep the stems from curving; no sound of n is then implied. Line 5.

When the circle is made between a straight stem and a curve, the circle should come on the inside of the curve. Trace line 6.

When the circle is made between two curves, write the circle inside the first, unless it is more convenient to make it inside the second. Trace line 7.

The small loop is sometimes, though rarely, made between stems, because the pen is not allowed to pass through the stem to which the loop is attached to begin another stem from the opposite side. A following stem is sometimes struck from the close of loop where it forms a right or acute angle with the preceding stem on which loop is formed. When a loop cannot be made, use the small circle and T stem.

A stem may begin from the point of a final hook if, when rightly struck, it forms a good angle with the hook. Lines 8, 9.

§ 7. POSITION OF COMBINED STEMS. The *first stem* of a combination is placed in position — that is above, on, through, or under the line, as directed for single stems — according as the vowel, or accented vowel, of the word represented belongs to the first, second, or third group or class; the other stems following without regard to position. Lines 10 to 17. When two upright or slanting straight stems, in the first position, are struck in the same direction, let the second stem just touch the line. Line 12, first and fifth words.

§ 8. VOCALIZING COMBINED STEMS. When one stem is combined with another, the vowel that comes *between* their sounds may have its vowel sign placed *either after the first or before the second stem* — to whichever the vowel seems most naturally to belong, and where it will most clearly express the desired sound; the hand, however, should go back as little as possible to vocalize. Line 10.

A vowel in an angle will usually represent the same sound with reference to both stems. Line 11. But in some combinations — as where the up-stroke is followed by a horizontal — it does not, and the vowel must be placed where it will be devoid of ambiguity. Line 11, last words.

When, in a very acute angle, there is not room for a vowel sign, it may be written outside of the angle at its extreme point. Line 11, *shod*.

§ 9. Lee and Shee (upward direction) are used when either is the *only* stem in the word, whether an adjunct is attached or not.

-Use Lee and Shee before another stem.

These stems, Lee and Shee, when struck downward are called eL and iSH.

When SH is followed by M or R, or L by MP, eL and iSH (downward direction) should be used.

Write eL in commencing words that begin with a vowel, whenever the second stem is a horizontal, as *elk*.

Write eL before NG when but one vowel sound intervenes, as in *lung, feeling*, etc. Line 13.

Use Lee and Shee, after another stem, whenever their sounds are followed by a vowel. Line 14.

Use eL and iSH as final stems, when no vowel follows their sounds. Line 15.

§ 10. A stem joined to another stem may have an adjunctive sign affixed to it; it may also be halved to add the sound of t or d if the combined stems make a well defined angle. But, usually,

final Ree and Lee are halved for t only, unless they are hooked.
Line 17.

§ 11. COMPOUND WORDS. The two parts of a compound word may be joined in writing; or if the outlines do not unite well, they may be written near each other with two small dashes between.

RULE 3. *Words ending with a vowel sound should have the last consonant represented by a stem.*

NOTE.—The directions given for the use of the upward and downward forms of R, L and SH, are, more than any others, subject to exception on account of the paramount *Law of Form*, which compels all Rules to be sometimes waived, in order to secure plainly defined or compact outlines. It was with the view of securing easy and clear outlines, as well as of preventing the writing from going too far below the line, that the upstroke characters were devised.

KEY TO PLATE 9

Combined Stems

1. Fn, Pshn, Kt, Ktn, Rtn, Knt, R s, R ns, L ss, M st, D ns, D nstrs.
2. PK, DK, JK, GK, TT, TD, CH J, RR, F TH, TH TH, LL.
3. WW, N NG, VL, PL, PL, JL, DM, TM, YK, RM, KL.
4. FN, FR, FR, DR, TR, PR, PR, P CH, MR, M CH.
5. K s K, R s R, CH s CH, T s T, P s P, P ns B, D s K, CH s P K, P s CH, R s T, G s P.
6. T s F, P s L, P s L, J s M, K s M, P s R, T s L, P s NG, R s M, N ss R.
7. M s L, L s L, V s V, F s R, M s V, L s M, F s M, F s L, F s L.
8. V st R, V s T J, D st N, T s M N, Pn NG, F nt NG, CHn J, L NG K, Bn T.
9. GnK, RnR, Rn K, Kn D, SH NG K, PshnL, Pshn L, P s'shnL, KshnL.
10. Page, both, far, tire, power, chop, beak, fade, shadow, laid, neck, patch.
11. Laugh, catch, mouth, cap, notch, match, shock, like, rock, shod.
12. Pipe, pope, peep, to-day, tide, duty, cake, cook, gag, judge.
13. Lane, shows, limb, live, league, shake, shower, shame, lump, lung, element.
14. Pillow, daily, jolly, mellow, holy, following, Nelly, waylay, fishy.
15. Peel, toil, fail, feel, maul, fish, power, door, fire, lower, cower.
16. Merry, hurry, carry, narrow, cherry, sherry, tyro, weary.
17. Foreign, fellows, berries, Darien, admissions, diction, elephant, mallet, merit.

TEST LESSON

Paul Terry, Jesse Pierce, and Bob Wesley arose by lamp light yesterday, leaving home early and coming all the way from Hollis, Maine, by air ship to see the Army and Navy football game on Murray Hill. When the shower came up they took refuge behind a pile of logs back of the old elm. A big limb fell on them but it did not kill any one, though Jesse was badly hurt and they had to cut his home-made jacket with a pair of shears, which was really a shame. Polly gave him cookies and sherry and kept saying, "Why shed so many tears!" Paek up your worries in your old kit bag, and laugh, laugh, laugh!"

CHAPTER VI

IRREGULAR FINAL ADJUNCTS F OR V, D, THER, ETC.

Illustrated by Plate 10

§ 1. The adjunctive signs for the sounds of f or v, d, and the syllables ther, ter, or der, and ive are termed *irregular* because they are not attached uniformly to all stems, nor are they denoted in the same manner on all stems to which they are attached.

§ 2. F-HOOK. The sound of f or v is added to that of *straight* stems by turning a small hook on the *right* side of upright or sloping stems and on the *upper* side of horizontals. A vowel sound always intervenes between the stem and the hook. Lines 1 and 2.

§ 3. The sounds of ft or vd are added to the sound of a *straight* stem consonant, by the F-hook and halving. Line 3, first part.

§ 4. IVE-HOOK. A small half circle turned in the direction of the stem TH may be used at the termination of *half-sized* stems to express the added syllable ive. Line 3, last part.

§ 5. TER-HOOK AND LENGTHENING. A large final hook on the *right* or *upper* side of straight stems denotes the final syllable ther. It is also used frequently for ter and occasionally for der. Line 4.

The syllables ther, ter, and der are added to the sounds of curved stems by doubling the length of the curve.

When written in the first place, the double length stems rest *on* the line; for the second place, they are made *halfway through* the line; and for the third place, they extend *two-thirds below*. This accords with the positions of doubled straight stems. Plate 9, line 12. But Lee and Shee, which are struck upward, start *above* the line for the first place, *on* the line for the second, *below* the line for the third. Lines 5 and 6.

§ 6. All stems, straight or curved, may be lengthened to add the syllables ther, ter, or der when those syllables are preceded by the sound of the N- or the F-hook. The syllable ture may be expressed in the same manner as ter. See *venture, jointure*. Line 7.

§ 7. ER AS AN AFFIX. In order to preserve the form of a root word, the added syllable er is denoted by the stem uR added to the outline.

NOTE.—When there are two or more ways of correctly denoting a word or syllable, that one should be preferred which will give the most definite and suggestive outline. Attention should also be paid to securing any needed distinction between the outlines of two or more words of the same part of speech, written in the same position, which might conflict in reading when the outlines are unvocalized. The best judgment, on these and other doubtful points, will come with practice and after the phonographic principles are fully mastered.

§ 8. The In-hook is used to denote the syllables in, en, etc., after any straight stem which is doubled for the purpose of repeating the sound of the stem, as in *bobbin*.

After double length curved stems, the sound of the In-hook succeeds the syllables ther or ter, represented by the lengthening.

The In-hook can be added to an N-, F-, or Ter-hook. Line 8.

§ 9. THE PAST TENSE. The outlines of verbs in the past tense ending in the sounds of t or st terminate according to the rules for the regular final adjuncts t and st. Line 9.

The use of the small loop is extended to words terminating with the sounds zd, except for *caused* and *paused*.

When the outline for the present tense ends with the st-loop, as in *boast*, the form for the past tense should terminate with the small circle and half length T. Line 10.

All outlines consisting of a single unhooked stem may be halved to add the sound of t; but d should be expressed by a D stem. Line 11.

Final ted or ded is usually expressed by a halved T or D. Line 12.

ED-TICK. The syllable ed, designating the past tense, is often denoted by a small final horizontal or perpendicular tick which is joined to the present tense outline. This tick is added to form the past tense of word signs and contractions in order to preserve the form.

The past tense is also denoted by the D stem, which occasionally has to be disjoined.

The stems for the terminations ted, al, ly, eth, ness, etc., must also in some cases be disconnected from the preceding form so as to give a clear outline. Line 13.

When the outline of a word consists of *more than one stem*, the last may be halved for either t or d, whether it has or has not a final hook. Lee and Ree, if without a final hook, are best halved for t only, as are also stems having a large final hook. Line 14.

All directions for the halving of a stem in combination are limited by the necessary rule, that *a combined stem cannot be halved unless its point of junction with the preceding or following stem is perceptible*. When the stems blend, forming no angle, t or d must be represented by adding the full stem T or D.

Use Rec instead of uR after K or G when r is to be followed by T or D, as in *coward*. See note, page 40.

Use the Ed-tick only for the past tense. Line 15, last words.

§ 10. When est is a distinct added syllable, it is best expressed *after a hook*, and when the form of the primitive outline will allow, by the stem S half-size attached. After a full length stem without a final hook, the st-loop may be used and also in cases where St does not make a good joining, as after K and L. St may be struck up or down. Line 15.

§ 11. The outlines of words ending in sit or sist are best terminated with the circle, small or large, and the stem T.

Final t, preceded by a vowel, forming with it a syllable, as *ate*, *ite*, etc., must sometimes be written T stem.

Use the stem when final t is preceded by two distinct vowels, as in *poet*. Line 17.

The termination of an outline with the slem T denotes a following vowel sound, except in the cases mentioned above and those covered by the rule in Sec. 10.

RULE 4. Use the proper adjunct to express n, n, shn, t, nt, s or z, f or v, ther, and ive, when they are the final sounds or syllables in a word.

PLATE 10

Irregular Final Adjuncts, f, or v, etc.

1. f. Puff, tough, chaff, chief, beef, deaf, buff, cuff, rough, reefs, puffs, coughs.

2. v. Pave, dive, give, arrive, dove, doves, paves, dives, achieve, arrives, caves, calves.

3. ft, vd, ive. Puffed, coughed, gifts, raft, rift; roved, arrived, achieved; active, motive, native, tentative.

4. ther, ter. Bother, gather, rather, patter, tutor, daughter, chatter, better, gaiters, bitters, daughters, writers.

5. Feather, father, weather, whether, Arthur, later, latter, shatter, shutters, shooters, oysters, Easter, voters.

6. Mothers, matters, heaters, nitre, theatre, fighter, fatter, neither.

7. Ponder, canter, thunder, tender, renders, rafters, venture, jointure, painter, fainter, kinder, pointer.

8. Pippin, baboon, bobbin, deaden, cocoon, jejune; Lutheran, veteran, mandarin, nectarine.

9. t, st. Cut, wrote, shut, bought, made, got, past, best, amassed, guessed, laced.

10. zd. Raised, amazed, refused, aroused, caused, paused; boasted, rested, fasted, jested.

11. d. Bed, laid, tied, road; fed, died, bowed, allied, showed, listened, moistened.

12. ted, ded. Voted, noted, patted, acted, rented, jointed, shouted, counted, mended, fattened.

13. Feathered, shattered, widened, rendered, gathered, fashioned, ventured, weathered, imitated, patiently.

14. Jog, jogged, feel, felt, toiled, bold, killed, repined, load, loaded, hurried, followed.

15. Liked, looked, vacate, cooked, catacombs, coward, fired.

16. Elocutionist, faintest, tightest, kindest, roughest, laziest, mightiest, holiest, fattest, latest.

17. Faucet, visit, gusset, possessed, resist, exhaust, passionate, diet, poet, bayonet, denote.

THE PIED PIPER

A long time ago, the little town of Hamelin was overrun with rats. They bit the babies in the houses and ate the bacon in the kitchens and took the cheeses from the wooden dishes. They also worried the cats and fought the dogs. At last the good folk went to the town hall to say to the Mayor that if he knew of no way to get rid of these pests he could not retain his office.

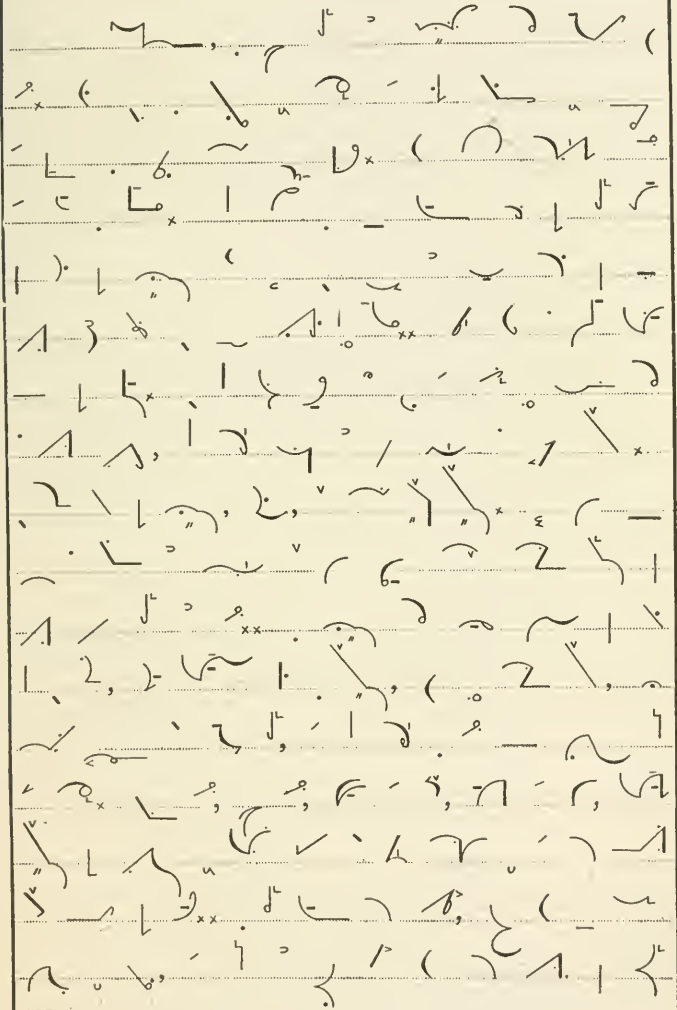
Just then a tall fellow came to the door. He had felt shoes on his feet and around his neck was a red ribbon, at one end of which hung a huge pipe. He walked up to the Mayor, saying, "I am the Pied Piper. If you will give me a bag of money I will use my magic power to rid your town of rats."

The Mayor was most willing to pay what he asked, so the following day the Piper, with his magic pipe, made merry music all over the town, and at once the rats came leaping out of the houses. Big rats, little rats, yellow and white, old and young, followed the Piper to a river in the valley, where all jumped madly in and were carried by the current to the ocean.

The townsfolk were rejoiced, feeling they could now live in peace, and out of sheer joy they were ready to shower all they had upon the Piper, who hurried to the Mayor for his money. "You ask too much; here are ten pieces."

At that the Piper left the Mayor's office in a rage, and when the women were busy he walked down the main road piping a lovely melody. This time all the boys ran merrily with the Piper until they came to the foot of a mountain. With a push from the Piper a door opened and all went in, and none of them ever came back to Hamelin town.

PLATE 11
The Pied Piper



THE FIRE HORSES

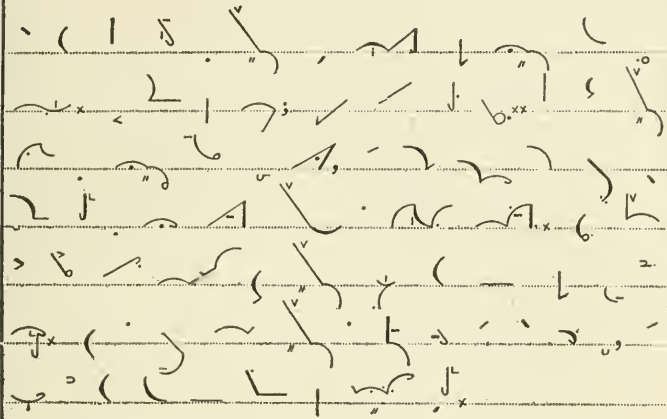
Peter and Jeff were two fire horses. They could run the fastest of any in the fire-house, and all the men liked them. On Easter Day, when they were coming home over the roughest kind of road, Peter fell, cutting one of his legs. Captain Bennet rubbed it first with hot water, then with cotton dipped in an oil to deaden the pain, and, after a few puffs at his pipe, shook his head, saying it would be a long time before they could venture to take him out again.

As the once active horse pondered over his fate, he was disposed to feel bitter about it. One night the next week, a little after midnight, the fire bell rang, and Harry, the new horse who had lately arrived, and Jeff, were hitched together, and off they cantered, leaving Peter alone. A thought he could not resist would come to Peter's mind and it possessed him. His lame leg ceased to bother him; he jumped up and down, then paused and listened to the noise of the hoofs in the distance, which came fainter and fainter to his ears. Then he kicked at the door until he was almost exhausted, when it burst open and off he ran faster than he had ever gone before.

How worried Jeff must be to be so delayed! Whether Peter thought of this I cannot say; he only turned down past the tall elm in time to see Harry fall, which caused much excitement among the firemen who gathered around him. The Captain wondered whether they could get to the disaster, when his eyes rested on Peter as he hurried on.

The Chief gave a loud hurrah. "Peter, our veteran, has come to help us and he does not limp at all. We shall yet visit the fire. We should have failed but for our hero."

