# SHORTHAND FOR HIGH SCHOOLS

Barnes

# SHORTHAND

FOR

# HIGH SCHOOLS.

AMERICAN-PITMAN PHONOGRAPHY.

BY

L. E. BARNES.

Sister Baptiste.
With the compliments of
The Author.

ST. LOUIS:
ARTHUR J. BARNES, PUBLISHER.
1903.

# FOREWORDS.

The sentence method, universally employed by public school instructors in teaching pupils to read and write, has been applied with equal advantage to shorthand. It saves from twenty-five to fifty per cent of the time usually spent in memorizing the phonographs. By the sentence method, the student begins, not with a formidable array of disconnected signs, but with word outlines and easy sentences, from the practice of which he gains a mastery of the phonographic characters. The shorthand sentences in this book are carefully graded so that the student practices nothing in

Please read at least the first three paragraphs of the "Forewords" carefully. They give the gist of the author's idea in the preparation of the book.

lesson are so fully illustrated by shorthand sentences, with longhand translation underneath, that the student is enabled to learn them with very little effort. In fact, it would be difficult for him to read the text and practice the sentences without understanding and memorizing the principles.

It is suggested that the first five or ten minutes of class time be devoted to the writing of these sentences upon the blackboard by students, in order that any carelessness or failure in their work may be detected and corrected. During the remainder of the time, the lesson may be written from the teacher's dictation, papers exchanged, notes read and criticised, then the lesson written again and again until it can be written rapidly as well as correctly.

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Translated shorthand sentences containing all of the straight phonographs are given in the first lesson. In the second lesson, the curved phonographs are embodied in similar sentences, with longhand translation underneath. These sentences should be copied until learned, then written repeatedly from the teacher's dictation in the class room. Though not so named, speed practice really begins with the very first lesson.

In a similar way, the wordsigns are learned, not by memorizing a list of arbitrary forms, but by practice of shorthand sentences containing the wordsigns. The principles set forth in each new lesson are so fully illustrated by shorthand sentences, with longhand translation underneath, that the student is enabled to learn them with very little effort. In fact, it would be difficult for him to read the text and practice the sentences without understanding and memorizing the principles.

It is suggested that the first five or ten minutes of class time be devoted to the writing of these sentences upon the blackboard by students, in order that any carelessness or failure in their work may be detected and corrected. During the remainder of the time, the lesson may be written from the teacher's dictation, papers exchanged, notes read and criticised, then the lesson written again and again until it can be written rapidly as well as correctly.

Halving has been introduced in a simple way in one of the first lessons, in order to impress students early with the fact that a change in the length of a stroke changes its meaning, and to make them careful from the start about the length of their strokes.

The lessons are brief, to give time for the study of other branches in connection with shorthand. It has been found that a bright, intelligent student can learn one of these lessons in about an hour's time. In one school quarter, therefore, students can learn all of the principles, and also acquire considerable facility in writing and in reading shorthand. Afterward, "Business Letters in Shorthand" may be taken up, and miscellaneous matter practiced until new as well as practiced selections can be written legibly and rapidly.

This book has been written especially for High School students by one who has had ten years' experience in teaching in High School, seminary and college, and more than that in conducting a shorthand school and in writing shorthand and typewriting textbooks. This volume has been written, therefore, from a High School as well as from a shorthand point of view.

We do not present any new system, but the Standard American Phonography, that of Isaac Pitman's ninth edition, generally known as Benn Pitman phonography. Under one name or another, it is used by ninety per cent. of our best reporters, and has been employed for years in taking verbatim notes of the proceedings of the United States Senate and the House of Representatives. It has stood the test and has been found equal to all requirements; it can be rapidly written, easily read, and when properly presented, quickly learned. It is the shorthand that can be read by others as well as by the writer. Every student of it can and should write so that his notes are legible to others. Stenographers are occasionally called upon in business to read each other's notes. They should be trained to read each other's shorthand in the class room.

The Key at the back of the book gives merely the names of the phonographs in the outlines. It will be of little service to the indolent, but it will enable the faithful student to test the correctness of his work.

## CONSONANT PHONOGRAPHS.

| Phonograph. | Name. | Sound of. | Phonograph. | Name. | Sound of. |
|---|---|---|---|---|---|
| | Pe | p in *pop*. | | Ef | f in *fife*. |
| | Be | b in *bob*. | | Ve | v in *hive*. |
| | Te | t in *tight*. | | Ith | th in *breath*. |
| | De | d in *died*. | | The | th in *breathe*. |
| | Chay | ch in *church*. | | Es | s in *cease*. |
| | Jay | j in *judge*. | | Ze | z in *zeal*, *ease*. |
| | Kay | k in *kick*. | | Ish | sh in *sure*, *bush*. |
| | Gay | g in *gag*. | | Zhe | zh in *azure*, *rouge*. |
| | Hay | h in *he*. | | Em | m in *may*. |
| | Ray | r in *roe*, *tarry*. | | Emp | mp or mb in *lamp*, |
| | Ar | r in *oar*, *tar*. | | En | n in *no*. |
| | Way | w in *woe*. | | Ing | ng in *sing*, *bank*. |
| | Lay | l in *lie*. | | Yay | y in *yes*. |

## VOWELS.

| | Long Vowels. | | Short Vowels. | | Diphthongs. | |
|---|---|---|---|---|---|---|
| First Place. | E<br>He | Aw<br>saw | i<br>it | o<br>on | I<br>my | Oi<br>boy. |
| | eat | talk | pity | odd | dime | toil |
| Second Place. | A<br>Jane | O<br>Jones, | e<br>get | u<br>up. | | |
| | take | though | edge | tub | | |
| Third Place. | Ah<br>Artie | Oo<br>move | a<br>that | oo<br>wool | Ow<br>round | U<br>you. |
| | arm | pool | add | pull | couch | pew |

# LESSON 1.

## STRAIGHT CONSONANT PHONOGRAPHS.

| | Down Strokes. | | | | | | Left to Right. Up Strokes. | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Names: | P | B | T | D | Chay | J | K | Gay | Hay | Ray |
| Phonographs: | | | | | | | | | | |
| Sound of | | | | | ch | j or soft g | k | hard g | h | r |
| As heard in | | | | | church | judge | | gag | hue | rye |

1. In shorthand, write words as they sound, without regard to the spelling. Write *know* the same as *no; judge, juj; chasm, kazm; enough, enuf;* etc. The signs represent sounds, not letters; hence they are called phonographs. Many of them are simply called

The pupil should begin with Lesson 1, omitting the alphabet page. His first writing is the shorthand at the bottom of the page, an immediate application of the Sentence Method. Notice that in order to make the sentences legible, two vowels are given in connection with the consonants, the same as when first teaching a child to read. The straight consonants are most quickly learned from this line of sentences.

No more vowels are given until the pupil has mastered all the consonants.

Up strokes: Hay Ray hurry Long vowels: A O

Bake a cake. A gay age. Take a page a day. Joe Roach hoed a row

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|---|---|---|---|---|---|
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| | Be | b in *bob*. | | Ve | v in hive. |
| | Te | t in *tight*. | | Ith | th in brea*th*. |
| | De | d in *died*. | | The | th in brea*the*. |
| | Chay | ch in *church*. | | Es | s in cease. |

Place.

take though edge tub

Third Place.

| Ah | Oo | ă | oo | Ow | U |
|---|---|---|---|---|---|
| Artie | move | that | wool | round | you. |

arm pool add pull couch pew

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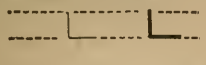
| Names: | P | B | T | D | Chay | J | K | Gay | Hay | Ray |
| Phonographs: | | | | | | | | | | |
| Sound of | | | | | ch | j or soft g | k | hard g | h | r |
| As heard in | | | | | church | judge | | gag | hue | rye |

1. In shorthand, write words as they sound, without regard to the spelling. Write *know* the same as *no*; *judge*, *juj*; *chasm*, *kazm*; *enough*, *enuf*; etc. The signs represent sounds, not letters; hence they are called phonographs. Many of them are simply called strokes.

2. Omit all silent letters, also the vowels (a, e, i, o, u, final w and y).

3. Join the strokes in a consonant outline WITHOUT LIFTING THE PEN, and insert the vowels afterward, if at all. Examples of consonant outlines:



take dug

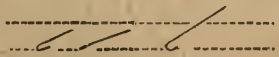
T-K D-Gay

poach budge

P-Chay B-J

4. Learn these two pairs of outlines, and you will know *eight* strokes—T, a light vertical; K, a light horizontal; etc. What sound is indicated by the shaded vertical? By the shaded horizontal? By the light slant to the right? By the light slant to the left? By the shaded slant to the right? By the shaded slant to the left? What kind of a stroke is T? D? B? P? Chay? J? Gay? K? J? D? P? Gay? Chay? K? T? B?

5. You will also learn from the above outlines that K and Gay are written from left to right, and that the other strokes are written with a downward motion. NEVER WRITE THEM UP.



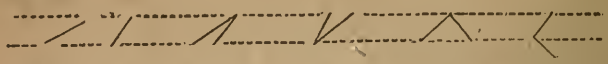
Up strokes: Hay Ray hurry Long vowels: A O

Bake a cake. A gay age. Take a page a day. Joe Roach hoed a row.

6. Observe that hard g is represented by Gay, and soft g by J. Never say g (jee), but always say Gay or J. Never say c-h (see-aitch), but always Chay.

7. The heavy dot representing long A, and the heavy dash representing long O, must be placed exactly at the *middle* of the stroke. When on the line of writing, the heavy dot stands for the word a.

8. Since Ray is always written *up* and Chay is always written *down*, it is easy to distinguish them by their direction when they are joined to other strokes. When alone, Hay and Ray are slanted much more than Chay, and do not therefore extend to the upper ruled line.



Ray, Chay, Ray-Chay, Chay-Ray, Ray-P, Chay-P.

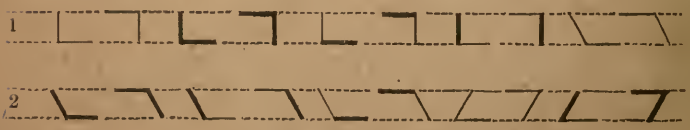
9. Read the first line of Exercise No. 1, at the end of this lesson, thus: T-K, K-T, etc. Read each line three times as rapidly as you can without making an error.

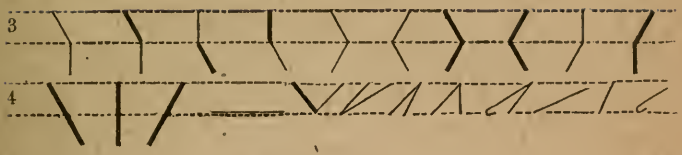
10. Observe in lines 1 and 2 of Exercise No. 1, that the horizontals K and Gay are written on the top line whenever they are followed by a down stroke, in order that the down stroke may extend from line to line.

11. Practice the outlines given previously for *take*, *dug*, and *hurry* until you can make T and D exactly vertical, until you can give the proper length to K and Gay, and until you can make both hook and main line of Hay perfectly straight. Then copy Exercise No. 1, making each stroke exactly like the copy in length, direction, and shading.

12. Learn to write each stroke first correctly, then quickly. Think of only one stroke at a time. Draw that as quickly as you can and make it exactly right. Hold the pen on the paper an instant until you can think how to write the next stroke, then draw that quickly and perfectly.

*EXERCISE NO. 1.*






# LESSON 2.

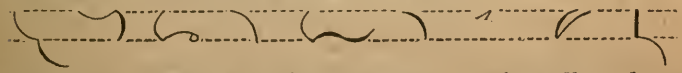
## CURVED CONSONANT PHONOGRAPHS.

| Names: | F | V | Ith | The | S | Z | Ish | Zhe |
|---|---|---|---|---|---|---|---|---|
| Phonographs: | | | | | | | | |
| Sound of | | | th | th | | | sh | zh |
| As heard in | | | bath | bathe | | | sure | vision |

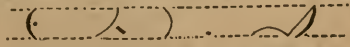
| Names: | M | Emp | N | Ing | Lay | Ar | Yay | Way |
|---|---|---|---|---|---|---|---|---|
| Phonographs: | | | | | | | | |
| Sound of | mp, mb | | | n | l | r | y | w |
| As heard in | ambush | lamp | | sing | bank | | your | woe |


13. Notice that Lay is the *L* eft half of an arch, and Ar is the *R* ight half. M is like the first part of a running m. Way is like the first part of a simple capital w.

14. The curved consonant phonographs are all contained in the outlines below. Copy each sentence ten times.



*Five noisy thumbs are thumping away on-the yellow door.*
F-V N--Z Ith-Mz Ar Ith-Emp-Ing Way Yay-Lay D--Ar



*They show us a mirage.*
The Ish S M-Ray-Zhe

15. S or z is generally represented by a very small circle except when it is necessary to place a vowel by s or z. If a word ends in a vowel sound after s or z, as is the case with *noisy*, the stroke, and not the circle, must be used.

16. Notice that the ticks for *on the* are both slanting. ON is always written UP, just under the upper line. *The* is generally written *down*, in the direction of Chay.

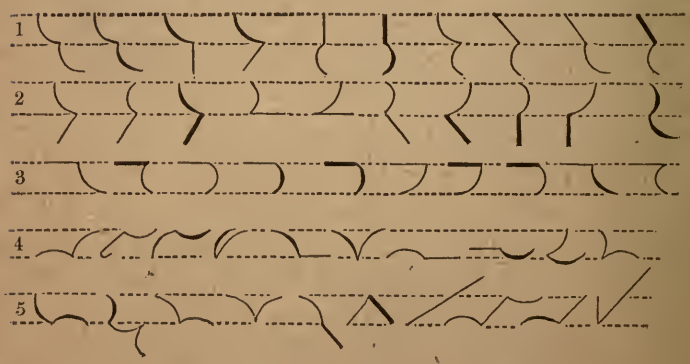
17. *Write Lay up. Write the other strokes down* except the horizontals which are written from left to right.

18. Make the ticks as short and the circle as small as they can be made and still be distinct.

19. Copy the shorthand outlines given above ten times; then see if you can write them perfectly from memory. Try to make every stroke exactly like the copy in length, shading, and direction. *Slant the slanting strokes from the beginning to the very end.* Most beginners do not slant the slanting strokes enough. In ( ( ) ) curve outward most at the center and end exactly under the point of beginning. and must never curve in at the end. Slant them *out.*

20. Give both names and sounds of the phonographs in the exercise below. When you can do this correctly and without hesitation, make an exact copy of the exercise and hand to the teacher.

*EXERCISE NO. 2.*



Notice that in Para. 16 and 17 we begin to give the pupil a knowledge of loops, but in such a way as not to distract from his study of the consonants.

the line, or between the lines, as is most convenient. Copy line 3, Exercise 3.

23. Outlines composed entirely of horizontals should be written just above the lower line, resting upon it. Copy line 4 three times.

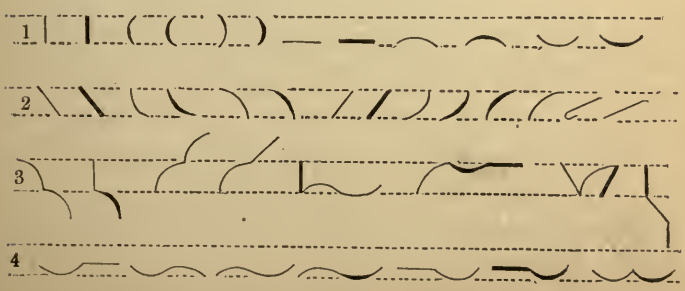
24. When an outline begins with a horizontal followed by a down stroke, begin the horizontal at the *top* line, so that the down stroke will extend from line to line. You will probably forget this and make many mistakes in consequence. Copy line 5 three times.

25. In most cases, there should be a sharp point or angle at the joining of two strokes. There should always be an angle between Ef or Ve and En or Ing, also between Lay and Em or Emp. Copy line 6.

26. When a light and a shaded stroke join without an angle, make them with one continuous motion of the pen. The shading should be gradual, not abrupt. Copy line 7 until you can write it easily.

27. Make a correct copy of Exercise 3 and read it from your notes.

*EXERCISE NO. 3.*



wl
a v
anc
1
alw
writ
17
zont
18.
made
19.
if you [illegible] every
stroke [illegible] in length, shading, and direction
*Slant the slanting strokes from the beginning to the very end.* Most beginners do not slant the slanting strokes enough. In ( ( ) ) curve outward most at the center and end exactly under the point of beginning. ◜ ◝ ◝ and ◜ must never curve in at the end. Slant them *out.*

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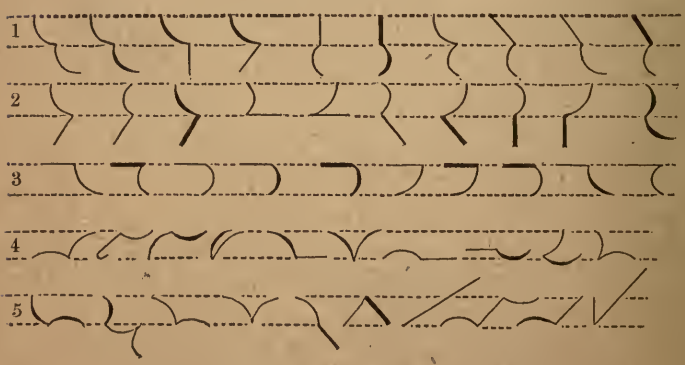

# LESSON 3.

## REVIEW OF THE CONSONANT PHONOGRAPHS.

21. Hay and Ray are *always* written *up*, Lay is *generally* written up, Ish is *very seldom* written up, and the other phonographs are *never* written up.

22. The *first down* (or up) stroke in an outline should extend *from line to line*, and the other strokes should go below the line, above the line, or between the lines, as is most convenient. Copy line 3, Exercise 3.

23. Outlines composed entirely of horizontals should be written just above the lower line, resting upon it. Copy line 4 three times.

24. When an outline begins with a horizontal followed by a down stroke, begin the horizontal at the *top* line, so that the down stroke will extend from line to line. You will probably forget this and make many mistakes in consequence. Copy line 5 three times.

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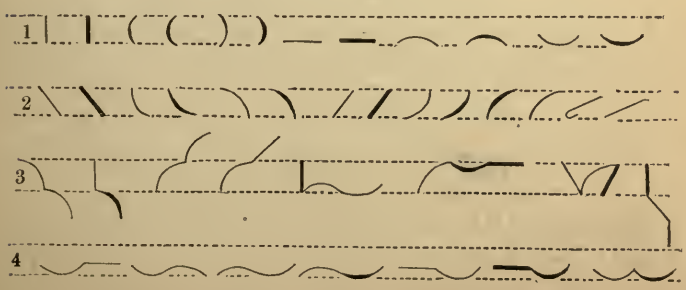
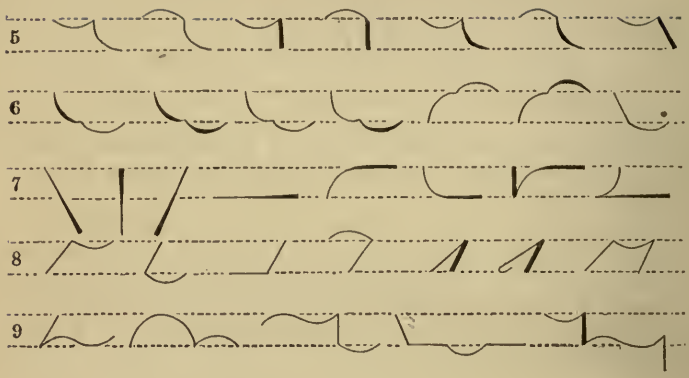





28. As has been said before, the whole of an outline is written without lifting the pen, and the vowels are inserted afterward, if at all. The vowels are a, e, i, o, u, final w and y. All silent letters are omitted.

29. There is no c, g, or x, in shorthand. C is represented by Es or Kay according to its sound; g, by Jay, or Gay; x, by ks or gz, according to its sound.

30. A double letter is represented in shorthand by a single phonograph. Ex.  funny,  cherry,  tobacco,

31. Write the consonant outlines of the following words, carefully observing the foregoing rules:

## WRITING EXERCISE.

Take, kitty, dug, giddy, tug, gayety, duck, caddy, peck, cape, beg, gab, beck, cab, peg, gap, chalk, catch, joke, gauge, pity, booty, tub, depot, pitch, chop, badge, job, touch, Judah, baby, dado, judge, cake. (Use Ray) Berry, cherry, rich, right, hitch, ray, etch, hay.

32. Look over your work carefully, and correct every error you can find in it. Then compare your work with Exercise 1 and note all differences *and the reason* for those differences. Rewrite the exercise without help from Exercise 1. Not until you have done

the best you can yourself should you ever compare your work with the printed phonography. Rewrite and compare until you can write the exercise correctly without aid.

## LESSON 4.

### WRITING EXERCISE.

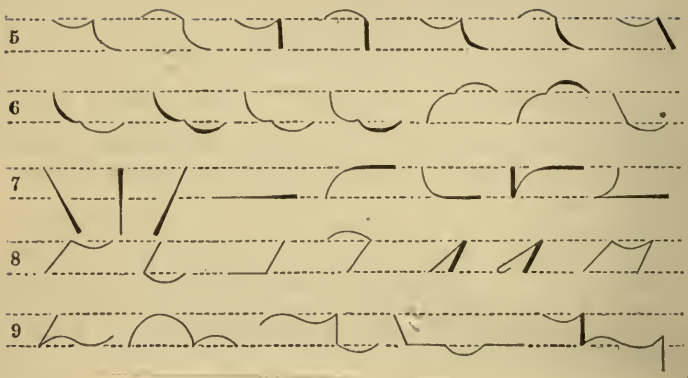
Fife, five, veto, vouch, tooth, dizzy, faith, path, puffy, both, fetch, thatch, voyage, ask, shake, espy, shabby, aside, shadow, zouave, coffee, Gath, chaos, cozy, gauzy, cash, gash, gassy, covey, kith, mail, honey, lung, yellow, awake, waylay, make, king, showing, Assam, vamp, zenith. Use Ar: Arm, early, Arab. Use Ray: Rub, roar, merino, empire, terror.

The plan suggested in Pars. 32 and 33 encourages the pupil to self-reliance, and gives the teacher much work.

The principal object in here introducing the halving principle (Par. 35) is to emphasize the importance of making the strokes of the proper length. At the same time, it lays the foundation for the study of the halving principle, so that when the pupil really comes to the subject (Page 23), he recognizes it as merely the development of what he already understands in a general way

can yourself. If necessary, rewrite.

35. Making a stroke half as long as usual adds the sound of t or d. The half lengths are called Pet, Bet, Tet, Det, etc. Ray and




28.
witho
all.
are on
29.
or Ka
accor
30.
graph
31.
fully

Tak
beg, g
tub,
judge
etch,

32. Look over your work carefully, and correct every error you can find in it. Then compare your work with Exercise 1 and note all differences *and the reason* for those differences. Rewrite the exercise without help from Exercise 1. Not until you have done

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33. After writing the above, look over your work carefully and correct, as far as *you* can, any errors you may have made. Then, and not until then, compare your work with Exercise 2 and note every difference between your shorthand and the printed phonography. Rewrite, and compare again. Your work should now be correct.

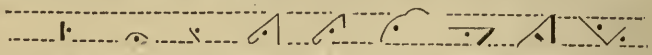
## WRITING EXERCISE.

Bathe, shaggy, fatigue, love, jump, hung, heavy, came, camp, muddy, chap, pump, bump, fang, Fannie, cheap, lame, chill, chime, damp, hatch, name, money, among, neck, gong, move, mummy, naughty, niche, muff, knave, knob, enough, vying, limp, limb, lamp, lamb, ambush, catch, gauge, engage, ambiguity, tidy, ditto, keg, foggy, dialogue, dumping, damage, apology, Chicago, looked, kicked, kingdom, Ottawa, chimney, Lehigh.

34. You have doubtless made several errors in writing the above exercise. What letters are silent in knave, knob, limb, etc.? What is the last sound in looked and kicked? Should you use Jay or Gay in apology and damage? Does Chicago begin with the sound of Chay? Did you use Emp in ambush and ambiguity? Review the rules in Lesson 3 and correct your work as far as you can yourself. If necessary, rewrite.

35. Making a stroke half as long as usual adds the sound of t or d. The half lengths are called Pet, Bet, Tet, Det, etc. Ray and

Hay, however, are not halved unless joined to another stroke or to a hook to be learned hereafter.



Ex. Date, mate, paid, hate, hated, lamed, caged, road, parade.

36. Write the consonant outlines of the following:

Loved, left, pitied, delayed, talked, dipped, digged, packed, ducked, loaded, vetoed, chopped, decayed, loathed, hopped, boiled, toiled, picked, begged, pulled, pegged, pitched, cheated, jotted, damaged, get, debt, late, shut, mate, note, fetched, shamed, bathed, mailed, combed, bed, shaved, shopped, kept, caged, moved.

## LESSON 5.

A, O, eh, uh.

37. A *light* dot placed at the middle of a stroke represents eh, the short sound of e heard in egg, met, etc. Ex. egg, beg, red.

38. A *light* dash placed at the middle of a stroke represents uh, the short sound of u heard in up, love, etc. Ex. us, cup, duck.

39. The order of reading and writing in shorthand is the same as in longhand, from left to right and from above downward. If a vowel is placed at the left of an up or a down stroke, it is read *before* it; if placed at the right of the stroke, it is read *after* it. See Exercise 4, lines 1 and 2. If a vowel is placed above a horizontal, it is read *before* it; if placed below the horizontal, it is read *after* it. See lines 3 and 4. Ex. day, aid, gay, ache, aim,

40. Dash vowels are always written at right angles to the general direction of the stroke — horizontally by a vertical stroke, vertically by a horizontal stroke, and slanting by a slanting stroke. Ex. Joe sows no oats.

41. When coming *between two strokes*, the heavy vowels, A and O, are placed by the *first* stroke, and the light vowels, eh and uh, are placed by the second stroke.

*EXERCISE NO. 4.*

1

2

3

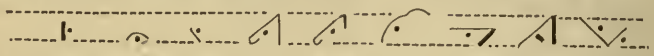
The second-place vowels are presented first in order to give the pupil a general knowledge of vowel writing before he encounters any words which should be written in either the first or the third position. In this lesson he learns the difference between the long and the short vowels, the difference between the dots and the dashes, how to write vowels before and after the different strokes, and that A and O coming between two strokes are written by the first stroke, while <u>oh</u> and <u>uh</u> are written by the second.

12

13

14

Hay, however, are not halved unless joined to another stroke or to a hook to be learned hereafter.



Ex. Date, mate, paid, hate, hated, lamed, caged, road, parade.

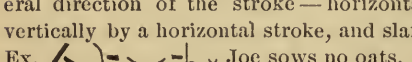
36. Write the consonant outlines of the following:

Loved, left, pitied, delayed, talked, dipped, digged, packed, ducked, loaded, vetoed, chopped, decayed, loathed, hopped, boiled, toiled, picked, begged, pulled, pegged, pitched, cheated, jotted, damag[illegible] shut, mate, note, fetched, shamed, bathed [illegible]

37.
the sl
beg,

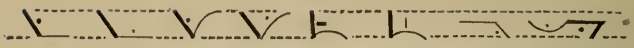
38.
the s


39.
as in
vow
*befo*
See
zontal,
horizontal, it is read *after* it. See lines 3 and 4. Ex. [illegible] gay, [illegible] ache, [illegible] aim,

40. Dash vowels are always written at right angles to the general direction of the stroke — horizontally by a vertical stroke, vertically by a horizontal stroke, and slanting by a slanting stroke. Ex.  Joe sows no oats.

41. When coming *between two strokes*, the heavy vowels, A and O, are placed by the *first* stroke, and the light vowels, eh and uh, are placed by the second stroke.

*EXERCISE NO. 4.*



Ex. Bake, beck, bale, bell, dome, dumb, kept, engaged.

42. The vowel sound heard in air, bare, pear, etc., is represented by the same as long A. Ex. pair, fare.

43. The vowel sound heard in bur, her, sir, etc., is represented by the same as uh. Ex. fir, herb.

44. Write *1* downward after and as in nail. The angle is sharper and the strokes are more distinct in rapid writing. The down stroke is called El to distinguish it from the up stroke, Lay. Unless directed otherwise, always use Lay.

45. Study Exercise 4 until you can read it quickly as well as correctly. In this and in the succeeding exercises, the dotted lines are omitted unless it is necessary to insert them for the instruction of the student. Where only one line is given, it is the lower dotted line, the line of writing, that is intended. In the writing exercise, be careful to observe the rules in Lesson 3 as well as the rules given in this lesson.

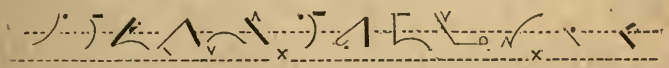
## WRITING EXERCISE.

Ebb, Abe, Ed, gay, etch, age, edge, bail, bell, ode, oak, oath, deck, pail, peck, lake, lame, leg, owed, owes, name, neck, own, up, us, dome, dumb, mole, mull, goal, gum, Pope, Puck, loaf, love, poach, nail, Nell, cup, mope, muff, knave, nudge, Dutch, bowl, jump, numb, bathe, null, babe, faith, dado, lull, obey, meadow, engage, tongue, gem, bump, lug, shove, bulb, pulp, echo, essay, check, knell. Halve for final t or d: Baked, get, paid, late, let, begged, tamed, poked, ducked, shaped, touched, poached, joked, mate, mote, met, nut, note, coat, date, debt, left, loved, edged, shaved, loathed, combed, pumped, kept, nailed, engaged, fate, shut, shoved.

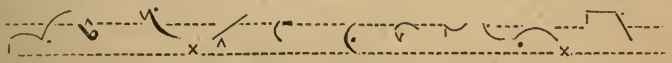
Having mastered the four second-place vowels thoroughly, the first-place vowels are so simple that it is easy for the pupil to grasp the idea of position at the same time he takes up the first-place vowels, resulting in his writing words in their correct positions, as well as with their permanent outlines, from the very

In order to avoid the general impression that all first-place vowels are written on the tops of strokes, we have used horizontal strokes by which to introduce up and down strokes in the first line of words in the lesson.

short sound of I heard in the words it, in, in. It might [illegible] dash represents the short sound of o heard in the words odd, top, on. V represents the long sound of I heard in the words ice, pie, my. Λ represents the sound of Oi heard in the words oil, boy. The first-place vowels are all found in the sentence, She saw Jim rob my boy. Memorize this sentence.



She saw Jim rob my boy. Esau hid Tom Pike's oil. Pete bought



Mollie Boyd's ivy. Roy thought they might not fit me. Copy.

48. When convenient, I and Oi may be joined to the following stroke, as in *oil* and *ivy* in the foregoing sentences.

49. When between two strokes, first-place vowels are always written by the *first* stroke, as in *Jim, rob,* etc.

50. The outline of a word containing a first-place vowel sound

E

b

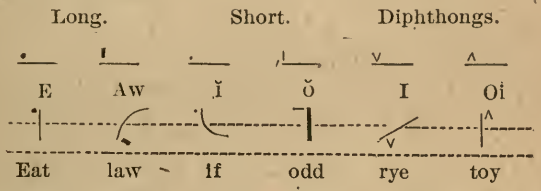
t

deck, pall, peck, [illegible]
us, dome, dumb, mole, mull, goal, gum, rope, [illegible]
poach, nail, Nell, cup, mope, muff, knave, nudge, Dutch, bowl, jump, numb, bathe, null, babe, faith, dado, lull, obey, meadow, engage, tongue, gem, bump, lug, shove, bulb, pulp, echo, essay, check, knell. Halve for final t or d: Baked, get, paid, late, let, begged, tamed, poked, ducked, shaped, touched, poached, joked, mate, mote, met, nut, note, coat, date, debt, left, loved, edged, shaved, loathed, combed, pumped, kept, nailed, engaged, fate, shut, shoved.

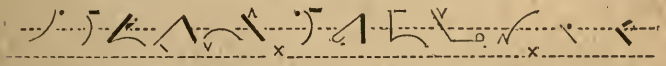
# LESSON 6.

## FIRST-PLACE VOWELS.

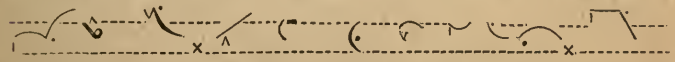
46. First-place vowels are those written at the *beginning* of a stroke; that is, at the *left* end of the horizontal strokes, at the *top* of the down strokes, and at the *bottom* of the up strokes, Hay, Ray, and Lay. The stroke K is given below simply to show the place of the vowels.




47. A first-place heavy dot represents the long sound of E heard in me, fear, eel. represents the short sound of e heard in met. A heavy first-place dash represents the sound of Aw heard in the words saw, all, talk. A light first-place dot represents the short sound of i heard in the words it, ill, in. A light first-place dash represents the short sound of o heard in the words odd, top, on. represents the long sound of I heard in the words ice, pie, my. represents the sound of Oi heard in the words oil, boy. The first-place vowels are all found in the sentence, She saw Jim rob my boy. Memorize this sentence.



She saw Jim rob my boy. Esau hid Tom Pike's oil. Pete bought



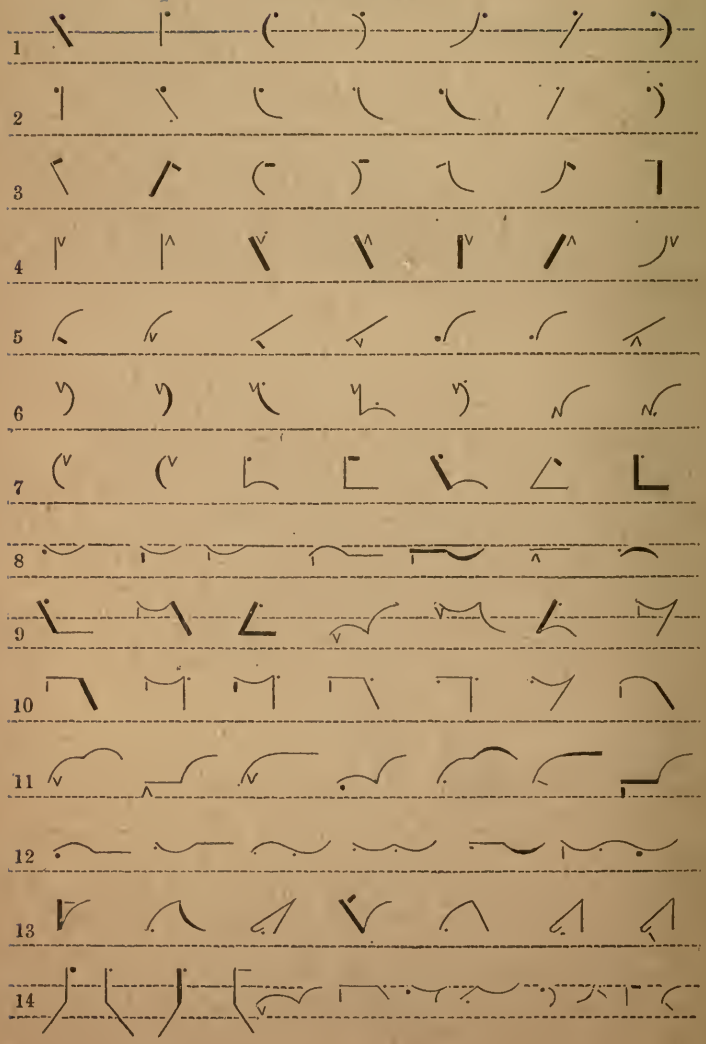
Mollie Boyd's ivy. Roy thought they might not fit me. Copy.

48. When convenient, I and Oi may be joined to the following stroke, as in *oil* and *ivy* in the foregoing sentences.

49. When between two strokes, first-place vowels are always written by the *first* stroke, as in *Jim*, *rob*, etc.

50. The outline of a word containing a first-place vowel sound

*EXERCISE NO. 5.*



may be written in first position; that is a little higher than usual, — half a stroke higher if the outline contains an up or a down stroke, but nearly a stroke higher if the outline is purely horizontal. The object of position will be explained in a later lesson.

51. Write the first *down* or *up* stroke in an outline in position as if it were the only stroke to be written, and let the other strokes follow after without regard to position.

52. When using double-line paper, be careful to have the first down or up stroke, *if a full length, cross* the upper line so as to be half above and half below it. If the first down or up stroke is a *half length*, it should be written like the horizontal outlines just *under* the upper line, and *touching* it. Make ten exact copies of the shorthand sentences given above.

53. Study Exercise 5 until you can read it easily as well as correctly and can write any word in it.

# LESSON 7.

## FIRST-PLACE VOWELS CONTINUED.

54. Copy lines 1, 8, 9, and 14 of Exercise 5 five times. Then write the following words, first writing each outline in its proper position and afterwards inserting the vowel or vowels:

### WRITING EXERCISE.

Eat, jaw, if, each, pie, odd, fle, thaw, toy, thigh, sigh, boy, shy, my, coy, buy, pshaw, ice, thy, joy, easy, rye, eel, raw, ivy, ill, gnaw, caw, eyes, icy, oil, nigh, meek, dike, chip, five, sheep, peel, chime, type, mill, bib, lime, teach, heath, lick, peep, Tom, Paul, thick, tall, cheek, bob, ball, kick, beech, pill, fib, gig, bile, pith, theme, chalk, peach, teeth, deep, pig, doll, chick, niche, fob, cheap, tithe, dig, ding, ink, pink, miff, king, kink, vim, milk, myth, team, job, cog, moth, dog, timely, decoy, belie, finny, chilly, shock, easily, daub, jolly, lily, poppy.

Halve for t or d: Might, not, died, bought, tight, cheat, got, fit, shot, taught, sheet, light, copied, mild, written, writing, lighting, pitied, robbed, picked, boiled, toiled, digged, pitched.

55. Read your shorthand carefully to see if you have observed every direction given in the last lesson. Correct all errors and rewrite the exercise for the teacher.

## SECOND-PLACE VOWELS.

56. Second-place vowels are written by the *middle* of the stroke. They are A, O, eh, and uh, previously learned.

57. If the vowel in a word is second-place, the outline is written in second or natural position, resting on the lower line, the first down or up stroke extending from line to line. That is, it is written like the outlines first learned.

58. A word containing two or more vowels is written in the position of the principal or accented vowel. Thus, A governs the position of decay; eh, of many; I of nntie.

59. Write the following words in the first or in the second position as indicated by the accented vowel.

### WRITING EXERCISE.

Amy, Effie, money, dummy, impish, decay, foggy, many, delay, jockey, enjoy, defy, tiny, doily, mileage, minnow, balky, pithy, chiming, poppy, billow, below, envoy, pillow, item, relay, rely

### REVIEW QUESTIONS.

What phonographs are always written up? Par. 5.

What phonograph is generally written up? What one is seldom written up? Par. 21.

How is Ray distinguished from Chay when alone, and when joined to other strokes? Pars. 6 and 7.

What is said of Lay, Ar, Way, and Yay in Par. 19?

How should Hay be written? Par. 7.

How should a consonant outline be written? Par. 28.

How should a double letter be represented in shorthand? Par. 30.

What is said of the angle between strokes? Par. 25.

When a light and a shaded stroke join without an angle, how are they written? Par. 26.

When should Gay, and when should J be used for g?

Give the sounds of the first-place vowels, of the second-place vowels.

When a vowel comes between two strokes, by which stroke should it be written? Par. 76.

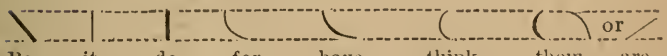
What diphthongs may be joined to the stroke, and when?

Which stroke in an outline should be put in position?

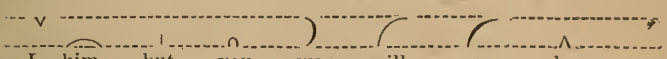
When a word contains two or more vowels, which vowel governs the position of the word?

# LESSON 8.

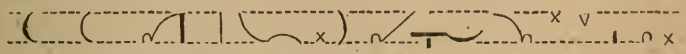
## WORDSIGNS.



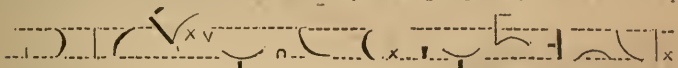

Be, it, do, for, have, think, them, are,



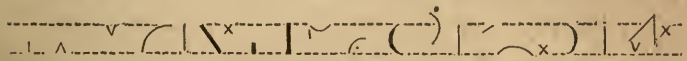
I him, but, you, was will, your, how, on. high,



They think you-will-do it for-him. So you-are going, are you? I owe you.



But was it your ball? I know you have them. Oh, no; Tom owed him for it.



But how high will it be? Oh, do not let them see it on him. Was it right?

## SECOND-PLACE VOWELS.

56. Second-place vowels are written by the *middle* of the stroke. They are A, O, eh, and uh, previously learned.

57. If the vowel in a word is second-place, the outline is written in second or natural position, resting on the lower line, the first down or up stroke extending from line to line. That is, it is written like the outlines first learned.

58. A word containing two or more vowels is written in the position of the principal or accented vowel. Thus, A governs the position of decay; eh, of many; I of untie.

59. Write the following words in the first or in the second position as indicated by the accented vowel.

### WRITING EXERCISE.

Amy, Effie, money, dummy, impish, decay, foggy, many, delay, jockey, enjoy, defy, tiny, doily, mileage, minnow, balky, pithy, chiming, poppy, billow, below, envoy, pillow, item, relay, rely

### REVIEW QUESTIONS.

What phonographs are always written up? Par. 5.

What phonograph is generally written up? What one is seldom written up? Par. 21.

How is Ray distinguished from Chay when alone, and when joined to other strokes? Pars. 6 and 7.

What diphthongs may be joined to the stroke, and when?

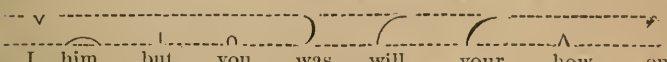
Which stroke in an outline should be put in position?

When a word contains two or more vowels, which vowel governs the position of the word?

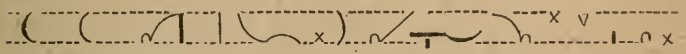
# LESSON 8.

## WORDSIGNS.


Be, it, do, for, have, think, them, are,

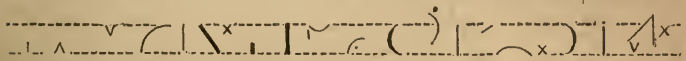


I him, but, you, was will, your, how, on. high,



They think you-will-do it for-him. So you-are going, are you? I owe you.

But was it your ball? I know you have them. Oh, no; Tom owed him for it.



But how high will it be? Oh, do not let them see it on him. Was it right?

60. Wordsigns are exceptions to the rules. Most of the wordsigns are written in the *second* or natural position regardless of the vowels which they contain. Thus, *it, for, think, him,* etc., are written between the lines, in second position, although the vowel in each of these wordsigns isfirst-place. The position of a wordsign must be carefully memorized, as a change in the position of a wordsign changes its meaning.

61. Notice that the same wordsign represents either *I or high.*

62. The dash vowel *O,* placed vertically, is the wordsign for either *oh* or *owe.* The vowel *uh,* placed vertically, is the wordsign for *but.* The wordsign for *on is* ALWAYS WRITTEN UP.

63. *Learn wordsigns from the sentences, not from the lists.*

64. In sentence writing, by means of position, the reporter indicates most of the necessary vowels without writing them, thus saving time and increasing his speed. But since an occasional vowel must be inserted, and that with lightning-like rapidity, it is imperative that one should be perfectly familiar with the vowels.

65. Copy the shorthand sentences on page 15 ten times carefully. Then write each one ten times from memory, making each stroke quickly but exactly right. Be able to read and write the wordsigns rapidly both forwards and backwards. Then write the exercise below, joining all words connected by hyphens. Read the exercise from your notes; correct it, rewrite it, omitting the vowels, and read it again. Make each exercise as perfect as possible. *Pay as much attention to reading your shorthand as to writing it.* Your notes are valueless unless you can read them.

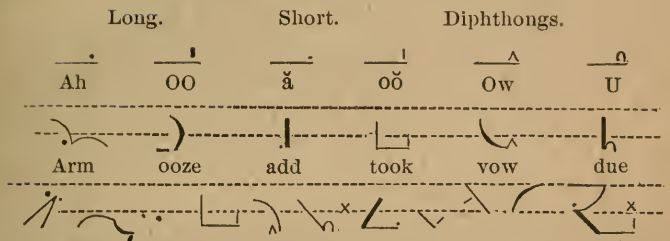
66. Wordsigns should be reviewed daily. You should know them as you do your multiplication table, else they will prove a hindrance instead of a help. Whatever the lesson for the day may be, begin and end your study by writing a couple of sentences in this lesson ten or twenty times, until you can write them rapidly as well as correctly.

## WRITING EXERCISE.

You-may show him your copy. They think it was your shop. But do-you think you-will know them? Oh, have-you a knife for-him? I know you owe him. Will you not teach them? I think you-will-have time for it. Oh, no; do not let them see your game. Will you not do it for me? They owe me but they-will not pay me. I know they-will-do it for-him. You know it was not so. Do-you think you-will go for them? You-are pale; are-you ill? I saw him limp. But how will you do it? Will they let you have them? Oh, do-you think so? Will you aid him? Was it your oil? They-will not let me have my kite. Oh, I owe you for it. How high was it? Will you not let him go for me? Are-you not going? Let him have a dime. How high will it be? Oh, will it be so high? I think you-will-be on time.

# LESSON 9.

## THIRD-PLACE VOWELS.




Archie moved and took our pew. Jack, put up your cashbook.

67. The third-place vowel sounds are all found in the sentence, "Artie, move that wool round you." Third-place vowels are always written at the *end* of a stroke; hence they are placed at the *bottom* of the down strokes but at the *top* of the up strokes.

68. When convenient, Ow and U may be joined to the end of a stroke.

69. When coming between two strokes, third-place vowels are always written by the *second* stroke.

70. A word containing a third-place vowel is generally written in third position; that is, the first down or up stroke, *if full-length*, is written across the lower line, half above and half below it. Half-lengths and horizontals are written *just below the lower line.*

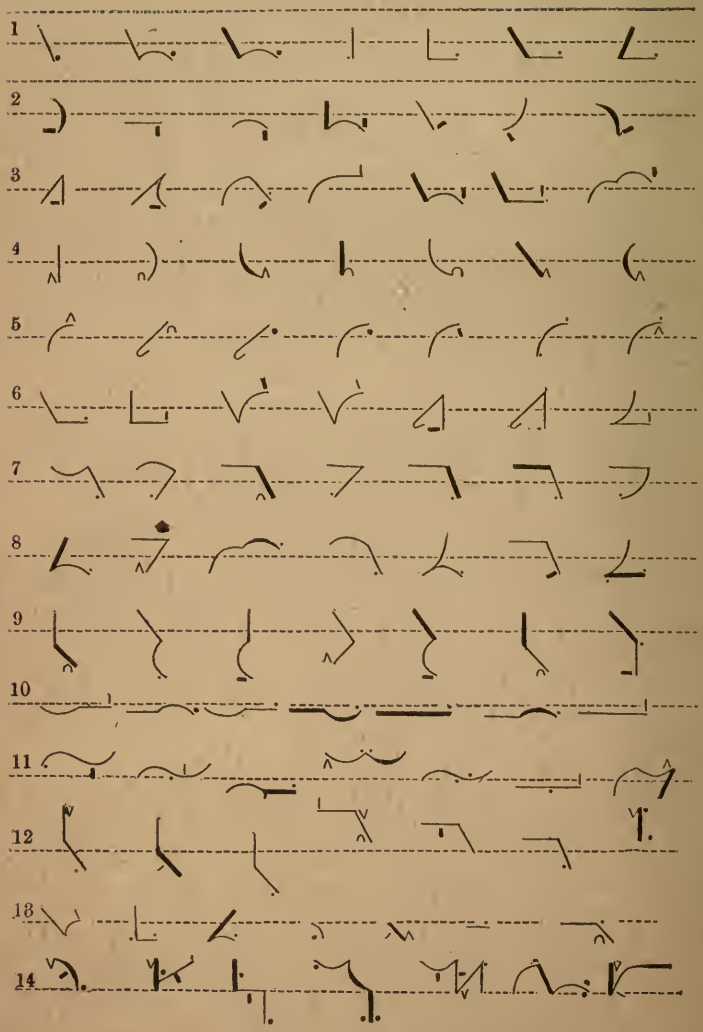
71. Remember it is always the first down or up stroke in an outline that is put in position, and the horizontals accommodate themselves to this stroke.

72. A short outline is almost always put in the position indicated by its vowel. Peculiar outlines, and outlines of three or more strokes, are seldom put in position, but rest on the lower line in the second or natural position. See last line of Exercise 6.

73. An obscure vowel is generally omitted. It is seldom necessary to insert more than two vowels in any word.

74. Copy the line of shorthand given above ten times. Study Exercise 6 until you can read it correctly in three minutes and can write any word in it.

*EXERCISE NO. 6.*



# LESSON 10.

## RESUMÉ OF THE VOWELS.

| | LONG. | SHORT. | DIPHTHONGS. |
|---|---|---|---|
| 1. | E AW | ĭ ŏ | I OI |
| 2. | A O | ĕ ŭ | |
| 3. | AH OO | ă ŏŏ | OW U |

75. The first-place vowels are all found in the sentence, *She saw Jim rob my boy.* The second-place vowels are A, O, eh, and uh. The third-place vowels are contained in, *Artie, move that wool 'round you.* Recite the vowels forwards and backwards, up and down, and skipping about, every day for at least two weeks.

76. Between strokes, A, O, and *all first-place vowels* are placed by the *first* stroke; eh, uh, and *all third-place vowels* are placed by the *second* stroke.

77. Remember the position of half-lengths is the same as for horizontals, *not across the line,* but *under* the upper line for first position, on the lower line for second position, and *under* the lower line for third position.

78. Many find difficulty in distinguishing between Ah and ŏ. Since o never has the Ah sound and a seldom has the sound of short o, it is perfectly safe to *use* ŏ *whenever the letter is o,* and Ah whenever the letter is a. Even in *watch, was, swap,* and the few other words in which a has the sound of ŏ, it is just as well for all practical purposes to use Ah and to write these words in the third position. Aw is first-place; A is second-place; all other sounds of a may be written in the third place. Obscure a, however, is often pronounced like uh, as in awoke or Emma, and may be so written.

79. Review the rules given in the last lesson before writing the exercise. Write each outline in its proper position and insert the vowel or vowels afterward.

### WRITING EXERCISE.

At, out, ooze, Pa, bow, pew, pooh, thou, view, woo, Ma, la, ashy, abbey, Lou, lieu, hue, alley, chew, Anna, tube, Hannah, Fan-

nie, due, view, shoe, new, tag, bag, pateh, vouch, tap, dupe, eatch, gash, cash, cap, loop, coop, hatch, doom, loom, took, look, fume, lack, boom, lamb, ealm, tomb, pool, pull, push, bush, booth, map, match, endue, endow, shadow, nook, attack, shook, pack, paekage, Juno, mule, moody, anthem, eouch, euckoo, newel, pulled, pushed, patched, duped, rapid, packed, bag, tapped, ragged, calmed, tagged, mute, put, shoot, boot, doubt, aet, art, foot, ehat, pad, bad, about.

## LESSON 11.

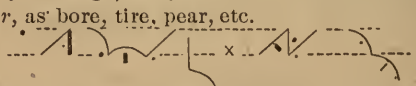
### RAY OR AR.

80. Two eonsiderations determine whether Ray or Ar should be used, the vowel and the angle. The vowel rule is given in the names.

81. Ray begins with the *sound of r;* henee Ray is used in words beginning with the *sound of r,* as ray, rub, wrong.

82. Ar begins wtth a *vowel sound* before r; therefore Ar is used in words beginning with a *vowel sound* before r, as ark, early, Erie.

83. Ray ends in a *vowel sound* while Ar ends in the *sound of r.* Ray is therefore used in words ending in a *vowel sound* after r, as foray, borrow, thorough, tarry; and Ar is used in words ending in the *sound of r,* as bore, tire, pear, etc.

Examples: 

The red armory tower. Rotary, error.

84. Study these examples and the above rules until yon know why Ray or Ar should be used in eaeh case. Copy these examples several times; and eaeh time give the reason for the ehoiee of Ray or Ar.

85. In shorthand, the consonants are of far more importance than the vowels, henee the above rules should never be followed when the resulting consonant outlines would be indistinct or liable to be misread.

Bad outlines. Good outlines.

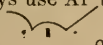
rm rt rch rr rm mr rt rch rr

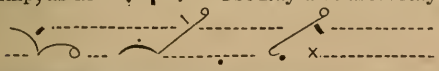
86. The first outlines are bad beeause there is no sharp point or angle at the joining of the strokes, and the strokes are, therefore,

indistinct and liable to be misread. The first outline might be mistaken for a lengthened Lay (to be learned hereafter). The second outline looks like a lengthened Ar, while the third and fourth outlines, if written rapidly, would be apt to resemble Ar-Ish and Lay-Ar.

87. In the good outlines given above, there is a sharp angle at the joining of the strokes, except in Ray-Ray, and that is so plain that there is not the slightest difficulty in reading it.

88. In order that the consonants may be written so plainly that they cannot be mistaken, the following angle rules must be observed, regardless of the vowel rules:

89. Always use Ar before **M** and Emp, and Ray after **M** and Emp, as in  Use Ray also after Ray and Hay. Examples:



Rome's emperors and heroes.

Notice that at the beginning of the lesson, "Ar or Ray" are so fully and so plainly set forth as to enable the pupil to choose intelligently between these strokes.

## LESSON 12.

### WRITING EXERCISE.

Use Ray: Raw, rye, road, ripe, rage, Ruth, wrath, wrap, bury, ferry, cheery, tyro, Harry, mirth, mirror, rear, inferior, terror, inhere.

Use Ar: Arm, earl, ear, our, hour, ire, Erie, airy, door, tower, dire, fewer, bare, herb, pare, tire, Europe, ream, romp, farm, arrear, rim.

nie, due, view, shoe, new, tag, bag, patch, vouch, tap, dupe, catch, gash, cash, cap, loop, coop, hatch, doom, loom, took, look, fume, lack, boom, lamb, calm, tomb, pool, pull, push, bush, booth, map, match, endue, endow, shadow, nook, attack, shook, pack, package, Juno, mule, moody, anthem, couch, cuckoo, newel, pulled, pushed, patched, duped, rapid, packed, bag, tapped, ragged, calmed, tagged, mute, put, shoot, boot, doubt, act, art, foot, chat, pad, bad, about.

## LESSON 11.

### RAY OR AR.

80. Two considerations determine whether Ray or Ar should be used, the vowel and the angle. The vowel rule is given in the names.

81. Ray begins with the *sound of r;* hence Ray is used in words beginning with the [illegible]

85. In shorthand, the consonants are of far more importance than the vowels, hence the above rules should never be followed when the resulting consonant outlines would be indistinct or liable to be misread.

Bad outlines. Good outlines.


86. The first outlines are bad because there is no sharp point or angle at the joining of the strokes, and the strokes are, therefore,

indistinct and liable to be misread. The first outline might be mistaken for a lengthened Lay (to be learned hereafter). The second outline looks like a lengthened Ar, while the third and fourth outlines, if written rapidly, would be apt to resemble Ar-Ish and Lay-Ar.

87. In the good outlines given above, there is a sharp angle at the joining of the strokes, except in Ray-Ray, and that is so plain that there is not the slightest difficulty in reading it.

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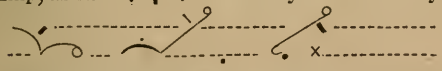
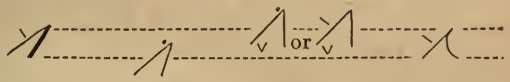
89. Always use Ar before **M** and Emp, and Ray after **M** and Emp, as in  Use Ray also after Ray and Hay. Examples:

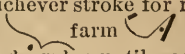


Rome's emperors and heroes.

90. When Ar does not make a good joining with the following stroke, as it does not with several of the down strokes, Ray must be used instead of Ar.




Urge arch aright earth

91. In the middle of an outline, use whichever stroke for r makes the better joining with the other strokes  farm forage.

92. Copy the examples under the angle rules until you know them. Read Exercise 7 and be able to tell the reason for the choice of Ar or Ray in each outline.

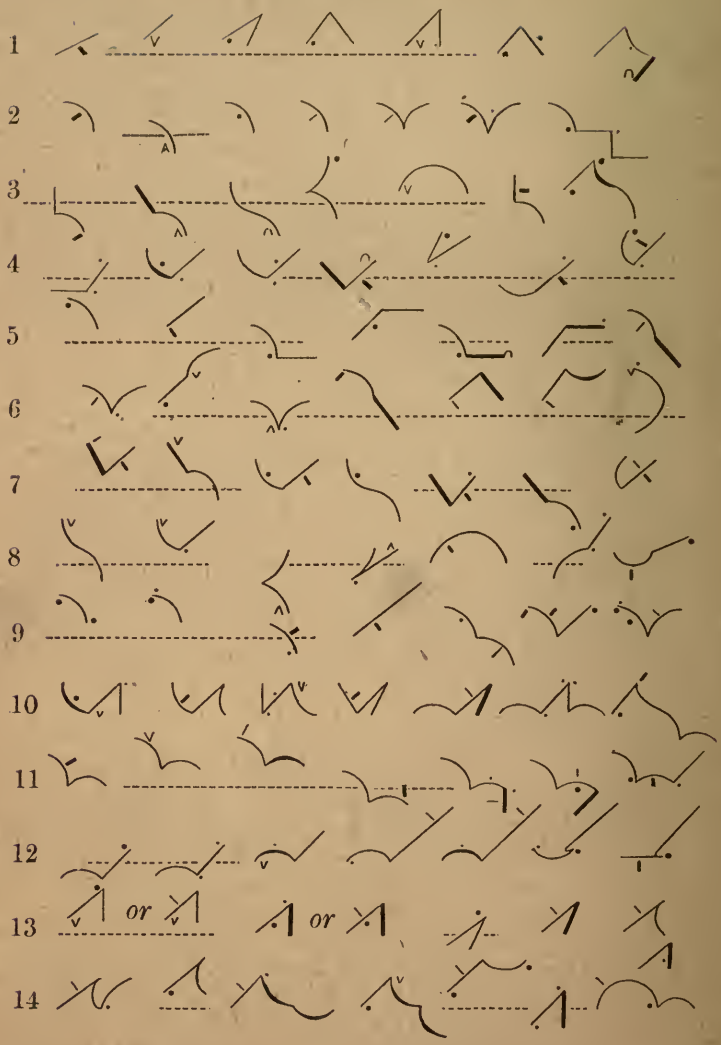
# LESSON 12.

## WRITING EXERCISE.

Use Ray: Raw, rye, road, ripe, rage, Ruth, wrath, wrap, bury, ferry, cheery, tyro, Harry, mirth, mirror, rear, inferior, terror, inhere.

Use Ar: Arm, earl, ear, our, hour, ire, Erie, airy, door, tower, dire, fewer, bare, herb, pare, tire, Europe, ream, romp, farm, arrear, rim.

*EXERCISE NO. 7.*



Which stroke for r, and why? Ray, ore, row, rack, ark, rag, argue, early, rely, hourly, rob, orb, wrong, wreath, tar, tarry, bar, berry, fair, fairy, fare, dare, dairy, bore, borrow, shower, showery, fire, fiery, lower, Laura, fir, furrow, bureau, error, thorough, Rome, room, mire, ram, rhyme, mar, empire, roar, hero, heroic, horrify, emperor, rare, umpire, earth, carry, fear, urge, power, tore, arch, roam, morrow, aright, interior, form.

# LESSON 13.

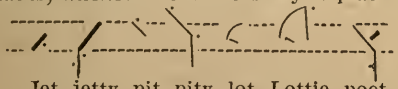
## RULES FOR HALVING.

92. Every stroke in an outline should be perfectly distinct so that there can be no possible doubt as to what stroke is intended, or as to the length of the stroke, whether full or half length. Therefore, make a half-length too short rather than too long. Be especially careful about its shading.

93. Since Ray and Hay closely resemble Chay, they should not be halved unless joined to a stroke or to a hook to be learned later on. Do not halve, therefore, in such words as rate, road, hit, head, etc., but halve in hated, writing, rated, etc.

94. Halving is not employed in unusual words or in proper names where it would be difficult to tell whether **T** or **D** were intended.

95. The stroke **T** or **D** must be used instead of halving whenever a word *ends* in a *vowel sound after* ***T*** *or* ***D*** or when *two necessary* vowels come between **T** or **D** and another consonant; that is, whenever it is necessary to place a vowel by Te or De.



Jet, jetty, pit, pity, lot, Lottie, poet.

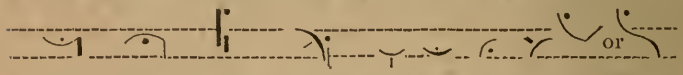
96. DO NOT HALVE A STROKE UNLESS IT MAKES A SHARP ANGLE WITH THE OTHER STROKE OR STROKES TO WHICH IT IS JOINED. In *locate,* K cannot be halved, for if it were the outline would look like Lay-K, or like Lay only. The only exceptions to this rule are where spot shading, a hook, or the opposite direction of the curve makes the half-length distinct. Ex. named.

97. In several ways, l, m n, and r are treated a little differently

from the other consonant strokes. When halved for d, they may be shaded to distinguish between conflicting words like maid and mate, old and late, etc. The light half-lengths are called Let, Met, Net, and Art. The shaded half-lengths are Eld, Med, Ned, and Ard. There is no danger of confusing them with half-length Yay, Emp, Ing, or Way as will be seen later on.

98. Eld is written down as it is difficult to write a shaded stroke up.

99. In words ending in ted or ded, write the part preceding ted or ded, then add the half-length Tet or Det *if the joining is good;* otherwise write Tet or Det apart from the rest of the outline, to the right of the preceding stroke and a little below it, but very close to it so it will not look like a separate word. Examples:




En-ded, ma-ted, dee-ded, awai-ted, nut, end, late, old, feared.

100. When a half-length is put in position, it is *not* written *across* the line, but as previously directed, under the upper line for first position, on the lower line for second position, and under the lower line for third position. Read Exercise 8 and write the following

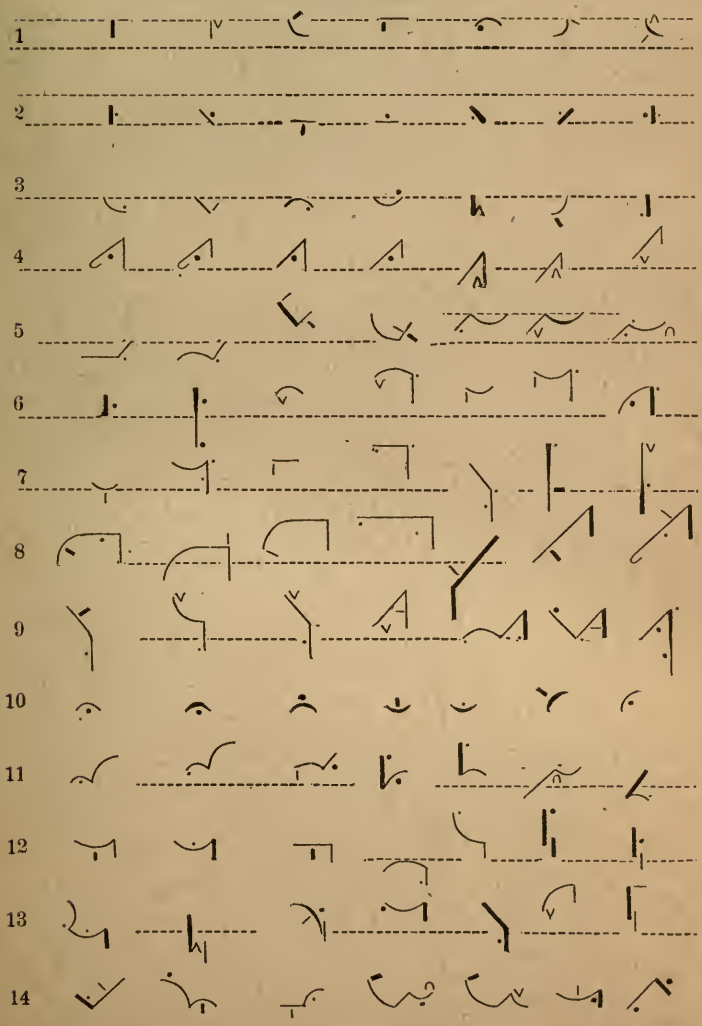
## WRITING EXERCISE.

Halve for T or D : Ended, noted, loaded, hated, righted, fitted, dated, doted, pitied, cheated, dotted, awaited, written, writing, east, esteem, esteemed, estimate.

Do not halve: Locked, looked, judged, kicked, peeped, radiate, flat, liked, roared, reared.

Should you halve or not, and why? Net, Nettie, mud, muddy, naught, naughty, date, data, dado, not, knotty, paid, petty, dot, ditto, ditty, Monday, tidy, sheet, shady, fight, let, lady, ninety, get, bought, tight, cheat, chat, fat, giddy, locate, raked, caked, rated, headed, write, heat, haughty, doubted, doubt, riot, met, meadow, shot, shoddy, made, end, old, aired, nut, night, late, nailed, need, needy, diet, mute, added, better, intend, intended, fortunate.

*EXERCISE NO. 8.*

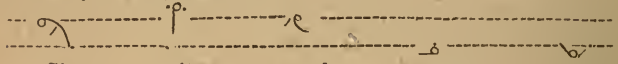


# LESSON 14.

## THE SMALL CIRCLE.

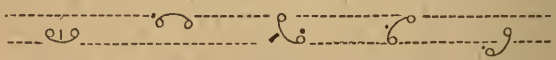
101. The sound of s or z is generally represented by a small circle called Iss to distinguish it from the strokes S and Z.

102. The circle at the beginning of an outline is read *before everything else;* that is, before the vowel and before everything that will be learned hereafter. The circle at the end of an outline is read *after everything else.*



Sir, city, soft, acts, puts.

103. *Curves.* — Iss is always written on the *inside of curves.*



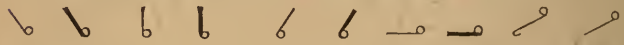
Sons, seems, sofas, sells, sashes.

104. *Straight strokes.* — When alone, or when joined to a single straight stroke, make the circle with a motion contrary to that of the hands of a clock. This puts the circle

On the *right* side of a *down* straight stroke.

On the *left* side of an *up* straight stroke (Hay or Ray).

On the *upper* side of a *horizontal* straight stroke.

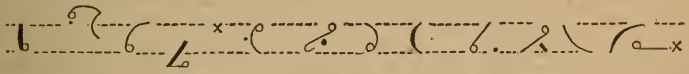


Pees, Bees, Tees, Dees, Chays, Jays, Kays, Gays, Hays, Rays.

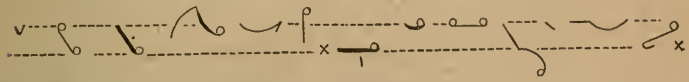
Iss-P Iss-B Iss-T Iss-D Iss-Chay Iss-J Iss-K Iss-Gay Iss-Ray.

105. Though called a circle, Iss is not exactly round when joined to a *straight* stroke, for the straight stroke forms one side of Iss. Be careful to make the stroke perfectly straight in these two copies. In the first copy, make the stroke quickly; then stop an instant before making the curve that finishes Iss. In the second copy, begin Iss at right angles to the stroke, not parallel with it, and when a little more than one-half of a circle is made, stop an instant, and with a straight, quick motion, draw the line which completes Iss and makes the required stroke. Thus,  not  .

106. Make Iss as small as it can be made distinctly. DO NOT BE GUILTY OF PLACING A SINGLE CIRCLE ON THE WRONG SIDE OF A STROKE. Putting the circle on the other side of the stroke would change its meaning. Thus, *stay* would become *stray*, and *buzz* would become *buns* if the circle were written on the left side of the stroke. As you learn the foregoing paragraphs, write the shorthand under each paragraph five times carefully. Copy the following sentences ten times, then write them ten times from memory.

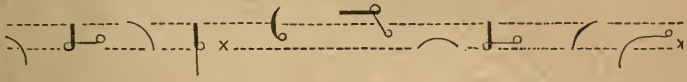


Does Smith sell jackets? Seth Hayes says they chose a rose for your sake.



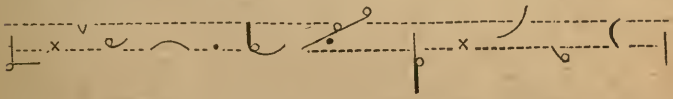
I suppose Bess lives in-the city. Gus needs six pairs of cotton hose.

107. *Between strokes.* — When one of the strokes is a curve, Iss is written on the *inside of the curve.* BETWEEN TWO STRAIGHT STROKES, Iss must be written on the OUTSIDE OF THE ANGLE, if any; otherwise as directed in Par. 104.

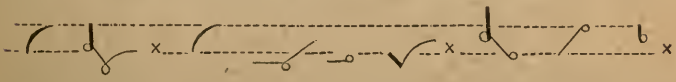


Our desks are dusty. These gossips may discuss your looks.

My cousin recites nicely. Have-you decided to resign? A risky

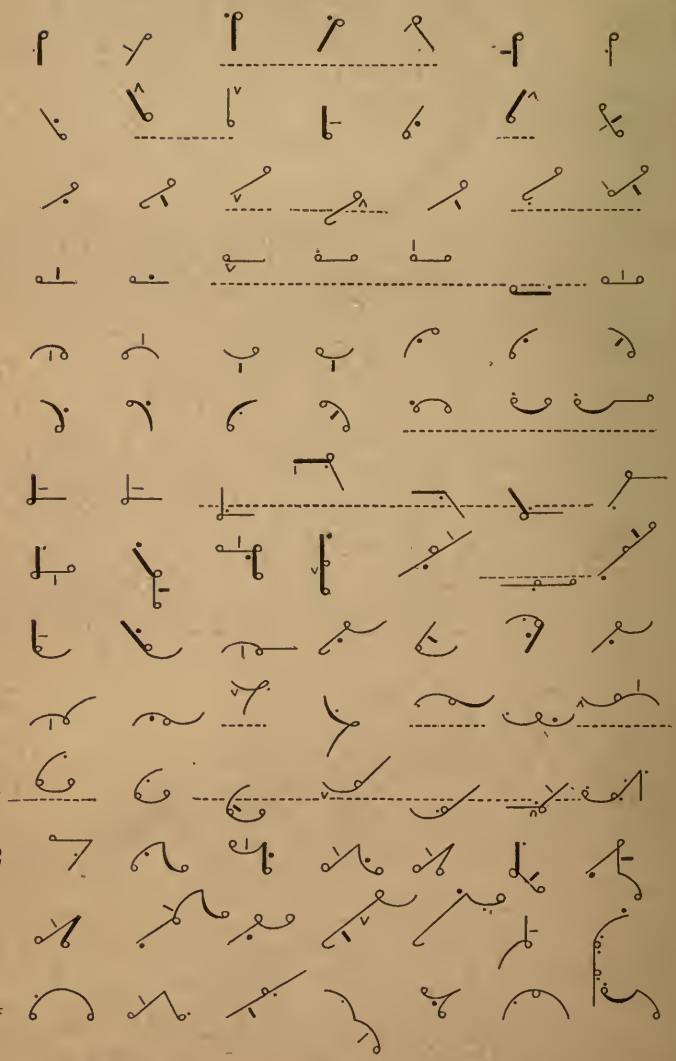


task. I sent him a dozen razors Tuesday. She puts them at



your disposal. Your accuser acts badly. Despise such deeds.