PLATE 12



The Fire Horses

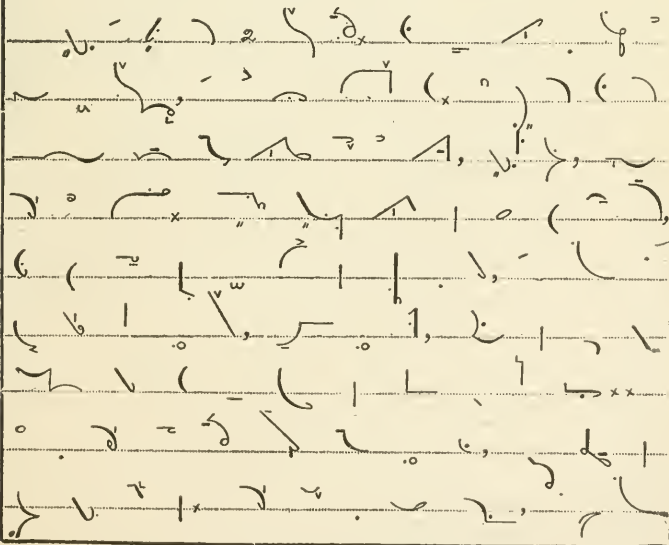
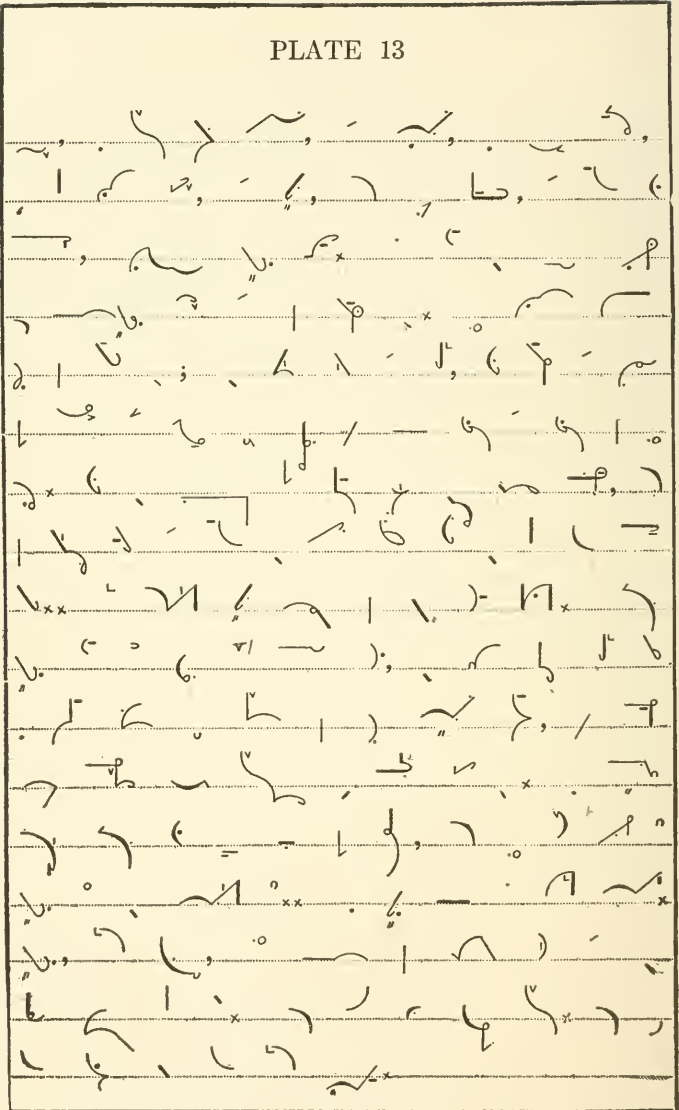


PLATE 13



OPEN DIPHTHONG SIGNS

Formed from the Six-Vowel Scale

A Table for Reference

The four *close diphthongs*, *i*, *oi*, *ow*, *ew*, united with a consonant, form one syllable; as *by*, *boy*, *now*, *few*. But there are many other double vowels which separate in pronunciation, forming separate syllables, and which are therefore termed *open diphthongs*.

The signs for open diphthongs are formed by prefixing or suffixing to the dash-vowel sign for the accented vowel (each of which has its own direction) a light tick for the unaccented one.

Since a tick cannot be attached to a dot-sign, the signs of the dot series of vowels are elongated into ticks in the direction of the stem P, for the accented vowel of diphthong (position of the diphthong indicating quality of vowel), the rising or backward-struck tick therefrom indicating the unaccented vowel. The most usual secondary or inferior vowel is *i*, as in *it*; but the added tick may denote any other short vowel when *i* does not give the double vowel in the word, as in *Noah*, where *o* is the accented vowel denoted by the dash, and *ah* is expressed by the tick attached, the sign being the same as that in *doughy*.

COMBINATION OF A LONG AND SHORT VOWEL

∨	∨	∨	∨	∨	∨
hurrahing	chaos	being	sawing	doughy	doing
∧	∧	∧	∧	∧	∧
lago	mediate	hygiene	carryall	folio	

COMBINATION OF TWO SHORT VOWELS

∨	∨	∨	∨	∨	∨
<i>I</i> (close)	hygeist	<i>i-i</i>	oil (close)	<i>u-i</i>	Bedouins
∧	∧	∧	∧	∧	∧
maniac	oriental	marrying	idiot	furious	virtue (close)

A tick may be attached to either of the close diphthong signs to denote a preceding or following vowel, thus:

∨	∨	∨	∨	∨	∨
geni	Honeoye	diary	buoyant	trowel	dewy

PART II

CHAPTER VII

INITIAL ADJUNCTS — CIRCLES AND LOOPS; IN-HOOK; DOTS FOR ING
AND CON

Illustrated by Plate 14

§ 1. The small and large circle and small loop are used at the beginning of stems in the same manner as at the end, but with limited powers, the small circle representing *s*, and the small loop *st* only. The large loop for *str* is not used at the beginning of outlines. Both circles and loop are made on the same side of the stems as when they are used for final adjuncts; namely, on the right or upper side of straight stems and inside of curves.

In reading, sound the circle or loop *first*, and then the other character according to previous directions, remembering that *the vowel always sounds immediately before or after the stem*; that a final hook sounds *before* the halving or lengthening power, unless it be the In-hook, which is especially designed to *follow* the power of any adjunct; and that a final circle or loop sounds *after* both a final hook and the halving or lengthening power.

§ 2. The initial small circle is used to begin the outlines of words that commence with the sound of *s*. Lines 1, 2, 3.

The stem *S*, and not the circle, is used to begin the outline:

- (a) Whenever *s* is the only consonant in the word, as *see, say*;
- (b) When a word beginning with the sound of *s* is followed by a vowel and final *s*, or by the syllables *er, ing, 'n* or *shun*, as *cease, sewer, sewing, scion, session*;
- (c) When initial *s* is succeeded by two distinct vowels, as in *suicide*;
- (d) Whenever the word commences with a vowel before *s*, as *ask, estate*.

Words composed of *s* and *n*, as *sun, sign, soon*, are written *sN*.

When *z* is the first consonant sound, begin with the stem *Z*. Line 4.

§ 3. INITIAL LARGE CIRCLE. When a word begins with the syllables *s's* or *s'z* followed by one or more consonants, begin the outline with a large circle; the sign for a strong or accented vowel may be placed within the circle. Line 5.

§ 4. INITIAL SMALL LOOP. The outlines of words containing three or more consonant sounds, the first two being *st* immediately followed by a vowel, begin with the small loop attached to the stem representing the third consonant. Lines 6 and 7.

When, however, the third consonant of a primitive word commencing with *st* is *n* or *f* *not followed by a vowel*, begin the outline with *sT* and represent the final *n* or *f* by a hook. Line 8, first part.

§ 5. The combination *str* beginning a word, is denoted by turning the circle on the *left* side of *T*; the vowel sign then sounds *after* the *r* and not directly after the stem. Line 8, last part.

§ 6. The *simple* sound of *r* immediately succeeding the sound of any *straight* stem preceded by *s* as in *sPray* is represented by turning the circle on the left or under side of the stem, the vowel sound following the *r*. Line 9.

§ 7. The syllable *er* is added to any word whose outline begins with a circle or loop on a straight stem, by turning it on the *left* or *under* side of the stem. In this case a distinct vowel will always *precede* the stem. Line 9, last part.

§ 8. INITIAL IN-HOOK. This hook consists of the upper or lower half of a small circle and is used in beginning the outlines of most words that commence with *in*, *en*, *an*, *on*, or *un*, as a separate syllable; also when the syllable contains a long vowel combined with *n*, as in *only*.

If a single stem, except *Lee* and *Ree*, is preceded by the circle or In-hook, the past tense is often denoted by halving. Lines 10 and 11.

§ 9. The In-hook may precede the circles or small loop, beginning on the opposite side from the circle or loop. Line 12.

§ 10. A small upright tick prefixed to the stem *N* denotes that a vowel precedes that stem. The stem *N*, with a vowel tick, is used instead of the In-hook when it shortens or improves the outline; it is also used to make a distinction in the form of two words.

The vowel tick takes the place of the regular vowel sign.

The stem *N* is used instead of the hook, mostly, when several *t* or *d* sounds follow *n*, one of which can be expressed by halving the stem *N*. Line 13.

§ 11. The stem *N* doubled in length and preceded by the initial vowel tick is used to begin the forms of words that commence with *inter*, *enter*, *intro*, or *under*; the special prefix being determined after the latter part of the word is deciphered.

When the outline of a word begins with double length *N*, the first stem that follows this prefix takes the position indicated by the accented vowel.

§ 12. DOTS FOR ING AND CON. The termination *ing* is expressed by the stem *NG*, and *ings* by *NGs*, after full-length stems and whenever a clear outline results.

But when a half-length stem does not form an angle with *NG*, or a hook would be obscured by its attachment, *ing* should be expressed by a dot at the extreme final point of the outline, and *ings* by a small circle. To avoid raising the hand to make the dot, *NG* may be made after a circle turned on the *n*-side of a straight stem.

After a *word-sign* use the *ing* dot.

The prefixes *com*, *con* or *cog*, are denoted by a dot at the *extreme initial point* of the outline. Where the *m* is doubled, as in *commis-sion*, the second *m* is often expressed in the outline.

PLATE 14

Initial Circles and Loops, etc.

1. Soap, spy, Spain, seat, city, said, site, such, sage, scoff, sky, sorrow, sore.
2. Same, soon, sunny, sinister, sway, sour, song, slay or sleigh, sully, seven, slender.
3. Snatch, slight, slide, smoked, spied, sailed, sold, spice *or* spies, spicy, surrender.
4. Sew, says, sewing, sower, sizing, assigns, scions, science, saucy, Czar, zero.
5. Schism, society, suspender, suspicion, Cæsar, Cicero, sustain, sustained, sustenance, sausage, suspense.
6. Step, stop, stood, stitch, stake, stem, still, store, story, star, starry, steer, sting.
7. Stepped, stitched, staked, start *or* starred, started, stored, storied, storm, stormed, stamp, stamped, stony.
8. Stain, stained, stand, standard, stint, stove. Stray, straight, stroke, stretch, strive, striven, stripped, street, straighten.
9. Sprain, sprout, scratch, scream, scrawl, scrape. Sober, stupor, suitor, cider, sister, succor.
10. Into, unto, indeed, Indian, indicate, indicted, endowed, infer, unveil, unkind, inhuman, engine.
11. Inlet, inlaid, only, infatuate, enough, unbound, inwrought, inroad, unload, unloaded, enjoyed.
12. Answer, answered, inserted, inscribed, instruction, unsystematic, instead, unseemly, institution, insufficient.
13. Honest, honesty, instant, incident, instance, antidote, intent *or* intend, intention, ancient, incision.
14. Interfere, entertain, interrupt, undertake, understand, understood, introduce.
15. Being, paying, petting, dying, dotting, roving, inserting, dancing, dozing, extensive.
16. Chancing, writings, meetings, beatings, weddings. Compare, compose, composite; content *or* contend, condition, conviction, confession.
17. Consolation, consult, consummation, consumption; cognomen; commit, compensation, commission, commands, comments.

PLATE 11

1. *[Handwritten musical notation]*

2. *[Handwritten musical notation]*

3. *[Handwritten musical notation]*

4. *[Handwritten musical notation]*

5. *[Handwritten musical notation]*

6. *[Handwritten musical notation]*

7. *[Handwritten musical notation]*

8. *[Handwritten musical notation]*

9. *[Handwritten musical notation]*

10. *[Handwritten musical notation]*

11. *[Handwritten musical notation]*

12. *[Handwritten musical notation]*

13. *[Handwritten musical notation]*

14. *[Handwritten musical notation]*

15. *[Handwritten musical notation]*

16. *[Handwritten musical notation]*

17. *[Handwritten musical notation]*

THE HONEST PEASANT

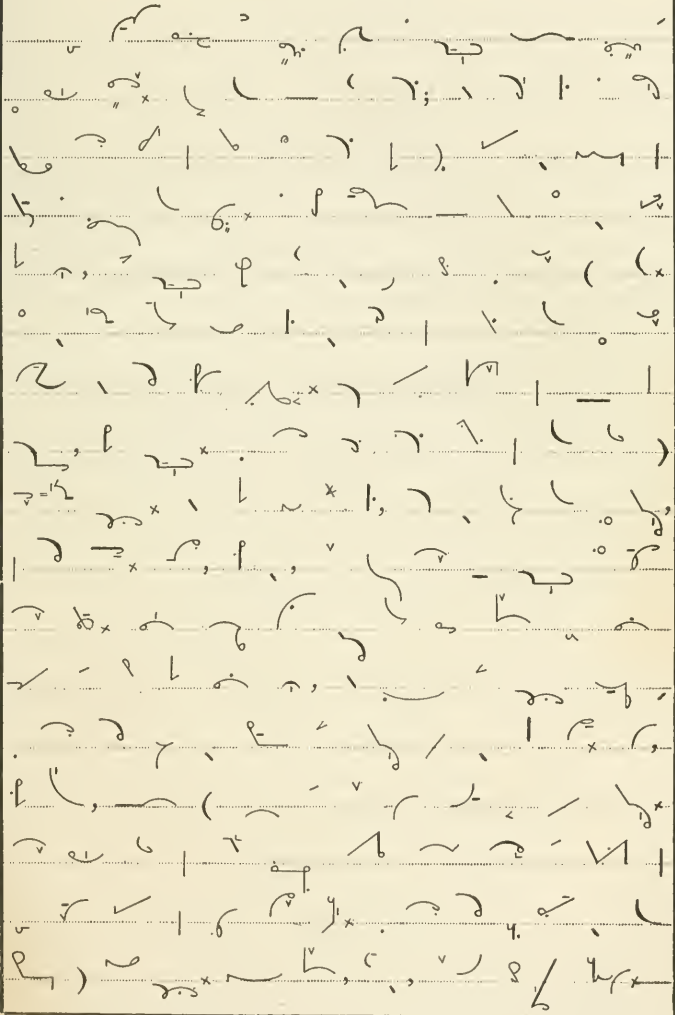
In a lonely section of Sweden lived a woodcutter named Simeon, and his son, Simon. Few ever came that way; but one day a stern business man chanced to pass on his way to the sea, where he intended to board a steamer for Sicily. A sudden storm came up as he arrived at the hut, and the woodcutter insisted that he should spend the night with them. As he started off the next day, he wanted to pay for his night's lodging, but was steadily refused. "We are delighted to give what we can," said the woodcutter. The man went away happy to have found these kind-hearted woodsmen. But at the end of the day when he felt for his purse, it was gone. "Alas," said he, "I fear my good woodcutter has stolen my possessions." Some months later he was for the second time in the same country and stopped at the same hut, but neither of the woodsmen noticed who the man was until he spoke of the purse which he had lost. "Well," said the father, "come with me and I will show you your purse. My son found it about sixty rods from the house and buried it in a hole, where it still lies untouched." The man was indeed sorry he ever suspected these honest woodsmen. "Another time," thought he, "I shall suspend judgment indefinitely."

TEST EXERCISE

Such a sight was the town that day. Along the sunny meadows stretched solid rows of stone seats on which sat the spectators, silently waiting for the sage Sheriff and his stately dame to arrive and the entertainment to begin. At one side stood a tent of striped canvas, and a stake from which hung silk and satin streamers. Beside this was a shining target. The six stout shooters, whose ancestors were famous shots, were arriving; a knight soon came, then two yeomen, and last of all a strange man with stained skin and attired in a tattered scarlet suit. This caused a sudden stir and sensation, and some commotion, which was intensified when they saw a slight patch over the man's left eye.

The Sheriff instructed his man-at-arms to scan the ten shooters. "Seest thou Robin Hood among them?" "Nay, Sire," he answered. "Then," interrupted the Sheriff, "he is a coward as well as a knave." Not a sound could one hear as each in turn took his stand and with slow, steady and sufficient aim let go his arrow. "A man can but strive to do his best," said Saul, as he chose from his sack a smooth arrow, inserting it deftly. Away it went about an inch from the center. It was a bold stroke,—only two struck the same ring. Then the one with the sober, serious, scratched face stepped from among his antagonists. He loosened his string and away went the arrow straight to the center, making an incision in the target.

PLATE 15
The Honest Peasant

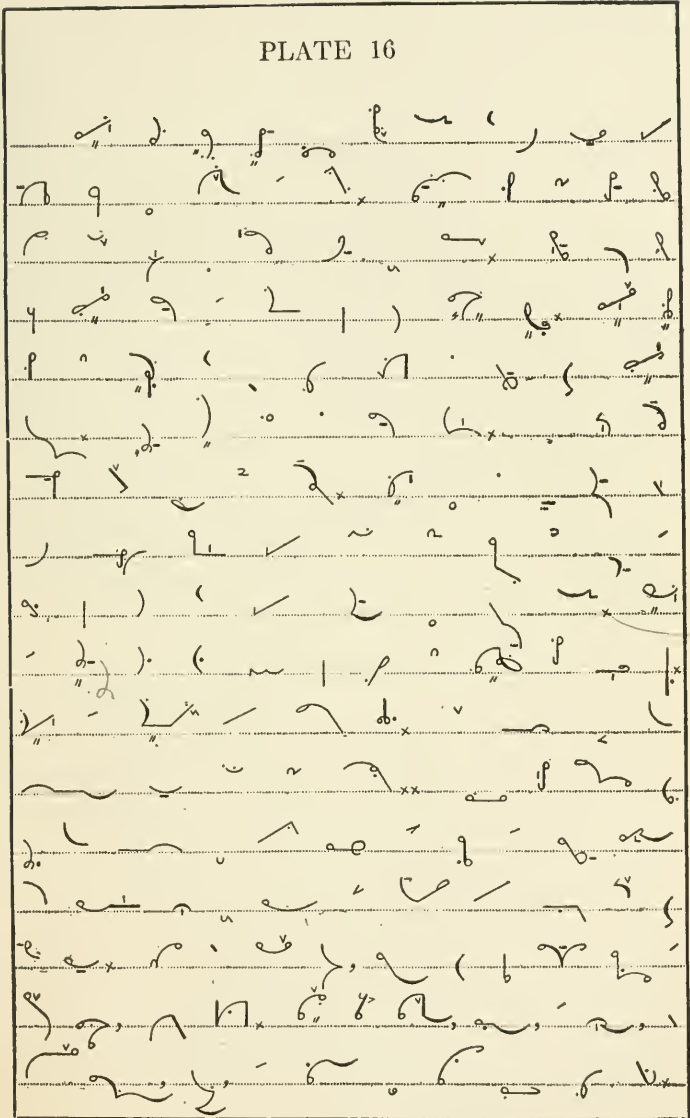


KEY TO PLATE 16

Sarah says Cissy Siddons seems satisfied now that she knows her oldest sister is alive and happy. Salome stayed on the stone steps last night until the stars shone in the sky. Suppose we step into Starin's store and ask to see Samuel Stevens. Cyrus Stetson said on Wednesday that he still held a position with the Starin firm. Susan Astor has a sore thumb. The hurt was caused by the sting of a wasp. Stella is a good sewer, but she accidentally struck her hand on a strip of wood and sprained it, so that her sewing is poor now. Susanna and Susanne say they intend to stitch on Sylvester's satin cuffs to-day. Ezra and Zechariah are stamping designs. I commend you for making no comment on the mishap.

Six sudden storms this season have come in rapid succession and the cedars and spruces surrounding our snug hut in the center of the forest are kept white with the soft snow. Unless all signs fail, spring, with its swollen streams and spicy smells, will be delayed. Silas enjoys sliding, skating, and hunting, but likes swimming, fishing, and sailing in his slender skiff still better.

PLATE 16



CHAPTER VIII

INITIAL ADJUNCTS

HOOKS: r, l, w, and y

Illustrated by Plate 17

§ 1. The initial adjuncts consist of the aspirate tick, the initial circles and small loop, the initial ln-hook described in Chapter VIII, the initial hooks for r, l, w, and y, and of the initial tick, used instead of a separate vowel sign to indicate that the word begins with a vowel.

§ 2. The consonants r, l, w, and y form in many cases so close a union with a preceding consonant that the two are uttered with a single impulse of the voice; thus, the sound of r unites with that of a preceding p, b, t, d, k, g, f, th, or sh, as in *pray, brow, try, draw, crow, grow, fry, three, shrew*.