*EXERCISE NO. 9.*



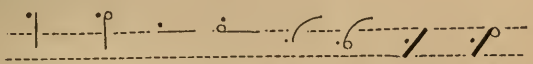
108. In desks, cousin, and similar words, the vowel does not come between two strokes, but between a stroke and a circle; therefore Par. 76 does not apply.

109. Practice these sentences until you can write them correctly and unhesitatingly. Make a longhand transcript of the reading exercise, carefully noting the place of the circle in each outline. Observe that the down stroke El is placed before Iss-En, and Ray is used after Ens and Kays.

## LESSON 15.

### THE SMALL CIRCLE CONTINUED.

110. When placing the vowels in this lesson, consider what the stroke is in each word, and write the vowel on the same side of the stroke as if there were no circle. The vowel belongs to the stroke, not to the circle.



Eat, seat, eke, seek, ill, sill, age, sage.

111. Write the first seven lines of Exercise 9 from your longhand transcript without help from the printed phonography. Make any other mistake rather than make a mistake with the circle. Carelessness in regard to the circle will cause you no end of trouble throughout your shorthand career. You can write every word in both exercises without getting a single circle wrong. Others have done it. You can do it. Compare your work with the engraved page; correct and rewrite the seven lines. Proceed in the same way with the last half of Exercise 9. When you have written Exercise 9 without error, write the exercise below. See to it first, that every circle is properly placed, and afterwards that every vowel is on the proper side of the stroke.

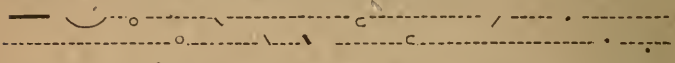
### WRITING EXERCISE.

Nose, face, sign, voice, same, saves, seems, sour, snows, shoes, sings, less, ashes, ways, yes, oars, slice, pass, piece, dose, choice, juice, does, guess, case, race, hues, house, spies, scope, picks,

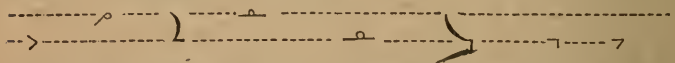
loops, lacks, lax, fix, mix, safety, sketch, cause, Sundays, suppose, notice, obvious, soaks, sinks, skip, dies, cheese, passive, dozen, surpass, searches, fastens, hose, heroes, hats, discuss, dispose, desire, casks, decides, reason, risk, receipt, dispatch, cellar, salary, salaries, ditches, acts, gets, puts, fits, cots, sit, set, sat, city, soap, such, same, sides, sole, sake, suits.

## LESSON 16.

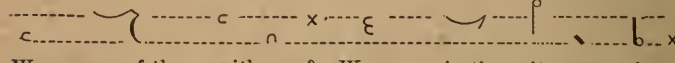
112. A few of the wordsigns take the position indicated by their vowels. Be sure to review the wordsigns daily.



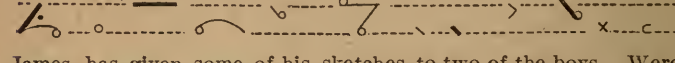
Give, any, is, as, of, to, too, we, were, he, the, a, and,
Given his, has, two,



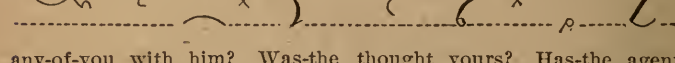
to-the, is-the, was-a, and-is-a, and-has-a, have-a, and-a, and-the.



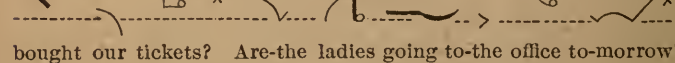
Were any-of-them with you? We-were in-the city two days.



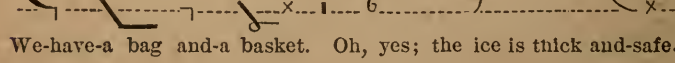
James has given some of-his sketches to two of-the boys. Were



any-of-you with him? Was-the thought yours? Has-the agent



bought our tickets? Are-the ladies going to-the office to-morrow?



We-have-a bag and-a basket. Oh, yes; the ice is thick and-safe.

113. A word that is always vocalized, like *ice*, need not be put in position. Proper names should almost always be vocalized.

114. *The* may be represented by a slanting tick added to the *end* of a word. This tick is usually written down like Chet, only not more than half as long as Chet; but for the sake of a sharper angle, it is sometimes written up like Ret. When written down, it is called Chetoid, meaning like Chet. (Oid means like.) When written up, it is called Retoid.

115. At the beginning of a sentence, or when *the* cannot be conveniently added to the end of a word, *the* may be represented by a heavy dot placed on the upper line.

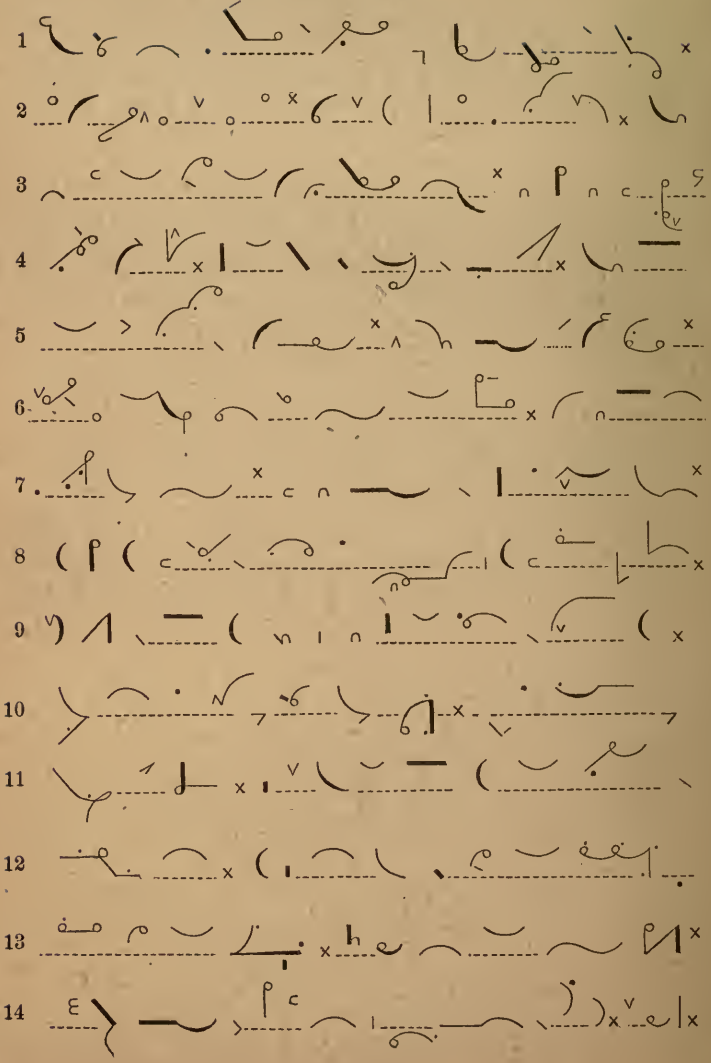
116. *A, an,* or *and* may be represented by a *horizontal* tick added to the beginning or to the end of a word as is most convenient. For the sake of a sharper angle, a vertical tick is sometimes used for *a, an,* or *and.* All of the ticks must be made as short as possible without looking like dots; otherwise they may be mistaken for half lengths. Since the ticks for *a, an,* and *and* are made like Ket or Tet, they may be called Ketoid or Tetoid.

117. Write the shorthand examples in this lesson at least ten times. Then write the exercise below very carefully. Read your notes, not only for the purpose of detecting any error you may have made but also for the sake of learning to read your notes quickly. Read every exercise each time that you write it.

## WRITING EXERCISE.

Will you give-me-a dime for-the ball? Have-you seen any-of-them since they-were sick? Did-you know we-were at your house Tuesday night? You-will-have-a bad time if-you do not know your lessons. Has-the agent left-the city? We bought two tickets of him. Will you give them to me? Will you go and get me some salt? Were you in-his office at-the time? You have-a spot on your hat. He paid me two cents for it. We-think Fannie is too naughty to listen to-the singing. We-think they-will-be ready for-you. Are these your skates?

*EXERCISE NO. 10.*



# LESSON 17.

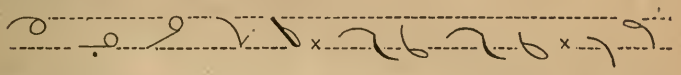
## CIRCLES AND LOOPS.

Pees, Peesez, Peest, Peester, Kays, Kaysez, Kayst, Kayster, etc.

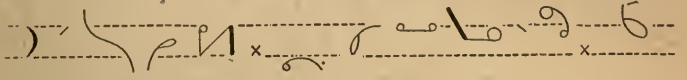
118. A large circle, called Sez, represents two sounds of s or z with a vowel between them; as sez, sis, size, sus, zaus, heard in pieces, suspect, exercise, etc. If desired, the vowel may be written within a large circle; but this is seldom done in actual reporting.

119. Steh, a lean loop, half as long as the stroke, represents the sound of st or zd, as heard in raced or raised.

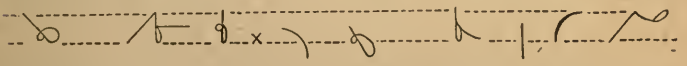
120. Ster, a larger loop, two-thirds as long as the stroke, represents the sound of ster. This loop is seldom used at the beginning of words.



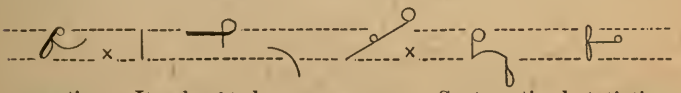
Mrs. Case's roses are-the best. Move fast; move faster. Our store



was on fire last Saturday. Sam stole six boxes of scissors. Foster



possesses artistic tastes. Our pastors testified at your earnest

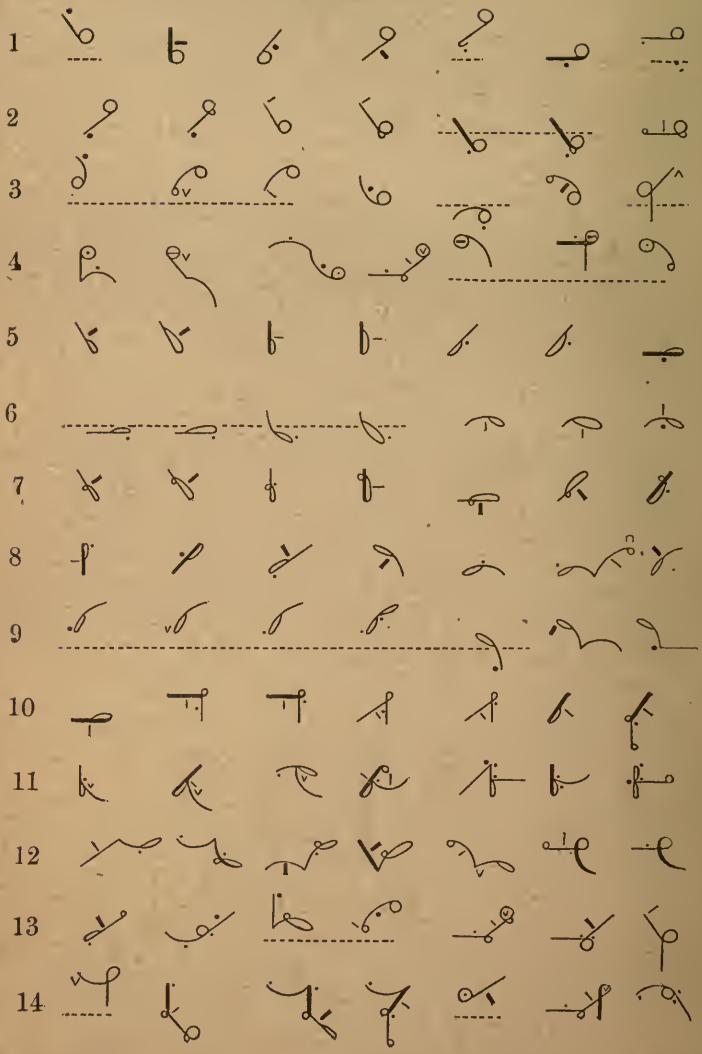


suggestion. It exhausted our resources. Systematized statistics.

121. Iss may be added to final Sez, Steh, and Ster.

122. Like the small circle, Sez, Steh, and Ster at the beginning of an outline are read before everything else. At the end of an outline,

*EXERCISE NO. 11.*



they are read after everything else. Like Iss also, they are always written on the inside of curves, on the right side of down straight strokes, the left side of up straight strokes, and the upper side of horizontal straight strokes.

123. In the middle of an outline, a loop always makes an angle with the stroke that comes after it. It is never formed by the crossing of two strokes as the circles are. Exercise 11, line 11.

124. Make the loops and circles as unlike each other as possible, the loops long and narrow, and Sez very much larger than Iss.

125. Copy each of the foregoing shorthand sentences ten times. Then write each one ten times from memory. Learn to write these sentences both correctly and rapidly. Study Exercise 11 until you can read it correctly and quickly.

## LESSON 18.

### WRITING EXERCISE.

Pieces, passed, pastors, boasts, posters, box, boxes, abscess, abscesses, cast, casts, castor, castors, kisses, kissed, jest, jester, jests, jesters, guess, guessed, mist, muster, nest, haste, hissed, hisses, fosters, fasts, taste, lasts, arrest, amazed, safest, still, lustre, faster, refused, test, testify, justify, steal, still, store, star, possess, possessed, voices, successes, gazed, dust, excesses, roasts, Mrs., Mississippi, dusters, basin, music, inside, nicely, necessary, dispose, dusk, tusk, gasp, bask, bestows, discusses, casks, razors, resources, dispossesses, styles, storm, stillest, biggest, chosen, hasten, chastises, scissors, Cicero, Cæsar, surfaces, dozen, lessons, listens, restores, message, miseries, mason, answer, nicer, sincerity, receipt, dispatch, resolve, passive, rejoiced, Rochester, artistic, artists, surfaces.

126. After writing this exercise, look over your work carefully to see if you have made the loops thin and of the required length. See if every loop and circle is on the proper side of the stroke, if Iss is made as small as possible, and Sez very much larger than Iss. After correcting the exercise, rewrite it more carefully for the teacher.

127. Since Iss is read after everything else, halving and the circle

may be employed for ts or dz, but not for st or zd. Use the loop for final st or zd.

The beast is in-the midst of-the beets. Have you missed your

mitts? The bees buzzed among-the buds. A-list of-the lots.

128. Add the following to the writing exercise: Ned's, nest, beds, best, lost, lights, dazed, dates, needs, sneezed, fist, fights, refused, refutes, debased, debates, vest, voiced, revised.

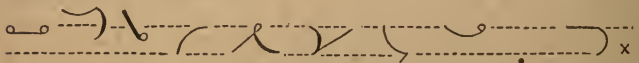
## LESSON 19.

### CIRCLE OR STROKE FOR S OR Z.

129. The stroke S is never used except when it is necessary to put a vowel by s. There are four cases:

1. When a word begins with a vowel sound before s, as in ask.
2. When a word ends in a vowel sound after s, as in mossy.
3. When two necessary vowels come between s and another consonant, as in science, pious, etc.
4. When S is the only stroke in the word, as in siss, size, sized.

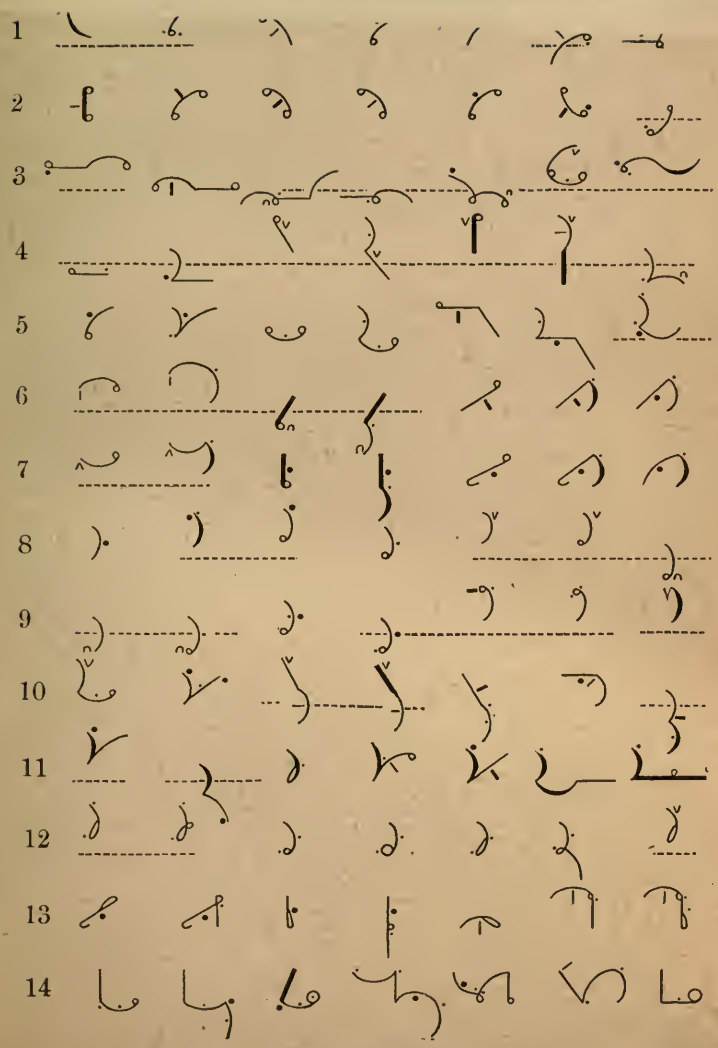
130. The rule for z is the same as for s except that when a word begins with the sound of z, the stroke Ze is always used whether a vowel precedes or not.



Six noisy boys will receive zero for-the noise and chaos.

131. These and the previous rules given for the circles and loops are the most important rules in shorthand. They should be repeated every day until they are indelibly impressed upon the mind.

132. Make a longhand transcript of Exercise 12. Study the exercise until you can read it correctly and quickly. Observe that the Steh loop cannot be used when a vowel sound comes between s and t, as in gusset, nor when a vowel sound comes after st at the end of a word, as in gusty.



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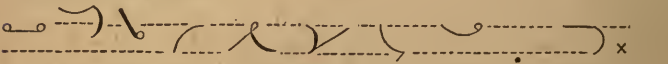

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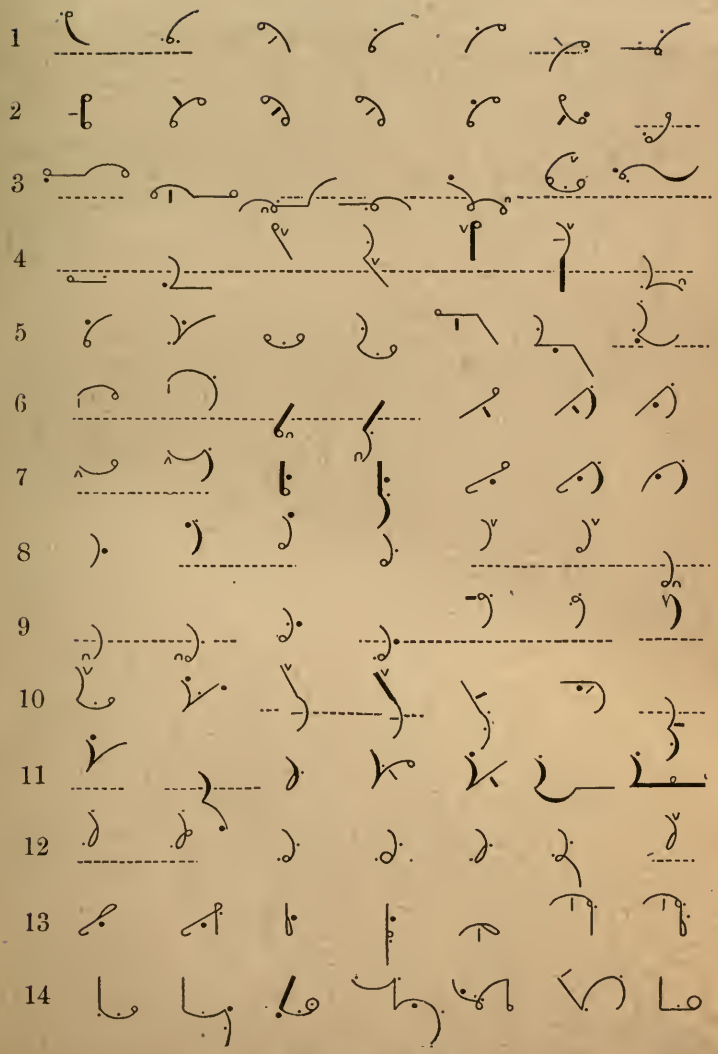
*EXERCISE NO. 12.*



# LESSON 20.

## CIRCLE OR STROKE FOR S OR Z CONTINUED.

133. Write Exercise 12 in shorthand from your longhand transcript without help from the printed page. Compare your work with the printed phonography and correct all errors, marking the longhand words on which you failed. Study the exercise until you can translate the longhand into correct shorthand without help from the printed exercise. Then write the following:

### WRITING EXERCISE.

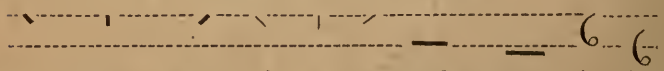
Sap, asp, seed, sleep, asleep, sack, sick, ask, same, seem, Assam, soil, sail, assail, sill, sip, espy, spy, soot, seat, Estey, moss, mossy, rose, rosy, race, racy, saw, see, essay, seek, sign, scion, pious, pies, scope, escape, skip, sense, essence, hazy, haze, daisy, days, mass, mazy, noise, noisy, easy, easel, seal, zeal, zero, Jessie, juicy, juice, fuss, fussy, news, ensue, bias, since, science, soul, silly, Sierra, czar, Zion, chaos, assume, assist, list, haste, hasty, dust, dusty, misty, mist, fast, test, must, musty, gusset, faucet, zinc, Suez, chastise, eyes, sigh, sighs, size, zigzag, raised, perused, sized, rust, russet, rusty, honest, honesty.

# LESSON 21.

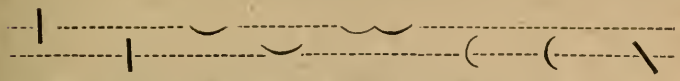
## WORDSIGNS.

134. A dot placed just before a stroke and in a line with it indicates con, conn, com, or comm. Ex. company, convey.

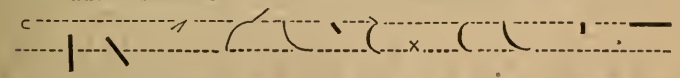
135. The affix Ing may be represented by the stroke Ing, or when that does not make a good joining, by a dot placed after the stroke, close to it and in a line with it, as in paying.



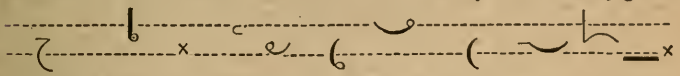
All, already, ought, of, or, on, together, ago, this, those,



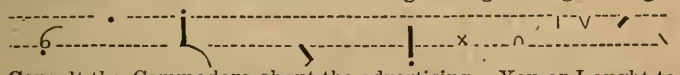
dollar, had, thing, long, anything, thank, though, to-be.
advertise-ment thousand



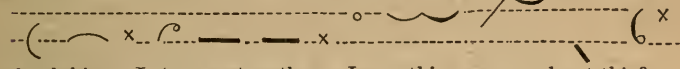
We had to-be on-the alert for all of-them. They have already given



a-thousand dollars. We sent those things though a-long time ago.



Consult the Commodore about-the advertising. You or I ought to



thank him. Let-us go together. Is anything wrong about this?
Let's

136. Observe that the vowel sign *Aw* is written in three directions to represent three words beginning with the sound of *Aw; all, already, ought.* The first-place light dash representing ŏ is written in three directions to denote *of, or,* and *on.* Since these ticks are written in the direction of Bet, Det, Jet, Pet, Tet, and Ret, they are called respectively Betoid 1, Detoid 1, Jetoid 1, Petoid 1, Tetoid 1, and Retoid 1.

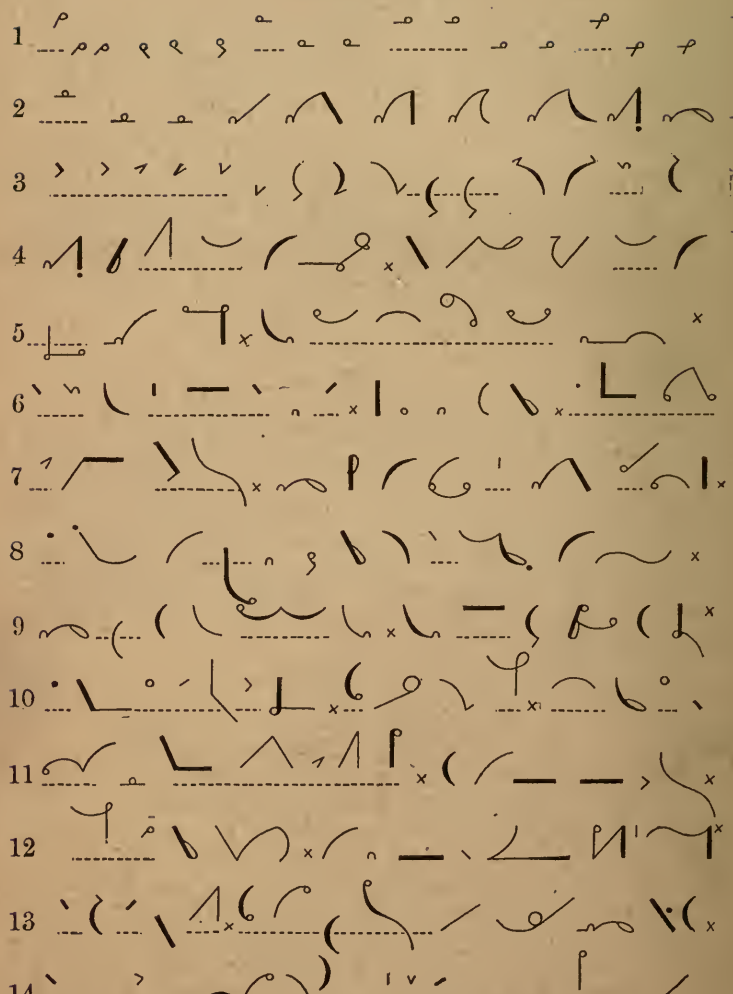
137. Observe that Ith 3 represents both *thank* and *thousand.* De 3 represents *had, advertise,* and *advertisement.*

138. Write each of the above sentences ten times from copy, then ten times from dictation. Make the ticks as short as possible without their looking like dots. They should never be more than one-fourth as long as a stroke.

139. Study Exercise 13 until you can read it both correctly and quickly. Look at the key as little as possible while reading the exercise. *Book* is written in the *second* position to avoid conflicting with *back* which is written in the third position.

KEY — Is-the, as-the, has-the, as-to, has-to, as-to-the, is-a, as-a, has-a, and-is, and-his, and-as, and-has, and-is-the, and-as-the, and-has-the, and-is-a, and-as-a, and-has-a, you-are, you-will-be, you-will-do, you-will-think, you-will-have, you-are-doing, you-must, all-the,

*EXERCISE NO. 13.*



of-the, on-the, ought-the, or-the, but-the, think-the, was-the, are-the, though-the, thank-the, on-the-way, of-your, of-you, of-them. * * * Be earnest and-thorough in your tasks. — Have-you seen my scissors? — The company will advise. — Have-you given them the suggestions? — These roses are-the nicest. — Honesty. — These laws, though severe — examples.

## LESSON 22.

### WORDSIGNS CONTINUED.

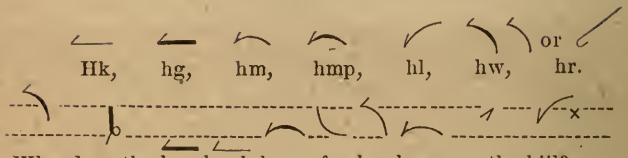
140. Make a longhand transcript of Exercise 13. Translate the longhand into shorthand without help from the printed page. Compare your work with the engraved page and correct every error. Practice the corrections till you know them; then write the exercise below. Read everything you write in shorthand, not only for the sake of detecting errors but also for the purpose of learning to read your notes as easily as you read print.

#### WRITING EXERCISE.

All but two of-you will go to-the farm to-morrow. They ought to-be already on-the way. James or Sam will pack your books for-you. Two hours ago, I saw them going to-the picnic. They all had on new hats. Have-you all of-your examples? Yes, and all of-them are right. No, two of-them are wrong. Oh, will you give-me a piece of-your peach? No, the peach is too sour for-you. Will you pay me the two dollars you owe me for-the tool chest? I saw-the house on fire an-hour-ago. Though they sit together to study, they do no talking. These boys desire to thank-you for assisting them as you do. They think-you-are nice and-they like-you. Will you allow me to go to-the store? You ought to stay in-the house, for-you-are too sick to go out. Is-the ink on-the desk? All of-them think as you do. Have-you-a thousand dollars? Have-you seen anything of-them? They-were all-right. We will have to advertise for a boy. They have already given two thousand dollars. They ought to-be with him. Did-you say *these* things or *those* things? This is-a long piece.

# LESSON 23.

## TICK OR STROKE FOR H.




141. The h tick is really the hook line of Hay. It is called Chetoid because it is like Chet. It is always written *down like Chet*, never like **P** or **T**, and is never made longer than one-fourth of a stroke.

142. The tick is used in the above combinations because it makes a better joining and is easier to write than Hay. Some use Chetoid before **S** and **Z**, **P** and **B**. *Always use Hay before other strokes.* See line 6 of Exercise 13.

143. Like Iss, the h tick at the beginning of an outline is read before everything else.

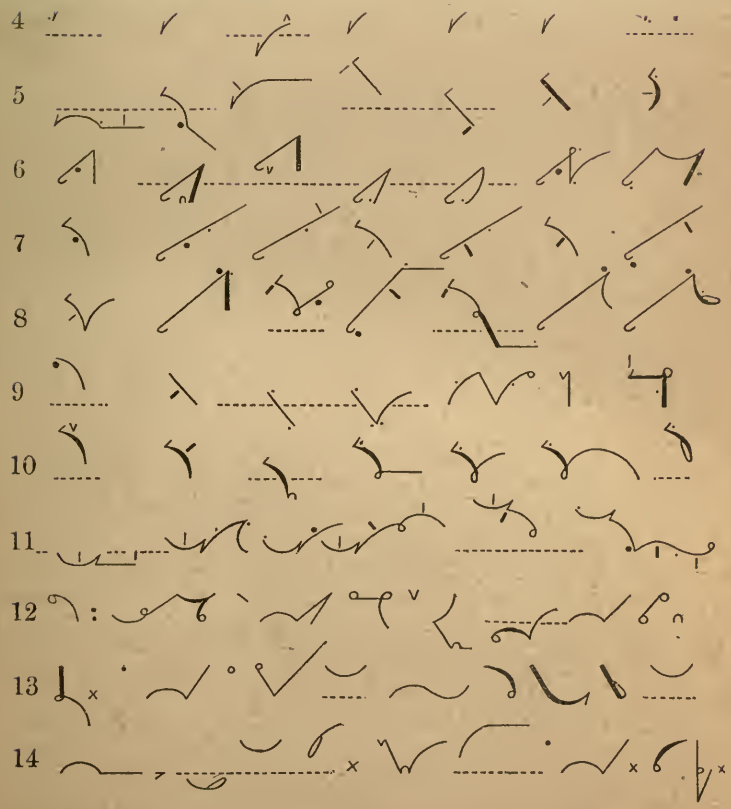
144. All words beginning with *wh* should be written as pronounced *hw*, for the h sound comes first. Thus, *why* and *whisk* should be written as pronounced *hwi* and *hwisk*.

145. Use Hay-Ray for hr whenever the rules for r call for the use of Ray. Use Chetoid-Ar for hr whenever the rules for r call for the use of Ar. Lines 7 and 8.

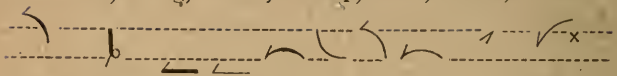
146. H is omitted in a few words of very frequent occurrence, as hear, hope, happy. Line 9.

147. Copy the shorthand sentence given above ten times. Read Exercise 14, lines 1–11, then write the writing exercise carefully that there may be no mistake in it, and that you may not have to write it again. Write and read the letter in lines 12–14 five times. Read it each time after writing it. KEY: Answering — sample mower such-as — superior — newest — I-hope — et-cetera.

The pupil will be expected to copy the "real" business letter in the "Text" Lines of Page 41, and will enjoy writing it over and over until he can write it easily, and in less time than he can write it in longhand.



Hk, hg, hm, hmp, hl, hw, hr.



Why does-the hag hook hemp for her home on-the hill?

141. The h tick is really the hook line of Hay. It is called Chetoid because it is like Chet. It is always written *down like Chet*, never like **P** or **T**, and is never made longer than one-fourth of a stroke.

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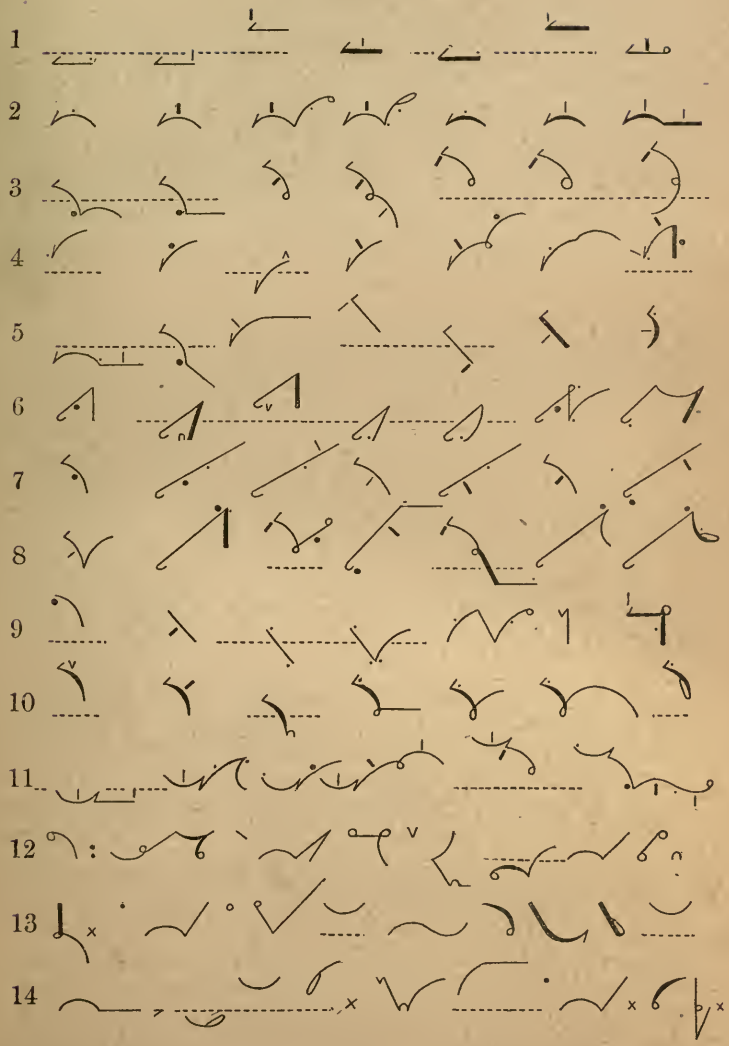
*EXERCISE NO. 14.*



## WRITING EXERCISE.

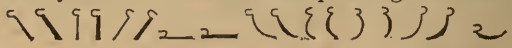
Hay, hook, honey, harm, hang, hatch, hag, hedge, hulls, holly, hero, heavy, hid, whole, harrow, hearty, home, head, hack, homeliest, hush, hawk, hem, Harry, hum, why, hollow, heed, ham, hilly, hoop, hearth, hop, hair, hairy, hoar, hoary, hug, hinge, whey, her, help, whoa, huge, hurry, homily, haughty, Hague, hemp, havoc, hump, hassock, hammock, hoarse, whistle, whig, hussy, humility, Hindoo, halo, whew, whistler, harangue, husk, heaviest, whiskey, wheeze, hackney, hope, hasten, horizon, hazardous, headway, happy, unhealthy, here, hereby, height, highway.

# LESSON 24.

## SEMICIRCLES FOR W AND Y.

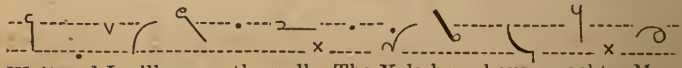
148. When w is the first sound in a word, it is generally represented by a small semicircle ⊂ Weh or ⊃ Wuh. Weh is used unless Wuh makes a sharper angle or an easier joining. Lines 1 and 2.

149. When y is the first sound in a word, use ∪ Yeh or ∩ Yuh. Yuh is generally used if it makes as sharp an angle as Yeh. Lines 3 and 4.

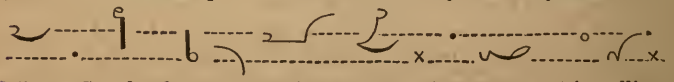


150. Copy the examples above many times. Make the semicircles as small as they can be written distinctly, and very close, more like horseshoes than semicircles. If made too open, they may be mistaken for the half lengths ( ) ⌣ ⌢ •.

151. Iss may be written within the semicircle, but it must be made thin like a loop so that it will go inside the semicircle easily.



Wait and I will sweep the walk. The Yale boys have-a yacht. Mrs.



Wing, a Swede, does our weekly washing. The youngest is yelling.

152. Like S, the strokes Way and Yay must be used when a word begins with a vowel sound before w or y, as in awake; (2) when a word ends in a vowel sound after w or y, as in woe, yea; (3) when two necessary vowels come between w or y and another consonant, as in Wyoming; (4) when there is no other stroke in the same syllable by which to place the vowel, as in Swiss, waylay, yeast, etc. Use the stroke for w or for y rather than for s.

153. L, m, n, and r have their own w which joins like a hook. Ies made long like [illegible] in the hook.

In Par. 14 the pupil begins to recognize words by their consonant outlines without the vowels. He also begins joining words, as in the phrase on the. Without any ado about "phrasing," the pupil establishes the habit from the first.

The circle, introduced in such a way that the pupil cannot help grasp its significance, is briefly referred to in Par. 15, but is not developed fully until later.

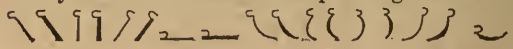
[illegible] will not be so [illegible] pupils, however carefully they may be trained.

156. Make the w hook as small as possible to prevent its being mistaken for a large hook to be learned by and by. Make the hook line perfectly straight, and parallel to the general direction of the stroke. If it curves in, it may be mistaken for Iss.

157. Copy each line of examples and each sentence five times; then write them five times from memory. Be able to read Exercise 15 quickly as well as correctly.

sented by a small semicircle ⊂ Weh or ⊃ Wuh. Weh is used unless Wuh makes a sharper angle or an easier joining. Lines 1 and 2.

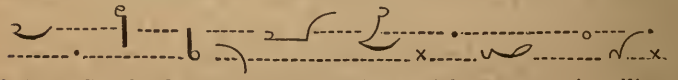
149. When y is the first sound in a word, use ∪ Yeh or ∩ Yuh. Yuh is generally used if it makes as sharp an angle as Yeh. Lines 3 and 4.



150. Copy the examples above many times. Make the semicircles as small as they can be written distinctly, and very close, more like horseshoes than semicircles. If made too open, they may be mistaken for the half lengths ( ) ⌣ ⌢ .

151. Iss may be written within the semicircle, but it must be made thin like a loop so that it will go inside the semicircle easily.

Wait and I will sweep the walk. The Yale boys have-a yacht. Mrs.



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153. L, m, n, and r have their own w which joins like a hook. Iss, made long like [illegible] will in the hook.

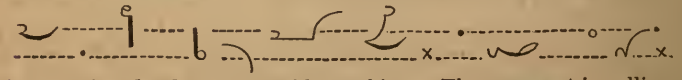
156. Make the w hook as small as possible to prevent its being mistaken for a large hook to be learned by and by. Make the hook line perfectly straight, and parallel to the general direction of the stroke. If it curves in, it may be mistaken for Iss.

157. Copy each line of examples and each sentence five times; then write them five times from memory. Be able to read Exercise 15 quickly as well as correctly.

## WRITING EXERCISE.

made thin like a loop so that it will be

Wait and I will sweep the walk. The Yale boys have-a yacht. Mrs.

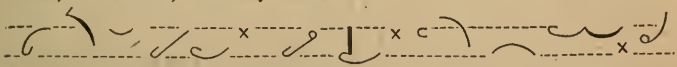


Wing, a Swede, does our weekly washing. The youngest is yelling.

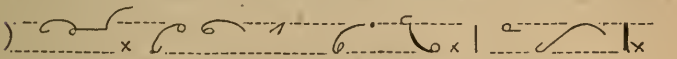
152. Like S, the strokes Way and Yay must be used when a word begins with a vowel sound before w or y, as in awake; (2) when a word ends in a vowel sound after w or y, as in woe, yea; (3) when two necessary vowels come between w or y and another consonant, as in Wyoming; (4) when there is no other stroke in the same syllable by which to place the vowel, as in Swiss, waylay, yeast, etc. Use the stroke for w or for y rather than for s.

153. L, m, n, and r have their own w which joins like a hook. Iss, made long like a loop, may be written within the hook.

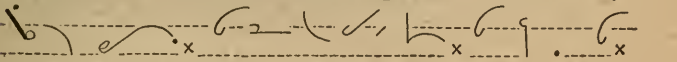
Wel, Wem, Wen, Wer, Swel, Swem, Swen, Swer.
Whel, Whem, When, Wher.



Well, why not wear one? Where-is Edwin? We hear him whining. She-is



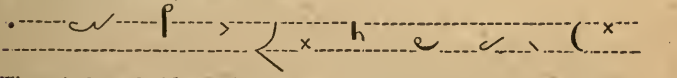
so whimsical. Whales swim on-the swelling waves. It is-a warm day.



Bees are swarming. We'll walk if we're on time. We'll wait a while.
We will we are

154. While Ray-M is never used, Wer-M is safe because the hook prevents its being mistaken for a lengthened Lay. Notice that in several words beginning with wa, a has the sound of short o.

155. The shaded half lengths Eld, Med, Ned, and Ard are NEVER USED WITH A HOOK. Be careful to make Weld, Wemd, Wend, and Werd, always light.

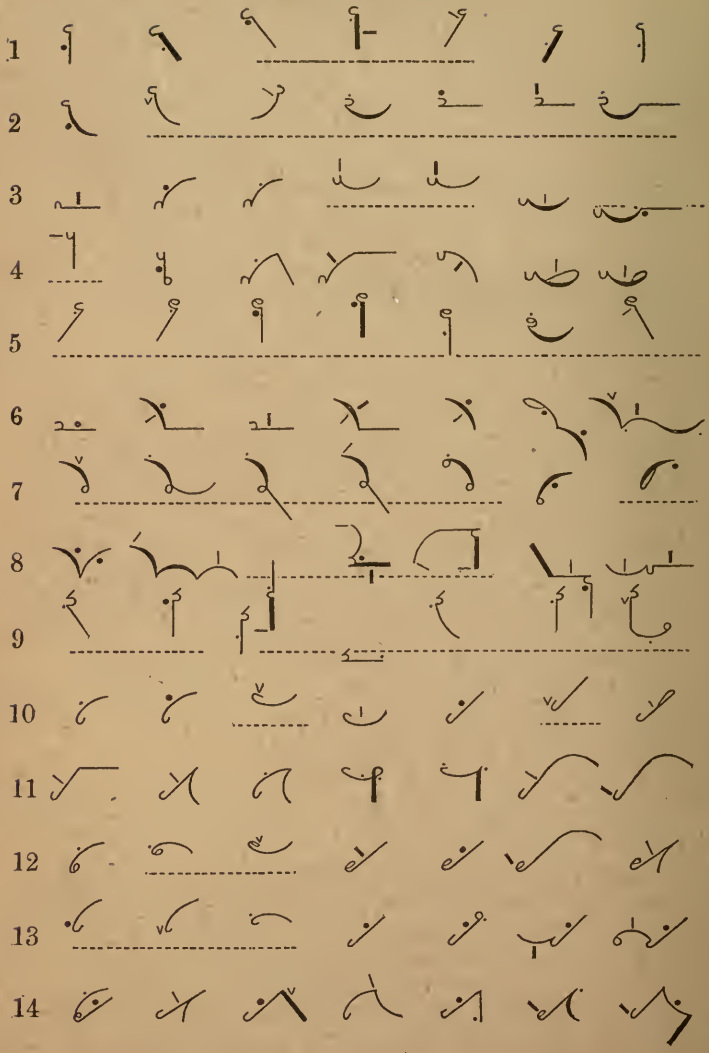


The windward side of-the ship. Did-you send word to them?

156. Make the w hook as small as possible to prevent its being mistaken for a large hook to be learned by and by. Make the hook line perfectly straight, and parallel to the general direction of the stroke. If it curves in, it may be mistaken for Iss.

157. Copy each line of examples and each sentence five times; then write them five times from memory. Be able to read Exercise 15 quickly as well as correctly.

*EXERCISE NO. 15.*



# LESSON 25.

## W AND Y SEMICIRCLES CONTINUED.

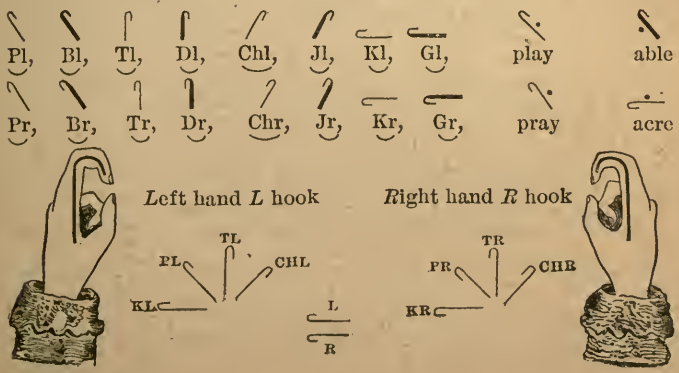
158. Make a longhand transcript of Exercise 15. Write the exercise in shorthand from your longhand transcript without help from the printed page. Then compare your work with the printed exercise and correct all errors. Memorize the corrections; then write the following: —

### WRITING EXERCISE.

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

# LESSON 26.

## STRAIGHT DOUBLE CONSONANTS.



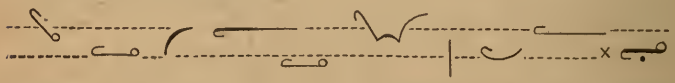
159. There are two small initial hooks that may be joined to straight strokes; the *l* hook on the *circle* side of a *straight* stroke and the *r* hook on the *opposite* side. The hook is written *first* but read *last*.

160. Hay and Ray do not take the l or the r hook.

161. The hook and the stroke may be said to be married, for they represent *one* sound, not *two* sounds. Never call P-El. Never call P-Ar. Always call the double consonants by their names which are pronounced the same as the last syllables of ap*ple*, a*ble*, set*tle*, sad*dle*, Mit*chell*, an*gel*, fic*kle*, an*gle*, and up*per*, so*ber*, cen*ter*, sad*der*, but*cher*, lod*ger*, a*cre*, and an*ger*.

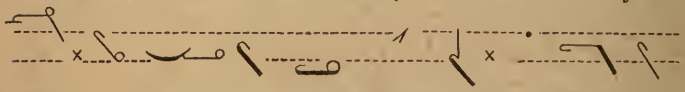
162. Make the hook very small and straight; if it curves or if it points in, it may be mistaken for Iss in rapid work. Make the hook slowly and the stroke with a quick, decided motion, so that the stroke will be perfectly straight.

163. Make any other mistake rather than put a hook on the wrong side of a stroke. Placing a hook or a circle on the wrong side of a stroke is the worst error you can make in shorthand. Write each of the following sentences ten or twenty times without misplacing a single hook: —



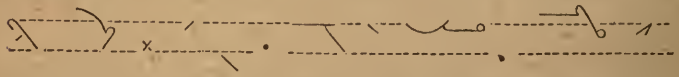
Please close your Greek class promptly at one o'clock. Grace

Brooks drew a-prize for her embroidery. The crackers are dry and-



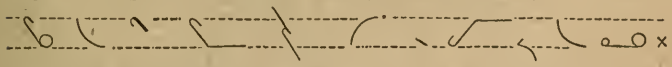
crisp. Place Uncle's blue glasses on-the table. The crab apple

trees are in bloom. He-has apricots, plums, and-grapes in-his



upper orchard. He put a couple of nickels and coppers on-the

tray. The grocer brought bread, pickles, sugar, and pepper.

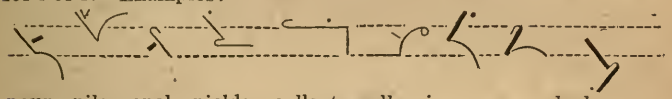


Places for bright, plucky people willing to work hard for success.

164. The l or the r hook must often be made by partly retracing a previous stroke. In such case, the hook, though clearly indicated, is apt to be more or less imperfect. See Exercise 16, lines 10 and 11.

165. Since Pl, Pr, etc., are married, they must not be divorced or separated by a vowel. Pl, Pr, etc., are used when the p and l or the p and r come together *without any intervening vowel sound*, or when they are separated only by an obscure vowel sound which is not necessary to the reading of the word and which may be regarded by the reporter as not existing in the word.

But when the two consonants are separated by a prominent or a necessary vowel sound, the stroke and not the hook must be used for l or r. Examples:



pour, pile, opal, pickle, collect, culls, jeer, germ, badger.

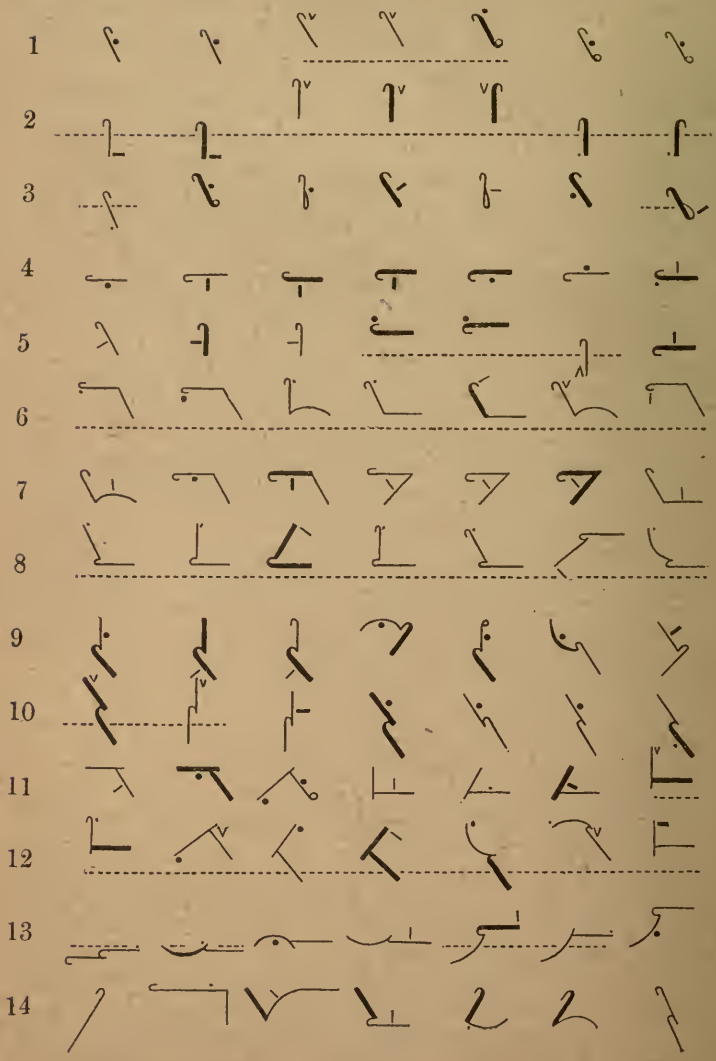
166. Read and transcribe Exercise 16.

## LESSON 27.

### STRAIGHT DOUBLE CONSONANTS CONTINUED.

167. Translate your longhand transcript of Exercise 16 into shorthand without help from the engraved page. If you are careful, you can write this and also the writing exercise below without putting a single hook on the wrong side of the stroke. Do it. NEVER ALLOW YOURSELF IN THIS OR IN ANY FUTURE EXERCISE TO MISPLACE A HOOK. The first paragraph of the writing exercise should be written several times until it can be

*EXERCISE NO. 16.*



written easily as well as correctly. The second paragraph of the exercise need be written but once unless it contains errors.

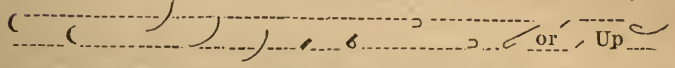
## WRITING EXERCISE.

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

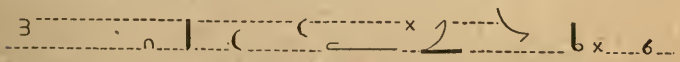
See Par. 165. Peer, pry, pour, dippers, opal, pile, dream, dire, places, pulp, clam, culls, crackle, doll, idle, dressed, bruised, bars, cloth, coils, clime, tare, door, adder, blow, bowls, beetle, globe, goal, prig, treadle, creak, black, paddle, bulk, buckle, brittle, uncle, journey, collect, peddle, purple, purchases, bluster, bolster, bulb, blubber, reply, repeal, sugar, shaker, gory, shackle, voucher, ledger, tower, term, couple, pull, coddle, dull, legal, tiger, bur.

# LESSON 28.

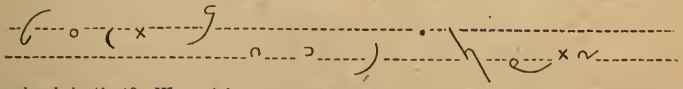
## WORDSINGS.



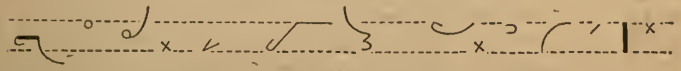

That, without, wish, shall, issue, who, whose, what, would, he, should, when. whom.



What-would you do without that cloak? I-shall-go if-he does. Whose



wheel is that? We-wish you would issue the paper soon. You-should



gratify his wishes. He-should work if-he-would win. What will he do?

168. In phrasing, the pronoun *I* is generally represented by one-half of the wordsign for I, either Petoid or Retoid, as is most convenient. But before S and Z the full form for I must be used. If desired, the full form may be used in a few other cases.

169. When alone, *he* may be indicated by Hay or by the tick, Chetoid 1. In phrasing, the tick is more convenient and is perfectly safe, *provided it is always written down* in the direction of Chet.

170. The ticks will not clash if written according to rule. *I* and *he* generally begin a phrase and are followed by verbs; *the* ends a phrase and is followed by a noun, or by a modifying word and then a noun. Should is ALWAYS WRITTEN UP.

171. The ticks for *a, an, and, the* and *he* always take the position of the word to which they are joined. Lines 2 and 3.

172. To distinguish between similar phrases, such as *I-do* and *I-had,* the second word of a phrase is sometimes put in position instead of the first word. Line 4.

173. With the above exceptions, *the first word of a phrase is always written in its usual position* and the other words follow without regard to their position.

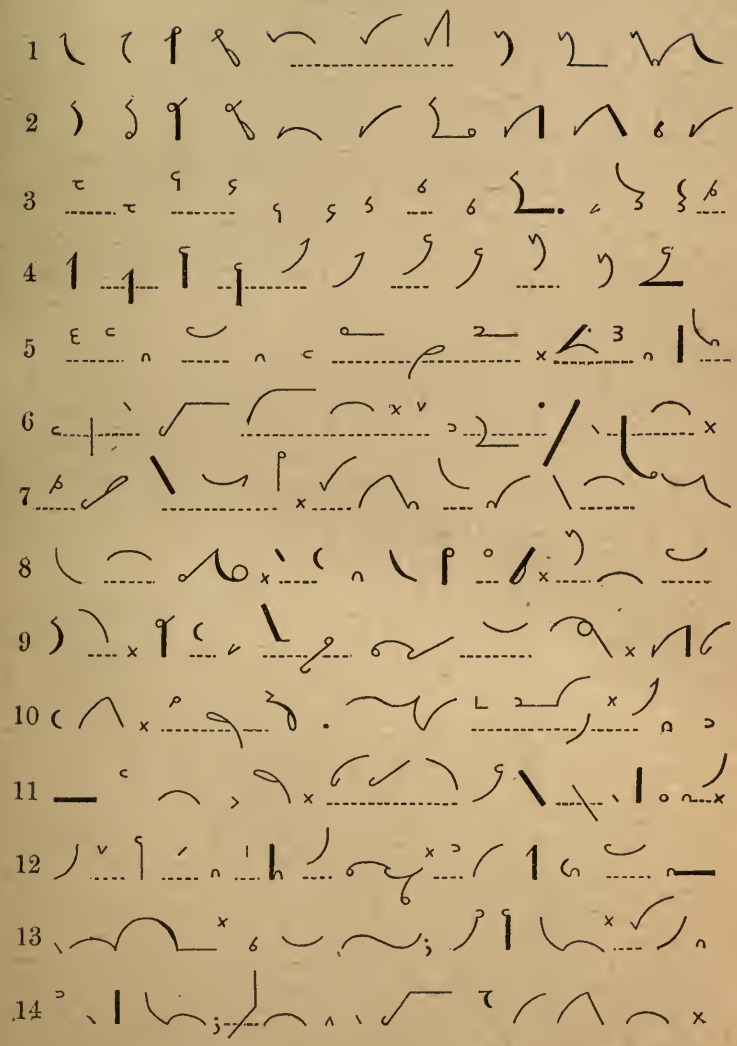
174. Write the shorthand sentences at the beginning of this lesson until you can write them correctly and easily. Write the writing exercise once only. Be able to write the reading exercise correctly from dictation. Pay especial attention to the first four lines.

KEY: I-have, I-think, I-said, I-supposed, I-may, I-will, I-write, I-was, I-ask, I-hope-you-will-have, he-was, he-says, he-said, he-supposed, he-may, he-will, he-asks, he-will-do, he-will-be, who-has (whose), who-will, and-we, and-were, with-a, with-the, were-a, were-the, he-would, he-is, he-has, he-was-going, he-should, if-he-would, that-he-would, he-is-the, I-do, I-had, we-do, we-had, I-wish, I-shall, we-wish, we-shall, I-saw, I-say, we-shall-go, — some-one-else, — Milwaukee.

## WRITING EXERCISE.

We-were with him all day. What-would you do if-you were wealthy? Whose boy is that, and why is he here? Are-you without help? Were you with him and-what was he saying? I-supposed he-would-go with me, but he-said he-would stay with you. I-think that-you ought to see to your health. We-were together one whole week last summer. Will you wait on him or shall I?

*EXERCISE NO. 17.*



When you visit him, I-wish you would ask him if-he-would give-me one of-his books on science? We-think-you-will-have to work fast where you-are. You-must be still while your mamma is asleep. He-said he-would-go nowhere but to-the store. Why do-you whistle in-the house when you know we dislike to hear-you? I-have two white horses that I-wish to sell. Do-you think that-you-are necessary to his welfare? Would you buy-the wheat farm if-you were me? No, I would buy-a swarm of bees. They say he-is as wealthy as his cousin. We-shall miss you while you-are away. We-think that-he-has seen his best days and he-will soon die, leaving all-his money to his sons. We-will go together to-the lake to-morrow. Whose books are these? Who-has my books?

## LESSON 29.

### REVIEW QUESTIONS.

What two considerations determine whether Ray or Ar should be used? Par. 80.

Give the vowel rules for Ray and for Ar. Pars. 81–83.

When should the vowel rules be disregarded, and why? Pars. 85–88.

Give the angle rules and the examples illustrating these rules. Pars. 89–91.

Which stroke for r should be used in the middle of an outline? Par. 91.

When is it safe to halve Ray or Hay? Par. 93.

Give three cases when halving cannot be employed. Pars. 94–96.

Why are l, m, n, and r sometimes shaded when halved for d? Par. 97.

Give two ways of writing words ending in ted or ded. Par. 99. (Syllables similar to ted or ded may be written in like manner, as hesitate, institute.)

Give the three positions for half lengths. Par. 100.

When is Iss read? Par. 102.

How is Iss joined to a curve? Par. 103.

How is Iss written when alone? When joined to a straight stroke? Par. 104.

When Iss comes between two strokes, how is it written? Par. 107.

What sounds are indicated by Sez, by Steh, and by Ster? Pars. 118–120.

When should the circle and when should the stroke be used for s? Par. 129.

Is the rule for z the same as for s? Par. 130.

What is the length and direction of the h tick? Par. 141.

Before what strokes is it used? Par. 142.

How is hr written? Par. 145.

In what words is h omitted? Par. 146.

Name the semicircles for w and for y and tell when each should be used? Pars. 148–149.

When should the stroke be used for w or for y? Par. 152.

Name and write the combinations of w with l, m, n, and r. Par. 153.

What is said of Eld, Med, Ned, and Ard in Par. 155?

What is said of the size and shape of the w semicircle and of the w hook in Pars. 150 and 156?

Give the length and direction of the ticks for *the* and state which one is generally used? Par. 114.

Which tick is generally used for *a*, *an*, or *and*? Par. 116.

How is *I* represented in phrasing? Par. 168.

What is the direction of the tick for *he*? Par. 169.

What is the direction of the tick for *should*?

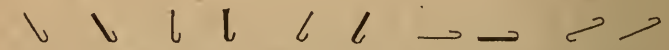
Read your shorthand copy of the writing exercise in Lesson 28. Correct all the errors you can find in it; then rewrite the exercise for the teacher.

# LESSON 30.

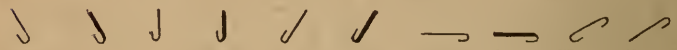
## SMALL FINAL HOOKS ON STRAIGHT STROKES.

### TEN TEF OR TEV.

175. Two small hooks may be added to the end of a straight stroke; the f or v hook on the circle side, and the n hook on the opposite side.

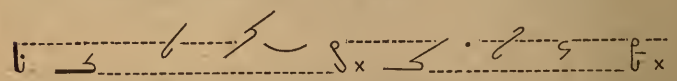


Pef, Bef, Tef, Def, Chef, Jef, Kef, Gef, Hef, Ref.

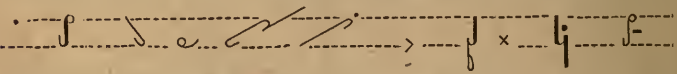


Pen, Ben, Ten, Den, Chen, Jen, Ken, Gen, Hen, Ren.

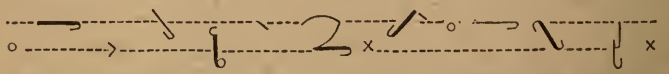
176. The *eh* in the above names represents any vowel that may come between the stroke and its hook. *Pen* with a change of vowel, may represent pan, pin, pun, pen, pine, pawn or pain.



Dave gave-the chief river in Spain. Cover the hive with-the stuff.



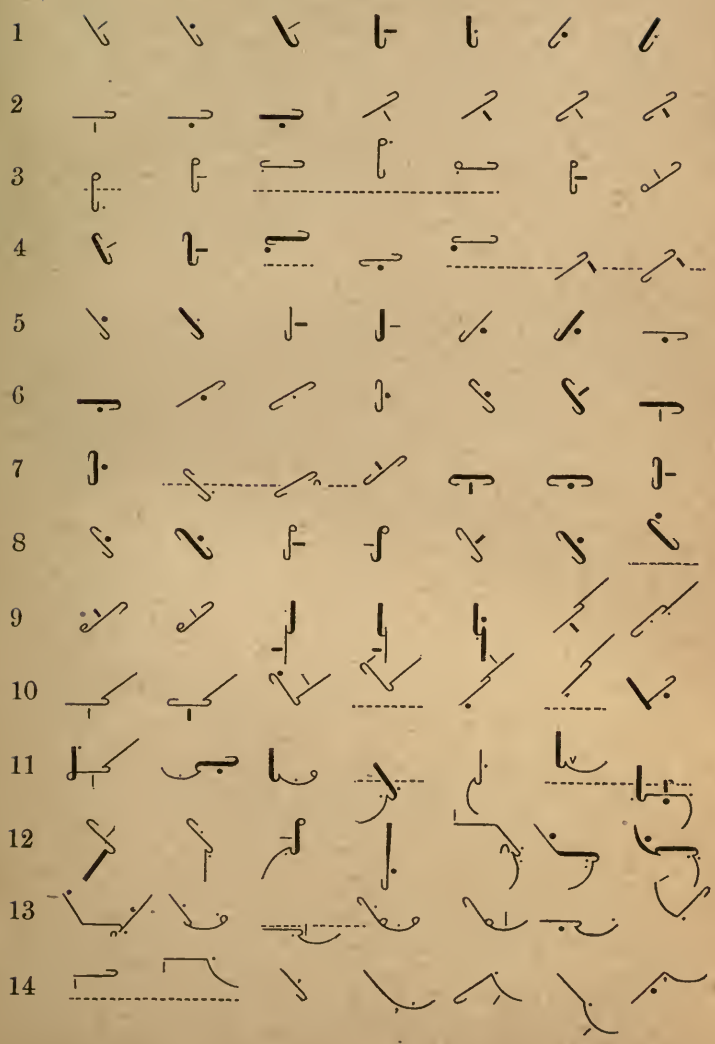
The sudden pain sent Henry running to-the dentist. David Stone



has gone to-the pine woods of Michigan. John is keen, brave, attentive

177. Ray is generally used after the f or v hook on account of its better joining. Ex.  cover.

*EXERCISE NO. 18.*



178. The hook must always be used for f, v, or n, after straight strokes, except in the following cases:

1. When a word ends in a vowel after f, v, or n; as, puffy, gravy, pony.

2. When two necessary vowels precede f, v, or n; as, Bowen, ruin.

3. After a hook or a circle, the stroke must be used for f, v, or n, as in  define,  person.

4. In the middle of an outline, either the hook or the stroke may be used for f, v, or n, as is most convenient. Lines 10–13. A sharper angle can often be secured in the middle of a word by the use of the hook. Thus,  is not as good an outline for define as  , because the absence of an angle makes the stroke hard to write and harder still to read, especially if written rapidly.

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

180. Make a longhand transcript of Exercise 18. Translate the longhand into shorthand without help from the printed page. In all your practice do not allow yourself to place a single hook on the wrong side of the stroke. Write and rewrite each line, especially lines 8–14, until you find it *easy* to place each hook where it belongs. Be able to write Exercise 18 correctly from dictation.

## LESSON 31.

### SMALL FINAL HOOKS ON STRAIGHT STROKES CONTINUED.

181. You can write the whole of the writing exercise the *first* time without one mistake in the hooks. *Do it.* Make any other error rather than misplace a hook. Remember the worst mistake you can make in shorthand is to put a circle, loop, or hook on the wrong side of a stroke. Write the following exercise at least five times without misplacing a hook.

## WRITING EXERCISE.

Pave, pain, buff, bun, doff, done, dove, pine, cave, chafe, chain, run, rough, den, huff, dun, tough, bluff, bean, hewn, hove, chief, ten, Jane, achieve, Jeff, Dane, hive, join, dive, drive, roof, crane, gave, grave, keen, clean, cliff, plain, rove, brown, ran, drain, brief, drawn, brave, reef, rain, grain, skein, hen, heave, spine, bluff, blown, prove* (second position), half, approve, brine, grown, glean, cleave, clever, pan, clover, referee, train, drove, ripen, broken, blacken, drown, cleanly, clinic, brandy, river, Henry, clover, plenty, stone, sudden, mechanic, provoke, proverb, divine, dentists, Grover, prefer, prefix, detain, economical, poverty, proving.

See Par. 178. Rain, rainy, John, Johnny, cough, coffee, Cain, Canna, grave, gravy, serve, survey, pin, piano, bone, bony, huffy, pony, chin, China, coin, person, canny, reef, review, cone, cony, cousin, deaf, defy, dozen, boon, Bennie, presence, Defoe, Davy, preserve, deserve, observe, Dana, pæan, ruin, Hun, honey, Jane, Jennie, beef, bevy, tin, tiny, cove, covey, penny, Bowen.

# LESSON 32.

## ISS COMBINED WITH SMALL HOOKS ON STRAIGHT STROKES.

Str Stl
Tens Tefs or Tevs.

Pl, Spl, Pef, Pefs, Pr, Spr, Sczpr, Pen, Pens, Pensez, Penst, Penster.

182. S is prefixed to the Pl series, or added to the Pef series by writing Iss, made long and thin, *within the l and the f hooks.*

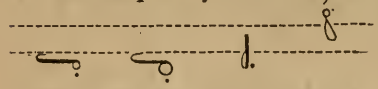
Ex. sickle, gloves.

183. Except in the middle of words, Iss or Sez may be prefixed to the Pr series by writing the circle *in place of the r hook,* making Iss or Sez with a motion *like* that of the hands of a clock.

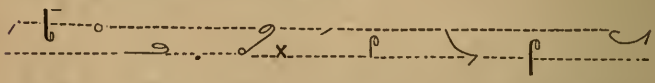
Ex. seek, seeker, sister.

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

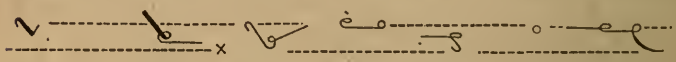
184. Except in the middle of a word, Iss, Sez, Steh, or Ster, may be written *in place of the n hook*, to indicate ns, nsez. nst, or nster.