§ 3. R-HOOK. The sound of r is denoted by a small hook, which is made on the *left* side of the initial end of the upright and sloping straight stems, on the *under* side of the straight horizontals, and on the *inner* side of all curved stems. The R-hook corresponds exactly with the final hook for n, it being formed on the same side of the stems, being common to all, and of uniform size. Lines 1 and 2.

§ 4. The sound of l unites in the same manner as r with a preceding p, b, k, g, or f, as in *play, blow, clay, glow, fly*.

§ 5. L-HOOK. The l sound is then represented on straight stems by a *small hook* on the *circle side* of the initial end of the stem, and on curves by a *large hook* on the *inner side*; the increased size constituting the difference between the L- and R-hook on curves. Lines 3 and 4.

In reading Plate 17, observe that though the hooks are formed *before* the stems are made, they sound *after* them; and that a vowel sign placed to the right of a stem sounds *after* the initial hook. Also that a vowel may precede the sound of a stem having an initial hook and following vowel, as in *a-Gr-ee, a-Bl-y*, in which case a word of two syllables will be formed. In each of these two classes of words the hook becomes a substitute for the stem Ree or Lee, which would have to be written if the hook were not made.

Before proceeding further it will be advisable for the student to turn to the Alphabet, page 13, and copy each stem several times, with the R-hook attached, forming the hook *first*, and sounding aloud the combination thus: *pr, br, tr, dr*, etc. The stem NG must be sounded with a vowel before it, thus: *iNGr*. Then write each stem with the L-hook formed on it first, and speak plainly the combined sounds *pl, bl, tl, dl*, to as far as *iNGl*. The stem Hay seldom takes the L-hook.

§ 6. The R- and L-hooks are used also when a vowel precedes the sound of the stem, without a vowel following the sound of r or l; as in *upper*, *apple*. In these cases the r and l form separate syllables of themselves; the vowel between the stem and hook being so slight as to require no sign. In this class of words the hooks are substitutes for the downward stems, R and L. Lines 5 and 6.

§ 7. The R- and L-hooks may be prefixed to a stem which succeeds another stem, as substitutes for R and L, or Ree and Lee, whenever they can be made plainly, and without the hand being obliged to take too sudden a turn in order to form them.

Be careful to form an initial hook on a second stem so that it cannot be mistaken for a final hook on the first. Often the hand must go back a little on the first stem to form the hook. Lines 7 and 8.

§ 8. WAY AND YAY-HOOKS. These are *large* initial hooks, attached to *straight stems* when the sound of w or y *immediately* follows that of the stem to which the hook is attached. The Way-hook corresponds to the R-, and the Yay- to the L-hook. Line 9.

The Yay-hook always includes the vowel oo. It is employed as a substitute for the vowel eu when its use gives definiteness to the outline. Line 10.

§ 9. A small circle can be turned within any of the initial hooks.

When an initial circle is connected with the R-hook on a *straight* stem it is sufficient to turn it on the left or under side without forming the hook.

The circle on the N-hook side of a straight stem, immediately followed by a straight stem in the same direction, represents ns; if r follows the sound of the second stem the R-hook should be clearly formed on the second stem, in which case no n will be indicated.

Whenever a circle and R-hook occur *between* stems, the circle should be so turned that the hook also can be plainly shown, or the r indicated by turning the circle on the left or under side of the stem. Lines 11, 12, 13.

§ 10. The In-hook may be prefixed to an initial hook whenever it joins conveniently. Whenever the In-hook is prefixed to an initial hook it is turned in the same direction as the hook which it precedes. It is turned to the left before the L-hook on Kay and Gay.

The In-hook is not to be used before the R- or Way-hooks on Kay, Gay, or Ree; use instead the ticked N stem.

Two successive backward initial hooks, that is, the In-hook before the L-hook, on P, B, T, D, J, should be avoided. In such cases also, the ticked N is preferable; thus write *enable* 'NBI.

The Way-hook may often be omitted from the outline, and the sound of w be unrepresented, or denoted by a minute half-circle in the vowel places.

This half-circle may also be used to express w initially before the stems T and D followed by a vowel.

In outlines, where the stem B without an initial hook immediately follows M, as in *ambition*, make the M more curved than usual, and the B more slanting, so as to get an angle between them.

KEY TO PLATE 17

Initial Hooks: r, l, w and y

1. r. Pray, pry, price *or* prize, brew, brown, brains, tree, try, dray, draw, drew, cry, grain, agree, fry, three, throne.

2. r. Prayed, prate, bright, broad, priced, prized, pressed, praised, trust, trusted, tried *or* trite, crowd, grate, agreed, fright.

3. l. Play, plow, blue, plain, blaze, please, blister, claw, close, glisten, fly, flee, flatter.

4. l. Played, plate, bloat, bleed, plunder, blessed, pleasant, clawed, glad, glitter, flight, fled, fritter.

5. r. Upper, outer, odor, ochre, eager, utter, uttered, offer, offered, every, effort, author, oiler, usher.

6. l. Apple, ably, idle, idled, agile, eagle, awful, oval, annals, casel; applause, apprise, apprised, approved.

7. Taper, table, double, noble *or* nobly, neighbor, teacher, feature, ample, employ, fable, viper.

8. Heifer, hovel, camel, final, funeral, manner, banner, pickle, moral.

9. w. Twist, twig, dwell, dwelling, quiver, quick, acquit, loquacious, acquisition, acquiesce.

10. yoo. Recuperative, evacuation, impugn, impunity, impudent, amputation, imbue, lugubrious.

11. Spry, straw, screw, saber, seeker, secret, cipher, suffer, sinner, sooner, soother, sever, cellar.

12. Supple, sable, saddle, settle, satchel, sickle, sorrel, socially, socialist, civilize, civilization, Cecil, uncivil, unsocial.

13. Squeeze, skewer, mastered, plastered, destroyed, disagree, discredit, Jasper, disclose, discipline.

14. Entry, untrue, intricate, include, included, inclination, increase, encroach, enable, until.

15. Infliction, inflame, inflate, unfold, unfolded, involuntary, inference, enforced, indulgence, telephone.

16. Entwine, untwist, untwisted, indwelling, intuition, indubitable, inquiry, unequivocal, inducement, inquisitive.

17. Squash, squirrel, disquisition, inquisition, delinquent, disquietude, squalor, disinclination, widow.

PLATE 17

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17.

10 yoo.

A FABLE

One clear, quiet summer day a cat and a fox, who were old friends, planned a trip and started off together, paying flying visits to the dwellings, cellars, and barns, picking up whatever they could glean and making off with the plunder. Ducklings for dinner and fresh cheese with scraps of veal for supper, made feasts fit for a queen. At twilight they concluded to have a social hour and amuse themselves with fables and stories. Finally they spoke of the smart tricks they could play.

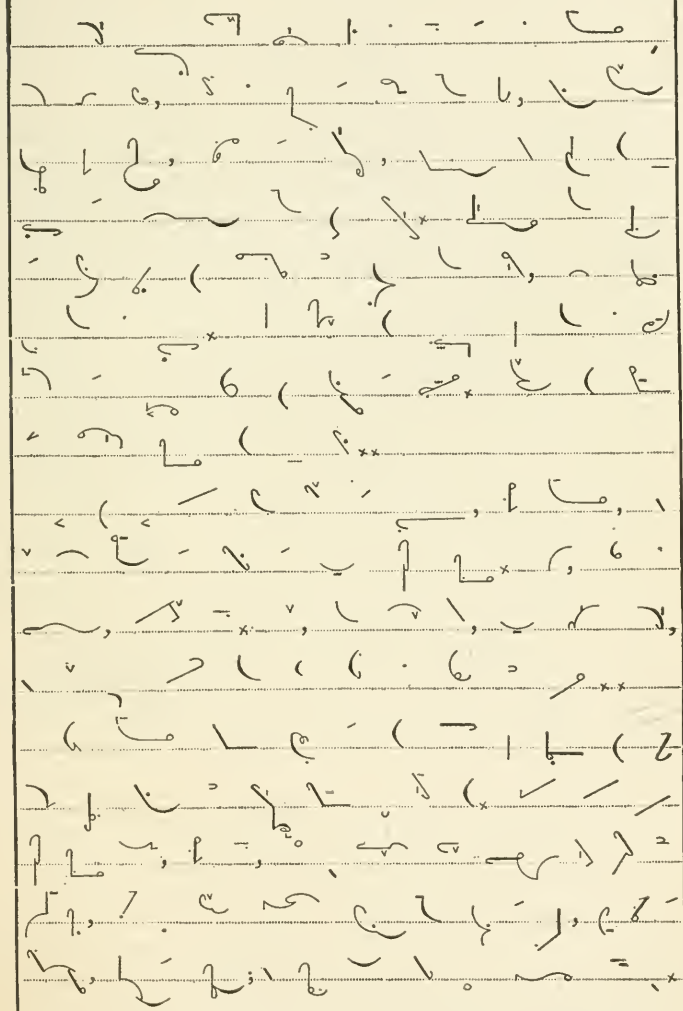
"You think you are very bright and quick," said the fox, "but I am strong and brave and know twenty tricks."

"Well, that is a great many," replied the cat. "I, for my part, know only one, but I would rather have that than a thousand of yours."

Then the fox became uncivil and they began to disagree with each other, when the distant baying of bloodhounds broke in upon them.

"Where are your twenty tricks now?" said the cat as he climbed quite gracefully up the branch of a tall tree, watching the frightened animal fleeing over field and ditch, through hedges and brambles, turning and twisting; but it was not long before his enemies caught him.

PLATE 18
A Fable



CHAPTER IX

INITIAL VOWEL AND ASPIRATE TICKS

Illustrated by Plate 19

§ 1. The initial vowel of a word instead of being represented by its own proper sign may be denoted by an upright or horizontal tick attached to the beginning of the first stem of a word, or to its initial hook. This tick forms a part of the outline; the exact vowel it represents will usually be suggested by the context and the position of the stem to which it is joined. Write it upward before *SH* and *N*, down before *Kay*, *Gay*, and *Ree*.

The initial vowel tick need not be written before *uR* or *NG*, because these stems are always preceded by a vowel.

Always prefix the tick to *Ree* when it is used with an initial vowel immediately preceding, and generally, to *Lee*.

The stem *W*, when initial, may be substituted by the initial tick before *CH* and *SH*.

§ 2. Use the aspirate tick before every stem except *Kay*, *Gay*, and *Ree*.

The aspirate tick should ~~not~~ be used instead of the stem *Hay* before *L*, when *l* is not followed by a vowel.

Use the stem *Hay* in the following:

- (a) When *l* is followed by a vowel sound;
- (b) Before a circle or an initial hook, except before *Wr* and *Wl*;
- (c) In writing words composed of *H* and *n, t, s, st, zd, ter,* or *shun*, in order that the *final* adjunct may be used.

§ 3. The compound vowel signs may be attached to the stems whenever a good junction can be made; *ow* may be inverted for joining. When the full sign, initially, does not unite easily, write the initial vowel tick.

The compound vowels are often inserted in the outline.

Whom may be written with the word-sign for *who* attached to the stem *M*.

§ 4. ADDITIONAL WORD-SIGNS. *T* on the line for *what* is exceptional as to *position*. *Zr* for *other* is exceptional as to *form*; *Zr* does not represent a word, and it is a better form for joining than *THr*. The same form in the third position is used for *either*. Write *hNd* for *hand* to avoid conflict with *mind*, when the vowels are omitted.

The *Hay*-tick is omitted from *had, have, happy*, which thereby become word signs.

In the reporting style of writing, few words are vocalized; even the initial vowel tick is not written, except where it must be retained to distinguish conflicting words, as *each* from *which*, *any* from *no*, etc.

Proper names, uncommon and technical words should always be written with the plainest forms, and be fully vocalized.

Great care should be taken to have the *first* word of a sentence unmistakable.

When two forms for a word are given in different lessons, either outline may be used.

not done

TEST EXERCISE

Before 1800, some of the natives in a section of Louisiana were reduced to poverty by the failure of the crop of indigo, and were suffering for the necessaries and comforts of existence. A prominent man had long wanted to make sugar, and at this crisis determined to do so. He unfolded his secret plan to his neighbors, who tried to discourage him completely, but in spite of all entreaties he doubled his efforts and started to plant twenty acres of sugar cane.

Many eager visitors came to his plantation all that summer, and when the grinding of the canes began, a great number of inquisitive people were present to witness the success of the effort. The crowd waited several minutes, breathless and with increasing interest, for the man who was heating the syrup to announce that it was quite ready. An involuntary stillness came over each one as they realized that it was a matter of utter ruin or of unquestioned prosperity to them. In the midst of this impressive silence, suddenly the sugar-maker cried in stentorian tones and with an unequivocal manner, "It granulates!" Inside the barn, as well as outside, the interesting news flew. When the bystanders could no longer doubt the fact, they pressed around the able and efficient planter, almost embracing him.

The next season he had a crop which sold for twelve thousand pieces of silver, quite a sum for that time. This enabled him to branch out in other fields of labor, and his estate soon produced fine fruits and vegetables, and each pleasant day wagons loaded with a splendid array of grapes, squashes, and other staple products were driven to the city, and the drivers were back at the plantation at half-past ten o'clock with the daily paper and anything else they were requested to bring.

KEY TO PLATE 19

1. Eat, odd, each, edge *or* age, ago, off, any, ill, allow, element, error, orbit, airs, arise.
2. Another, essay, easy, assassin, oral, offer, annals, honor, whole, holder, held, hold, happen, head, half.
3. Hopper, hobble, whirl, hospital, holly, hen, house, haste, heat, Hessian, aisle, oil, owl, whom.
4. Committee, company, between, think, thank, change, charge, large, part, without, year, watch, wash, along, hand.
5. During, other, every *or* very, general, before, above, number, several, possible, together, question, world, account, began, because.

6 Blank Street,
Trenton, New Jersey,
April 12.

MR. FRANK WEAVER,
Scouts' Camp Number Three,
Pomfret, Conn.

Dear Sir:

Will you please answer the following questions in regard to the Boy Scouts' Camp Number Three:

When does the camp open for the season? What are the rates charged per week? Is the location of the camp pleasant, and the drinking water pure? Is the discipline strict at all times? What equipment is each one expected to bring? Could I be tutored in elementary French during the summer?

If you have a booklet containing any other information, will you kindly send it to me, and oblige

Yours very truly,

CHAPTER X

SPECIAL VOCALIZATION

Illustrated by Plate 20

§ 1. The R- and L-hooks represent the sounds of r and l immediately following another consonant, accompanied by a vowel sign which sounds *after* the hook. But the R- and L-hooks may also be employed for the purpose of denoting r and l when a distinct vowel is heard *between* the sound of the stem and that of the hook, as in *car*. By this special use of the R- and L-hooks, we express a number of short words by one stem and a hook, instead of using two stems, and, by condensing the outlines of many longer words, greatly facilitate the reading and writing of them.

For the representation of the accented or prominent vowel, which sounds between the stem and initial hook, a particular scheme of vowel signs is needed, which is explained in the next section.

§ 2. SPECIAL VOCALIZATION. The dot vowel signs are substituted by minute circles which occupy the same places; written *before* the stem if the vowel is long, and *after* the stem if the vowel is short, but in either case sounding after the stem.

The dash and compound vowel signs are struck *through* the stems in their own proper directions when it is practicable. If the direction of the stem is the same as that of the dash vowel sign, the horizontal dashes should be inclined a little downward at the right end, and the perpendicular dashes made slanting to the left.

The natural vowel in *heard* and *car* may usually be left undenoted.

Whenever the writing of a dash or compound sign through the stem would interfere with a hook or circle, it should be written at the extreme end which is nearest to its proper place.

In reading words specially vocalized, sound the stem first, the vowel next, and the hook after both. Lines 1 to 4.

§ 3. SHORT WORDS. There is a limit to the use of the R- and L-hooks and special vocalization for the expression of *short words*. A large proportion of monosyllables which end in r or l should terminate with the stems R or L.

The following rules, and the words on Plate 14, lines 1-8, practically cover the words of one syllable for the use of the R- and L-hooks when there is an intervening vowel.

1st. Use the R-hook when the sound of r, preceded by a single simple vowel, succeeds the sounds of the stems K, *ʒ*, *SH*, *L*, *TH*, *TH*, *N*, *M*, *Y*, or *W*. Lines 1 and 2.

2d. Use the L-hook when the sound of l, preceded by a single vowel, follows the sounds of the stems *Z*, *SH*, *L*, *R*, or *W*. Lines 3 and 4.

Words containing three consonant sounds, beginning with s and ending with t must commence with the circle, and have the second consonant sign—the stem—halved for the addition of t. Line 4, last half.

3d. Use the initial hooks and special vocalization in writing the words on lines 5, 6, 7, and 8; also in monosyllables ending in ch, as in *perch*; and in those ending in rk, as in *dark*. After F or L, the stems uR and K are used, as in *fork*, *lark*.

When final r or l follows a vowel sound after qu, equal to kw, as in *queer*, *quill*, end the outline Wr or Wl.

Note the words on the latter part of line 8 written with half-length stems.

An outline composed of only one stem and an initial adjunct may be halved for d unless there is some other word of like outline and of the same part of speech ending with t which would conflict in reading, as *sent* and *send*.

A stem with a large initial hook should not be halved for d if the stem D will form an angle with it.

Monosyllables and short words which terminate with r or l and are not included in the preceding lists, should terminate with the stem uR or L.

Verse is written VRs to avoid conflict with *phrase* (Frs) should the vowel be omitted; *force* is written FRs for the same reason.

Words having the vowel a sounding as in *fair*, in connection with a downward stem, should be written with uR, except *their* and *wear*.

Whenever a doubt exists as to whether the initial hooks and special vocalization are applicable to a particular word, it is best to employ the two stems to express that word, provided the downward uR or L makes a good angle with the preceding stem; if it does not, as is the case with uR after Kay, Gay, iTH, THEe, SHEe, Yay, and with L after CHay, Jay, eS, Zee, use the hook in place of the stem. Still, there are special cases in which the stem, even though it joins awkwardly, is preferable, in order to insure accurate reading and freedom from conflict.

The hooks should not be used for r and l if these sounds are preceded by two distinct vowels, as in *coward*, *jewel*, etc.

§ 4. DISSYLLABLES AND LONGER WORDS. In writing words of two or more syllables, which are represented by outlines consisting of more than one stem, the R- and L-hooks may be freely used with either their proper or special power; and in place of either uR or Ree, eL or Lee, whenever by their use a clearer or more compact outline can be obtained than by using the stem signs. Where a hook cannot be made plainly, the corresponding stem may be used, as in *shiver*.

When the sounds sl are final, as in *vessel*, they should be denoted by sL, or sL if the latter makes a better joining.

The consonant r occurring after sk in the middle of a word, as in *obscure*, is represented by turning the circle on the under side of the k, instead of turning it on the outside of the angle. Line 9.

§ 5. When r or l is the second consonant in a prefix or first syllable, it is usually expressed by its initial hook. The R-hook is omitted from words beginning with *for*, but retained in *far* and *fore*. The outlines of words ending in *nary*, *nly* or *ingly* may terminate with the stems N and NG, having the initial hook for r or l; but more frequently the previous outline requires the stem Ree to denote the syllable ry. Lines 10, 11, 12.

§ 6. The final syllable der is usually best denoted by Dr instead of by the Ter-hook or doubling the length of the curve. Especially should der be expressed by Dr in special cases, where conflict might arise with words ending in ter or ther on account of those words being of the same part of speech and written in the same position. Line 13.

There is, however, an advantage in the use of the lengthening principle and Ter-hooks which should not be overlooked. They indicate invariably a final syllable ending with r; while Tr or Dr may be succeeded by a vowel. Phonographic writers avail themselves of this fact to distinguish by outline words likely to conflict in reading; as *center*, written sNtr, and *sentry*, sNTr. Line 13.