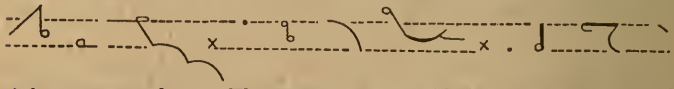
Glance, glances, danced, spinster.



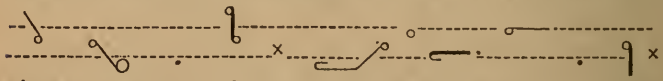
He doffs his cuffs and serves. He settled for-the saddle when-he



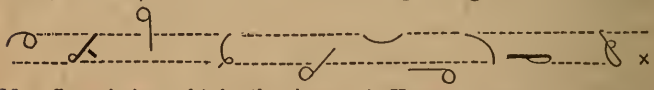
brought-the bicycle. Prof. Sickles explained his exclusive



rights as-an explorer. The streets are sprinkled. A dense growth of



pines, spruces, and cedars. Clarence is growing sicker and sadder.

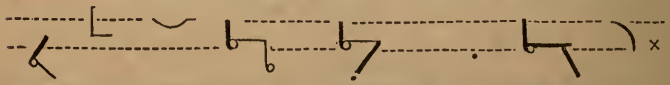


Mrs. Jones' sister thinks-the chances in Kansas are against punsters.

185. In words like *explained, exclusive*, etc., Iss must be made long enough to show the l hook plainly. See Exercise 19, line 2.

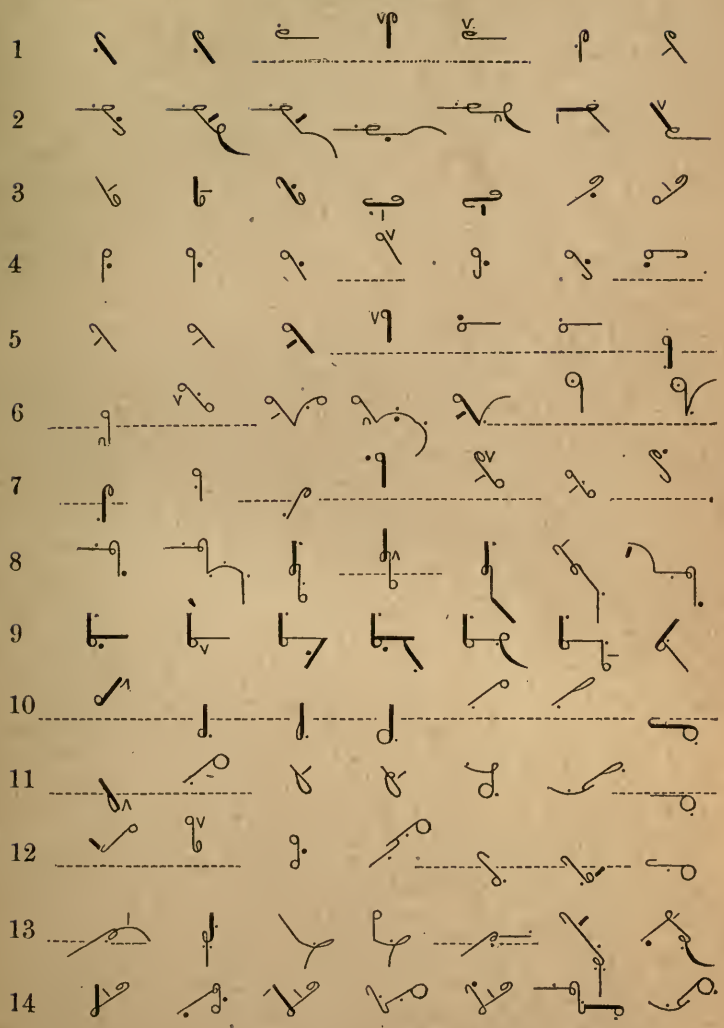
186. In the middle of words, Iss is generally written within the r or the n hooks; but in a few words like *disagreeable* and *jasper*, the circle is written in place of the r hook, and is made with a motion contrary to the hands of a clock. See lines 8 and 9.

He warns them not to ransack the barns. He strove for-the mastery.

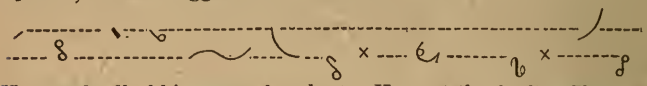


Jasper talked in-a discourteous, discouraging, and disagreeable way.

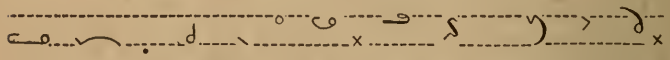
*EXERCISE NO. 19.*



187. A hooked stroke may be halved the same as a simple stroke. Remember that the t or d indicated by halving is read last of everything except the circles or loops. In naming the half lengths, let eh represent any vowel that may intervene between the stroke and the final hook. Thus, Blent with a change of vowel becomes blind, blunt, blend, or bland; Dreft with a change of vowel becomes drift or draft; Spret with a change of vowel becomes sprite, spread, or sprout. The correct naming of these combinations is a great aid to the correct writing and reading of shorthand. A student should never be allowed to call Splents, for instance, s-p-l-n-t-s, but should give it its one-syllabled name, Splents, a name suggestive of the word splints.



He spends all of-his money for plants. He-sent-the drafts. She stands



close to-him and attends to his wants. Gifts blind-the eyes of-the wise.

188. Spend two minutes in copying and naming the line of consonants at the head of this lesson. The triple consonants Spl, Stl, etc., are pronounced like the last syllables of go*spel*, pi*stol*, etc. The triple consonants, Spr, Str, etc., are pronounced like the last syllables of pro*sper* and ma*ster*. Be careful to make the hooks very small, the same as if there were no Iss.

189. Write the sentences in this lesson until you can write them correctly and rapidly. Read and transcribe Exercise 19.

## LESSON 33.

190. Write Exercise 19 in shorthand from your longhand transcript without help from the engraved page. Compare and correct as directed in previous lessons; then write the following exercise:

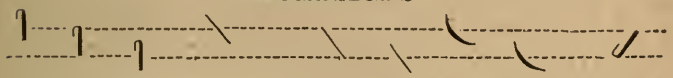
### WRITING EXERCISE.

Idle, sidle, supple, sickle, cycle, dives, paves, drives, braves, grieves, pray, spray, screw, strive, adder, sadder, upper, supper,

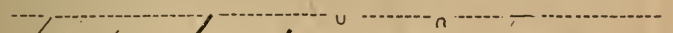
seeker, cider, sober, sicker, canes, chains, pains, buns, gains, duns, settle, sable, spleen, saddle, subtle, straw, strew, droves, graves, proves, tones, bones, stones, display, explore, explain, spring, stroke, stream, sprinkle, craves, doffs, coughs, cuffs, bluffs, tunes, towns, boons, browns, stray, stripe, strike, scrawl, scrape, scribe, coins, trains, sprains, strains, brains, gospel, displease, explosive, cleans, pens, restrains, mourns, turns, scrip, prosper, extreme, descry, disagree, deserves, observes, roves, hives, disagreeable, sister, tenses, dances, Kansas, canst, against, chanced, pounced, punster, spinster, chances, prances, pranced, glanced, glances, bounces, bounced, splash, splurge, enhance, sponsor, sisterly, cistern.

## LESSON 34.

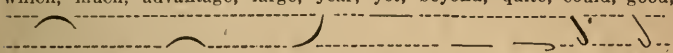
### WORDSIGNS.



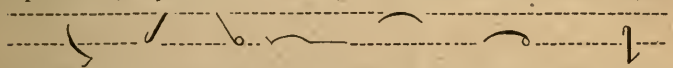
Dr., dear, during, opportunity, hope, party, ever, however, general-ly



which, much, advantage, large, year, yet, beyond, quite, could, good,

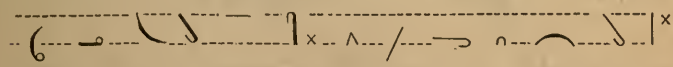


important-ce, improve-ment, usual-ly, common, come, can, been, upon,



However-the General hopes to-make important improvements during-the

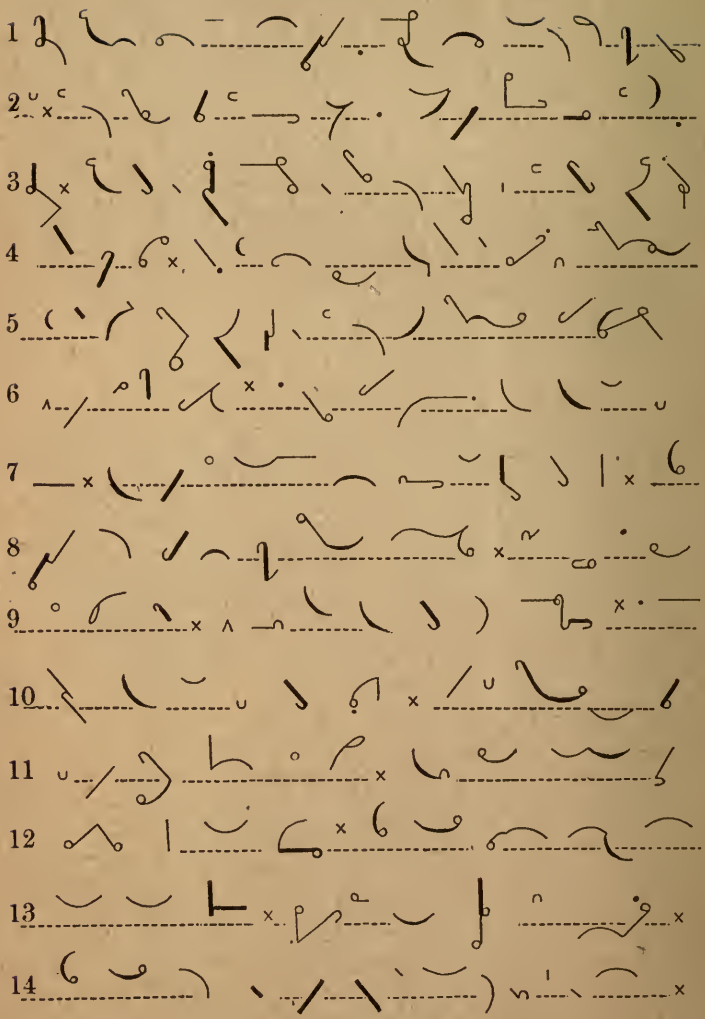
year. Are such opportunities ever common? Which party is-the largest?



Those goods have been quite dear. How much can you improve upon it?

Yet it is as large as usual. Could the doctor come? It is beyond us.

*EXERCISE NO. 20.*



## TRANSLATION OF EXERCISE 20.

DEAR-SIR: We-have-made some quite important changes and extensive improvements in-our store during-the past year. With our present advantages, we can handle an unusually large stock-of (stok-ov) goods with ease and dispatch. We-have been to considerable expense to please our patrons, but we believe we-shall-be compensated by larger sales. Hoping that we-may soon have-an opportunity of serving you, and-promising that all of-your purchases shall-be attended to with our usual promptness, we-are, Yours-respectfully (Resp.),

How much is-the doctor worth? The parties we-are looking for have not yet come. However large his income may-be, you-can not depend upon it. These changes are generally made during-the spring months. Beyond-the clouds, the sun is still bright. How could-you ever have been so extravagant? The common people have not yet been consulted. Each year brings new advantages, yet much precious time is lost. Have-you seen anything which-would surpass it in elegance? These things seldom move me in any degree. Saturn is-a long distance beyond Mars. These-things are too large to-be of any use to-you or to me.

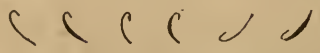
191. Study Exercise 20 until you can read it in two minutes. Be able to write both exercises in correct shorthand without hesitation. At least half an hour of class time should be spent in writing these exercises from dictation and in reading the shorthand notes each time after writing them.

## WRITING EXERCISE.

I-hope-you-will improve your opportunities this year. His suggestions are usually of no importance. The doctor has not yet come. How much are-you worth? It is beyond my power. This ribbon is quite good but it is too dear. Has-the general ever been here? We could not do-the work, however, during-the summer. Can you depend upon them? Which one of these large parties will sacrifice anything for-the common weal? What will be-the advantage of-this improvement?

# LESSON 35.

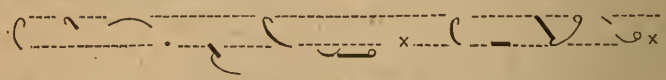
## SMALL HOOKS ON CURVES.



Fl Vl Thl Thl Shl Zhl.

192. Shl and Zhl are ALWAYS WRITTEN UP. Make the hook line close to the main line and straight; if it curves in, it will look like Iss.

193. The names of the double consonants given above are found in the last syllables of muf*fle*, o*val*, E*thel*, bu*shel* and u*sual*. Copy and name the line of double consonants three times, then write the following sentences five times:



Ethel brought me a beautiful oval hand-glass. They'll get bushels of nuts. They will.

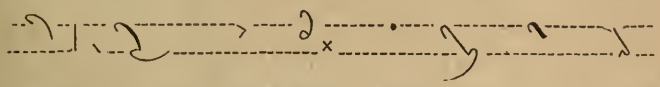
Fr Vr Thr Thr Shr Zhr Mr Nr Wem Wen

194. The names of these double consonants are heard in the last syllables of o*fer*, o*ver*, au*thor*, ei*ther*, u*sher*, plea*sure*, roo*mer* and ban*ner*. Read and write the following many, many times:

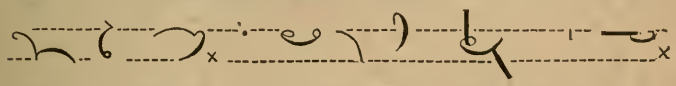
195. Observe that Mr and Nr differ from Wem and Wen only in being shaded. Fr, Vr, Thr, etc., are formed by turning Fl, Vl, etc., over so that the hook is on the other side. There is no danger of mistaking them for Ar, Way, S, and Z, because the latter never take the r hook.

196. When the hook is indicated by retracing the previous stroke, as in line 10, Exercise 21, make the retracing very distinct, so that the hook will be plain.

197. Fl, Fr, etc., are used when no vowel, or only an obscure vowel, comes between the f and the l or the f and the r; but when a vowel intervenes, the two strokes must be used. Do not divorce married consonants.



Offer it to every-one of-the authors. The pressure brought upon-the

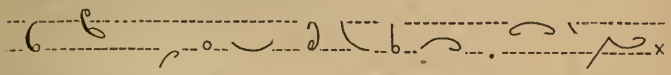


framer of-this measure. The signers are either dishonorable or ignorant.

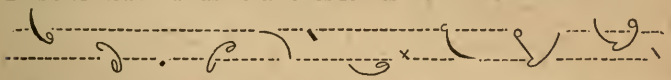
198. Curves take the final n hook, but not the f or v hook.

The moon shone upon-the face of-the woman. The Atlantic ocean. A manly man.

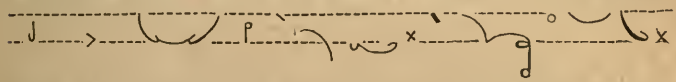
199. Iss is never written in place of any hook on curves, but is *always* written *within the hook.*



This civilized land has no thrones for its men and women of renown.



Vines, frowns, and woolens are all nouns. We-have special officials to



attend to-the financial state of our Union. All remonstrance is in vain.

200. Sez, Steh, and Ster cannot be combined with the hook on curves, but must be added to the n stroke in such words as fences, convinced, etc.

201. In words like remonstrance, minstrel, etc., Iss must be lengthened enough to make both the n and the r hooks distinct. Write and name Fr, Vr, etc. five times, then write the shorthand sentences in the lesson twenty times. Be able to read Exercise 21 rapidly as well as correctly.

*EXERCISE NO. 21.*

# LESSON 36.

202. Make a longhand transcript of Exercise 21. Write the same in shorthand from your transcript as directed in previous lessons. Then write the following exercise: —

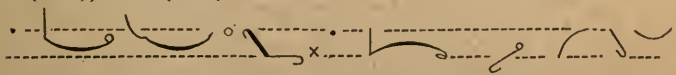
## WRITING EXERCISE.

Fly, ruffle, offer, weaver, either, gather, harsher, travel, joiner, tanner, Ethel, armor, bushel, erasure, measure, plainer, thrill, sooner, free, leisure, frail, miner, throb, tamer, freak, African, Bethel, rumor, fresh, Abner, friar, palmer, fisher, fissure, dimmer, freely, rhymer, saner, Friday, enamor, frame, Eleanor, calmer, tenor, banner, donor, civil, thrill, shrivel, essential, evils, flip, flap, flabby, sinner, effluvia, flame, signer, phlegm, finer, oval, flume, hovel, flighty, official, fluid, senor, fleecy, gavel, flail, cavil, flier, fever, fifer, mover, designer, lawful, shuffle, dinner, bevel, swivel, youthful, grammar, initial, trainer, special, especial, shrew, frog, vine, flown, mine, none, renown, fine, thin, assign, shun, lines, loans, mines, nouns, fines, ovens, iron, vain, nun, feign, shines, lean, moon, even, thine, shuns, union, refrains, heaven, shown, fans, woolens, women, woman, nine, means, remains, thrones, shrines, finish, humanity, vanish, manly, finance, irons, vines, ocean, oceans, lawns, earn, unions, summons, seven, softens, slain, earns, sullen, horn, refines, Romans, refinery, fancy, infancy, lining, meaning, frowning, financial, frenzy, lonesome, monstrous.

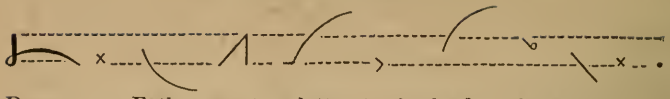
# LESSON 37.

## LENGTHENING.

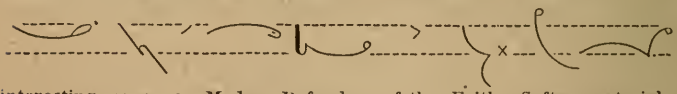
203. Doubling the length of Ing makes it inker or inger. Doubling the length of Emp makes it emper or ember. Doubling any other curve adds to it thr (their, there, or they are), tr (ture), or dr (dear).



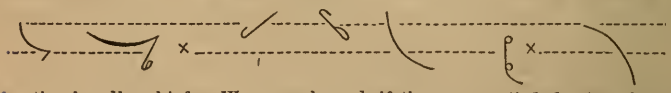
The tinker's finger is broken. The temperance house will open in



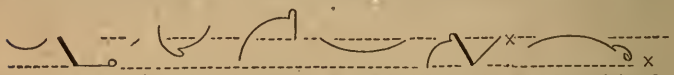
December. Father wrote a-letter to-the leader of-his party. An



interesting paper on Modern Defenders of-the Faith. Softer materials



for-the handkerchiefs. We-are pleased if-they-are satisfied. Are-there



any books on Finnish literature in-their library? My-dear-friends.

204. The *first half* of a lengthened curve is put in position regardless of the extra length.

205. A final hook, circle or loop added to a lengthened curve is read after the added syllable, as in modern and interesting given above.

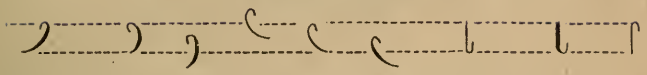
206. Make lengthened curves too long rather than too short. If too short, they may be mistaken for single lengths. Practice the shorthand examples here given until you can write them rapidly as well as correctly, then write the writing exercise.

## WRITING EXERCISE.

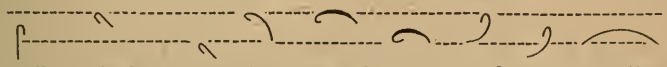
Linger, languor, hunger, tinker, canker, rancor, anchor, finger, thinker, temper, chamber, lumber, damper, amber, clinkers, anger, temperament, temporal, temperature, September, mother, sender, smother, another, render, order, orderly, surrender, tender, voter, Easter, oysters, fighter, fetter, fatter, lighter, letters, latter, literature, temperance, literary, Arthur, defender, adventure, motherly, wilder, wilderness, entered, diameter, cylinder, thither, lantern, entertain, materials, interest, interested, handkerchiefs.

# LESSON 38.

## WORDSIGNS.



Pleasure, their, other, feel, full-y, value, whatever, differ-ent, till,
there, fill, ee, tell.



until, particular-ly, part, from, remark, more, sure-ly, assure, matter.
Mr.

207. Study the wordsigns and Exercise 22 until you know them well. Write the exercises below. Write the letter five times from dictation.

### WRITING EXERCISE.

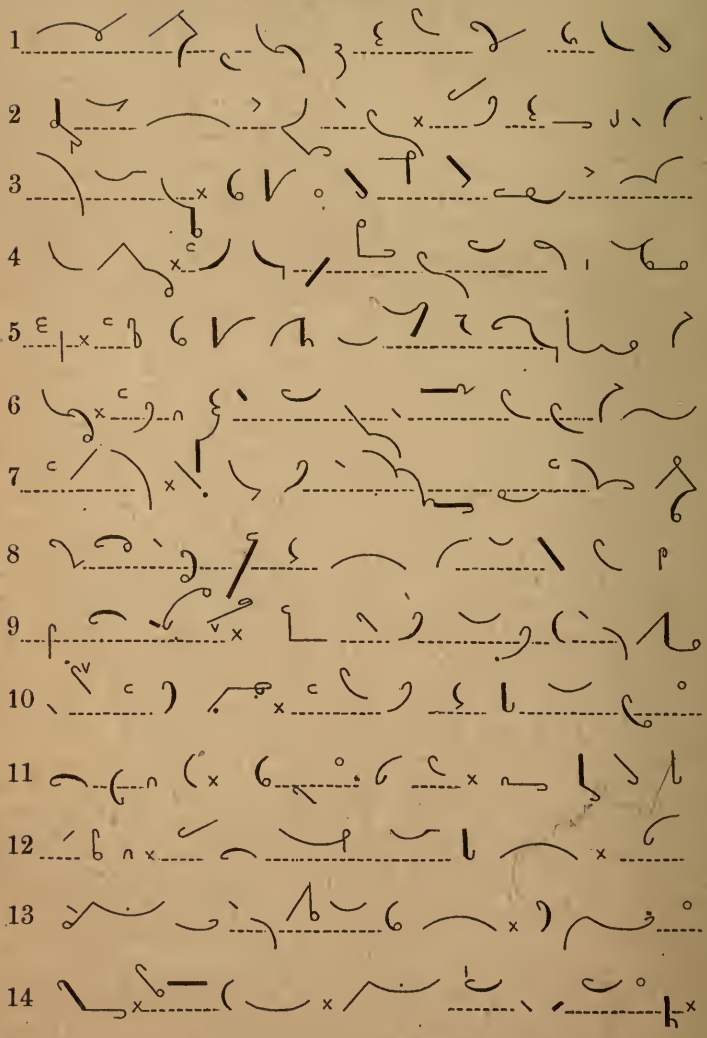
Whatever their remarks may have been, I feel sure they gave pleasure to-the others in-the party. Mr. Walters will tell me-the full particulars of-this matter. There is more difference than you think. Wait till you hear from Esther. He assures me that this part is quite valuable.

The longer they linger, the harder will-be their task. Some tell more, others less, than they know. Mr. Senter is generally quite willing to tell all-the particulars of-his wonderful adventures. His part is quite different from mine, but he could play either with good success. Until lately whatever you have done has been done well. Mr. and Mrs. Luther generally go to Connecticut the latter part of September if-the weather is fine. The senate chamber is reserved for the highest legislators of-the land.

### TRANSLATION OF LETTER.

My-dear-Sir: Replying-to-your valued favor, would-say that-we feel very-sorry that-you have been disappointed in-the matter of-

*EXERCISE NO. 22.*

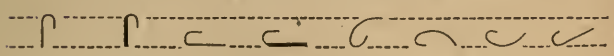


the shipment of flour. We-are sure that-we can attend to your order in-a few-days. This delay has been caused by-the closing of-the mill for repairs. We usually have-a large stock-of flour in-our store but in-this-case we-were out. We trust this delay will-do-you no injury, and-that we-may-have-a continuance of-your favors. We assure you that-we-shall-do all in-our power to give-you-the full value of-your money with each order. Hoping for-the pleasure of hearing-from-you-again soon, we remain,

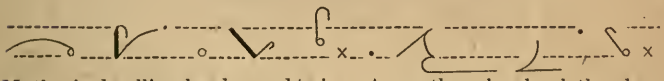
Respectfully-yours,

## LESSON 39.

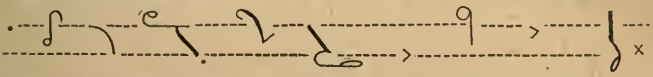
### LARGE HOOKS AND ISHUN CURL.



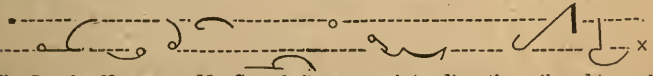
Tw, dw, kw, gw, lr, ml, nl, rl.
qu



Mother's dwelling has burned twice. An earthquake shook the place.



The twins are squabbling over-the bequest to-the sister of-the deceased.

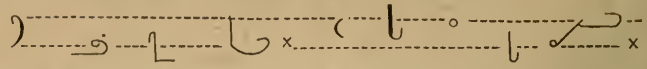


The Secular News says Mr. Campbell is superintending-the railroad tunnel.

208. The names of the hooked consonants above are Tway, Dway, Kway, Gway, Ler, Mel, Nel, and Rel. The hooks must be made very large, else the large w hook will look like the l hook, and Ler, Mel, Nel, and Rel will resemble Wel, Wem, Wen, and Wer.

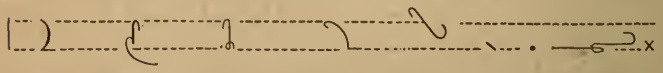
209. A vowel never comes between the large w hook and its stem; but Ler, Mel, Nel, and Rel may be safely used in long outlines even though a vowel comes between the hook and the stem.

210. El is generally used after Kway and Skway.



Their actions attract attention. That edition is out-of circulation.

The decision of-the physicians caused a sensation at-the last session.



It was-a delightful transition from-an operation to an excursion.

211. A large final hook on the circle side of any stroke adds the sound of shun or zhun to the stroke.

212. The shun hook must be added to a *stroke*. When the sound of shun follows *Iss or the ns circle*, it is indicated by continuing the line of the circle until it forms a curl on the opposite side of the stroke, as in decision, condensation. This curl is called Ishun. A vowel, ĭ, ĕ, or ă, always comes between the s and the shun when Ishun is used. ĭ is indicated by a light dot placed *before* the combined circle and curl; ĕ or ă is denoted by a light or a heavy dot, as the case may be, placed *after* the combined circle and curl. Line 11.

213. Remember that when the hook is used for shun, *a stroke* and *not a circle* precedes the shun. When Ishun is used, *s, expressed by a circle*, is followed by the sound ishun or izhun, eshun or ezhun, ashun or azhun. Line 12.

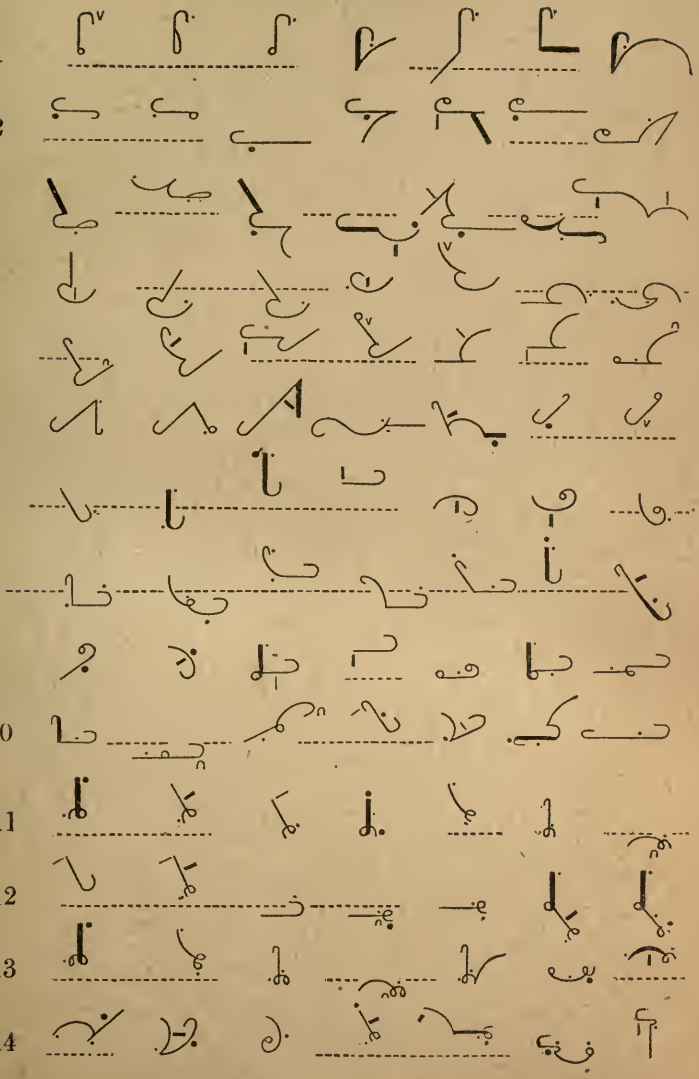
214. Iss may be added to Ishun.

215. Write the shorthand sentences five or ten times. Learn to read Exercise 23 quickly. Make a longhand transcript of the exercise.

## LESSON 40.

216. Translate your longhand transcript of Exercise 23 into shorthand without help from the engraved page. Compare and correct as directed in previous lesson. Then write the writing exercise.

*EXERCISE NO. 23.*

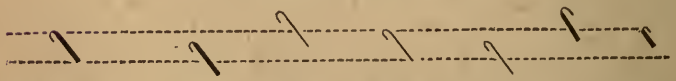


## WRITING EXERCISE.

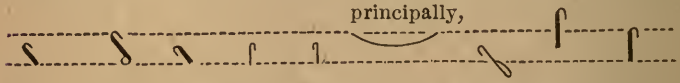
Twin, quack, quail, quill, squall, channel, tunnel, peril, panel, color, carol, cannel, animal, cooler, learned, final, mammal, collar, venal, gallery, penal, nominal, keeler, enamel, ferule, quantity, railroad, action, petition, attractions, session, twins, motion, nation, fashions, twain, notion, effusion, auction, passion, edition, probation, decision, position, transition, creation, queen, quince, physician, quaint, mission, evasion, disposition, sensation, twice, queer, orations, revision, stations, section, attention, dispossession, patience, oblation, quibble, twig, secretion, operation, transitional, sensational, squib, quack, missionary, squeal, association.

# LESSON 41.

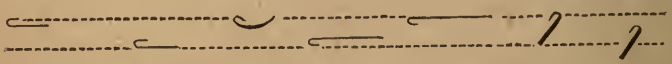
## WORDSIGNS.



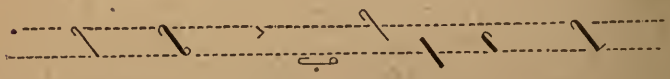
Remember-ed, number, appear, principal, practice, bill, build,
Member, principle, built.
principally,



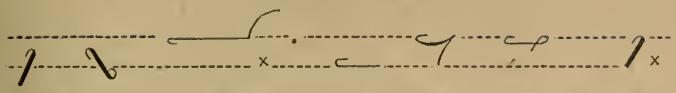
able-to, balance, board, told, toward, entire, practiced, deal, deliver-y.



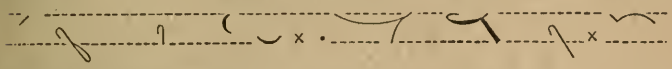
equal-ly, difficult-y, near, character, correct, danger, larger.
nor,



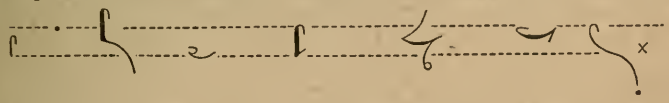
The principal members of-the class appear to-be able-to remember-the



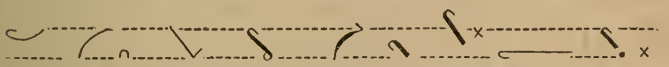
larger numbers correctly. The difficulty nearly equals-the danger.



He practiced toward that end. An entirely honorable practice. I-am



told the dealer would-not deliver-the shingles nor-the flooring.



When will you pay-the balanee of-your board bill? Character building.

217. Practice the foregoing shorthand until you can write it from dictation without hesitating. Be able to read Exercise 24 correctly in two minutes.

## LESSON 42.

### WORDSIGNS CONTINUED.

218. Learn to write Exercise 24 correctly and without hesitation from dictation. Then write the writing exercise carefully and read it from your notes. READ EVERYTHING YOU WRITE IN SHORTHAND AND READ IT EACH TIME YOU WRITE IT.

### WRITING EXERCISE.

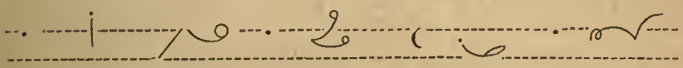
The doctor's practice is larger during-the winter months. I-am able-to pay the balance of-my board bill. The principal difficulty, I-am told, is-the danger of contagion where large numbers congregate. It gives me pleasure to assure you that-the character of each member of-the board is beyond reproach. However dear-the goods may be, I-am-sure-the values as billed are entirely correct. Let me know if ever he deals unfairly with you. Neither John nor-his sister appear to feel right toward their father. He-has prac-

*EXERCISE NO. 24.*

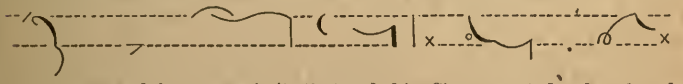
ticed typewriting a-long-time and I-feel sure that-he-will fill-the bill. Your sentiments and-your delivery are equally to-be praised. Do-you remember delivering the full number of packages? Neither-the doctor nor-his sister live near their father-and mother. Are-the due-bills entirely correct? It-would be difficult to find a-man of sounder principles and-larger heart than Dr. Jones. He appears to-be principally engaged in building lumber mills. Can you balance your books? He-is equally effective in argument and-in action. He assured me that-the estate was valued at ten thousand dollars. He-has been dealing largely with-the dangerous classes. Heretofore, we-have been highly pleased with his progress. The supply does not always equal-the quantity needed. Have-you been able-to balance your accounts* this month? Is-that-the entire amount* of-your bill? We-are all highly pleased with-your annual report. What is-the amount of-the due-bills? While we-were in Rome, we-were engaged partly in teaching but principally in preaching. He appeared to-be much excited on account of our presence. We send you two copies numbered Nos. 308 and 309.

## LESSON 43.

### PREFIXES.



The Committee recognizes the selfishness that commenced the unseemly



controversy and the magnanimity that ended it. Circumvented and enslaved.

219. *Con, conn, com, comm,* or *cog,* is indicated by a dot placed just before the beginning of a stroke and in a line with it. See line 1 of Exercise 25. But in the middle of a word, these syllables are denoted by *proximity;* that is, by writing the part that follows *con,* etc., close to and a little below the part that precedes the *con,* etc. Line 2.

* NOTE. — Account is in the second position and count in the third; amount is in the second and mount in the third position.

220. *Circum* or *self* is denoted by a detached Iss. In very frequent words the circle may be joined. Line 3.

221. *Contra, contri, contro,* or *counter* is expressed by a slanting tick placed just before the beginning of a stroke. Line 4.

222. *En, in,* or *un.* The n curl as shown in line 5, is used for *en, in,* or *un,* whenever the stroke N cannot be conveniently used before the circle. This occurs when the circle is made with a motion *like* that of the hands of a clock; as in the Spr series, Slay, Sem, Sar, Sish, etc.

223. *Magna* or *magni* is indicated by writing M over the center of the stroke following magna or magni. Line 6.

224. Write the shorthand examples at the beginning of this lesson ten times each. Observe that position is used to indicate, not the vowel in the prefix for that is known, but the unknown vowel in the remaining portion of the word.

## AFFIXES.

225. Use B for *ble, bly,* and in long outlines, for *bility.* Line 7.

226. Write F for *fore;* use either f stroke or hook for *ful* and *fully.* Line 8.

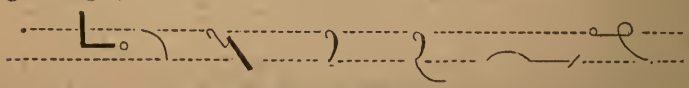
227. In place of the ing dot, write Iss for *ings,* a light slanting tick for *ing-the,* and a heavy slanting tick for *ingly.* Lines 9 and 10. Use the stroke Ing after a circle, and generally after a hook.

228. *Ility, ality,* and *arity,* may be indicated by disjoining the *stroke* immediately preceding *ility, ality,* or *arity.* In instrumentality, a disjoined *ment* indicates mentality.

229. Use Iss for *self,* Sez for *selves,* and Ish for *ship.* These are detached only when it is not convenient to join them.

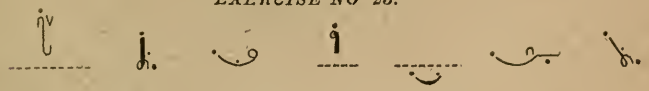
230. When it is just as easy to write a word in full, do so. When the use of a prefix or an affix would make the outline easier to write and the result would be legible, use the prefix or the affix. For example: it is easier to write beautiful in full, Bet-Fl, than to use the affix and write it B-T-F or even Bet-F.

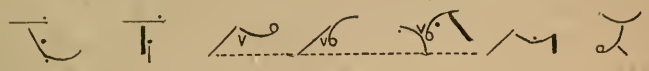
231. A wordsign may be used as a prefix or an affix provided the resulting outline can be easily read. It is joined when it makes a good angle; otherwise it is detached. Line 14.



The diggings are profitable; they-are therefore making-the successful

*EXERCISE NO 25.*

1 

2 

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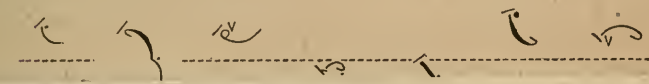
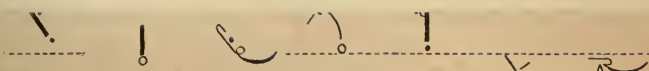
4 

In Par. 227 you will recognize a valuable expedient. While not strictly Pitmanic, it will not conflict.

9 

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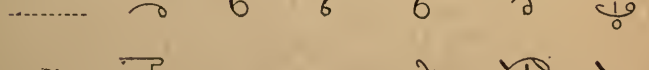
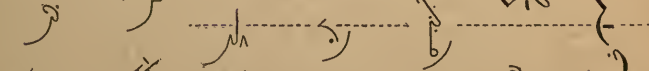
13 

14 

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224. Write the shorthand examples at the beginning of this les-

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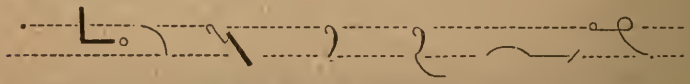
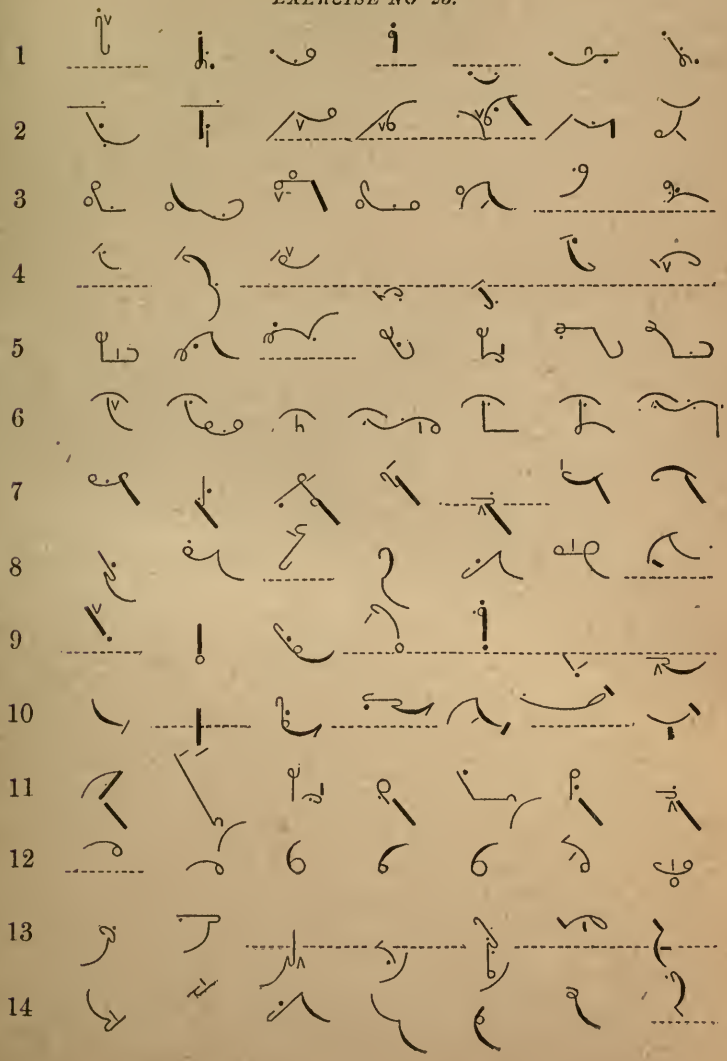
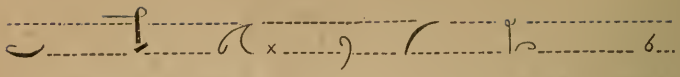


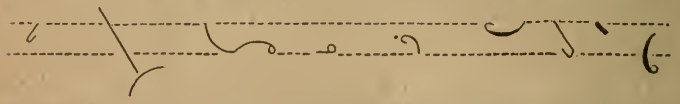
The diggings are profitable; they are making the successful

*EXERCISE NO 25.*

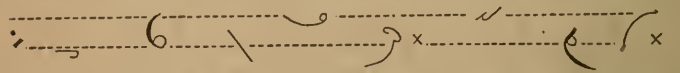




owner exceedingly wealthy. Through your instrumentality, he-has



achieved popularity for-himself and-has conferred honor upon all those



who count themselves happy in-his friendship. Onward, whosoever will.

232. Write the foregoing examples ten times. Read Exercise 25 once and write it in longhand.

## LESSON 44.

### PREFIXES AND AFFIXES CONCLUDED.

233. Write Exercise 25 in careful shorthand from your longhand transcript as directed in previous lessons. Then write the following exercise and read it from your notes: —

#### WRITING EXERCISE.

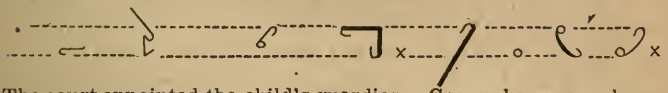
Contain, contrive, command, decompose, reconcile, accompany, recognize, counterminé, circumspect, circumscribe, selfish, instruct, instrument, enslave, magnify, conditions, commutation, giving-the, blushingly, passing-the, doing-the, confront, counteract, exceedingly, lovingly, having-the, magnificent, conquest, accommodate, inspiration, self-esteem, complain, inscribe, unseemly, counterfeit, insolvent, discontent, recommend, inscription, recompense, unconfined, controversy, inconvenient, inconsiderable, profitable, painful, successful, beautiful, wherefore, legibility, sensibility, instrumentality, myself, yourself, hardship, whenever, admissible, himself, herself, kindly, stability, craving, peculiarity, ourselves, friendship, susceptibility, considering, kinship, yourself, condensation, insulation, unsalable, insurmountable, interestingly, trustingly, paying-

the, advertising-the, valuing-the, facing-the, charmingly, self-defense, magnanimity, conquest, self-possessed, insult, tidings, compliment, profitability, concave, congress, commence, buildings, commune, countermarch, magnetism, commit, onward, forward, goodness, forever, although, hitherto, ourselves, unceremoniously, watchful, hopeful, unselfish, wherever, self-made, counterpart, magnanimously, circumference, insolvency, circumnavigate, communicated, accomplish.

## LESSON 45.

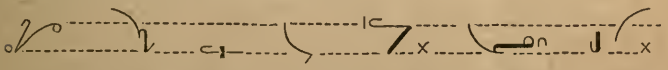
### SPECIAL VOCALIZATION.

234. In words of frequent occurrence, Chay, J, K, Gay, and sometimes Ish, may be divorced; that is, separated by a prominent vowel from their l or r hooks. If, however, a final vowel follows the l or the r, the stroke must be used for l or r; as in chilly, carry. This rule enables the students to write from principle many words usually memorized as wordsigns.



The court appointed-the child's guardian. George has seven shares.

235. A reporter seldom vocalizes these words, preferring to write a longer outline to taking the time necessary to insert a vowel. If, however, vocalization is desired, an intervening dot vowel may be expressed by writing a circle instead of a dot in first, second, or third place, as the case may be. Dash vowels and diphthongs are written across the stroke unless prevented by the presence of a circle, loop, or hook; in such case, the vowel is written just before or just after the stroke, as required.



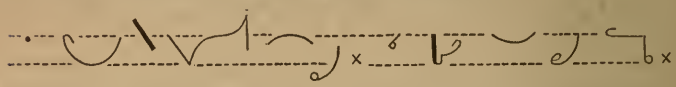
Charles ordered-the coal for-the college. Figures do-not lie.

236. The double consonants formed from these five strokes can be safely used, because the words which they represent are so few

that the context of the sentence will easily determine which word is meant. In case of other strokes, a divorce is sometimes advisable (1) to prevent a bad joining, (2) to shorten an outline that can be easily read by its consonants alone, or (3) to give a word a more distinctive, legible outline. Thus, Br-Lay is a better outline for *barrel* than B-Rel because the latter in rapid work is apt to resemble Be-Shl, the outline for *bushel.*

## SH AND L.

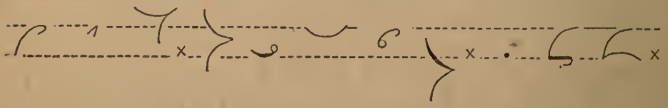
237. When ⌒ is written upward, it is called Shay. Shay may be used whenever it makes a better joining than Ish; as after F, V, Lay, or a hook on the circle side of a stroke.



The fleshy boy polished my shoes. He-is deficient in social qualities.

238. Always use upward Lay when l is the only stroke consonant in the word. *Lay is almost always used for l* except in the following cases:

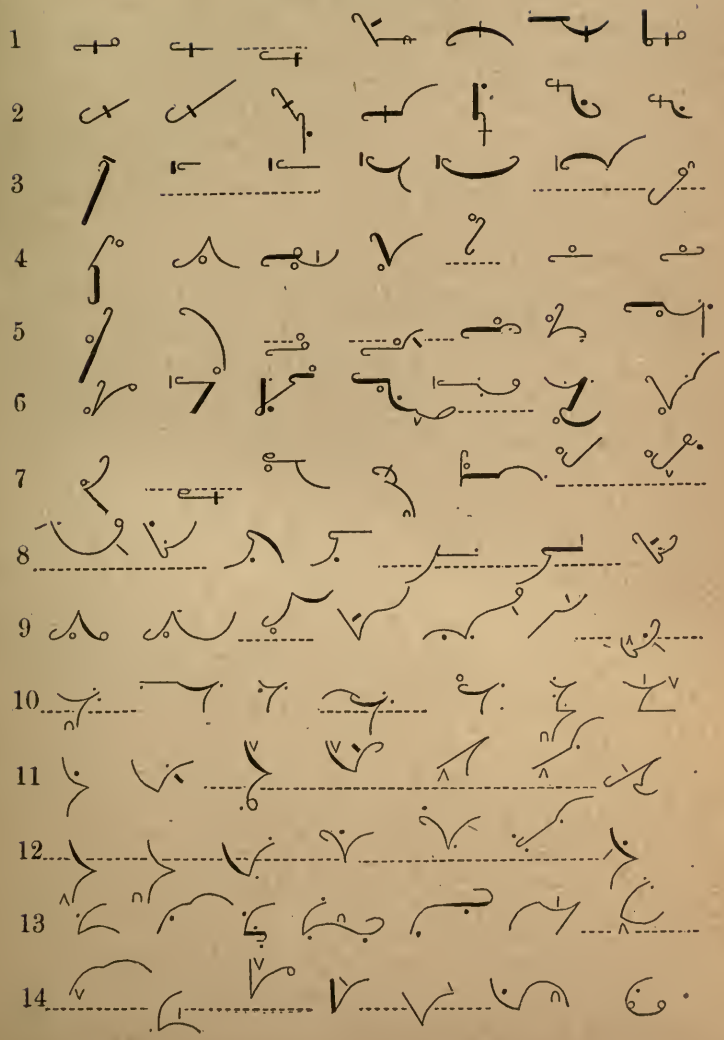
1. After N and Ing, use the downward El for the sake of a sharper angle.
2. Use El after F, V, and Ray unless a vowel follows l.
3. When l at the beginning of an outline is preceded by a vowel *and followed by a horizontal,* use the down stroke El.
4. El may be used whenever Lay would make a bad joining, or whenever it is necessary to indicate that a word begins with a vowel before l or ends with the sound of l.



Alone on-the Nile. *File* ends in-a silent vowel. An elegant elm.

239. Do not simply read Exercise 26. Study to know the reason of each outline. In the writing exercise, use the l or the r hook whenever the preceding vowel is italicized, as well as in the cases cited in Par. 234.

*EXERCISE NO. 26.*



## WRITING EXERCISE.

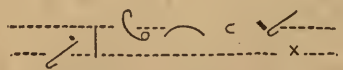
Use Shay: Fish, vicious, deficient, proficient, finish, vanish, sugar, shackle, shells, flash, thrush, thrash, flush, official, association, foundation (found-a-Shen), polish, abolish, shiver, shawls, financial.

Use Lay: Ellen, Allen, alone, align, elbow, elope, allege, alive, folly, fellow, valley, roily, rally, luminous, like, lung, lump, log, boiler.

Use El: Nail, Nellie, kingly, fowl, foul, file, vale, vowel, veal, vile, roil, royal, rill, elm, elk, alike, unlike, aluminum, illuminate, illuminated, Alleghany, elegance, Illinois, fuel, elasticity.

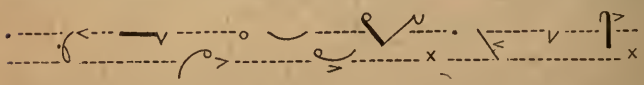
A sharp bargain. He is guilty of murder. Will you guarantee these scales to give correct weight? He fills his columns with spicy paragraphs. The school house is quite near us. Will you telegraph for another carload of charcoal? Charles has been court-martialed. George is paralyzed. He has charge of the galvanized iron works.

240. Since final h is always silent, eh, awe, ugh, and similar words may be indicated by writing the vowel in its proper position before Hay.



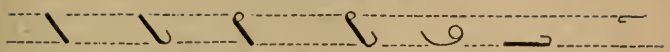
Ah, it fills me with awe.

241. Some reporters use ⊂ ∪ or ≺ in place of a dot vowel to indicate its union with w, y, or a following unexpressed vowel. In like manner, ⊃ ∩ or ≻ may be used with a dash vowel. These rare cases of vocalization are exemplified in the following:

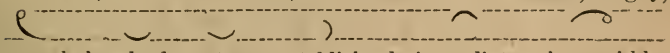


The atheist, Guy Lewis, is in snowy Siberia. The payee or the drawee.

## LESSON 46.



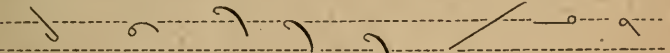
Object-, objection, subject-, subjection, U. S., govern-ed, accord-,
ed, ed, ment, ing-ly,



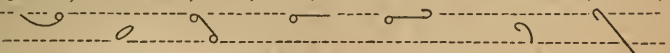
several, hundred, nature, establish-ed, immediate-, impossi-ble,
under, ment, ly, bility,

circumstances, notwithstanding, information, nevertheless,

gentlemen, gentleman, after, future, never, before, aware, above,

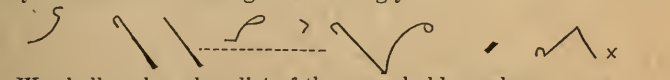


opinion, somewhat, over, very, whoever, rather, because, spirit,



influence, first, experience, describe, descriptive, afford, property.
proper-ly.

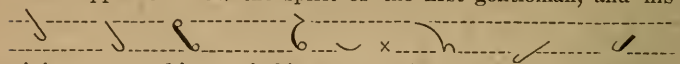
241. The first syllable of a word is often used in longhand as an abbreviation; as Bap. for Baptist, pub. for public, publishing, or publication. In like manner, in shorthand the first one or two syllables are sometimes enough to suggest the whole word. Thus, gov. may be used for govern, governed, or government; accord may be used for according or accordingly.



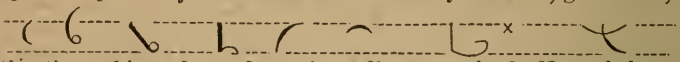
We shall prob. pub. a list of the prop. holders whom you rep.

Sometimes the last syllable of a word is indicated as well as the first, to make the word plainer. Thus, representative, representation. This principle of abbreviation may be applied by each stenographer to his special line of business, provided he confines it to words in every-day use and to words that can be correctly and instantly read when shortened. Some naturally incline to contractions and find it easy to write and read an abbreviated style that would be very unsafe for others.

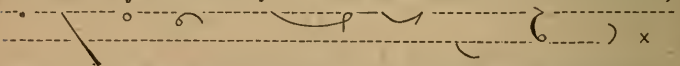
We happen to know the spirit of the first gentleman, and his



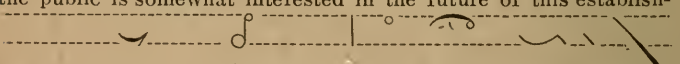
opinion upon subjects of this nature. Are you aware, gentlemen,



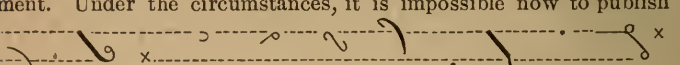
that these objects demand your immediate attention? Nevertheless,



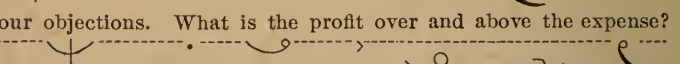
the public is somewhat interested in the future of this establish-



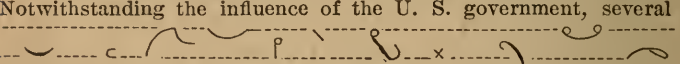
ment. Under the circumstances, it is impossible now to publish



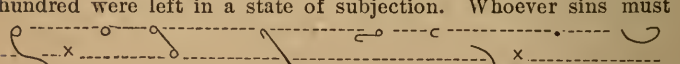
our objections. What is the profit over and above the expense?



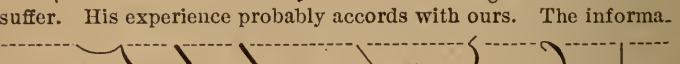
Notwithstanding the influence of the U. S. government, several



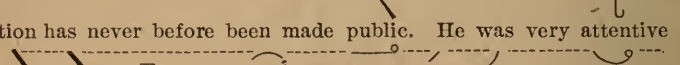
hundred were left in a state of subjection. Whoever sins must



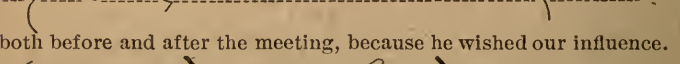
suffer. His experience probably accords with ours. The informa-



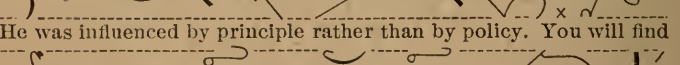
tion has never before been made public. He was very attentive



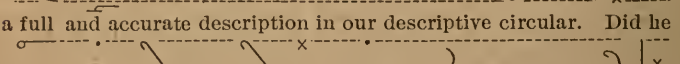
both before and after the meeting, because he wished our influence.



He was influenced by principle rather than by policy. You will find

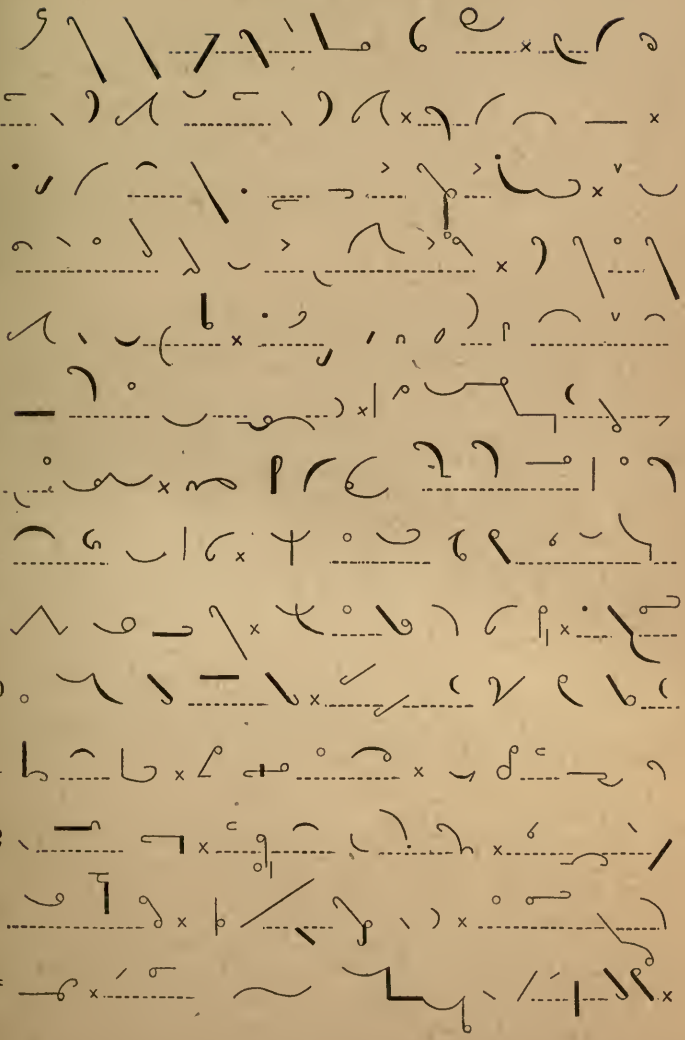


a full and accurate description in our descriptive circular. Did he



describe the property properly? The establishment can afford it.

*EXERCISE NO. 27.*



# LESSON 47.

## PHRASING.

242. Phrasing is one of the most valuable expedients for obtaining speed in shorthand writing. In correct phrasing, the words joined without lifting the pen are not only written more rapidly but are read with greater ease and certainty than when written separately.

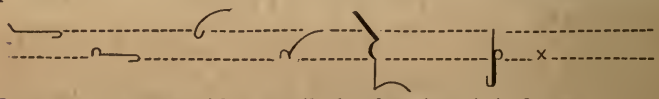
243. Phrase such words as are closely connected in thought, like the following:

1. A pronoun and its verb. Ex. I will have, you can do.
2. A verb and its object. Ex. Send us, give me, make them.
3. A modifier and the word modified. Ex. A long time, very good, your letter.
4. A preposition and the words following. Ex. In the city, by return mail.
5. Two words connected by a conjunction. Ex. Two or three, more and more.

244. No matter how closely connected in thought words may be, they should never be phrased *unless the joinings are good* and the expression is one of *very frequent* occurrence. Unusual phrases, inconveniently long phrases, and phrases with awkward joinings should never be employed.

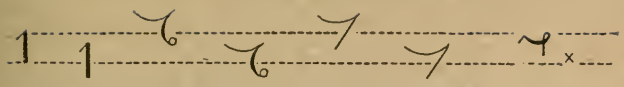
245. As has been stated in previous lessons, *a, an, and, the,* and *he,* always take the position of the word to which they are joined.

246. With these exceptions, THE FIRST WORD OF A PHRASE IS ALMOST ALWAYS WRITTEN IN ITS USUAL POSITION, and the other words follow, one after another, without regard to position.

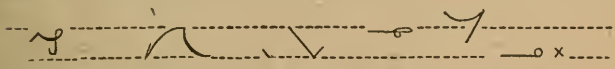


I can, you can, we will, you will, by that time, it is done.

247. In rare instances, it is necessary to put the *second* word of a phrase in position instead of the first word, in order to make the second word more legible, or to distinguish between conflicting phrases that would otherwise look alike.



I do, I had, in these, in those, in each, in much, I understood.



I understand he will have to pay the costs in each case.

248. Remember that in phrasing *he* is always represented by the down tick Chetoid, while *I* is represented by one-half of the word-sign for I — by the down tick Petoid before an up stroke, and by the up tick Retoid before a down stroke. *You* may be represented by Yeh whenever Yuh will not make a good joining. *Us* is represented by Iss; *is his, as is*, etc., by Sez; *not* by the half length Net or else

In treating the subject of phrasing, especially in Lessons 47 and 48, we have sought to establish the general principles of phrase writing, rather than to furnish a great number of phrase outlines to be memorized. A familiarity with these principles will enable the stenographer to intelligently construct such phrases as his particular line of work requires. Pages 93, 94, 106, 108 and 112 furnish a liberal number of phrases for drill.

I did not see him before he left. I had not given him the bill.

He cannot go now. I am sure he will not be pleased.

249. When *must* is joined to a following word, its loop is changed into a circle.

# LESSON 47.

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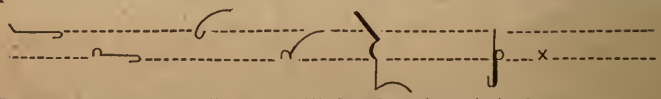

I can, you can, we will, you will, by that time, it is done.

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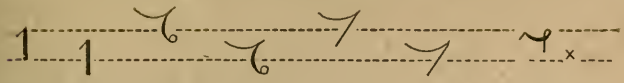

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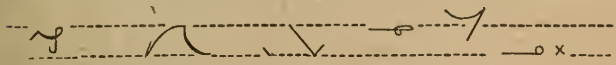

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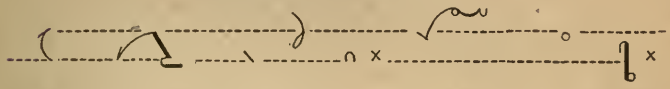
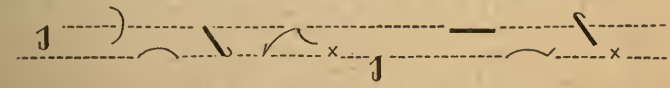
## SPEED SENTENCES.



I think he will be glad to assist you. I will send you his address.

When you can, let us hear from you. Is his house insured?

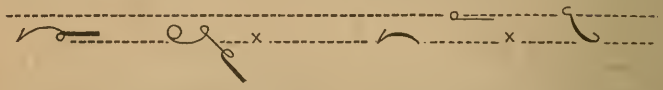


I did not see him before he left. I had not given hi m t he bill.

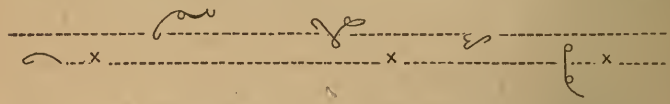
He cannot go now. I am sure he will not be pleased.

249. When *must* is joined to a following word, its loop is changed into a circle.

250. *May be* is represented in phrasing by Emp; *have been*, by Ven; *we, with,* and *were,* by the w semicircle or by the small w hook.



He must go as soon as possible. He may be sick. We have been



with him. We will send you price lists. We wére not satisfied.
wern't

251. Pay especial attention to position when writing the phrases in this lesson. Be able to write the examples and speed sentences correctly and quickly from dictation; then write the exercise below.

### WRITING EXERCISE.

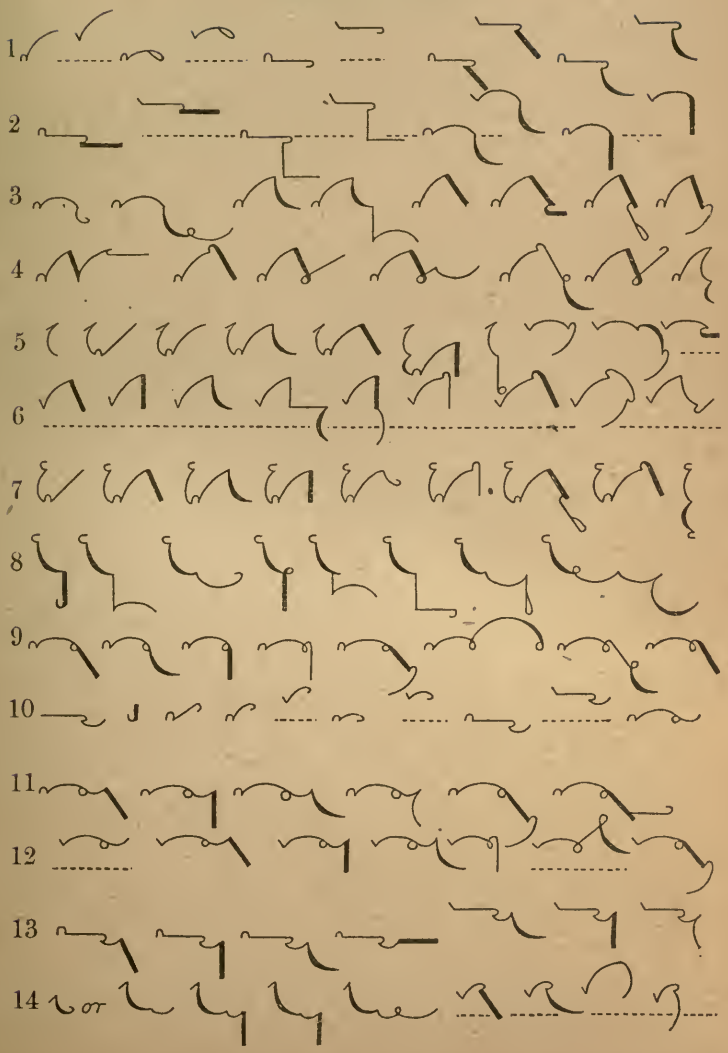
You may, you can, you will, you may try, you can do, you may think, you will do, you will find, you will try, we were, we will find, we will try, we are, we are found, we think, we think that, we think you may, we think you must, we think you will, we have seen, they were, they think that, they thought that, it was, it would be, he cannot, he will not, he will not be, he must do, he must not, what would be, what was done, in each, in which, in much, they said, and with that, he must go, he must be, you must do, you must not do, you must not have, we have been, I have been, I did not, I did not know, I had not, we have seen you, when you can, by the way, as good as, as long as, as sóon as possible, who are, they sent you, they sent us, with him, we are glad, we are sorry, I shall not be, I must, I must have.

## LESSON 48.

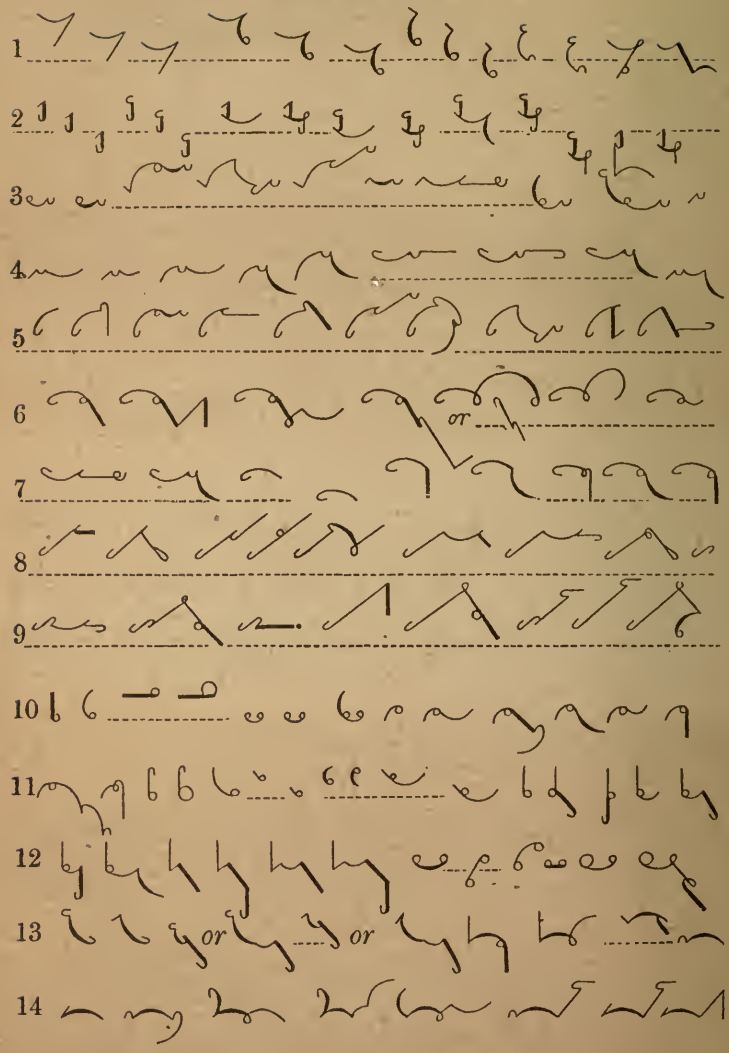
### MISCELLANEOUS EXPEDIENTS.

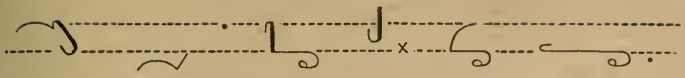
252. A large hook on the n-hook side of a straight stroke is used by the writers of several shorthand systems to represent *thr, tr* or *dr*.

*EXERCISE NO. 28.*

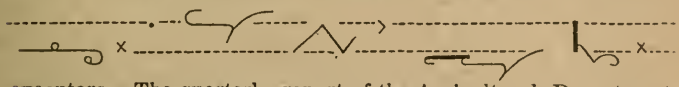


*EXERCISE NO. 29.*



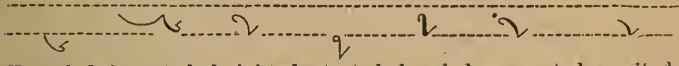


My brother married the director's daughter. Electors, collectors and



executors. The quarterly report of the Agricultural Department.

253. A light slanting tick is used by some of our expert writers to represent the syllable *ed* when the latter cannot be conveniently represented in any other way, or when it is desired to retain the form of the primitive word.

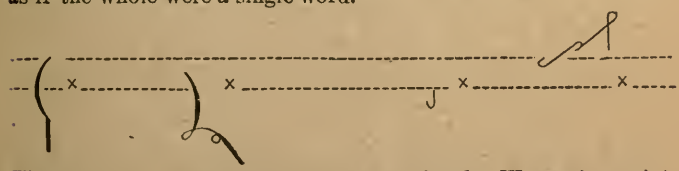


Founded, invented, freighted, started, dreaded, converted, awaited.