Long or difficult forms may be improved by the use of hooks and circles in the place of stems in the middle of outlines, since they break what would otherwise be a continuous stem outline, and, by giving definiteness to the forms, add greatly to the legibility of the writing.

§ 7. To indicate, as far as possible, the presence or absence of a following vowel without writing its sign, it is advisable to use the N-hook for n in the middle as well as at the end of words, when that sound is *not* followed by a vowel, and to employ the stem form whenever a vowel *does* succeed the n sound. Whenever the above direction cannot be applied, the In-hook may be substituted for the N-hook. See the word *French*. In longer words the In-hook may take the place of the stem N.

The general rule for writing final ns with the N-hook and circle, and nt by the N-hook on a half-length stem, is often disregarded where it is necessary to finish the foregoing part of the word with a circle or hook; and ant or ent, as well as *net*, is written Nt; and ance and ence, like *ness*, are written with Ns.

The F-hook is used medially regardless of a following vowel whenever the outline is made more distinct by its use.

The syllable less is sometimes necessarily written Ls, and al with L. Line 14.

§ 8. For the purpose of further securing distinct and easy outlines, it is allowable to use Ree to represent the sound of r, when *not* followed by a vowel. Therefore use sR for words that begin with the syllable ser, unless the second stem is K, G, or M; in the latter cases employ sR. This rule may be followed irrespective of the presence or absence of a following vowel.

Also use sR after Ks, as in *exercise*, or after another Ree, as in *research*.

Rec is also employed when some distinction is needed between outlines, as in *birth*, BRTH, which is thus distinguished from *breath*, BrTH, and whenever the use of uR, or of the R-hook, would make an indefinite form, or extend the outline too far downward, as in *pursue*, *party*, *tardy*.

§ 9. Words ending with the sounds of rr, rl, and lr, have their terminations represented as follows:

1st. rr, with a single intermediate vowel, as in *bearer*, by Rr; with two intermediate vowels, as in *barrier*, by Rr or RR.

2d. rl, with no intermediate vowel, as in *furl*, by the R-hook attached to the stem sign of the previous consonant, followed by the stem L (line 7, last part); with an intermediate vowel, as in *barrel*, by Rl; with two intermediate vowels, as in *burial*, by RL.

3d. lr, with one or more intermediate vowels, Lr; or LR, if the former will not unite clearly. In some cases the l is denoted by a hook on the first stem.

The terminations shr and shl may be struck up or down. Two intermediate vowels can be expressed by the appropriate compound vowel sign. Lines 16 and 17.

PLATE 20

Special Vocalization

1. Care, ear, cure, course, court, occur, rear, roar, sure, share, short, nor, more. *Also* mere, near, lure, leer, mourn.

2. Third, thirst, there, lore, learn, war, wart *or* ward, worst, work, warm, wear, word, worm, morn.

3. Assail, assailed, zeal, shell, shalt, shield, lull, real, rule, rail, roll, realm, relate, relative, relation.

4. Wall, weal, wheel, whale, wile *or* while (add initial vowel tick for "awhile"), wild, wool. Salt, consult, assault, assert, assaulted, assorted, sort, sorted, concert, asylum.

5. Appear, perch, dark, dear, cheer, chirp, church, George, germ, call, cool, gulf, till, tell, Charles, built *or* build, far. *Also* farm, park, mark, marked, market—MrKT.

6. Fere, fort, forth, false, fill, film, filch, verge, verb, verse, valve, nail, null, mill, milk. *Also* forge, lard.

7. Mile, quire, esquire, yore, yule *or* you'll, Yale, yield, girl, hurl, furl, marl, snarl.

8. Swell, squall, square, queer, quill. Toward, told, child, gold, secured, hard, heard, port, lord.

9. Debar, paltry, impart, divulge, degenerate, shiver, lever, level, vessel, axle, muscle, obscure.

10. Charter, delegate, darker, broader, agriculture, college, collegian, knowledge, sharpen, carbon, guardian, garden.

11. Furlong, fulfill, farmer, former, thermometer, prevent, release, relevant, reluctant, railroad, purchase.

12. Ordinary, provokingly, exceedingly, mercenary, dignitary, prefatory, secondary, actuary, votary.

13. Water, watery, order, ordered, letter, elder, later, older, farther, further, shelter, barter, betray.

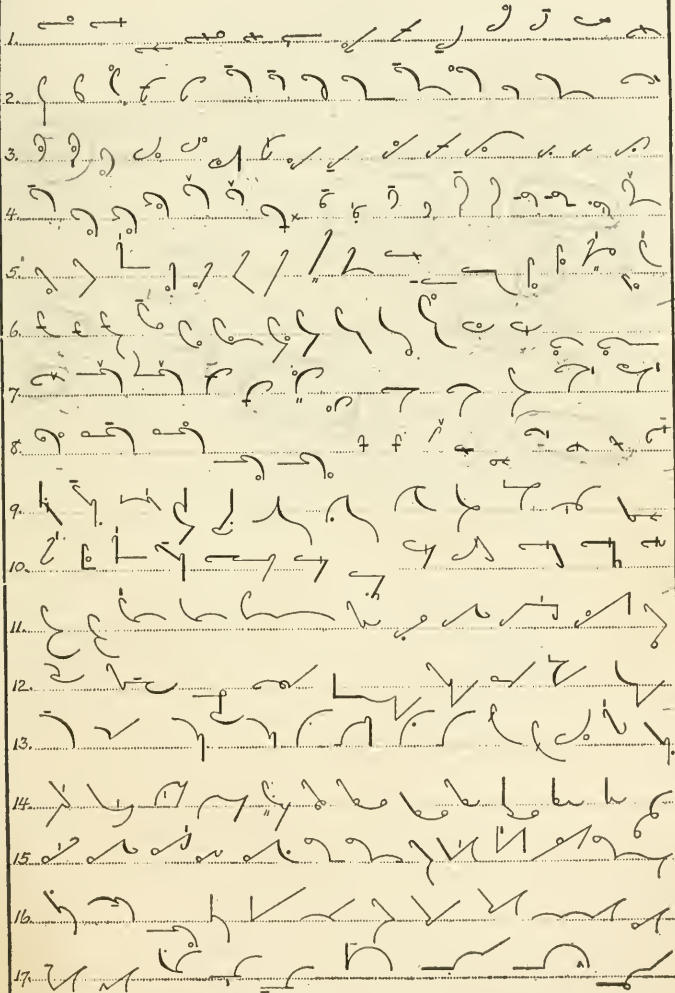
14. Punch, punish, lunch, lineage. French, persons, presence, business, present, dependence, descendant, definite, useless.

15. Serve, servant, sergeant, certain, survey, circuit, sermon, breath, birth, tardy, research, ceremonial.

16. Bearer, horror, career, terror, terrier, merrier, pearl, peril, parallel, memorial, serial.

17. Ethereal, aerial, valor, color, cooler, dollar, gallery, collier, auxiliary.

PLATE 20



SPARE MOMENTS

A boy, poorly dressed, asked one morning to see the principal of a celebrated school. The servant glanced at his mean apparel, and, thinking he looked like a beggar more than anything else, was inclined to refuse his request.

"Excuse me, but I should like to speak to Mr. Blank," requested the boy, persistently.

"Well, he is in the library, if he must be disturbed."

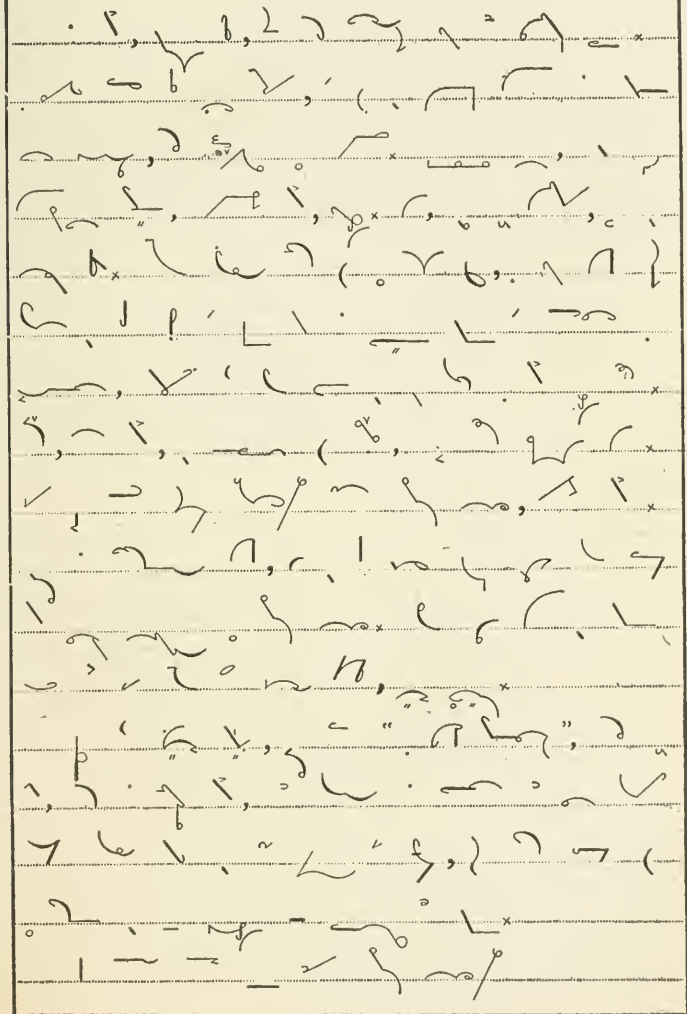
After conversing awhile with his early visitor, the principal laid aside the volume he had been studying and took up a Greek book and began to examine the newcomer, observing that every question he put forward the boy instantly answered. "Why, my boy," he exclaimed with surprise, "you answer extremely well! Where did you gather so much information?"

"In my spare moments," replied the boy.

He was a hard-working lad, yet he had almost fitted himself for college by simply improving his spare moments. Several years later he became known all the world over as the eminent geologist, Hugh Miller.

It is said that Elihu Burritt, who was called "the learned blacksmith," was in the habit, when an apprentice boy, of having a grammar of some foreign language fastened before him on the chimney of the forge, so that while engaged with his work he could incidentally get glimpses of his book.

What account can you give of your spare moments?

PLATE 21
Spare Moments

CHAPTER XI

THE V-HOOK—PREFIXES AND SUFFIXES—CONTRACTIONS

Illustrated by Plate 22

§ 1. THE V-HOOK. This is a long pointed hook which is added to curved stems for the sound of *f* or *v*. It is not regularly employed for final *f* or *v*, as is the F-hook on straight stems, but is used chiefly as a suffix and in phrase writing. It should not be used with a half-length stem, nor in writing words which form the past tense with *d*, nor should the circle be added. Line 1.

§ 2. PREFIXES. The initial dot sign for the prefixes *com*, *con*, and *cog* has been described. When these syllables occur in the middle of a word, they may be indicated by breaking the outline, and writing that part which precedes the *con* close to or overlapping the remainder. A disjoined prefix should rest *on* the line if the stem is an upright or a slope, and *above* the line if it is horizontal. In this class of words, as well as those having outlines of more than two stems, strict position according to accent need not be observed, unless the stems are all horizontals.

Words beginning with *circum* drop the *cum*.

Words beginning with *incon*, or a similar prefix, begin with an In-hook curved like an N stem and the stem K, joined to the rest of the outline; the expression of *m*, *n*, or *g* being omitted except where the N-hook is desirable to break the outline.

To denote *inac*, *unac*, etc., where a vowel precedes K, invert the In-hook.

In some long words, all indication of *con*, *com*, or *cum* is omitted. Lines 2 and 3.

The prefixes *in*, *all*, *with*, *where*, *for*, *ever*, *over*, and *self*, are denoted by their word-signs attached to the rest of the outline, position being governed by the accent of the whole word, except that *where* must keep its place above the line, and *self* on the line; *self* must sometimes be written detached.

Fore is expressed by Fr or FR; *here* by tick R through the line; *retro* by RR; *ortho* by TH initially ticked; *hand* by Hnd or hNd; *magni-e-a* by M disjoined, above the remainder of the outline.

The negatives *ir*, *il*, *im*, are denoted by the initial vowel tick upon the root word. Lines 4 and 5.

§ 3. SUFFIXES. When they cannot be written in full, the following suffixes may be expressed by suitable stems or adjuncts: *Ble* or *bly* by B; *ful* or *fully* by F, or the F- or the V-hook; *ever* by V, or the F- or V-hook; *soever* by the circle and V; *sh'l* or *sh'ly* or *ship* by SH, up or down, it being sometimes disjoined for the latter suffix; *ology* by J. Denote *in* by the N-hook; *on* by the In-hook; *of*, F- or *Ive*-hook; *fore*, F or Fr; *ward*, Wd or Wrd; *yard* Rd; *hand*, Hnd or Nd; *self* and *selves* by the small and large circle; *hood* or *head*, by Hd or D; *hearted*, by RTd, or by Rt, or by hRt.

The signs for the following suffixes should be detached from the preceding outline: Mnt for *mental* or *mentality*; Bs for *bleness*; Fs for *fulness*; Ls for *lessness*. Lines 6, 7, 8, 9.

Ly and *ry* may be expressed by the L- and R-hooks instead of the stems *L* and *R*, whenever clearness of form is increased thereby. Where it seems necessary, a final vowel sign should be written.

In writing long words, a close or open diphthong sign may be sometimes used between stems, or at the end of the final stem, the angle turning in any convenient direction.

When several straight stems in the same direction follow each other, as in *dietetic*, *attitude*, *cachexy*, a medial vowel tick or an aspirate tick, may be used to break the outline. Line 10.

§ 4. The stem *Yay* generally commences the outlines of words beginning with *u* or *eu*, but when *Yay* does not join well with a following stem, the vowel sign for *eu* or the initial vowel tick may take its place, as in *utensil*, *Utah*. Medial *u* is commonly unrepresented unless the vowel sign is written.

The syllable *ion* may be expressed by the In-hook, as *pinion*—Pnn.

Either form of the Shun-hook may be used to secure an easy and distinct joining with a following stem.

The second Shun-hook denotes *ation* or *ition* after a half-length or finally-hooked stem, or after a lengthened curve.

After a lengthened curve, the *Ive*-hook has the power of *tive*, and the In-hook the sound of either *n* or *'n*. Line 11.

§ 5. The outlines of words ending in *ciation* are best terminated with the double-sized circle and In-hook. Write *association*, SSHshn. After the Ster-loop, the In-hook denotes either *n* or *shn*.

It is allowable to substitute a medial In-hook for the N-hook, when the latter does not produce a good outline.

In some cases the sound of *ng* before *K*, is allowed to be represented by the N-hook, as *bank*—BnK.

The outlines of words ending in *tention* as *retention*, may terminate with TNshn, thus avoiding the two backward hooks which are less easily made. Line 12.

The stem NG for *ing*, and NGs for *ings*, should be added to full outlines when practicable, rather than the final dot and the small detached circle; but the dot or circle should be used after a word-sign, contraction, or very brief outline.

Words ending in the sounds of *lt*, *ld*, *rt*, or *rd*, when followed by the syllables *ed*, *eth*, *ness*, *ing*, may have the half-length *l* or *r*, struck upward, so as to avoid raising the hand to add a disjoined character.

In a few cases where the same consonant is repeated without a vowel between, both are represented, as in *soul-less*, *wholly*.

In positive and negative forms of the same word, the In-hook or the initial vowel tick serves as a distinction.

A circle added to a word or word-sign may express either the plural number or possessive case of a noun, the third person singular of a verb, or a derived adjective. Line 14.

The R-hook and the small loop are used to add *er* and *est* to many words and word-signs.

When the only distinction between an adjective and its derived adverb is the sound of final *y*, both may be represented by the same form.

Denote the initial of a proper name by the sign which expresses the corresponding Roman letter, rather than by the character which denotes the real sound. Thus, write the stem T for the initial of *Theodore*, P for *Philip*, etc. Represent *S* by the stem S on the line, *C* by S through it, *G* by J through the line, and *R* by Ree. Use initially ticked CHay for *H*. Write *A*, heavy dot on the line, for *Alfred*, *Arthur*, or *Augustus*, and *E*, the dot below the line, for *Emma*, *Ernest*, or *Eugene*, as well as for *Eli*. Line 15.

§ 6. CONTRACTIONS. Outlines of more than one consonant character which do not represent all the consonant sounds in the word are called contractions. They are employed for frequently-recurring words, and where the full outline is very long or awkward, or where peculiar difficulty occurs in the representation of some consonant.

Most contractions are made in accordance with certain rules. These should be applied with judgment, for *the shortest form is not always the best*. Legibility is a more essential quality than brevity; and outlines should never be so contracted as to make it difficult for the writer to read his notes. Speed in writing is acquired by constant practice rather than by using the briefest possible outlines.

The following are the rules upon which contractions are usually made:

1st. The outlines of very long words are best contracted by leaving the latter part of the word unwritten.

2d. The signs for slightly sounding consonants may be omitted, as p in *prompt*, one s in *misspell*, t in *postpone*, g in *angry*, k in *anxious*, etc.

3d. The small circle may be substituted for the small loop in the middle of a word, leaving the sound t unrepresented whenever an easier form will result.

4th. Long outlines may be shortened by the omission of an initial or medial K, or some other medial stem that can be left out without impairing the legibility of the outline. Line 16.

5th. The outlines of words of three or more syllables ending with *rty* or *lty*, may be shortened by halving the final stem *R* or *L*, or any final stem having the L- or R-hook.

6th. The hook-signs are sometimes imperfectly formed or omitted in the middle of an outline when they cannot be made without extra trouble.

PLATE 22

VEE-HOOK: PREFIXES & SUFFIXES, ETC.

1. Life, leave, thief, theft, thrifty, five *or* five, favorite, knave, knavery, sheaf, wove, wool, alive, eli, aloof.

2. Decompose, disconcert, recommend, reconciliation, unreconciled, recognized, misconstrue, misconception, non-conformist, circumvent.

3. Inconsolable, inconstant, uncomplaining, incognito, inaccuracy, unaccountable, inconsiderate, inconceivable, circumlocution, circumference.

4. Inmate; almighty; withdraw; withheld, withhold; whereby, wherefore; forget, forbidden; evermore; overflow; self-esteem.

5. Foreknow, forego; hereupon, herewith; retrograde; orthodox, handwriting, handmaid; magnetism; irreverent, eligible.

6. Commendable, forcible; painful, handful, graceful, healthfulness, cheerfulness; however, wherever, whichever, whoever, whosever, whatever, whenever.

7. Howsoever, whensoever, whencesoever, confidential, friendship, lordship, statesmanship; therein, within, herein; whereon, thereon; whereof, thereof.

8. Therefore, therefor, heretofore; upward, onward, heavenward vineyard; shorthand, longhand; thyself, ourselves, yourselves; manhood, brotherhood, boyhood.

9. Childhood, Godhead; hard-hearted, down-hearted, soft-hearted; ornamental, detrimental; feebleness, nobleness; fruitful-ness, carefulness, heedlessness.

10. Likely, weekly, positively, mockery, dowry, fuel, malaria, dietetic, cachexy, prohibit.

11. European, statue, statute *or* statuette; union, auctioneer, stationary, repetition, temptation, foundation; alterative, nutritive; northern.

12. Negotiation, denunciation; illustration; ornament, atonement, ninety; bank, link; contention, retention.

13. Paying, hoping, dosing *or* dozing, advertising, partings, meetings, boarding; yielded, abruptness, platitude, lendeth, meditated, confidently.