254. *To* may be indicated by writing the following word in the fourth position, entirely under the line, half a stroke below the third position. M[illegible] may be used for *to me* but never for [illegible]

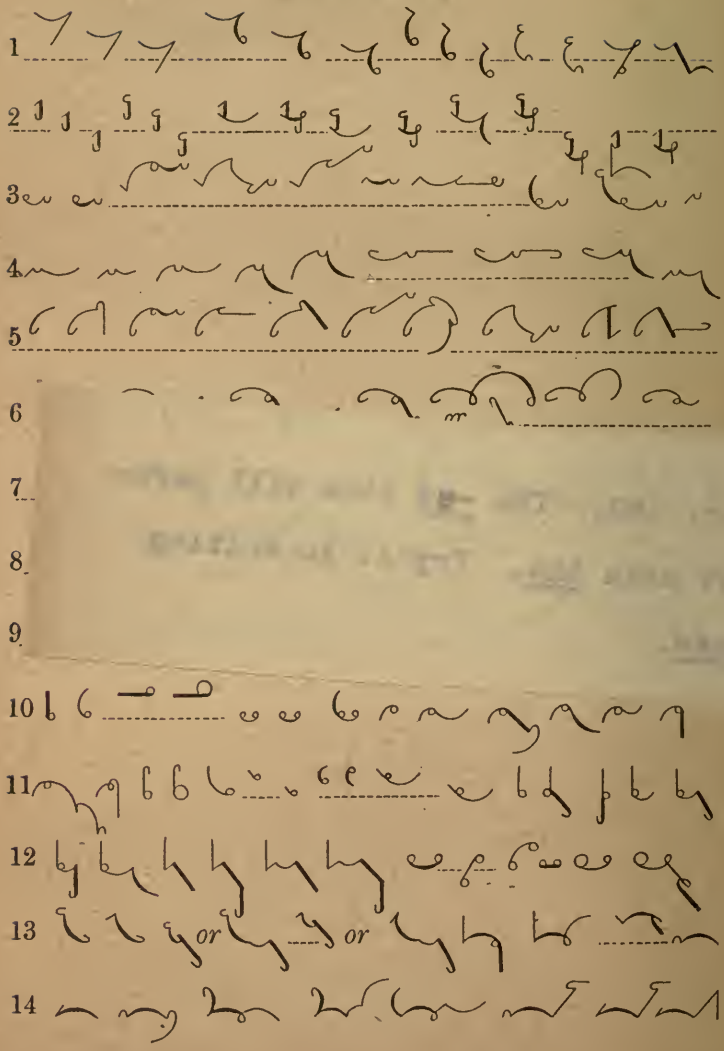
Par. 253.--The -ed tick will never conflict with the. Try it in writing mentioned.

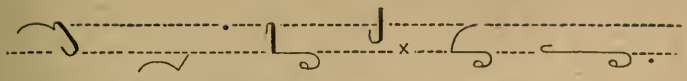
256. As a rule, the outline of each word in a phrase should be distinct and unmistakable. But as the words of a frequently reiterated expression are sometimes run together when speaking, so in writing, the words of an every-day phrase may be run together as if the whole were a single word.



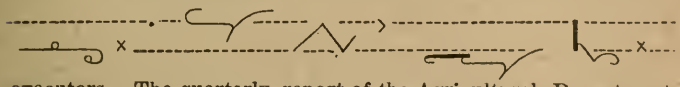
| | | | |
|---|---|---|---|
| The-other day | As-there seems to be. | At-hand. | We-are-in receipt. |
| Thuther. | Azther. | Atand. | Weern. |

*EXERCISE NO. 29.*



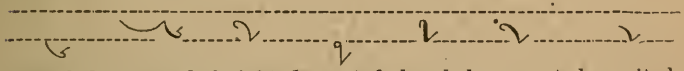


My brother married the director's daughter. Electors, collectors and



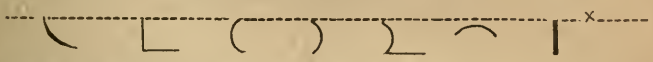
executors. The quarterly report of the Agricultural Department.

253. A light slanting tick is used by some of our expert writers to represent the syllable *ed* when the latter cannot be conveniently represented in any other way, or when it is desired to retain the form of the primitive word.



Founded, invented, freighted, started, dreaded, converted, awaited.

254. *To* may be indicated by writing the following word in the fourth position, entirely under the line, half a stroke below the third position. M[4] may be used for *to me*, but never for *to him*. As a rule, however, it is the second-position or more common word that is written in the fourth position.

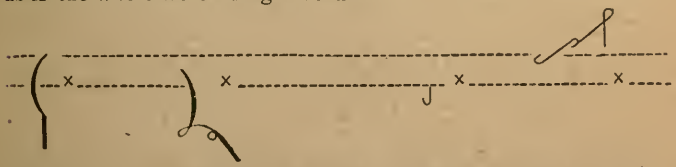


To have, to take, to think, to say, to ask, to me, to do *or* to-day.

255. The half length *Est* is sometimes written up, as in elocutionist, gravest.

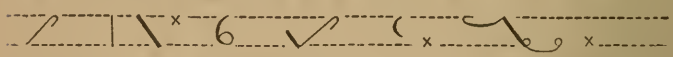
## PHRASING CONTINUED.

256. As a rule, the outline of each word in a phrase should be distinct and unmistakable. But as the words of a frequently reiterated expression are sometimes run together when speaking, so in writing, the words of an every-day phrase may be run together as if the whole were a single word.

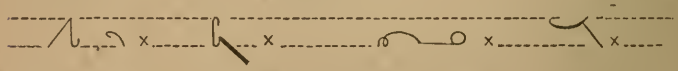


| | | | |
|---|---|---|---|
| The-other day | As-there seems to be. | At-hand. | We-are-in receipt. |
| Thuther. | Azther. | Atand. | Weern. |

257. Thus the l hook may be used in phrasing for *will* or *all;* the r hook for *are* or *our;* the n hook for *than, own,* or *one;* the f or v hook for *of* or *have,* and the n curl for *in.* Nr is used to express *in* followed by *re,* as in the phrases, *in regard, in reply,* etc.

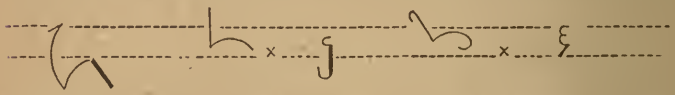


Which-will it be? This is better-than that. In our business.
Which'll better'n

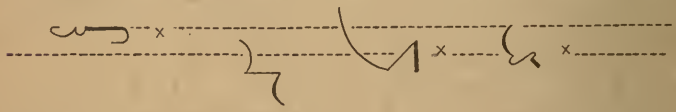


Rate of freight. It will have to be. In some cases. In reply.

258. One of the most valuable devices in phrasing is the representation of *their, there, they are,* and less frequently, *dear* and *other.* These words may be added to a *curve* by doubling the length of the curve; they may be added to a *straight stroke* by placing a large hook on the *n*-hook side of the stroke; they may be added to a *hook, circle, loop, or half-length curve* by a heavy slanting tick, Betoid or Jetoid.



I think there will be time. We had their permission. We were there.



When-did you go there? Ask them if they are ready. They were not there.
Wend-

259. Every profession has its technical terms and peculiar phrases. These should be written in full until the writer becomes familiar with them, when they may be abbreviated or phrased with safety and advantage. Thus the sermon reporter may write kingdom of Heaven, children of Israel, and the law reporter may use such phrases as what is your business, and where do you reside, sworn and examined.

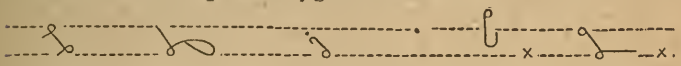
260. Occasionally a special phrase should be formed for a special occasion, as when a long and difficult combination of words

is frequently repeated. Thus, may be used for "New York Central R. R. Co., for Lake Shore and Michigan Southern R. R. Co. The phrase should be written in full in the margin of the notes near its first insertion.

261. The student should phrase carefully, using at present only the most common phrases and those given in these pages. Although phrasing adds greatly to speed, it is better to phrase too little than to phrase wrongly.

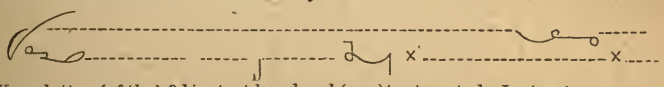
## OMISSIONS, CONTRACTIONS, ETC.

262. An unaccented vowel, an obscure consonant, or in very common words and phrases, even a syllable or a word may be omitted, especially when its insertion is difficult and when what remains is sufficient to make the reading certain and easy. *W, y, h,* or *t* in syllables ending in st, are the consonants most frequently omitted. The adverb termination *ly*, or the final syllable of a long word, is frequently omitted. Common words beginning with *ex* are often abbreviated as in *Express Co.*, given below.

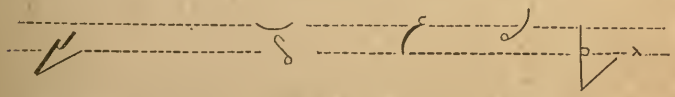


I suppose the postmaster comprehends the situation. Express Co.

263. In frequent expressions, *con* or *com* may be indicated by writing the remainder of the word so that it almost or quite touches the preceding word. *Of the* should almost always be indicated by proximity. Tnere is no other expedient that saves so much time as the omission of *of the*.



Your letter (of the) 2d inst. at hand and (con)tents noted. In (con)sequence.



Gentlemen of the jury, in compliance with your wishes, etc.

264. An outline that contains only a part of the consonant sounds in a word is called a contraction. When easily read, longhand abbreviations and even slang words may be used as contractions.

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

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

Association by an intersected ) Ex. Stenographic Association.

Company by an intersected — Ex. Oil Co.

Department by an intersected | Ex. War Dept.

Railroad by an intersected / Ex. Pennsylvania Railroad.

Society by an intersected ) Ex. Missionary Soc.

Superintendent by an intersected Ex. Gen. Supt.

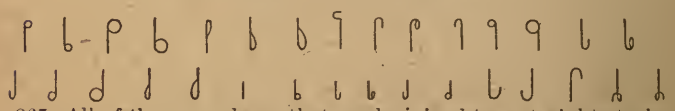
266. As a rule, omissions and contractions should be used only in every-day words and phrases.

WRITING EXERCISE.

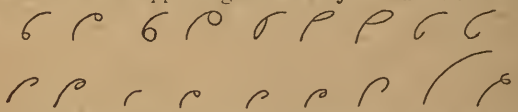
As there seems to be, by their, at their, it is not there, in consequence, to prove, to me, to him, to blame, profits of the business, settlement of the estate, expiration of the policy, members of the firm, copy of the advertisement of the book, proceedings of the court, laws of the United States, list of the names of the collectors, minutes of the Secretary, hardware department.

## LESSON 49.

### RESUME OF APPENDAGES.



267. All of the appendages that can be joined to a straight stroke are given above, with T as a sample stroke. The stroke Lay is given below with the appendages that may be added to a curve.



268. Give the names of these signs as far as you can without referring to the key. In the key, the stroke phonographs are capitalized and the appendages are written in small letters.

Key: iss-T, Tees, sez-T, Teesez, steh-T, Teest, Teester, weh-T, Tl, sTl, Tr, sTr, sezTr, Tef, Tefs, Ten, Tens, Tensez, Tenst, Tenster, Tet, Tets, Teft, Tefts, Tent, Tents, Teeshun, Teether, Tway, Teesishun, Tensishun.

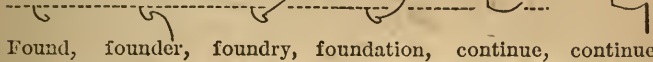
sLay, Lays, sez-Lay, Laysez, steh-Lay, Layst, Layster, weL, Ler, Len, Lens, Let, Lets, Lent, Lents, Layshun, Layther, Laysishun.

## GENERAL RULES.

269. When writing new matter, use the briefer signs — circles, semicircles, loops, and hooks, unless there is a reason for not using them. Write a long word, *one syllable at a time*, disregarding the less important vowels, and dividing the word according to convenience, without reference to the usual method. Thus cantaloupe should be divided into two syallables, cant-loupe, and written Kent-Lay-Pe. The five-syllabled word documentary is changed into the three-syllabled dok-ment-ry. In this way, a long word becomes nothing more than two or three short words joined together. Omit obscure consonant sounds, especially when it would be difficult to insert them; write the prominent consonant sounds plainly; and, if necessary, insert a vowel to make the word easily read.

270. PROPER NAMES SHOULD ALMOST ALWAYS BE VOCALIZED when written in shorthand.

271. As far as practicable, the form of a primitive word should be retained in its derivatives. Thus:



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

272. A derivative is written unlike its primitive when necessary to secure a good joining or to distinguish between words containing the same consonant sounds. Thus:

See, seen, assign, assignor, approve, approval.

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

1. By an arbitrary or a natural difference in their outlines; as gentlemen, agent.
2. By a difference in position; as migrate, emigrate.
3. By vocalizing one of the words; as some, same.

274. In order to distinguish a negative from a positive word, as immoral from moral, it is sometimes best to represent a double letter by two strokes instead of one.

275. In rare instances, the pen may be lifted in the middle of an outline where the joining is awkward or impossible. In bad-ness, re-written, and appoint-ment, the hyphens indicate where the pen should be lifted.

**NUMBERS.**

276. When alone, one and six should always be written in shorthand.

277. It is better to write the following also in shorthand:

2, 3, 4, 5, 10, 12, first, second, third, sixth, tenth.

278. Numbers consisting of two or more figures are written entirely in figures, with two exceptions:

1. When a number ends in two ciphers, the wordsign for hundred should be used in place of the ciphers. In like manner, thousand is used for three ciphers and million for six ciphers.

100, 200, 7,000, 2,300, 100,000, 9,000,000.

2. Twenty, thirty, etc., may be written as follows:

**PUNCTUATION.**

279. An inch space may be used for a long pause, such as a period or a semicolon, and half an inch space for a shorter pause. Or, x or / may be used for a period and x for a question mark. A waving line under a single word or a straight line under two or more words indicates that they are to be underscored or italicised. Two parallel horizontal lines under a word indicate capitals. A hyphen is denoted by // . Other marks are as follows:

Dash, parenthesis, quotation marks, laughter, applause.

280. While in engraved phonography it is advisable to save room by using a cross or the double length Chay for the period, it is much better in ordinary reporting to use spaces for periods, commas, etc. Leave a long space whenever the speaker makes a long pause, and a short space whenever he makes a short pause; then you will find your notes easy to read and the transcript easy to punctuate. Each separate statement will stand out clearly, and the sense of the passage can be easily grasped. If a page were printed without capitals or punctuation marks, it would take some time to read it understandingly; and occasionally it would be impossible to tell which of two meanings were intended. Shorthand without punctuation is like such a page, difficult or impossible to

read intelligently. Shorthand with all the pauses indicated by spaces of different lengths, is like that page with periods, commas, and semicolons properly inserted, rendering the meaning clear and unmistakable.

281. Conclusion. — All the principles of phonography have been presented to the student. He should now take two or three hundred words at a time of the following shorthand pages, reading and writing each lesson until the shorthand is as plain as print, and until it can be written correctly from dictation. Then he should write the lesson several times from dictation, reading his notes each time that he writes them, and gradually increasing his speed as he can without lessening the accuracy of his notes.

The student will find that an occasional word may be written in more than one way, and that authorities differ as to which is the best method of writing the word. Thus *private* may be written Pr-Vet or Pref-Te. *November* may be written in full En-Ve-Ember or it may be abbreviated En-Ve. Some write more rapidly with fuller outlines, while others naturally adopt contractions. The student should select and invariably use that outline which is easiest, most natural to him, most in accordance with his habit of thought. As a rule, however, there is only one right way of writing any given word, though there may be several possible outlines representing the same consonants. There are ten ways in which s-t-r may be expressed in shorthand, and yet such is the influence of the vowels in determining the proper outline of any word, that of these ten outlines, hardly any one of them can be correctly used to represent more than one word. Let the student write a different outline for each of the following words containing the consonants s-t-r, and let him give a reason for the selection of each outline: Store, story, satire, (et) cetera, estuary, (h)istory, astray, astir, and oyster.

282. The phrasing, contractions, outlines of conflicting words, the final wordsign exercise, and the review questions may be taken little by little in connection with dictation lessons. The court testimony should not be taken up until the student can write business letters with considerable facility. Our "Business Letters in Shorthand" and "Typewriting Instructor" contain excellent dictation matter, and should follow the business letters in this book.

# REVIEW QUESTIONS.

On which side of a straight stroke is the l hook written? The r hook? The f or v hook? The n hook?

Write and name the Pl series of double consonants, both straight and curved.

Write and name the Pr series of double consonants, both straight and curved.

When should the hook, and when should the stroke be used for l or for r? How are Mr and Nr distinguished from Wem and Wen?

What two curved double consonants are written up?

What consonant phonographs take the n hook?

What phonographs take the f or v hook? Par. 198.

Write and name the double consonants of the Pef series.

How is Iss combined with the l hook? With the f or v hook?

How are words like *explained* and *exclusive* written?

What may be written *in place of the n hook* on straight strokes?

When must Iss be written *within the n hook?* Pars. 186 and 199.

What may be written in place of the r hook?

When must Iss be written within the r hook?

How are words like *disagreeable* and *jasper* written?

What is the effect of doubling the length of Ing? Of Emp? Of any other curve?

Which half of a lengthened curve is put in position?

Is a final hook read before or after the thr, tr, or dr?

Write Tway, Dway, Kway, and Gway.

How do Ler, Mel, Nel, and Rel differ from Wel, Wem, Wen, and Wer?

On which side of a stroke is the Shun hook written?

What vowels are placed by the Ishun curl, and on which side is each written?

When should the Ishun curl, and when should the Shun hook be used?

How are *con, com, cog,* etc. indicated at the beginning of a word?

How are they indicated in the middle of a word?

What prefixes are indicated by Iss? By Em? By a slanting tick?

When should the n curl take the place of the n stroke?

What affixes are denoted by Be? By Ef? By the f hook or stroke? By Sez? By Ish?

How are *ings, ing-the,* and *ingly* written? When should the stroke Ing be used instead of the ing dot?

How are *ility,ality, arity,* etc., written?

When should a prefix or affix be used, and when should a word be written in full?

What consonants may be divorced from their l or r hooks?

How is an intervening dot vowel expressed? An intervening dash vowel?

Write the following: Ah, it fills me with awe; The atheist, Guy Lewis, is in snowy Siberia; The payee and the drawee.

When should Shay be used instead of Ish?

When should Lay, and when should El be used?

What classes of words may be phrased?

Which word in a phrase is put in position?

How are the following represented in phrasing: *I, he, us, is his, as is, may be, have been, not, we, with, were?*

What words may be indicated by lengthening a curve?

How may these words be added to a straight stroke?

When should they be expressed by Betoid or Jetoid?

What words may be indicated by the l hook, the r hook, the n hook, the f or v hook?

How may *to* be indicated?

How are *con* and *of the* sometimes indicated?

What consonants are most frequently omitted? What other sounds and syllables are sometimes omitted, and when?

If two words contain the same consonant sounds, how can they be distinguished?

How should long words be written?

Can a word be correctly written in more than one way?

Attach all of the appendages that a stroke may take to the stem Te, and name the resulting combinations.

Attach all of the appendages that a curve may take to the stem Lay, and name the resulting combinations.

## CONTRACTIONS.

### KEY TO PAGE 105.

Line 1. Suggest, suggested, adjust, adjusted, adjourn, tempt, contempt, consumption, presumption, stamped.

Line 2. (Omission of W.) Require, inquire, quality, qualify, dissuade, persuade, persuasion, withdraw, within, withstand.

Line 3. (Omission of Y or U.) Suggestion, behavior, situation, picture, fracture, feature, temperature, literature, moisture.

Line 4. (Omission of H.) Comprehend, apprehend, comprehension, apprehension, withhold, behold, inheritance, inherited, behindhand, history.

Line 5. (Omission of T by changing the Steh loop in the middle of a word to a circle.) Mostly, postpone, postal-card, postage, postoffice, testimony, adjustment, western, mistake, customer.

Line 6. (Omission of R when its insertion would be difficult.) Southern, Southerner, quarterly, purpose, surprised, subscribe, superscribe, prescribe, proscribe.

Line 7. Intelligent, intelligence, intelligible, passenger, messenger, brief, or briefly, positively, chiefly, stiffly.

Line 8. (Omission of N where its insertion is difficult.) Pennsylvania, translation, transaction, transcribe, identical, adjournment, assignment, disappointment, abandonment, attainment.

Line 9. (Omission of ing, ent-ly, tial-ly.) Understanding, Thanksgiving, sufficient or sufficiently, efficient-ly, deficient-ly, proficient-ly, substantial-ly, prudential-ly, differential-ly, circumstantial-ly.

Line 10. (Omission of Kay or Gay after Ing.) Distinguish, anxiety, distinct, distinction, junction, sanction, relinquish, bank, bankrupt.

Some omit Kay also in the very common words, expenses, exception, except, examine, examination.

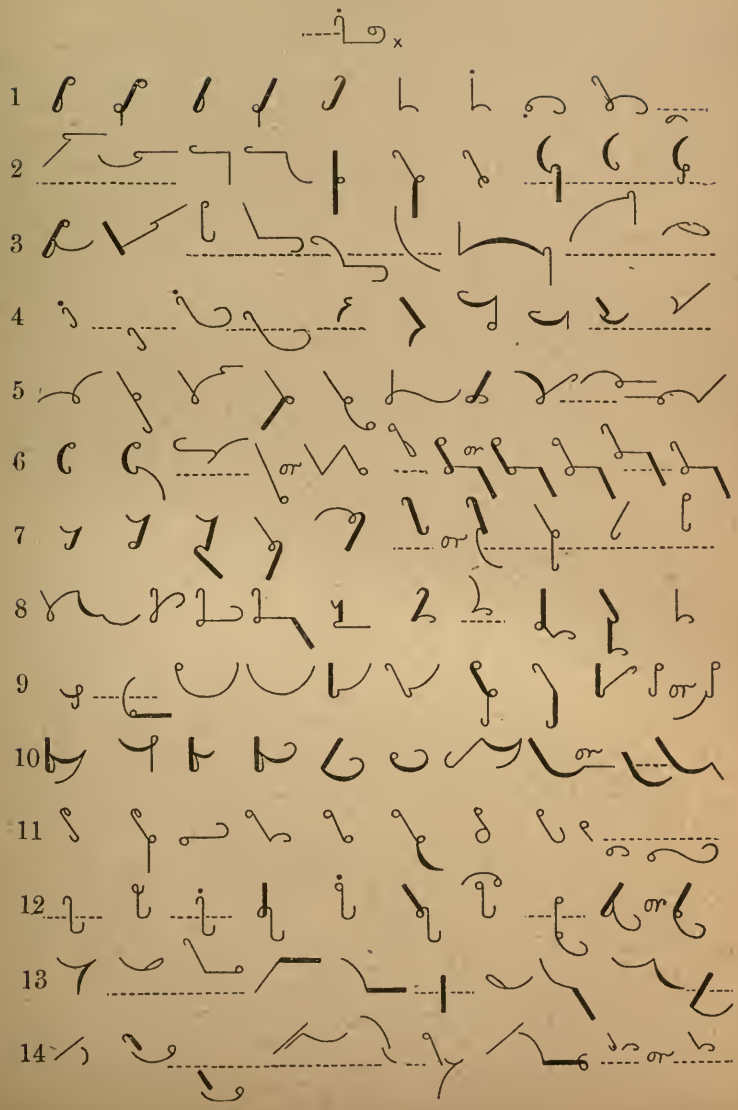
Line 11. Explain, explicit, excursion, experiment, express, expressive, etc.

When the sound of K comes between T and the shun hook, some of the best reporters omit the Kay while others equally expert insert it. K may also be omitted between F and shun. Thus:

Line 12. Attraction, instruction, contraction, distraction, construction, obstruction, misconstruction, satisfaction, justification.

Line 13. New York, inst., prox., reg., irregular, ad. (vertisement), steno. (grapher), Feb., Nov., January.

Line 14. Re-establish, brightness, badness, rewritten, hereafter, supernatural, reorganization, appointment.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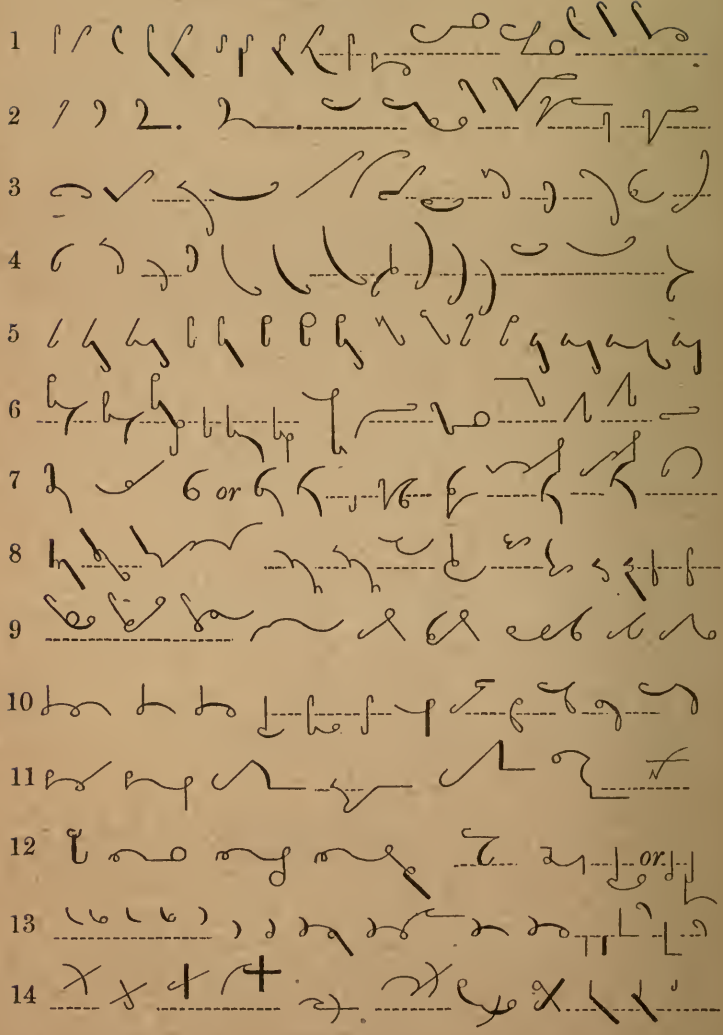
*EXERCISE NO 30.*



## PHRASING CONTINUED.

R — are, our. L — will, all.
N — than, own. V — have, of.

### Key to Phrasing on Page 106.

1. It will, which will, they will, it will be, which will be, it will not, it will not do, it will not be, which will you have, at all, at all times, in all cases, in all such cases, of all, by all, by all means.

2. Which are, they are, they are going, they are making, in our, in our business, by our, by our request, which are likely, at our, at our request.

3. More than, better than, harder than, longer than, rather than, later than, greater than, sooner than, higher than, other than, further than, less than, shorter than.

4. Your own, her own, our own, their own, for their own, have their own, of their own, it is your own, is their own, was their own, as-has their own, in our own, in their own, for your own.

5. Which have, which have been, which have not been, it will have, it will have to be, said to have, is said to have, said to have been, I hope to have, we hope to have, which are to have, such have, who have been, who have not been, who have never been, who have not done.

6. City of New York, state of New York, city of Boston, out of, out of the way, out of the city, instead of the, lack of, number of cases, copy of, rate of, right of, care of.

7. Dear sir; no, sir; yes, sir; your favor, at hand, truly yours, yours truly, I am in receipt of your favor, we are in receipt of your favor, we will say.

8. Do you remember, by express, by return mail, heard from you, he heard from you, not only, it is only, we were not, they were not, who are not, who would be, at first, at last.

9. Please send us, please wire us, please let us know, let me know, with respect, yours with respect, sincerely yours, with relation, with reference.

10. It seems to me, it is important, it is impossible, at any rate, at all events, at length, next day, with regard, southeast, northeast, southwest, northwest.

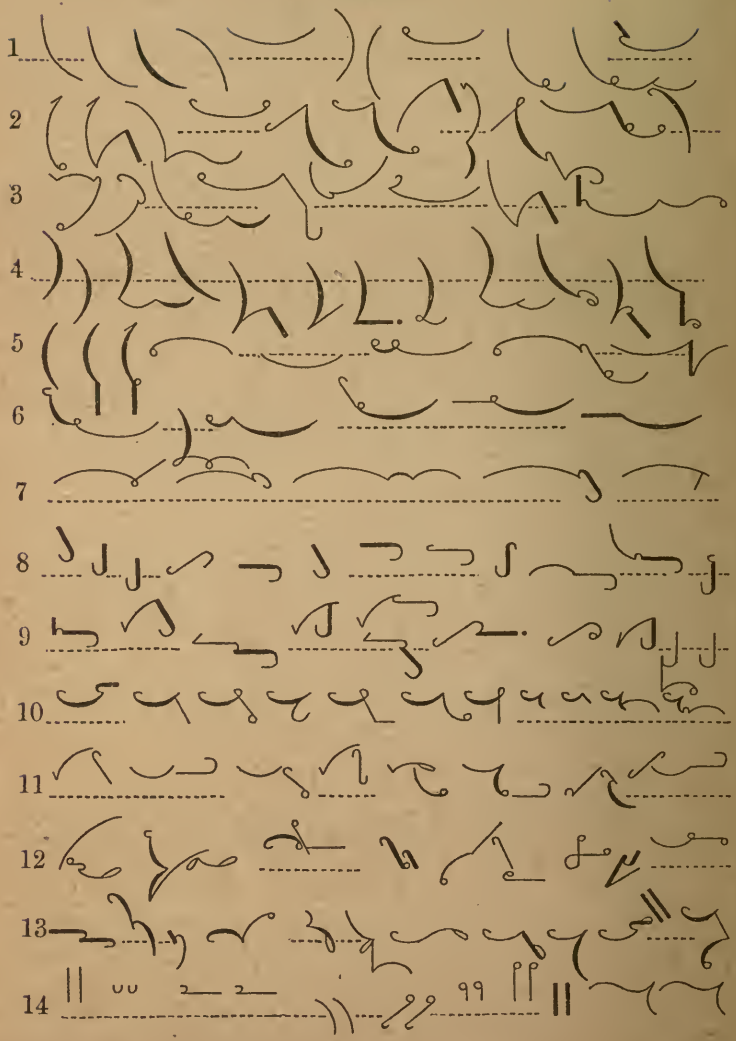
11. State of Missouri, state of Minnesota, railway company, hardware company, railroad company, Smith & Co., oil company.

12. In consideration, in some cases, in some instances, in as many as possible, call your attention, and contents noted, at once, at one time.

13. If it, if it is, of it, of its, is it, as it, as it is-has, as it seems to be, as it seems likely, as it is important, as it is impossible, at it, had it, take it, over it, took it, from it.

14. Erie Railroad, Pennsylvania Railroad, War Department, Legal Department, Medical Society, Missionary Society, Savings Association, General Superintendent, it ought to be, it ought not to be, or not.

*EXERCISE NO. 31.*



# PHRASING CONTINUED.

**Key to Phrases on Page 108.**

Lines 1–9, see Par. 258. Line 10, Par. 257. Lines 11, 12, Par. 263. Lines 13, 14, Par. 262.

1. If they are-their-re, for they are-their-re, have their-re, are their-re, in their, saw their-re, think they are-their-re, seen their, for there is not, for there is no one, between their.

2. I think there is, I think there will be, are there many, when there is, wherever there is, whenever there is, will there be, I saw there was, receive their permission, in their business, over there.

3. I am sure there is, furnish their, if there is anything, sign their petition, finish their, shorten their, if there will be, do you know their names.

4. Is there, as there, is there anything, of their, as there will be, as there are, as they are going, as there is not, is there no one, of their friends, as there will not be, of their demands.

5. The other, the other day, on the other side, some other, no other, send us another, some other person, another delay.

6. We have seen their, as there seems to me, sending there-ir, pleasing their, causing their, going there.

7. My dear sir, my dear friend, my dear madam, my dear brother, my dear child.

8. By their, do their, had their, where they are, go there, be there, giv their, call there-ir, deliver their, make their, if you go there, we had their.

9. Did you go there, I will be there, he can go there, I will deliver their, I will call there, he can be there, where they are going, where there is, he will do their, at other times, at their.

10. In regard, in reply, in response, in relation, in respect, in reference, in receipt, in order that, in order to, in order that we may, in order that you may.

11. I will comply, in connection, in compliance, I will contrive, I must confess, in this connection, you are comparatively, we are in communication.

12. Letter of the 2d inst., we have your letter of the 1st inst, remarks of the speaker, members of the board, salary of the principal of the school, circumstances of the case, gentlemen of the jury, in consequence.

13. Again and again, over and over, two or three, more or less, east or west, for the first time, one of the most, one of the best, one or the other, one of the greatest, by and by, in reply to yours.

14. From time to time, from year to year, from week to week, from hour to hour, from house to house, from street to street, from city to city, from day to day, from month to month.

## CONFLICTING WORDS.

KEY TO PAGE 111.

1. Train, turn, poor, pure, cancel, counsel, castle, intention, inattention, account, count.

2. Disease, decease, predict or product, protect, Saturday, yesterday, older, later, oldest, latest, amount, mount.

3. Spread, separate, sport, support, cost, caused, wait, await, mere, remarkable, prove, approve.

4. God, guide, Mrs., misses, firm or frame, form, written, retain, patient, passionate, edition, addition.

5. Auditor, daughter, detect, deduct, attainable, tenable, gentle, gentlemanly, situation, station, real, rail, rule.

6. Appropriation, preparation, proportion, birth, breath, traitor, trader, back, book, credence, accordance.

7. Comply, apply, operation, oppression, science, essence, devise, advise, division, devotion, needless, endless.

8. Fix, affix, room, army, business, baseness, absence, imminent, eminent.

9. Notch, inch, effect, affect, consequently, secondly, regret, regard, surprise, express, suppress.

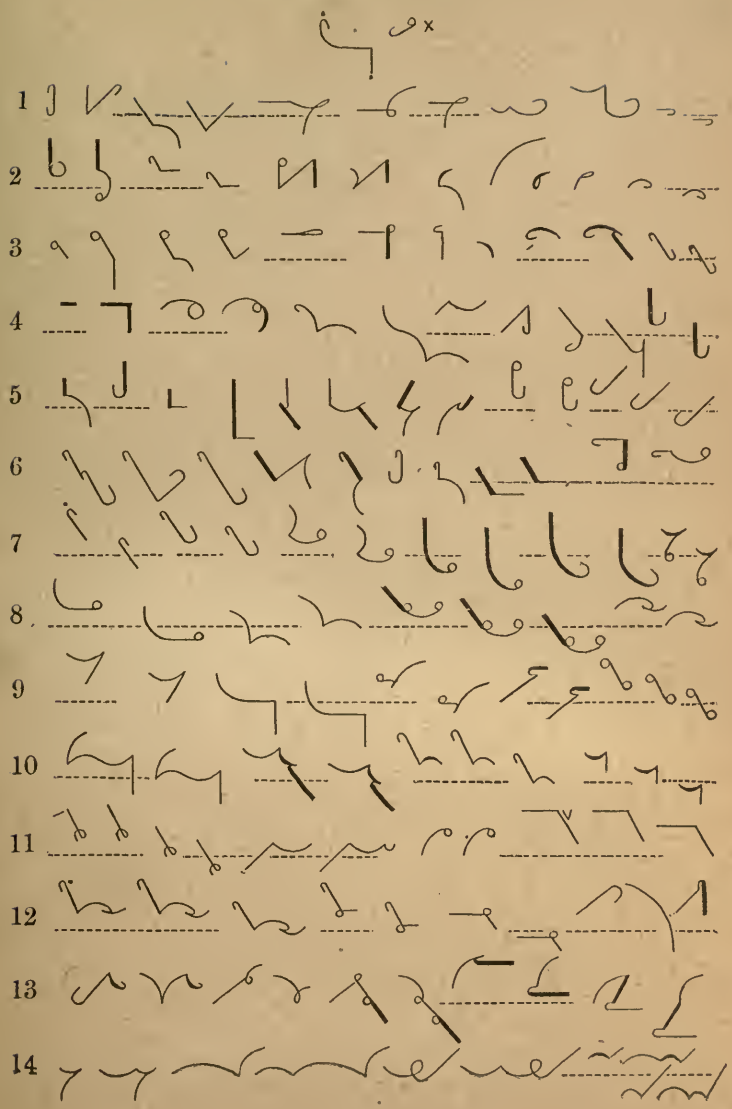
10. Eliminate, illuminate, unavoidable, inevitable, prompt, permit, promote, indicted, indebted, undoubted.