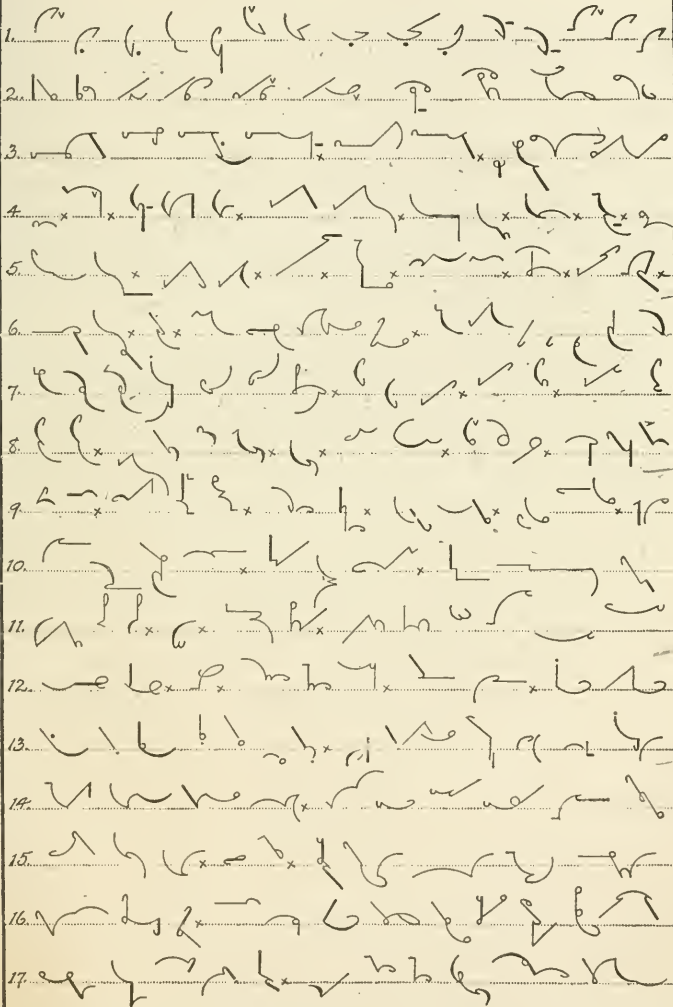
14. Afforded, folding, boldness, melteth; wholly; unknown, unnatural, unnecessary; illegal; prospers *or* prosperous.

15. Sharper, fairer, fuller; greatest, happiest; indisputable-ly, professional-ly, material-ty, official-ly, exceptional-ly.

16. Preliminary, transcendental, jurisprudence; camped, misstate, junction, postmaster, post office, industries *or* industrious, explanatory, satisfaction, remarkable.

17. Sensibility, fidelity, majority, liberty, adaptability; wintry, appointment, attainment, thenceforward, husbandman, Pennsylvania.

PLATE 22



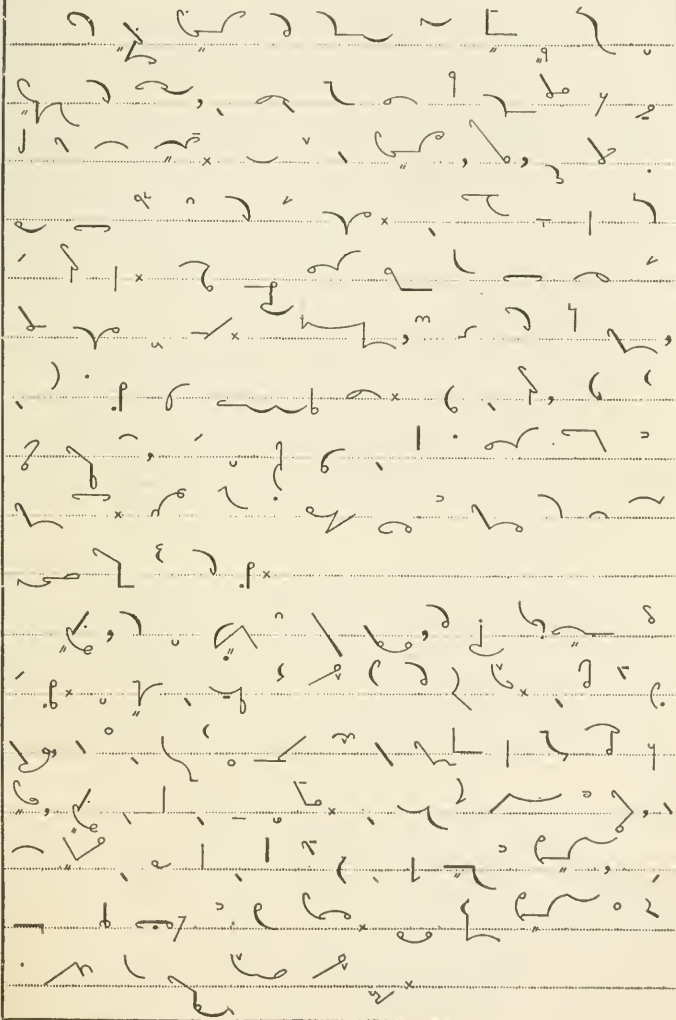
THE VALUE OF LITTLE THINGS

While Benjamin Franklin was walking along Dock Street wharf in Philadelphia one morning, he stumbled over some strong wicker baskets in which roots had been brought from Holland. No eye but Franklin's, perhaps, would have observed the single green sprout on one of the willows. He carefully cut it away and planted it. From this exceedingly small sprig have grown most of the basket willows in the country.

At another time, on an old worn-out broom, he saw a seed still clinging to its stem. This he planted, then that which was produced from it, and in two or three years he had a small crop of broom-corn. In less than half a century millions of brooms were made from the increased product of that one seed.

Jefferson, when in Europe on public business, was continually forwarding to America plants and seeds. In Italy he noticed that the rice there was especially fine. He at once bought three bushels, but as he feared that his courier might not be permitted to take it over the mountains into France, Jefferson put what he could in his pockets. He never saw the remainder of his purchase, but from Paris he sent what he had brought with him to the Governor of South Carolina, who gave a dozen grains to each of several farmers. Since that time South Carolina has established a reputation for producing the finest rice in the world.

PLATE 23
The Value of Little Things



CHAPTER XII

NAMES OF OUTLINES—TALKING SHORTHAND

Illustrated by Plate 24

At the beginning of Chapter V, page 36, it is shown how the forms used in shorthand may be represented by type letters. Phonographic outlines can also be presented to the mind, through the ear, by naming them in a special but very simple manner. It will be of great benefit to the student thoroughly to master this method of *talking shorthand*, or as it may be appropriately called, Stenology. By becoming familiar with it the study of the word-signs and contractions is made much easier, and great assistance is often gained in deciphering a stenographic form which may not be at first recognized by the eye.

All the special forms and contractions given hereafter in the textbook should be described vocally according to the following directions after Plates 24 and its keys have been thoroughly mastered.

§ 1. A stem without an adjunct, whether alone or combined, is to be called by its *name*. The position of a stem or outline may be expressed by adding the words "first", "second", or "third", to its name; though this is only needful in a few cases where for distinction an outline is written out of the position of its accented or most prominent vowel. Name the stems individually on lines 1 and 2, Plate 24.

§ 2. An outline formed by a stem with initial or final adjuncts is named by uniting the sounds of the stem and adjuncts in the order in which they should be read, by means of the short vowel e; but the long vowel a may follow the Way-hook when the stem has no final adjunct. The Yay-hook unites closely with the stem and sounds yoo. When the 2d Shun-hook follows a full-length stem the short vowel e should *precede* the sound of the stem. Analyze and describe aloud lines 3, 4, 5.

The student should here practice writing *all* the stems with the adjuncts that can be attached to them, naming aloud the combinations.

§ 3. When an adjunct that is used as final occurs *between* stems, sound it with the preceding stem. Lines 6 and 7.

§ 4. The Stem Rec may be made heavy to denote RM, and may be finally hooked, halved and circled to a limited extent. A vowel sign following heavy Rec sounds after the "M". Write "remain," *Run*. Line 7.

EXAMPLES,—Remnant, remiss, remove—RmV, remission, ramify.

§ 5. Compress the sound of the stem with its adjuncts as much as possible into a single syllable or into two very short ones. Line 8.

§ 6. Call the In-hook *in*, and the Ive-hook *iv*. The stem ING must always retain its initial vowel sound though combined with an adjunct. CH is occasionally used for T in difficult outlines. *Well*, as a prefix or suffix, should be written Wl. Name the Ed-tick, *ed*. Lines 9 and 10.

§ 7. Distinguish the stems uR, eL, and eS, from Ree, Lee, and the eirele, by pronouncing them with a preceding vowel.

The 2d Shun-hook serves to distinguish some words which are likely to conflict. Lines 11 and 12.

§ 8. Use the word *tick* before the name of a stem that has an initial vowel tick. Always retain the tick on the words upon line 13.

§ 9. Aspirate the sound of a stem that has a Hay-tick prefixed, except where the name of a combination is already appropriated by the Hay stem and an adjunct; in such cases use the word "Hay-tick" to denote this prefix. Line 14.

§ 10. SPECIAL WORDS. Distinguish a word which is likely to conflict with another in reading, by varying the form; by writing the word in the position of its first or prominent instead of its accented vowel, or by always vocalizing one of the pair of words. Some short words should always be vocalized. Lines 15 and 16.

In a few cases Lee may be used finally when no vowel follows; for instance, after a eirele, where the derivatives of the word require Lee, or where an outline is improved by the upward stem.

The *eu* vowel-sign may be used instead of Y^{ay} before or after a stem, and turned either way. Line 17.

PLATE 24

Stenotypy and Stenology

1. Chay-Kay—*check*, Kay-Rec-Es—*accuracy*, Yay-Lee-Jay—*ecology*, Bce-En-Ish—*banish*, Dec-Lee-Er-Em—*delirium*, Ef-Lee-Er—*failure*, Jay-En-El—*genial*, Dec-Gay-En-Ef—*dignify*, Lee-Jay-Kay—*logic*. (Outlines of three or more stems may be written without strict regard to the rule of position.)

2. Ree-Ef-Tee-Rec—*reformatory*, Tee-Em-Ree-Rec—*temporary*, Tee-Lee-Er—*tailor*, Jay-Ing-Tee—*adjunct*, Tee-Rec-Tee-Rec—*territory*, Dec-Lee-Tee-Rec—*dilatory*, Rec-Rec-Ef—*rarify*, Ef-Ith-Thee—*forthwith*, Em-Dec—*mode*, Em-En-Jay—*manage*.

3. Pen, Pee-in, Peshn, ePshn, Pef, Petter, Pet, Pent, Pet-in, Pes, Peses, Pest, Pester, Peseses, Pests, Pets, Penses, Penst, Pensters, Pent.

4. Pes-in, Pesesh-ins, Pens-ins, Penter, Penters, seP, steP, sePt, stePt, Per, Pel, sPer, sPel, Kwa, Kwes, Lee-Gu-Em—*legume*, Lee-Kwa-En—*Lackawanna*.

5. Fen, Feshn, Fev, Feter, Fent, Fet-in, Fenter, Fes, Feses, Fest, Fester, Fets, Feshns, Fents, Fests, Festers, Feshsh-in, Fer, Fel.

6. Kes-Reshn—*exertion*, Kes-Rescs—*exercise*, Kes-Kershn-Est—*excursionist*, Fren-Zet—*frenzied*, Ges-Lee-Nes—*ghastliness*, Hes-Tee-Let—*hostility*, Est-Rce-Kel—*historical*, Lent-Lets—*landlords*, Lee-met-shns—*limitations*, seT-Rec—*satisfactory*, Tes-Tee-Rec—*etcetera*.

7. Nescs-Rl—*necessarily*, En-Rer—*narrower*, Penter-shn—*penetration*, Pee-Rec-Ish—*perish*, Pee-Rec-Es—*pursue*, Per-Vel-Jet—*privileged*, Pres-Ver-INGl—*perseveringly*, Per-pes—*perhaps*. Rem-in—*remain*, Rem-Net—*remained*, Rem Neter—*remainder*, Tend-Neses—*tendencies*.

8. Blenses—*balances*, Kenses—*concise* or *Kansas*, Per-hay-tick-neshn—*apprehension*, Kert-Elt—*curtailed*, in-sPert-Bel—*insupportable*, sPrent-Net—*superintend*, sLetst—*slightest*, Tres-Pet—*transport*, steRt-Let—*startled*, eRtst—*artist*, eRtsK—*artistic*, Per-Plest—*perplexed*, En-Ker-Kay-Lee—*incorrectly*.

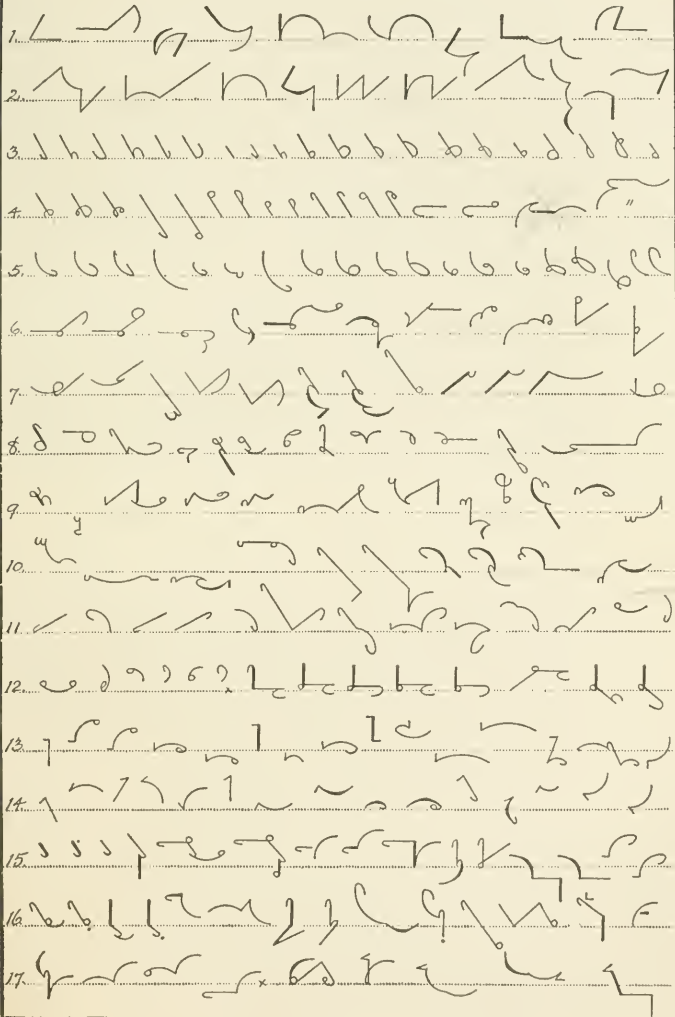
9. in-sBret-shn—*insubordination*, in-Tet-iv—*intuitive*, tick-Rec-Den-Nes—*ordinance*, tick-Ret-Nens—*ordnance*, in-Rct-Nct—*inordinate*, in-Em-Rcs-Ef—*unmercifully*, in-Ef-Rer-Tee—*inferiority*, in-Ter-Met-Yet—*intermediate*, in-scsTers—*ancestors*, in-Vel-Bel—*invaluable*, in-Hens—*enhance*, in-in-Shec-Tet—*uninitiated*.

10. in-in-Ef-Met—*uninformed*, in-Neter-Met-ed—*unintermitted*, in-Em-INGl-ed—*unmingled*, in-Kes-eRn—*unconcern*, Per-Pee-CHet—*perpetuate*, Per-Pee-Tee-Lee—*perpetually*, Wel-Bret—*wellbred*, Wel-Fer—*welfare*, in-Wel-Kay—*unwelcome*, in-Lee-iNGl—*unwillingly*.

11. Rel—*roll*, uRl—*carl*, Rer—*roar*, Ren—*run*, uRn—*earn*, Per-Pee-Reshn—*preparation*, Per-uRshn—*proportion*, tick-Em-Leshn—*emulation*, tick-Em-eLshn—*emulsion*, Met-uRn—*modern*, Met-Ren—*matron*, seN—*sign*, eSen—*assign*.

12. seNs—*sense*, eSens—*essence*, seRt—*sort*, eSert—*assort*, sLet—*slight*, eSelt—*assault*, Der-eKshn—*direction*, Des-eKshn—*dissection*,

PLATE 24



Des-Keshn—*discussion*, Des-eKrshn—*discursion*, Des-Kreshn—*dese-
 cration*, Res-eKshn—*resurrection*, Des-ePshn—*deception*, Des-Peshn
 —*dissipation*.

13. Tick-Tee—*commit* or *committee*, tick-Les—*alas* or *else*, tick-
 Mens—*immense*, tick-Mes—*amuse*, tick-Dee—*owed*, tick-Met—
emit, tick-Meshn-2d—*omission*, tick-D-ed—*added*, tick-Nel—*annual*,
 tick-Meter—*immature* or *amateur*, tick-Chay-Ment—*achievement*, M-
 Per-Ment—*improvement*, tick-Shee—*issue*.

14. heP—*heap* or *hip*, heM—*ham*, heCH—*hateh*, hay-tick-Er—
hair or *hire*, hay-tick-Lee—*hull*, hay-tick-Tee—*haughty*, hay-tick-
 En—*honey*, heNG—*hang*, Hent—*hunt*, Hens—*hence*, hePen—*happen*,
 heThen—*heathen*, hay-tick-Net—*hand*, heSH—*hash*, *hush*.

15. Bent—*bond*, Bent-vocalized—*band*; Pent—*pint*, Pen-D—
pound; Kres-Pent-Nes—*correspondence*, Kres-Pen-Dents—*corre-
 spondents*; Kret-Lee (disjoined)—*accordingly*, Gret-Lee—*gradually*,
 Ker-Dee-Lee—*cordially*; Ter-ZHer—*treasure*, Tres-Ree—*treasury*;
 Way-Kay-Dee—*wicked*, Way-Kay—*weak*; tick Leshn-1st—*allusion*,
 tick-Leshn—*illusion*.

16. Pres-Net—*present*, Pres-dot—*pressing*; Dee-Pent-Net—
dependent, Dee-Pent-dot—*depending*; Gret-Ef—*gratify*, Em-Ret-Ef
 —*mortify*, Der-Jay-Ree—*drudgery*, Ter-Cher—*treachery*; Fel-
 ter-ING—*faltering*, Fel-Ter-dot—*flattering*; Per-Pes—*propose*, Pee-
 Rec-Pes—*purpose*, Per-Dee—*proud* (vocalized to distinguish from broad),
 Lee-vocalized—*low*.

17. Thee-Der-Lee—*withdrawal*, Em-Lee—*mail*, seM-Lee—*small*,
 Ker-Lee—*cruel-ly*; Yes-Ree-Peshns—*usurpations*, eu-Tes-Lee—*uten-
 sil*, eu-Ef-En—*euphony*, Vee-N-eu—*avenue*, eu-Bee-Kay-Tee—*ubi-
 quity*.

WHY THE EVERGREEN TREES NEVER LOSE THEIR LEAVES

Winter was approaching and all of the birds had flown south except one little swallow with a broken wing, who made her way to the forest and asked for shelter until springtime.

The Maple, with her scarlet coloring, replied that it had been her custom to assist only her acquaintances. An immense Hickory said he had no room, and that after his wants were provided for the remainder of his nuts were promised to others. The sturdy Oak could not spare a single acorn; the Beech, with a degree of politeness, said she was extremely sorry but had only enough for herself; and the Willow did not care to talk with strangers.

The wounded bird was discouraged, but a friendly Spruce saw the whole situation in an instant and invited her to make a home on its warmest branch. Immediately a tall Pine said that he would gladly protect her. A beautiful Larch at once offered to share his mansion, a Juniper tree, some berries, and a Hemlock told her that among them all she would not starve.

That night the cold North Wind came blustering furiously through the forest, eager to nip every leaf. "No!" said the Frost King, "all the trees that have been kind to a homeless swallow may keep their leaves."

PLATE 25

Why the Evergreen Trees Never Lose Their Leaves

A page of handwritten musical notation on ten staves. The notation is written in a cursive, shorthand style, likely representing a specific musical system or a shorthand for a particular instrument. The notes and symbols are connected and fluid, with various accents and markings. Some symbols include 'x', 'h', 'u', and 'p'. The notation is contained within a rectangular border.

23
24

CHAPTER XIII

ORDER OF PRINCIPLES—SPECIAL FORMS

Illustrated by Various Word-lists

§ 1. ORDER OF PRINCIPLES. The ease and correctness of a student's reading, as well as the facility and accuracy of the writing, will largely depend on a perfect understanding and ready apprehension of the following order of reading the phonographic signs, which is never changed:

- | | |
|--------------------|---------------------------------------|
| 1. In-hook. | 7. Final hooks: N, 1st Shun, F, or V. |
| 2. Circle or loop. | 8. Halving or lengthening. |
| 3. Vowel. | 9. In, Ive, or 2d Shun-hook. |
| 4. Stem. | 10. Circle or loop. |
| 5. Initial hook. | 11. In-hook. |
| 6. Vowel. | 12. Circle. |

No one outline will contain all these signs; but whether more or less are used, they must follow in the order above given. The outline for the word *unscrew* will contain the 1st, 2d, 4th, 5th and 6th. That for *splints*, the 2d, 4th, 5th, 6th, 7th, 8th, and 10th. That for *prisons*, the 4th, 5th, 6th, 10th, 11th, and 12th. It is good practice for students thus to resolve complex outlines into their elementary principles until this order is well understood.

In special vocalization, the vowel sign (No. 6) sounds between the stem and the initial hook.

The 1st Shun-hook sounds *after* the lengthening.

§ 2. SPECIAL FORMS. To secure distinct outlines, and such as can be easily made, it is sometimes needful to waive the strict application of a rule. Although the rules of Phonetic Stenography should not be deviated from beyond the express permissions given, the outlines resulting from even a strict application of rules will often vary; and while short words usually have their forms definitely fixed by the rules, a large number of longer words have no particular form, either full or contracted, which is to be regarded as *absolutely correct* to the exclusion of all others. In selecting forms, attention should be paid, first, to *definiteness*, second, to ease or *facility*, and third, to susceptibility of contraction into an abbreviated outline that is capable of being made full by simple continuation, when it is desirable to increase the legibility of the notes. Vocalize uncommon short words.

PART III

CHAPTER XIV

THE ART OF PHRASING

Illustrated by Plates 34 and 35

Phrase-writing is the grouping or combining of word-forms in one outline. When judiciously used it is an aid in reading, distinguishing the words so grouped as having a close grammatical relation without break or pause. The regular or usual phrase forms, in most cases, have distinctive outlines and therefore are readily recognized from single word-forms.

RULE: *The first word of a phrase must be written in its proper position, except that the signs for I, in, and, and how take the position of the word to which they are attached.*

Two or more words are united when their forms naturally run together, making a clear legible outline, and the words themselves are in close grammatical relation. See line 1.

Phrasing not only implies the joining of word-signs and full outlines, but also the representation of a number of short and frequently recurring words by the circles, loops, hooks, halving, and lengthening in connection with the stem.

In some special phrases the consonants of several successive words are represented as they would be if the phrase were but one word.

In all phrase outlines strict regard must be had to the *order* in which the various powers follow each other, as shown in Chapter XIII.

The adjunctive signs are used to express words as follows:

TICK AND HALF-CIRCLE SIGNS. The slanting tick for *the* may be attached finally to any stem or hook when the angle of junction can be made sufficiently acute.

The tick signs for *a* and *the* may be used in the middle of a few phrase outlines where one will not make sense in the place of the other. The tick for *a* is not attached initially, except in a few frequently recurring phrases. Line 2.

The straight tick made heavy denotes *I*, and may be used standing alone for *I*, if made perpendicular. The tick for *I* may be attached before a circle followed by a stem only in a few cases, lest it be mistaken for the In-hook. Line 3.

The *eu* vowel-sign for *you* may be used instead of Yay before or after a stem, and turned either way. Line 3.

The ticks for *all* and *who* can be joined initially if kept in position. Line 4.

The sign for *of* should be phrased only when its uprightness will plainly distinguish it. Line 4.

The half-circle for *on* is joined only in a few phrases, because that for *in* accommodates itself to the position of the second word. Line 5.

FINAL HOOKS. The N-hook has the word power of *an*, *and*, *than*, and *been*.

The In-hook has the power of *an*, *and*, *than*, *own*, *one*, *not*; also *done* after *be*.

Halving and the N-hook may be used to express *not*. It is well, however, to use a different outline for the full and contracted modes of speech. Write *didu't*—Dnt, *wouldu't*—Wnt, *shouldu't*—SHnt, *couldu't*—Knt; while the *not* when pronounced separately should be denoted by the In-hook, or by Nt. After a circle, write *not*, Nt. Lines 6, 7, 8, 9.

The F-, Vee-, or Ive-hooks represent *have* or *of*; the latter being used after half-length and full-length stems. After a circle or hook of *is* is represented by the Vee stem. Lines 8 and 9.

The Ter-hook may express *their* or *there*, and in a few special cases, *other*.

The 1st Shun-hook has no word power, but the 2d Shun-hook is used for *their* when there is no other way of adding that word, as after ticks and half-length stems. Line 9.

HALVING AND LENGTHENING. For the purpose of phrasing, any stem or word-sign may be halved to add *it* or *to*, though *to* is usually indicated by proximity. The words *of*, *on*, *in*, *if*, may be phrased with *it* by writing the stem signs for their consonant sounds half-length and *prefixing the initial vowel tick*.

The halving principle may be used to express *the* when that word could not be omitted without its absence being detected, as *for the sake of*.

The stems representing pronouns may be halved to add *would* or *had*. Line 10.

The lengthening of a curved stem, or a straight stem finally hooked, adds *their* or *there*. In a very few instances it may denote *other*; but the facility with which Zr is joined, renders it unnecessary to use the lengthening principle for *other*.

The words *that*, *let*, *yet*, *would*, *should*, as well as *on*, *of*, *in*, *if*, when followed by *their*, are best denoted by doubling the length of the stem denoting their first consonant sound, omitting the representation of *t* or *d*, but *retaining the initial tick if the word begins with a vowel*. Line 11.

CIRCLES AND LOOPS. The small circle is used either initially or finally to denote *as*, *has*, *is* or *his*; also *us*, where neither of the preceding words would make sense. Line 12.

As, *has*, *is*, or *his* may be added to a word which begins or ends with a small circle by using the large circle instead, and be added to words terminating with a loop by writing a small circle on the back of the stem.

An added *it* or *the* is shown by changing a final circle into a small loop.

There is added to words ending with the small circle, and occasionally with the small loop, by making the large loop instead of the circle. Lines 12, 13, 14.

Circles and loops are also used independently of the stems to denote phrases. These characters stand for the consonant elements contained in the phrases, viz., s s, s t, s th r, which are the same

sounds denoted by the circles and loops when attached to stems, only that in the independent large loop, *thr* is substituted for *tr*.

These phrase signs are always written *above* the line when the phrase begins with *as* or *has*, and *below*, if it begins with *is* or *his*.
Line 15. *be*

INITIAL HOOKS. The R-hook has the power of *or*, *our*, or *are*.

The L-hook has the power of *all* or *will*. Lines 16, 17, 18.

The Way-hook has the power of *we* or *way*.

The Yay-hook has the power of *you*. Lines 19 and 20.

CHANGE OF FORM. The usual or regular form of a word is sometimes varied in order to phrase it more readily, or to form derivatives or compound words. For instance, *school* may be written *sKl* or *sKL*. Words beginning with the loop for *st*, are allowed to commence with *sT*. *Or* may be denoted by *R*, *R*, or the R-hook.
Line 21.

OMISSION OF WORDS. Proximity, that is, the writing of words very near or overlapping each other, is used to denote the omission of *to* or *of the*, as well as the syllables *con* or *com*.

A small detached tick struck in the direction of Chay at the end of an outline indicates *to the*.

In place of the dot for *ing*, represent *ing-the* by a detached tick struck in the direction of Pec.

When *to* begins a line or sentence, it may be indicated by writing the next word entirely below the line, provided the outline begins with a full-length upright or inclined stem. Line 22.

Write *to* before a word beginning with *con* or *com*, and express the *con* by proximity.

From in connection with *to*, as *from day to day*, is often denoted by writing the repeated words close together. When a comparative adjective is repeated, the first outline may be abbreviated. Line 22.

In some special cases, all expression of an unimportant word is dispensed with; and in others, the second word takes position instead of the first. Line 23.

Figures are usually best for the expression of numbers. *One*, *six*, and *seven* should be written in shorthand to avoid conflict with *which*, *those*, and *each*. The ordinary figures may be used to denote both cardinal and ordinal numbers. For round hundreds, write the figure, followed by *hNd*; for thousands, add *TH*, or *THsNd*; for millions, *Ml*.

When a word consists of vowels alone, it is necessary to use what is called the "*nominal stem*," in order to determine the proper sounds. This consists of a *T* stem cancelled by a short line through it. Example: the word "*E-ah*," the name of an Irish family.

A foreign consonant may be approximately denoted by writing the character for the English sound which it most nearly resembles, and drawing a small waved line through or near the character. The nasal sounds of the French vowels may be denoted in the same way.

PAUSES, QUOTATIONS, ETC. The reporter's period is a very long Rec. Two of these, or two short dashes, one under the other, denotes a paragraph. Shorter pauses cannot be well indicated when taking notes rapidly, but they must be inserted in the longhand transcrip-

tion according to the memory and judgment of the writer. It is well in reporting to leave a space, say half an inch, at every fall of the speaker's voice. A break in the sentence, or a sudden termination which leaves the sense incomplete, may be indicated by the stem G crossed by CH. If some word or words are missed in the note-taking, which are important to the sense and must be supplied in the transcription, the omission should be indicated by a large caret, and leaving more or less space. Interruptions, such as *cheers*, *applause*, cries of *go on!* can be indicated by writing the word or words in shorthand and running the pencil around them in a circle or ellipse. Quotations, or a passage requiring special attention, should be marked by a line down the margin to the left of the page.

CONTEXT. The shorthand writer often has to depend considerably on memory, on knowledge of the subject or case to which the notes refer, and on the context—that is, on the sense made by the connection of a doubtful word with the words which immediately precede or follow it—for correct and fluent reading of his notes. Therefore, to guard against illegibility, the excessive use of contracted forms should be avoided, and phrase writing should be employed with caution and judgment. In the ability to read contracted writing a difference will be found between individuals, depending upon the education, the mental constitution, as well as the thought and hand movement of the writer. It is, however, well understood and acknowledged by stenographic experts that swift writing depends much less on the brevity of the characters used, than on the quickness of thought and hand derived from daily practice.

KEY TO PLATE 34

1. It will be, by the, shall have the, for which, with me, may have, we shall, so much, must be, must have, from this.

2. By such, with such, no such, under such, by that time, by the by, many a man, and they *or* and though, a long time ago.

3. And as a, and is the, I will, I am sorry, I enclose, I suppose it is, you have, you can give, would you, did you, are you, will you have the.

4. Will you please, all that, who is that, of all, of these, of his own, of our, of your, if your, of course, of this, of them.

5. In addition, in respect, in advance, in reply, on his own account, on account of, on the one hand, on the other hand, on the contrary.

6. I cannot, can't be, could not, couldn't, did not, didn't, I do not, may not be, should not be done, shall be done, shall have been, are not, isn't.

7. Had been, had not, have been, haven't been, have not been, no one else, any one else, no less than, time and again, now and then.

8. Her own, were not, our own, in your own, in my own, in which, in each, each one, in connection with the, in excess of the, point of view.

9. Which have been, which have not, who have, would have, we have been, they have not, at their, to their, what their, each other, by their, but their, and there, rather than, better than.

10. Of it, in its, on its, with its, from its, as to the, is to the, for the sake of, for the most part, cause of it, they would have, it would, which would be done.

11. Of their own, if there, on their, in their own, upon their, then and there, have you been there, that there, some other, should their, would their.

12. This is, that which is, it is not, it is a, it is the, it is as *or* it is his, it is their own, what is it *or* what is the, what is their, at first, does not, let us, against us *or* against his, amongst their.

13. Was it *or* was the, was there, was not, as we, is your, as they *or* as though, as well as, as long as, as fast as, as great as, as good as, is not.

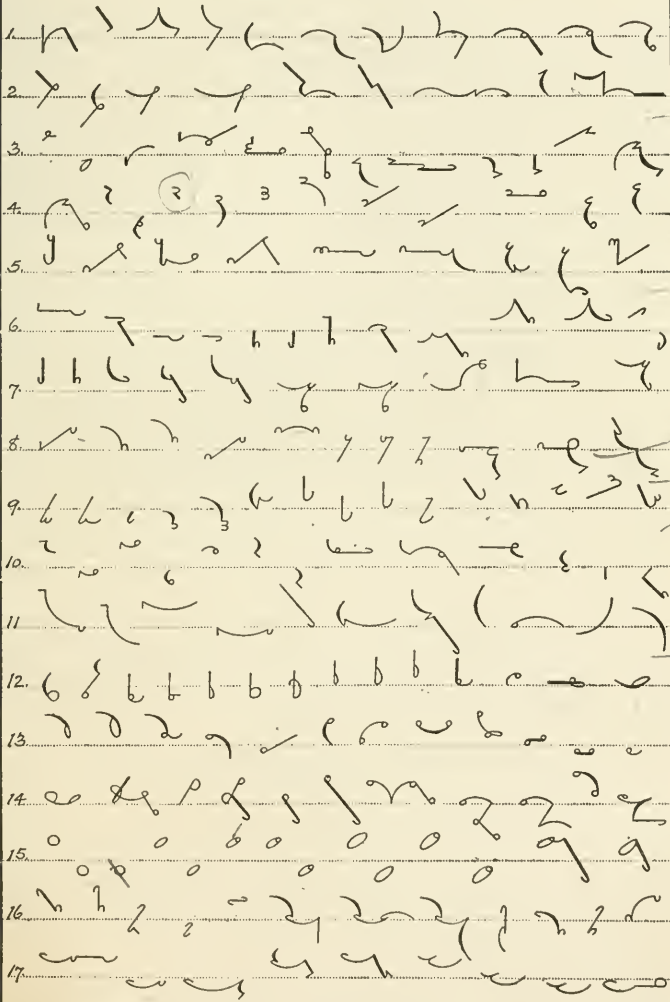
14. As soon as it *or* as soon as the, just as soon as possible, as such, such as has been, has been, has been there, as early as possible, as much as possible, as much more, as was, as near as you can.

15. As is *or* as his, is as *or* is his, his has *or* his is, as it *or* as the, is it *or* is the, has it as, as it is, is it as, as there, is there, as there is, is there as, as it has not been there, has there been.

16. By our own, at our own, which are of the, which are of it, care of it, one or two, one or more, one or the other, two or three, we are not, which are not, only one.

17. On our own account, in our own, in order that the, that on or about the, on or before the, not on all, not only, not in all, in all cases.

PLATE 34



KEY TO PLATE 35

18. At all, at all times, at length, by all means, at last, at least, on all, with all, they will proceed, for all that, we will go there.

19. It was, what was said, which was not, at once, where was that, what was it *or* what was the, what was there, that it was not as it was, by way of, are we responsible.

20. Are you sure, can you say, do you know, what you remember, which you recollect, had you not, had we not, which we allow, whether or not.

21. Public schools, training schools, stockholder, chairman of the executive committee, board of education, post mortem examination, since that time, a large number of.

22. To be sure, part of the principles, date of the year, in reference to that, from day to day, from year to year, from hour to hour, from week to week.

23. Later and later, shorter and shorter, faster and faster, more and more, more or less, greater and greater, better and better, Act of Congress, House of Representatives.

24. Under separate cover, as far as possible, over and over, day after day, later on, later than, inconsequence, in consideration, in such numbers, in such a.

25. In relation, in every respect, in other words, in accordance, matter of fact, at the same time, at the rate of, at any rate.

26. Which has been, must have been, some time ago, from time to time, in an instant, for instance, for some reason, for some years.

27. Any other, any more than, far more, farther than, a great deal of, a good deal of, stronger than, real estate, railroad company.

28. Capital stock, preferred stock, common stock, income bonds, account current, district superintendent, district court, supreme court.

29. Bill of lading, per annum, free on board, free of charge, United States of America, United States Army, this city, this state, this is of the utmost importance.

30. County and city of New York, city and county of New York, being duly sworn, testifies as follows, where do you reside, my very best recollection, yes sir, no sir.

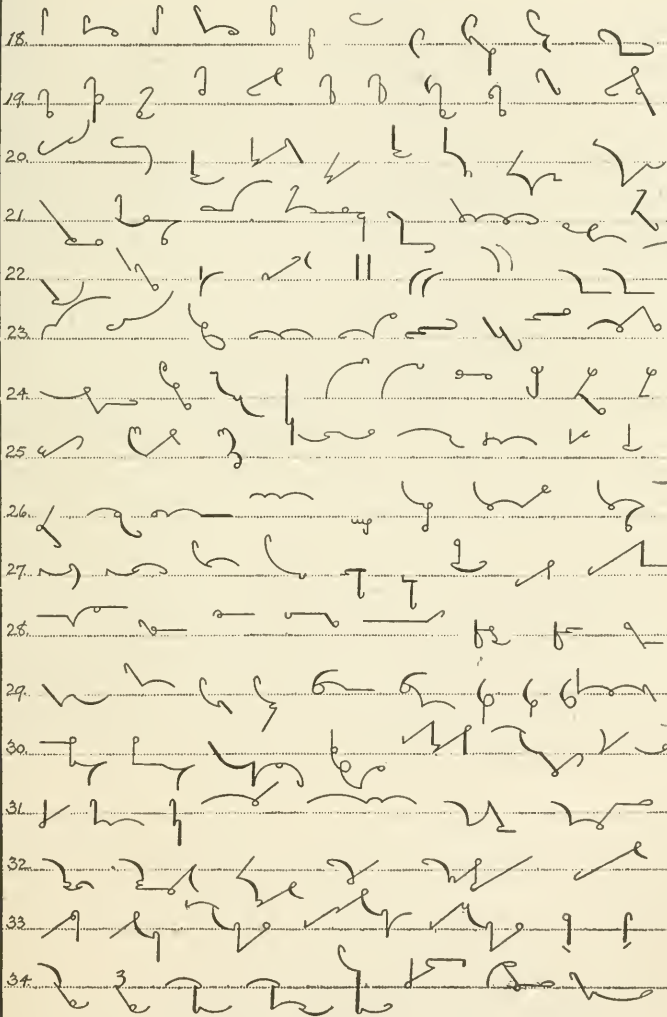
31. Dear Sir, Dear Madam, Dear Doctor, My dear Sir, My dear Madam, we shall be glad, we must request.

32. We have not heard, we enclose herewith, which we have received, we are sorry, we are in receipt of your letter, your letter received. (Sp. form for "your letter".)

33. Yours truly, yours very truly, I am very truly yours, I remain yours very truly, I remain very truly yours, considering the, deliver to the.

34. One per cent, three per cent, Monday evening, Monday morning, Friday afternoon, what is required, lowest possible cost, principal and interest.

PLATE 35



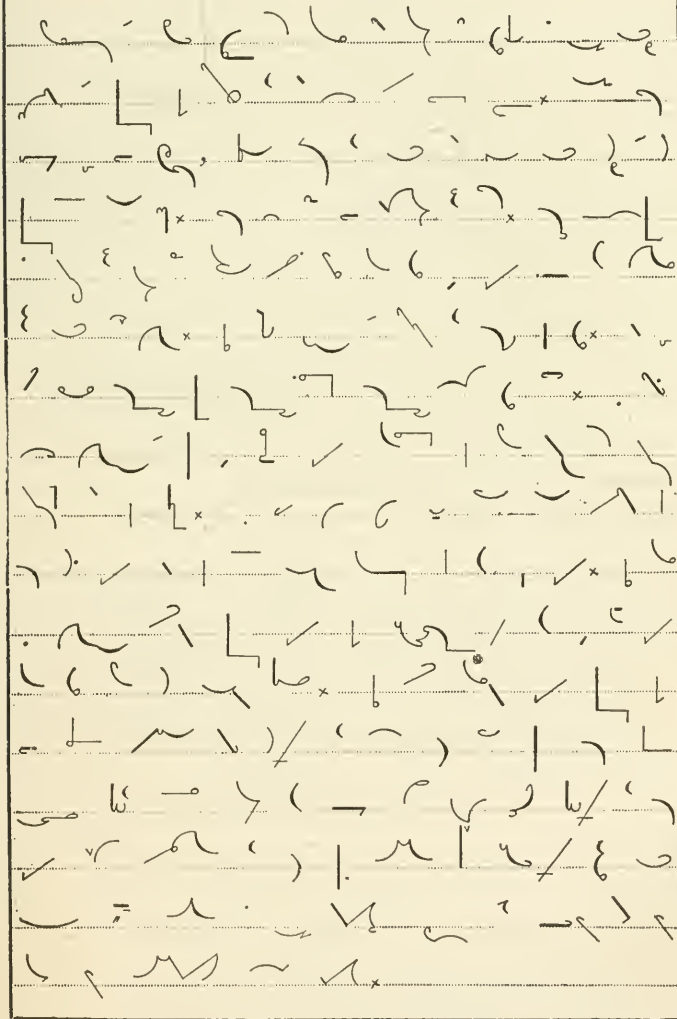
ADDRESS DELIVERED BY ABRAHAM LINCOLN

AT THE DEDICATION OF THE NATIONAL CEMETERY, NOVEMBER 19, 1863

Judge Usher, during a lecture at Chicago, gave the history of this short and simple prose-poem which is immortal and has been compared to the Sermon on the Mount. He said: "The President was expected, of course, to say something on the occasion, though Everett was the orator of the day and would deliver the address. Mr. Lincoln was so hurried by business in Washington that he had no time to write out any notes. So, on the cars, he wrote the words of which Everett said: 'I would rather be the author of those twenty lines than to have all the fame my oration today will give me!'"

Fourscore and seven years ago our fathers brought forth on this continent a new nation conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or to detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us; that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth.

PLATE 26
Gettysburg Address



KEY TO PLATE 27

WASHINGTON, D. C., July 16th, 1898.

SIR:

The President of the United States sends to you and your brave army the profound thanks of the American people for the brilliant achievements at Santiago, resulting in the surrender of the city and all of the Spanish troops and territory under General Torol.

Your splendid command has endured not only the hardships and sacrifices incident to campaign and battle, but in stress of heat and weather has triumphed over obstacles which would have overcome men less brave and determined. One and all have displayed the most conspicuous gallantry, and earned the gratitude of the nation. The hearts of the people turn with tender sympathy to the sick and wounded. May the Father of Mercies protect and comfort them.

WILLIAM MCKINLEY.

TO GENERAL SHAFTER,
Commanding Front,
Near Santiago.

MY DEAR MISS BROWN:

It is with great pleasure and pride that I reappoint you Chairman on Finance, knowing that your work will go forward during the coming year on the same high plane and with the same zeal that marked it in the year just passed.

Will you come to the Executive Board Meeting on the 16th, prepared to submit a tentative budget for the coming year's work of your department, if it entails any expenditure.

May I take this opportunity of expressing my deep appreciation of your personal loyalty and helpfulness to me, as well as of your efficient service to the New York Section of the International Council of Women.

Faithfully yours,

PRESIDENT.

PLATE 27

Handwritten musical notation on a ten-staff system. The notation is dense and includes various rhythmic values, accidentals, and slurs. The top right corner of the first staff contains the handwritten text "16. 1876.".

30

31

KEY TO PLATE 28

DEAR SIR:

Our new "American History and Government" prepares pupils for good citizenship. History and government are developed together and therefore should be taught together. This new book for the seventh year welds these two subjects into a unit and places constantly before the student forcible ideas of sane and healthy patriotism.

The causes and results and principal campaigns of the wars have been fully treated, but confusing details have been omitted. National development and industrial history are features of several chapters. All the subject matter is logically organized and the style is clear, definite, direct, and exceedingly interesting to children. It has been the aim of the authors to hold to the larger themes, to explain and emphasize the permanent and significant movements, and to omit the irrelevant unimportant, and disconnected happenings.

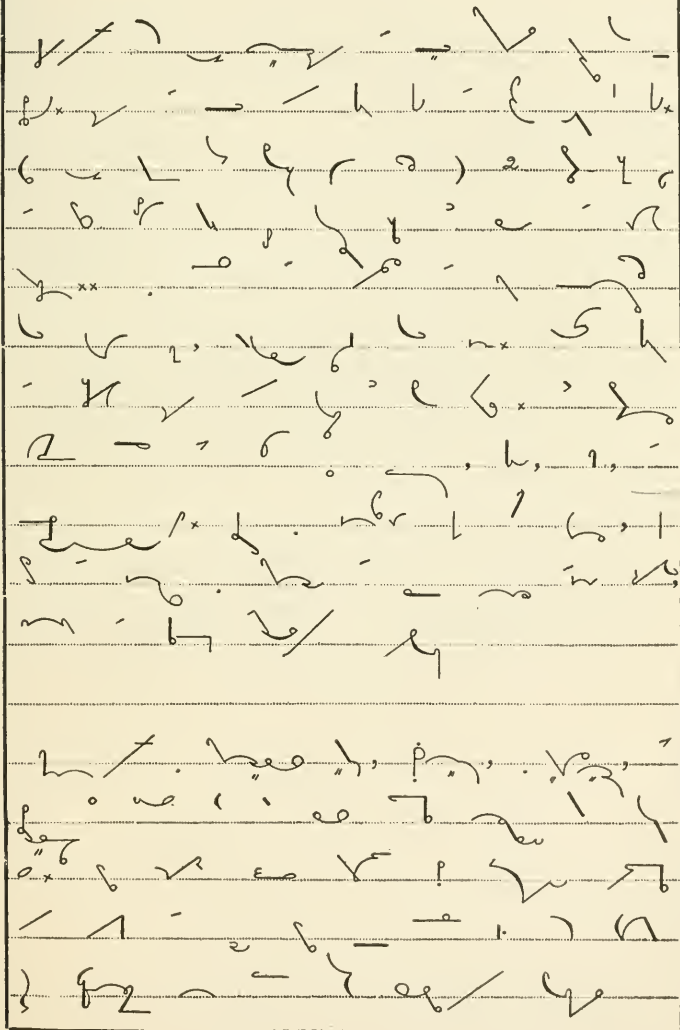
Yours very truly,

DEAR MADAM:

The Permanent Census Board, consisting of the Mayor, the Police Commissioner, and the City Superintendent of Schools, has announced that all census cards must be sent in by February 1st. Please return the enclosed postal card stating whether or not your cards are ready; and if not, please give exact date when they will be, so that the United District Messenger Company may call for them as soon as possible.

Very truly yours,

PLATE 28



KEY TO PLATE 29

GOTHAM TRUST COMPANY
12 Astor Place,
New York City.

Re Gotham Trust Company vs. Dodge Machine Company

GENTLEMEN:

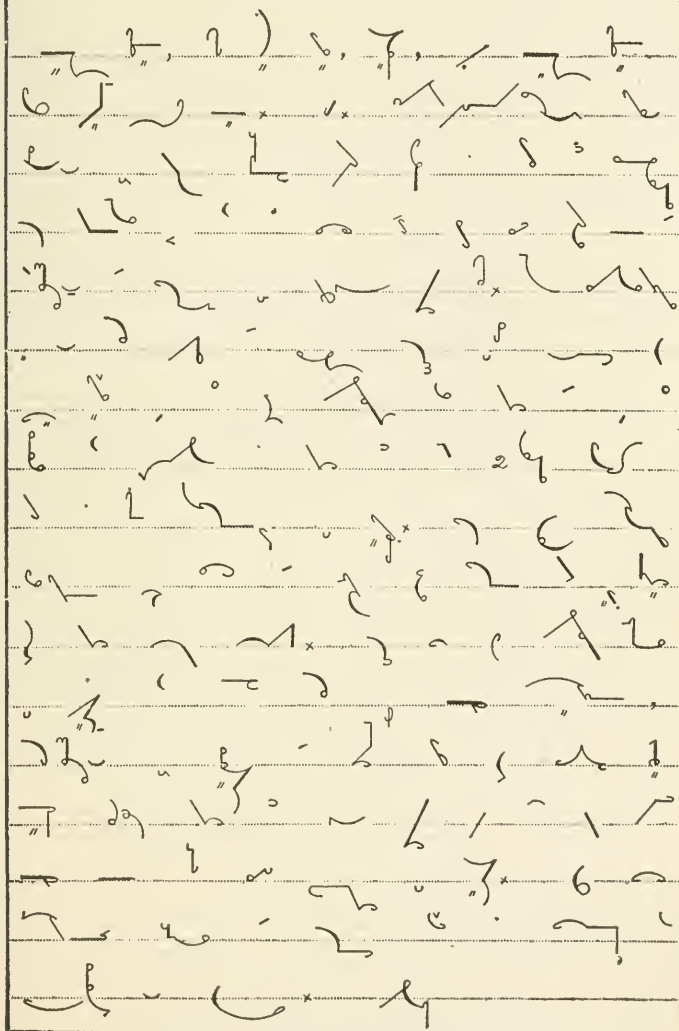
In reply to your inquiry concerning the present standing of the note in the above entitled action, upon which there is due a balance of \$6,000, we beg to advise you that a summons and complaint has been served upon this company and all of the endorsers of the note, and we are now in a position to enter judgment at once.

After service of the papers, the note was reduced and since that time we have been in constant communication with Mr. Price, who has assumed responsibility for its payment and who has satisfied us that he will receive a payment of about \$2,000 very shortly, upon a contract for work completed in Princeton. We are using our very best efforts to procure immediate examination and approval of this work by the Building Department, so that the payment may be hurried.

We have heard through responsible attorneys in Ridgewood that action was instituted against the Metropolitan Company, one of the endorsers of the note in the State of New Jersey, and attachment placed with the sheriff of Hudson County, so as to insure payment of any judgment which might be recovered against the Company out of certain equipment in New Jersey. This is more than ample to cover the indebtedness, and we can find a market for it in order to satisfy the note with interest.

Yours very truly,

PLATE 29



KEY TO PLATE 30

MISS ELIZABETH NELSON,
6 Lexington Avenue,
New York City.

Nelson vs. Nelson

MY DEAR MISS NELSON:

I have your letter of the first instant enclosing notice from Middleton & Barton relative to interest on 87 Madison Avenue, due June first. I am writing to Mr. Tomkins to-day to inquire what net balance he has on hand, so that we may arrange to have it applied toward this interest.

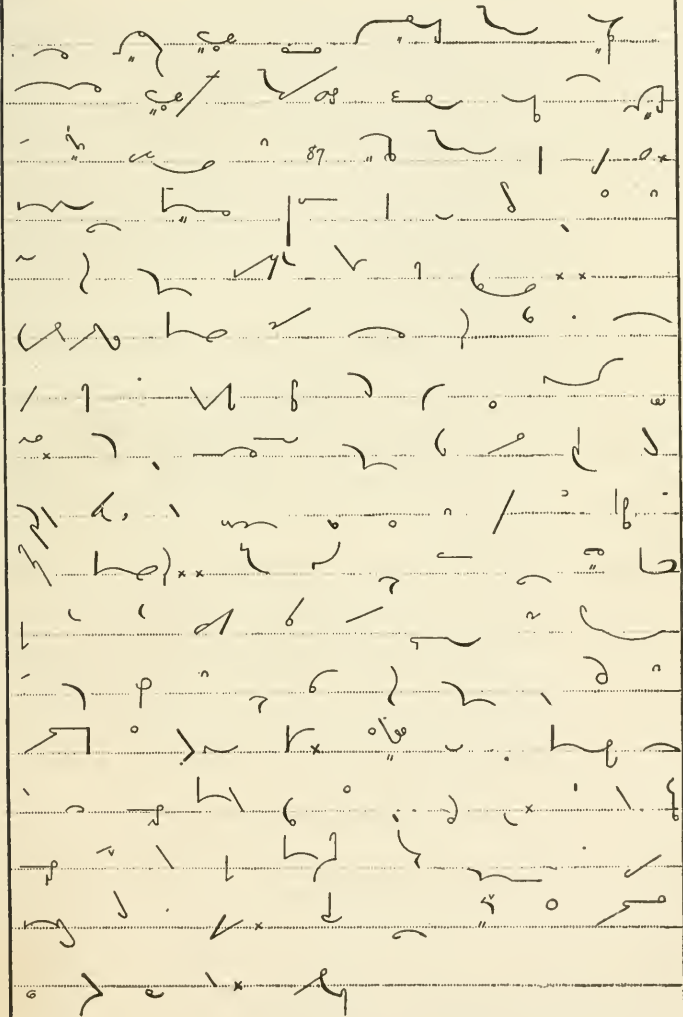
With respect to your brother's administration of your mother's estate, that is a matter which, during a period of at least one year, is entirely in his own hands. When he comes to account, we may then raise whatever objection we believe to be justified, but in the meantime he is his own judge of what constitutes a proper administration of the estate.

However, I shall immediately call Mr. Grant's attention to the fact that storage charges are accruing on the furniture and we insist on immediate sale, so that we may put ourselves on record as objecting to any delay.

As to Patterson's note, the administrator may or may not extend the time to pay this, as he sees fit. I hope that it is extended right up to the time of the trial, for that would make a real impression upon a jury. At any rate, Mr. White has his recourse if his bill is not paid.

Yours very truly,

PLATE 30



KEY TO PLATE 31

Henry Warren, being duly sworn, testifies as follows:
Direct examination by Mr. Hawkins.

- Q Do you reside in the City of New York?
A No, I reside in Brooklyn.
Q Did you ever borrow \$50,000 from Langdon & Church on the bark Oliver Cutts?
A No, sir, never.
Q Did they ever give you any deed for her?
A There were some papers passed.
Q Do you recall the circumstances in connection with the affair?
A Yes, sir. Mr. Landgon called on me and said they had a vessel they wanted to put under the British flag during the war, through me, as I was a British subject. I told them I had no objection whatever.
Q Was it a mere matter of form?
A Yes, and I went at once to the consul's office and the thing was consummated. There was a mortgage given and a power of attorney.
Q With the exception of the execution of the mortgage, have you made any transfer of any interest in the vessel?
A Not at all.
Q So far as you know it still remains in your name?
A Yes, so far as I know it does.
Q What was said about it being a nominal thing?
A They told me I was to give them power to act as though they were the owners.
Q What was the object of their transferring her to another flag?
A I do not know what their object was.
Q Was it after the war was declared?
A Yes, sir.

PLATE 31

Handwritten musical notation on a staff with a treble clef, divided into two systems by a vertical line. The notation includes various notes, rests, and ornaments. The left system contains a sequence of notes with some rests and a '50' marking. The right system contains a sequence of notes with some rests and a '3' marking. The notation is written in a cursive style.

Handwritten notes and the number 3.

KEY TO PLATE 32

Supreme Court,
Kings County.

Robert Murray, Jr. }
 against }
 Robinson & Cox. }

The parties to this action stipulate to admit upon the trial that the copies of the protest and survey and other papers annexed to the deposition of Captain Alexander Hadley be used in lieu of the originals, and with like effect; also that the copy of the letter annexed hereto is a copy of the letter written by Captain Hadley to Langdon & Church from Sydney, August 3, 1916, referred to in his cross-examination, and may be read in evidence, as part of his cross-examination in lieu of and with the same effect as the originals. Also that the papers referred to in his letter of December 5, 1916, were on that day with the letter delivered to defendants by some one on behalf of plaintiff.

DANIEL CLEVELAND,
Attorney for Defendants.
 HAWKINS & COTHREN,
Attorneys for Plaintiff.

NEW YORK, April 8, 1918.

PLATE 32

Handwritten musical notation on a ten-line staff. The notation includes various rhythmic figures, notes, and rests. Some notes are marked with a double quote symbol (").

3, 1916

5, 1916

6, 1918

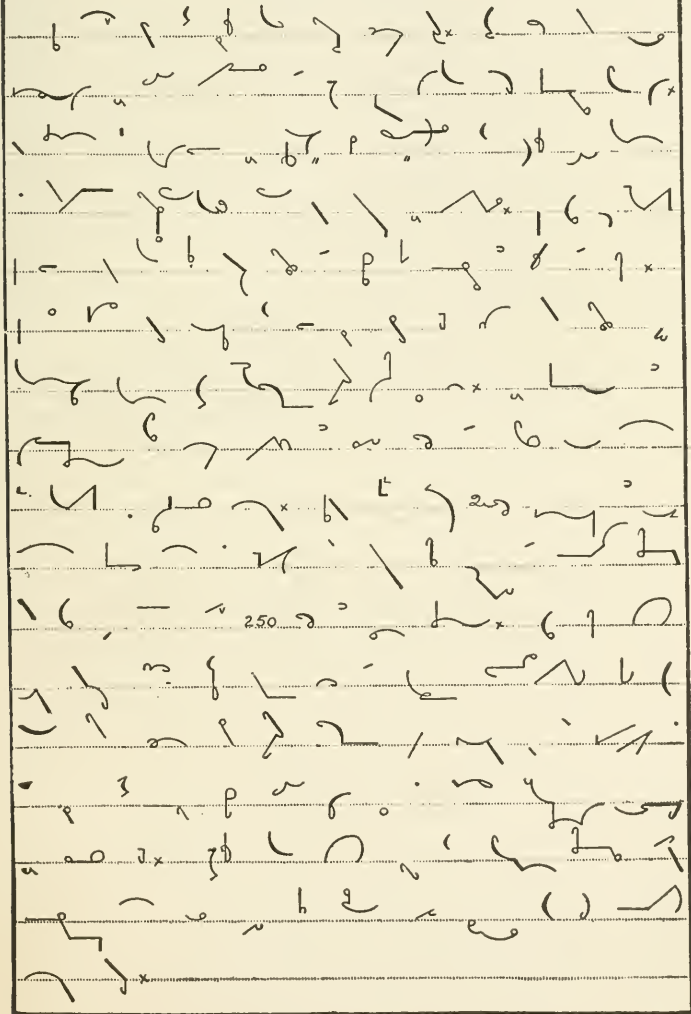
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SPEED CONTESTS





































































BY

ELIZA BOARDMAN BURNZ

It is my belief that the speed contests have been productive of much benefit. They have stirred up things amazingly in the shorthand ranks, and I think it would be well to have one take place every year. But at the same time I fully concur in the decision of the New York State Stenographers' Association, that these contests should not form a part of the regular proceedings of the annual conventions, nor be published in the reports. To do this would afford too great an opportunity for advertising both persons and systems at the expense of justice and truth. It has doubtless been noticed that great speed has been attained only by persons who have been for many years familiar with the kind of work upon which the trial is made. In the taking of legal testimony there is much repetition of certain words and phrases, no matter how varied the details of the cases may be. It is to be doubted whether 200 words a minute of new matter, taken from an editorial or public address, would be written and *accurately* transcribed by those who can write 250 words of simple testimony. This truth also should be borne in mind: that it is the peculiar mental and physical qualities of the reporter, together with long practice in some special branch of work, which enable him or her to reach a high speed; and that the particular system of shorthand used is an almost infinitesimal ingredient in the success attained. I think the contests have also proved that *verbatim* transcripts are not to be expected from notes written at an extraordinary rate of swiftness, though essential accuracy may be obtained.







































PLATE 33
Speed Contest








































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






































| | | | |
|---|---|---|---|
|  a or an |  ever |  is |  thing |
|  ah |  first |  long |  wash |
|  all |  for |  of |  watch |
|  among |  from |  of the |  well |
|  and |  had |  on |  were |
|  and the |  has |  or |  will |
|  are |  have |  other |  with |
|  as |  he |  over |  without |
|  awe |  her |  owe |  what |
|  awes |  hear |  owes |  when |
|  because |  high |  owing |  where |
|  before |  him |  own |  which |
|  begun |  his |  self |  who |
|  between |  how |  shall |  whose |
|  came |  I |  the |  world |
|  committee |  i |  them |  you |
|  during |  in |  these |  your |

WORDS VARIED IN OUTLINE






































The following list illustrates the methods by which words having the same consonant elements may be varied in outline. These forms thoroughly mastered will greatly aid the student in the selection of forms for other words, especially in providing for the differentiation often required in the writing of technical terms.








































| | | | | | |
|-----------|---|-------------|---|----------------|---|
| abandoned |  | acceptance |  | adoration |  |
| abundant |  | acceptances |  | duration |  |
| able |  | acceptation |  | addition |  |
| compel |  | exception |  | edition |  |
| | | expectation |  | | |
| abhor |  | | | administrate |  |
| bear |  | acquired |  | demonstrate |  |
| | | awkward |  | | |
| about |  | | | administration |  |
| apt |  | accusation |  | demonstration |  |
| | | acquisition |  | | |
| absolute |  | | | | |
| obsolete |  | adapt |  | affirm |  |
| | | adopt |  | form |  |
| accept |  | | | | |
| except |  | adaptation |  | after |  |
| expect |  | adoption |  | for-their |  |







































| | | | | | |
|--------------------|---|------------------------|---|------------------|---|
| agent |  | appropriation |  | brighter |  |
| gentlemen |  | proportion
(contr.) |  | broader |  |
| | | preparation |  | | |
| amiable |  | | | cancel, consul |  |
| humble |  | available |  | counsel, council |  |
| | | valuable |  | | |
| appertain |  | voluble |  | causation |  |
| pertain |  | | | accession |  |
| | | beside |  | accusation |  |
| apply |  | opposite |  | | |
| belong
(contr.) |  | apposite |  | cessation |  |
| | | | | secession |  |
| appraiser |  | birth |  | | |
| oppressor |  | breath |  | command |  |
| pursuer |  | | | comment |  |
| bankruptcy |  | breed |  | consummation |  |
| partnership |  | brood |  | consumption |  |

| | | | | | |
|---------------|---|------------|---|-----------------------|---|
| coalition |  | damnation |  | define |  |
| collusion |  | domination |  | divine |  |
| collision |  | | | | |
| | | daughter |  | devote |  |
| considered |  | auditor |  | defeat |  |
| construed |  | doubter |  | | |
| | | | | divide |  |
| corporal |  | deal |  | deviate |  |
| corporeal |  | deliver |  | | |
| | | | | deviation |  |
| communication |  | debtor |  | devotion |  |
| negation |  | editor |  | | |
| | | | | deferential |  |
| cost |  | decease |  | deficient
(contr.) |  |
| caused |  | disease |  | differential |  |
| | | | | | |
| cudgel |  | deceased |  | discussion |  |
| cajole |  | diseased |  | dissection |  |

| | | | | | |
|--------------|--|-------------|--|------------------------|--|
| dimension | | effect | | emit | |
| condemnation | | vacate | | omit | |
| diminution | | affect | | | |
| | | | | equable | |
| desecration | | elder | | equitable | |
| discretion | | older | | | |
| | | holder | | extension
(contr.) | |
| divers | | | | extenuation | |
| diverse | | emission | | | |
| | | omission | | exercise | |
| | | | | exorcise | |
| distant | | | | | |
| destined | | embarrass | | | |
| distinct | | embrace | | experience
(contr.) | |
| | | impress | | exuberance | |
| display | | | | | |
| disable | | emigration | | expression | |
| dispel | | immigration | | expiration | |

| | | | | | |
|-------------|---|-----------|---|-------------------------|---|
| avored |  | funeral |  | grantee |  |
| favorite |  | funereal |  | guarantee |  |
| fault |  | garden |  | grantor |  |
| flight |  | guardian |  | guarantor |  |
| faulty |  | gentle |  | held |  |
| flighty |  | genteel |  | hold |  |
| fierce |  | gentleman |  | idolator |  |
| furious |  | giant |  | idolatry |  |
| fiscal |  | get |  | impatient |  |
| physical |  | cut |  | impassioned |  |
| former |  | God |  | impassionate |  |
| formal (ly) |  | guide |  | independent
(contr.) |  |
| | | | | impending |  |

| | | | | | |
|-------------------------|---|-------------------|---|-----------------------|---|
| influential
(contr.) |  | inevitable |  | pattern |  |
| unfinished |  | enviable |  | patron |  |
| | | unavoid-
able |  | | |
| intention |  | | | partner |  |
| inattention |  | machine |  | part-owner |  |
| | | mission |  | | |
| interested |  | | | per annum
(contr.) |  |
| interstate |  | machinery |  | premium
(contr.) |  |
| understood |  | missionary |  | | |
| | | | | Persian |  |
| leave |  | minute |  | Prussian |  |
| live |  | minùte,
minuet |  | Parisian |  |
| | | | | | |
| invasion |  | noble |  | pertinent |  |
| innovation |  | notable |  | pertaining |  |
| | | | | | |
| island |  | patient |  | poor |  |
| land |  | passionate |  | pure |  |

| | | | | | |
|--|------------|---|------------------------|---|------------|
|  | preside |  | probation |  | refraction |
|  | proceed |  | prohibition |  | reflection |
|  | precede | | | | |
| | |  | prescribe
(econtr.) |  | register |
|  | president |  | proscribe |  | registry |
|  | precedent | | |  | registrar |
| | |  | provide | | |
|  | prominent |  | profit |  | renewed |
|  | permanent | | |  | ruined |
|  | preeminent |  | quite | | |
| | |  | quiet |  | resume |
| | | | |  | reassume |
|  | prediction | | | | |
|  | protection |  | rally | | |
|  | production |  | rely |  | Russian |
| | | | |  | rushed |
|  | premise |  | realize | | |
|  | promise |  | release |  | seizin |
| | | | |  | season |

...p... secede

...q... suicide

...r... secure

...s... screw

...t... secured

...u... screwed

...v... sent

...w... send

...x... sheer

...y... sure

...z... situate-d

...aa... seated

...ab... suited

...ac... situation

...ad... station

...ae... steady, study

...af... staid

...ag... stage

...ah... stowage

...ai... separate

...aj... support

...ak... transmit

...al... transmute

...am... train

...an... turn

...ao... tartar

...ap... traitor

...aq... trader

...ar... underestimate

...as... underrate

...at... valiant

...au... violent

...av... valuation

...aw... violation

...ax... wage

...ay... urge

...az... woman

...ba... women

CONTRACTIONS AND SPECIAL FORMS





































A WORD-SIGN is a vowel or adjunctive sign, or a single stem which denotes a common word; as, a circle for *is*; M for *from*; Jn for *general*. The list of most frequently recurring word-signs will be found on page 118.


































































A SPECIAL FORM represents all the consonants in a given word in an exceptional way and indicates the best outline to represent it.

A CONTRACTION is an outline of more than one stem, not expressing all the consonants in the word it represents.























































Note that the following list contains many outlines which are neither contractions nor special forms; they have been included because of their frequent use.























































The contractions and special forms in this list will serve as models for outlines to express other difficult words.























































| | | | | | |
|--|----------------|---|----------------|---|---------------|
|  | ability |  | acutely |  | advertise |
|  | accommodate-d |  | adequate |  | advertisement |
|  | accompanied |  | adhere |  | advise-able |
|  | accomplishment |  | adherent |  | advocate |
|  | according (ly) |  | adjacent |  | aerial |
|  | accurately |  | adjournment |  | aesthetic |
|  | accustomed |  | administer |  | affidavit |
|  | acknowledge |  | administration |  | ahead |
|  | acquaintance |  | advance |  | altitude |
|  | actual (ly) |  | advantage |  | allowance |
|  | actuate-ed |  | advent |  | along |
|  | actively |  | adventure |  | always |























































| | | | | | |
|--|--------------|---|---------------|---|---------------------|
|  | alteration |  | apart |  | astonish-
ing |
|  | altogether |  | appear |  | astonishment |
|  | amanuensis |  | appearance |  | astronomy |
|  | amanuenses |  | appliance |  | astronomer |
|  | ambiguity |  | appliances |  | attention |
|  | ambiguous |  | applicable |  | attentive |
|  | amendment |  | apprehend |  | banker |
|  | among |  | Arctic |  | bankrupt |
|  | amongst |  | architecture |  | bankruptey |
|  | angel |  | architectural |  | bank-stock |
|  | angelic |  | arrears |  | baptism |
|  | anger |  | artificial |  | beautiful |
|  | angry |  | ascertain |  | became or
become |
|  | angle |  | assailant |  | becomingly |
|  | analyze |  | assertion |  | because |
|  | annihilate |  | assert |  | bedstead |
|  | announcement |  | assemble |  | beforehand |
|  | annual (ly) |  | assignment |  | began, begun |
|  | anybody |  | assistance |  | begin |
|  | anything |  | assistants |  | believe |
|  | anywhere |  | associate |  | believed |
| | |  | association |  | belittle |

























































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| | belong
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| | calculate | | Christian | | commoner |
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| | candidate | | circumspec-
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| | candlestick | | circumstance
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stanced | | committal |
| | capital (ly) | | circum-
stantial | | communicate |
| | casual (ly) | | claim | | communi-
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| | central | | client | | connection |
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





















































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|  | consequence |  | defiance |  | direct |
|  | consequently |  | degree |  | direction |
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|  | continue |  | deliverance |  | dirt
dirty |
|  | continual
(ly) |  | delivery |  | disadvantage |
|  | contradict |  | democrat
(ic) |  | disaster |
|  | contradiction |  | demonstrate |  | division |
|  | correct |  | departure |  | discharge |
|  | corrupt-ness |  | desideratum |  | discriminate |
|  | contravene |  | destructive-ly |  | discrimination |
|  | countersign |  | describe |  | disheartened |
|  | countenanced |  | description |  | distinctive |
|  | cover |  | detain
detail |  | distribute |
|  | cross-examination |  | develop |  | disturb
disturbance |
|  | cross-examined |  | devote |  | doctor |
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





















































| | | | | | |
|--|------------------------|---|---------------------------------|---|-----------------------------|
|  | dwarf |  | equivalent |  | extreme |
|  | efficient |  | especial (ly) |  | eyesight |
|  | either |  | essential |  | fact |
|  | enforcement |  | establish
establish-
ment |  | facility |
|  | England |  | evident-ly |  | facilitate-ed |
|  | English |  | everywhere |  | failure |
|  | enable |  | examine |  | falsehood |
|  | endeavor
endeavored |  | examination |  | familiar |
|  | enlarge |  | exchange |  | finger |
|  | enlighten-
ment |  | expenditure |  | financial |
|  | enlighten-ing |  | experience
experienced |  | figure |
|  | entire |  | explicit |  | first
first place |
|  | enthusiastic |  | explain
explanation |  | first class |
|  | enumerate |  | express |  | first rate |
|  | enumerated |  | extension |  | fortunate
(ly) |
|  | equal |  | extinguish |  | frequent (ly)
frequented |
|  | equals or
equalize |  | extraordi-
nary |  | funda-
mental(ly) |
|  | equality |  | extrava-
gant (ce) |  | full or fully |























































| | | | | | |
|---|---------------------------|---|-------------------|---|--------------------------|
|  | future |  | handle |  | hundred
hundredth |
|  | gave
give |  | happy
hope |  | hygienic |
|  | given |  | harden-ed |  | identical |
|  | general
generals (ize) |  | hard-ly |  | illustrious |
|  | generality |  | harmonious |  | illustrate-ed |
|  | generation |  | heartily |  | immaterial
(ly) |
|  | generaliza-
tion |  | horse-
manship |  | immortal
(ly) |
|  | gentleman
gentlemen |  | higher |  | immodest |
|  | good hu-
mored |  | highest |  | immediate
(ly) |
|  | govern |  | highly |  | impenetra-
bility |
|  | government |  | hindrance |  | impenitent |
|  | govern-
mental |  | heterodox |  | impending |
|  | governor |  | held
hold |  | impetuous
impetuosity |
|  | grandeur |  | honorable |  | important
(ance) |
|  | gratitude |  | hotel |  | impossible |
|  | gratuity |  | human |  | inanimate |
|  | habeas
corpus |  | humanity |  | incapable |
|  | half and half |  | hunger (y) |  | incompetent |


































































| | | |
|---|---|--|
|  inconvenience |  inspire
inspirit |  judiciously |
|  inconsiderate |  institute
instituted |  jurisdiction |
|  inconsiderable |  intellect
intellectual |  junior |
|  incessant |  intellectuality |  language |
|  incoming |  intelligent
intelligence |  large
larger |
|  inequality |  intelligible |  largest
largely |
|  individual |  interest |  landholder |
|  individuality |  interesting |  laundry |
|  indebtedness |  interior |  latitude |
|  independent |  intolerable |  lawyer |
|  inflict |  introductory |  legislature |
|  influence |  investment |  legislator |
|  influential |  investigation |  legislation |
|  inhabitant
inhabiting |  inure
inhere |  legislative |
|  inquiring |  inherent |  length |
|  inquiringly |  insure (ance)
insured |  liar, or lyre |
|  inquiry |  insurance Co. |  likewise |
|  inspiration |  joint stock |  licentious |























































| | | |
|---|---|---|
|  little |  mental |  mistake |
|  literature |  mentality |  mistook |
|  literary |  measure |  month |
|  long |  mentioned |  mortal (ly) |
|  luxury |  mercantile |  movements |
|  manuscript |  merchant |  moreover |
|  manufacture-ed |  mercy |  Mrs. |
|  manufacturer |  merciful |  Mr. |
|  manufactory |  metropolis |  multiple (y) |
|  mature |  midnight |  multiplication |
|  meantime |  million |  multitude-inous |
|  meanwhile |  millionth |  mutual (ly) |
|  middle |  ministerial or
minstrel |  natural (ly) |
|  meditate-ed |  ministrations |  nature |
|  mechanical |  ministry |  nearest |
|  member |  minutes |  need |
|  memoranda |  misrule |  neglect |
|  memorandum |  miscall |  never |
| |  mistaken |  nevertheless |

| | | |
|---|--|--|
|  new or knew |  observation |  party 2d part |
|  next |  obstinate |  particular
particularly |
|  nonsense |  occurrence |  particularity |
|  northeast |  occasional |  peculiar |
|  nothing |  opinion
opinions |  peculiarity |
|  notwithstand-
ing |  opportunity
opportunities |  pecuniary |
|  nowhere |  organize |  penetrate
penetration |
|  number
numbered |  organism |  perpendicular-
ity |
|  nutrition |  original |  people
peopled |
|  object
objected |  orthodox |  perfect |
|  objection
objectionable |  orthography |  per cent |
|  objector |  orthographic |  philanthropy |
|  obligation |  orthographical
(ly) |  philosophy |
|  obscene |  pardon-ing
pardoncd |  phonographer |
|  obscure |  part
partisan |  phonography |
|  obscuration |  partnership |  phongraphic |
|  observe |  party |  phonic |
|  observer |  party 1st part |  postal card |

| | | |
|--|---|--|
|  pencil |  prevalent |  questionable |
|  puzzle |  proficient (ey) |  quotation |
|  personal |  profit-able |  reality
realization |
|  plaintiff |  provide |  recollect-ed
recollection |
|  pleasure |  public (sh) |  refer (ence)
referred |
|  pliant |  publication |  reform |
|  possible (y)
possibility |  publisher |  reformation |
|  practice
practiced |  pursue |  re'former |
|  practices |  pursuance |  regular (ly) |
|  practicable |  pursuit |  regularity |
|  practical |  qualification |  report |
|  praetitioner |  qualify |  reporter |
|  prefer |  quality |  reportorial |
|  preference |  quandary |  religion
religious |
|  principle (al-ly) |  quantum |  relinquish |
|  pretense |  quantity |  responsible |
|  pretension |  quarter |  remark |
|  pretentious |  question |  remittance |

| | | | | | |
|--|----------------------------------|---|--------------------------|---|-----------------------------|
|  | remember |  | return |  | significance |
|  | remembrance |  | reverend or
Rev. |  | significancy |
|  | remonstrate |  | revelation
revolution |  | simplify |
|  | represent (ative) |  | write
rewrite |  | simplification |
|  | represents, or
representative |  | satisfy
satisfied |  | simultaneous |
|  | representation |  | satisfactory |  | sympathy |
|  | republic |  | satisfaction |  | sympathies or
sympathize |
|  | republican |  | scandal |  | sympathetic |
|  | require |  | scientific |  | synonymous |
|  | request |  | self-respect |  | single |
|  | respect |  | selfsame |  | singular |
|  | respectful (ly) |  | selfish |  | sincere- |
|  | respectable (y) |  | secure |  | sincerely |
|  | respective-ly |  | several |  | similar |
|  | reserved |  | sentiment |  | similarity |
|  | reservation |  | significant |  | slovenliness |
|  | retrospective |  | signify |  | smaller |
|  | retail |  | significa-
tion |  | somehow |

| | | | | | |
|---|---------------------------------|---|-------------------|---|--------------------|
|  | sometimes |  | strongly |  | suggestion |
| | |  | strongest |  | suggestive |
|  | somewhat |  | stronger |  | superiority |
|  | speak |  | subject |  | swear |
| | special or spoke | | |  | sworn |
|  | spoken |  | subjection |  | swindle |
|  | specification |  | submit-
ted |  | swindler |
|  | spendthrift |  | stock
exchange |  | technical |
|  | sound |  | sufficient |  | temporal |
|  | southeast |  | subordinate |  | temporarily |
| | southeastern |  | subordination |  | testify |
|  | southwestern |  | subscriber |  | testimony |
|  | southern |  | subscription | | |
| | southerner |  | substantial |  | 3-quarters |
|  | spirits |  | (ate) |  | thank |
|  | spirituous |  | substitute |  | thankful |
|  | stenographic or
stenographer |  | Supreme
court |  | thankless |
|  | stenography |  | surprise |  | thoughtless |
|  | state |  | swiftly |  | them |
|  | strange |  | themselves |  | thenceforth |
|  | stranger |  | swifter |  | thence-
forward |
|  | strength |  | system |  | theology |
| | |  | systematise | | |
|  | strictly |  | suggest |  | suggested |
| | |  | suggested | | |

| | | |
|---|--|---|
|  the other |  unacquainted |  uselessness |
|  thereat
thereto |  unawares |  usual
unusual |
|  thing |  unanswered |  utility |
|  think
thinker |  unassailable |  value
valued |
|  throughout |  unequal |  Washington |
|  thwart-ed |  unfinished |  wealth |
|  together |  uninspired |  westward |
|  total |  unfurnished |  wharf |
|  tolerable |  unintelligible |  willingly |
|  trade |  unpardonable |  withal |
|  transgressor |  uncertainty |  wisdom |
|  transcribe |  uncommonly |  wish |
|  transcription |  unconscious |  witness |
|  trustworthy |  United States |  worth
worthy |
|  truthful
twelve |  New York |  yard |
|  twelvemonth |  uniform |  yesterday |
|  upstairs |  unite
unit |  year
young |
|  unable |  universe (al-ly) |  youth
youthful |

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