11. Opposition, position, possession, apposition, ruin, renew, less, else, occupy, copy, keep.

12. Pre-eminent, prominent, permanent, prosecute, persecute, except, accept, writer, order, reader.

13. Relevant, irrelevant, resolute, irresolute, responsible, irresponsible, legal, illegal, logical, illogical.

14. Natural, unnatural, material, immaterial, necessarily, unnecessarily, moderate, immoderate, mature, immature.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## PHRASING CONCLUDED.

Line 1. See Par. 253. Down there, been there, were not there, had not there, around there, round there, will not there, they were not there, I believe there (or they-are), drawn there, were there, would there, we were there, begun there, sent there.

Line 2. Send there, I trust there (or they-are), is not there, he is not there, he sent there, as long as there (or they-are), as soon as there (or they-are), more than there, better than there, we meant to have been there.

Line 3. Munson, Graham and others use an f or v hook on curves. The hook is useful after Ith and The because these strokes do not make a good jointing with Ef and Ve. It should be made thin and pointed, and half as long as the stroke, to distinguish it from the n hook.

Thief, they have, they have been, they have done, they have known, they have gone, they have not been, they have not done, they have never, they have come, they have never found.

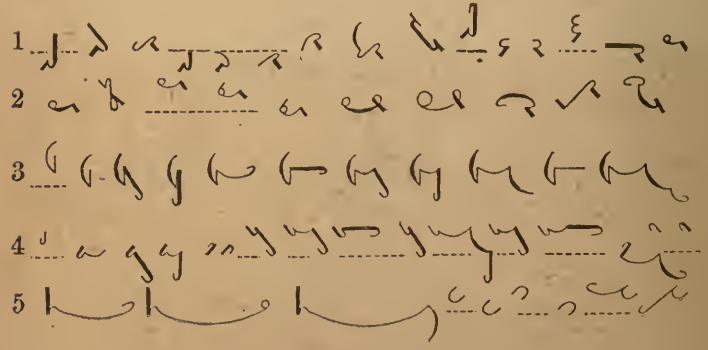
Line 4. Some intelligent and very careful writers add the small hooks to the ticks in phrasing. *Or not* and *who have* are safe for anyone, but in general it is better not to add hooks to the ticks.

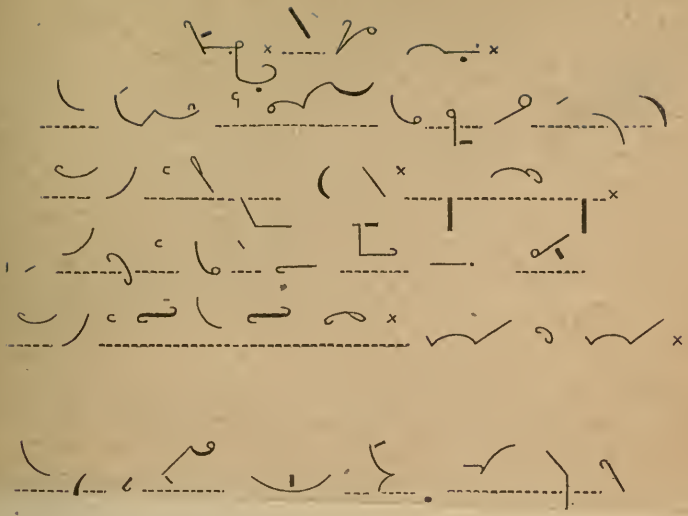
Or not, who have not, who have been, who have not done, who are, who will, all have been, all have not been, all have gone, I have been, I have never done, I have not been, I have not gone, who art in heaven, of our, all our.

Line 5. In court reporting, *whether* is sometimes represented by a double-length curve. Do you know whether or not.

A triple-length curve is used by some. Do you know whether there is; do you know whether there was.

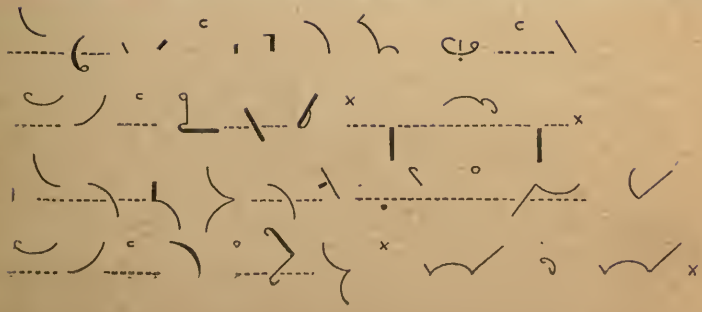
It is also convenient in court reporting to enlarge and slant the signs for *with*, *were*, *what* and *would*, to denote the addition of *you*. With you, were you, what you, would you, when were you, where were you.





Pages 113--137 practically constitute an additional book, most of the matter having been selected from Barnes Shorthand Reader #3.

Pages 145--150 can be used to greatest advantage.



## PHRASING CONCLUDED.

Line 1. See Par. 253. Down there, been there, were not there, had not there, around there, round there, will not there, they were not there, I believe there (or they-are), drawn there, were there, would there, we were there, begun there, sent there.

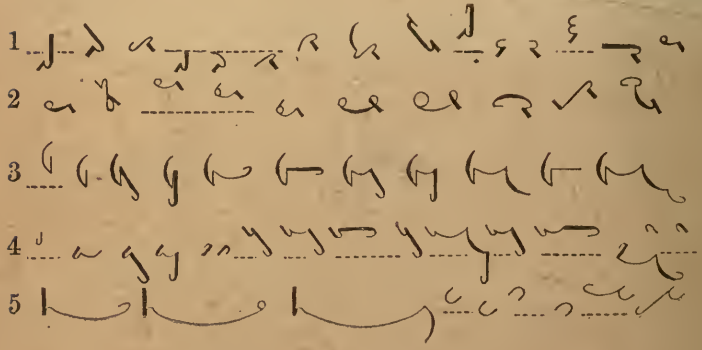
Line 2. Send there, I trust there (or they-are), is not there, he is not there, he sent there, as long as there (or they-are), as soon as there (or they-are), more than there, better than there, we meant to have been there.

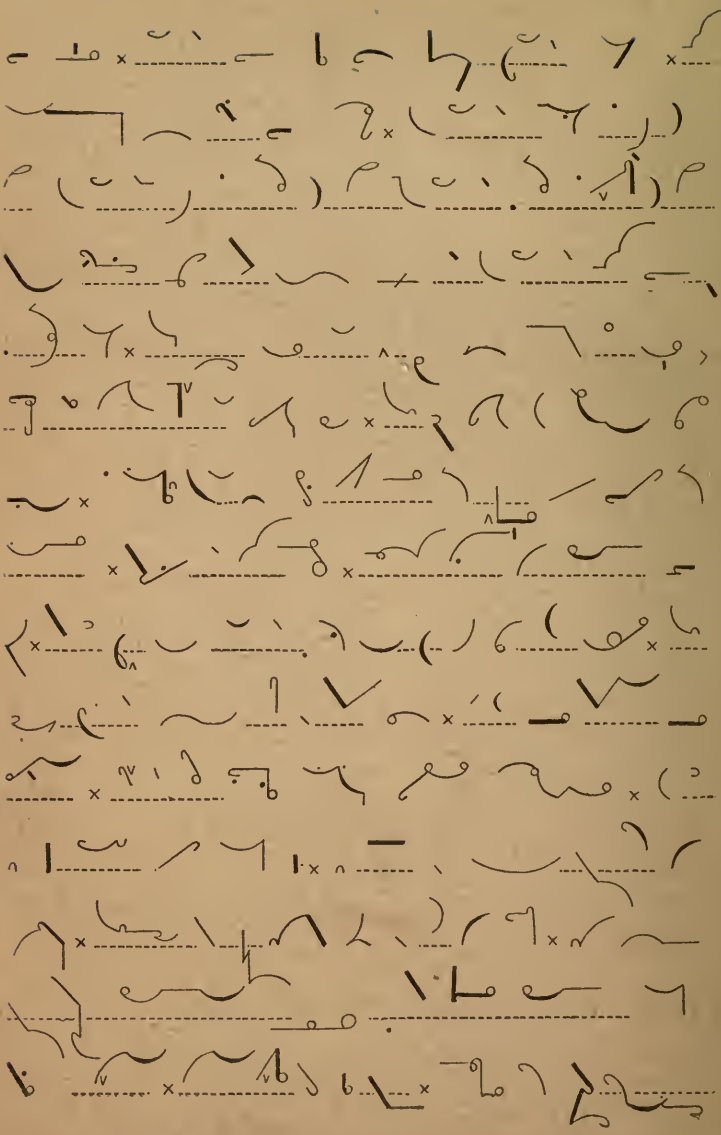
Line 3. Munson, Graham and others use an f or v hook on curves. The hook is useful after Ith and The because these strokes do not make a good jointing with Ef and Ve. It should be made thin and pointed, and half as long as the stroke, to distinguish it from the n hook.

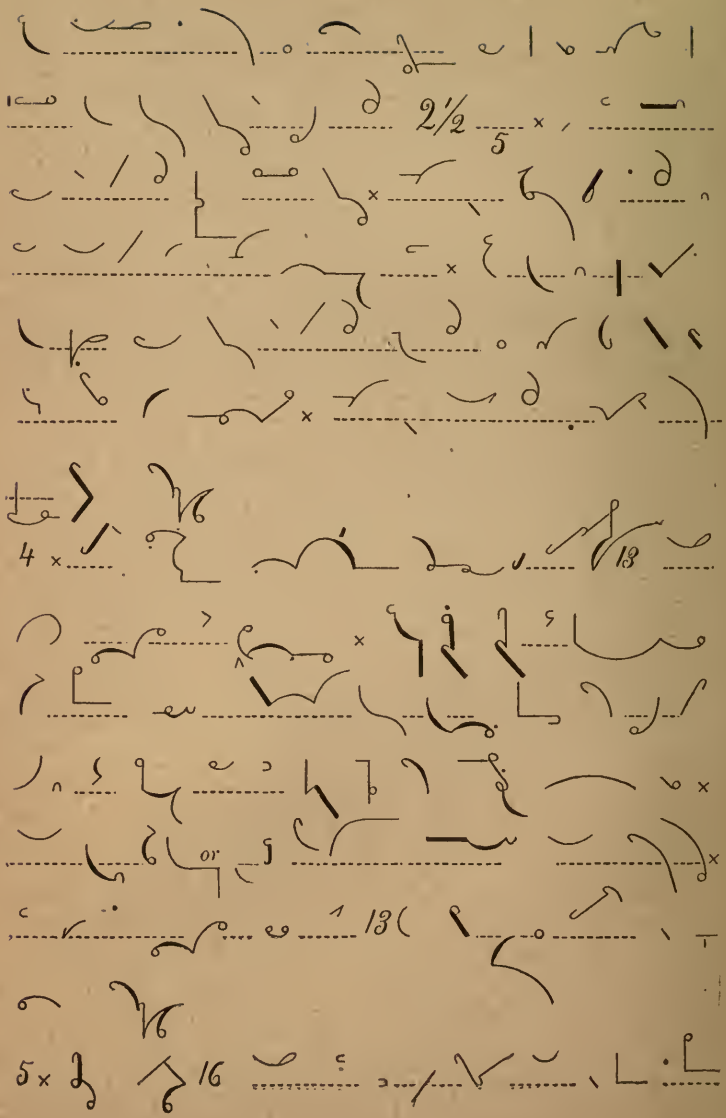
Th[illegible] they have, they have been, they have done, they have kn[illegible] one, they have not been, they have not done, t[illegible] they have never found.

[illegible] writers add the small [illegible] are safe for

It is also [illegible]
signs for *with*, *were*, [illegible]
With you, were you, what you, [illegible]
were you.



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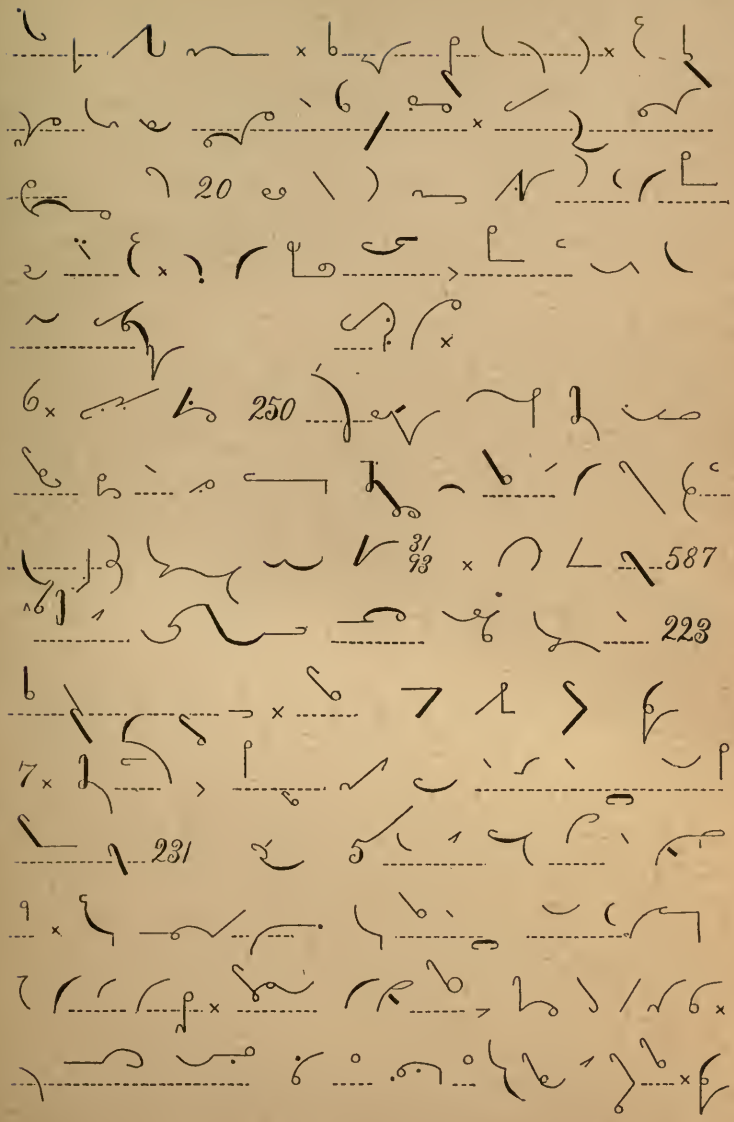
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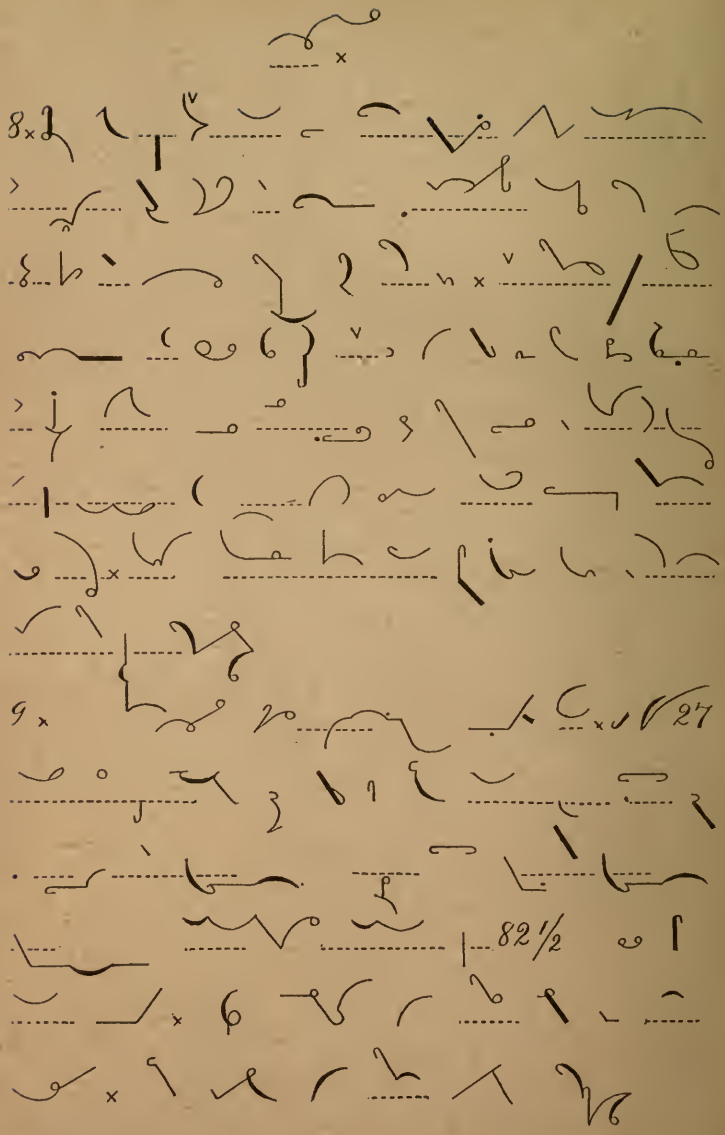
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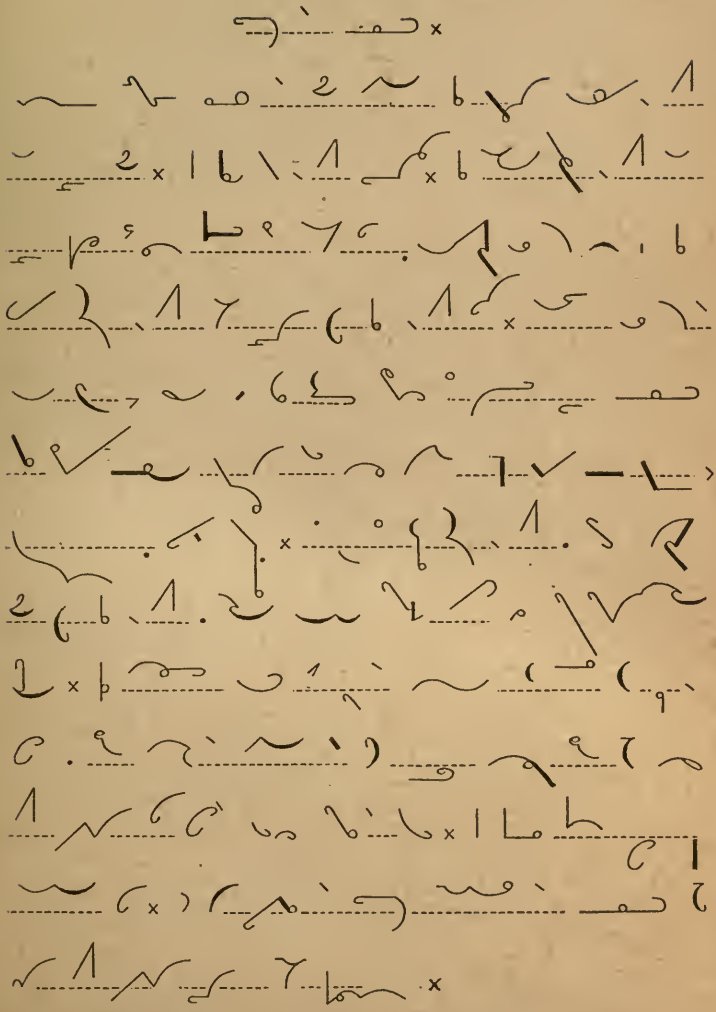

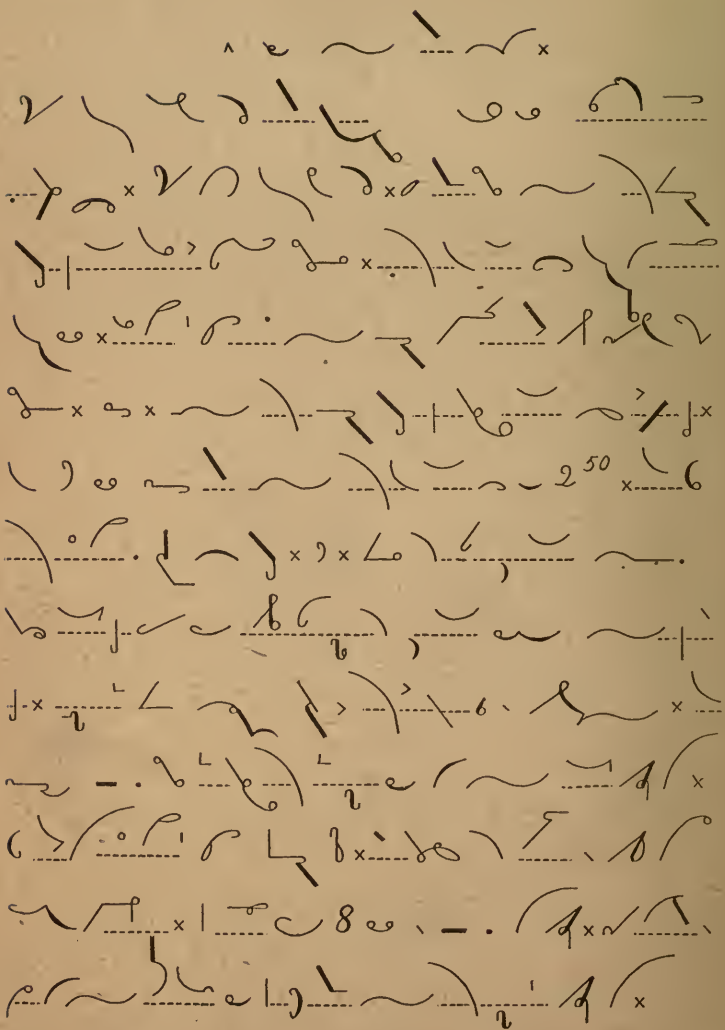

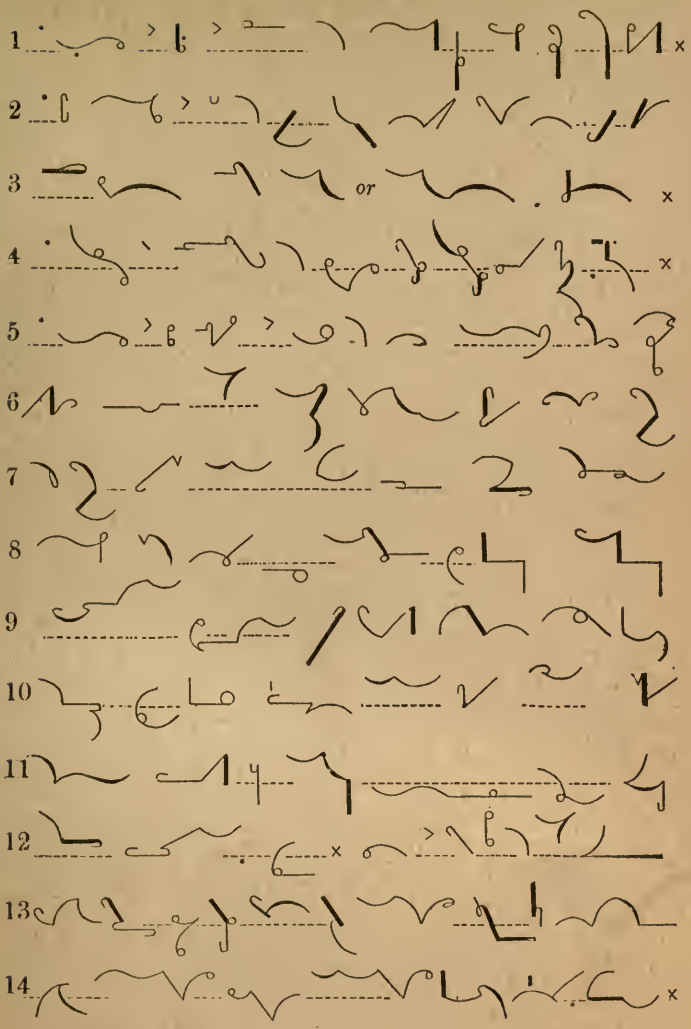
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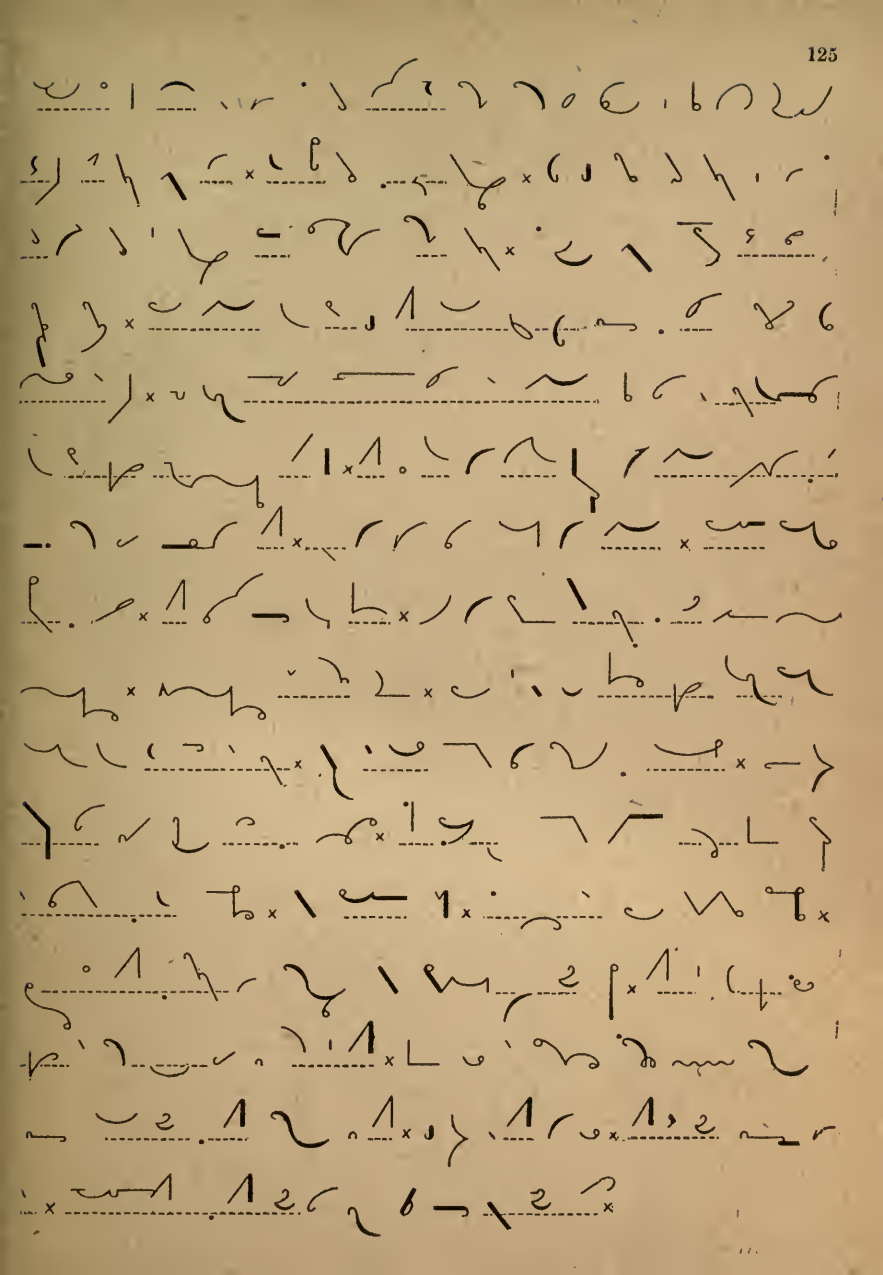

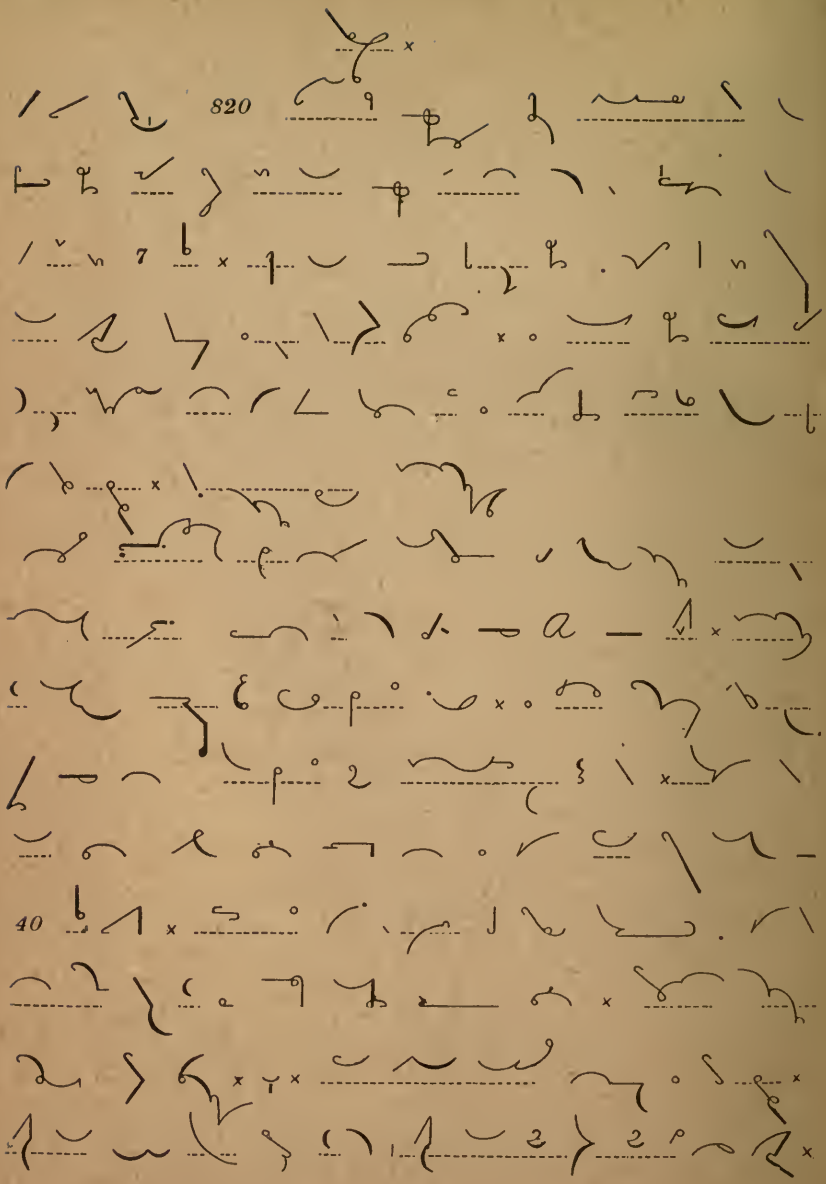
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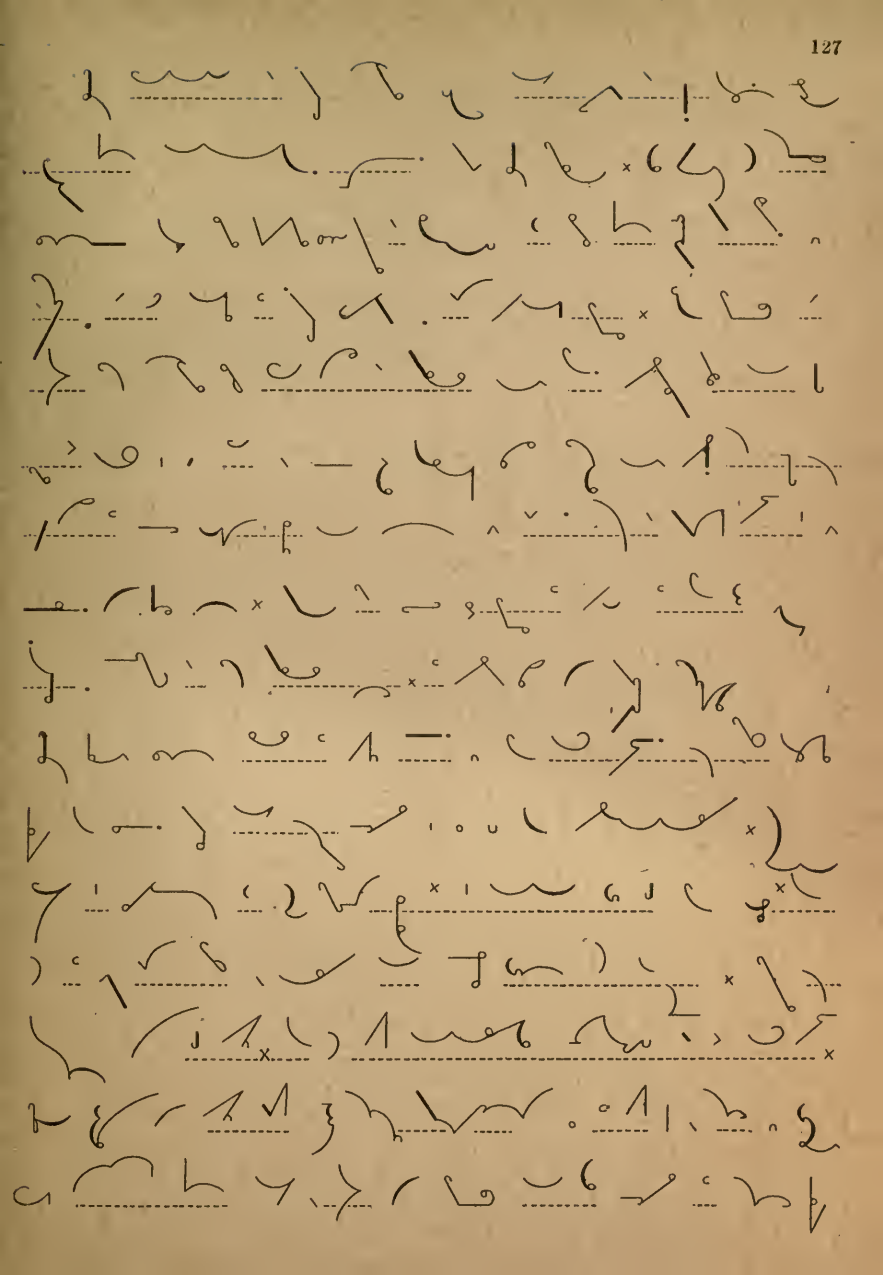

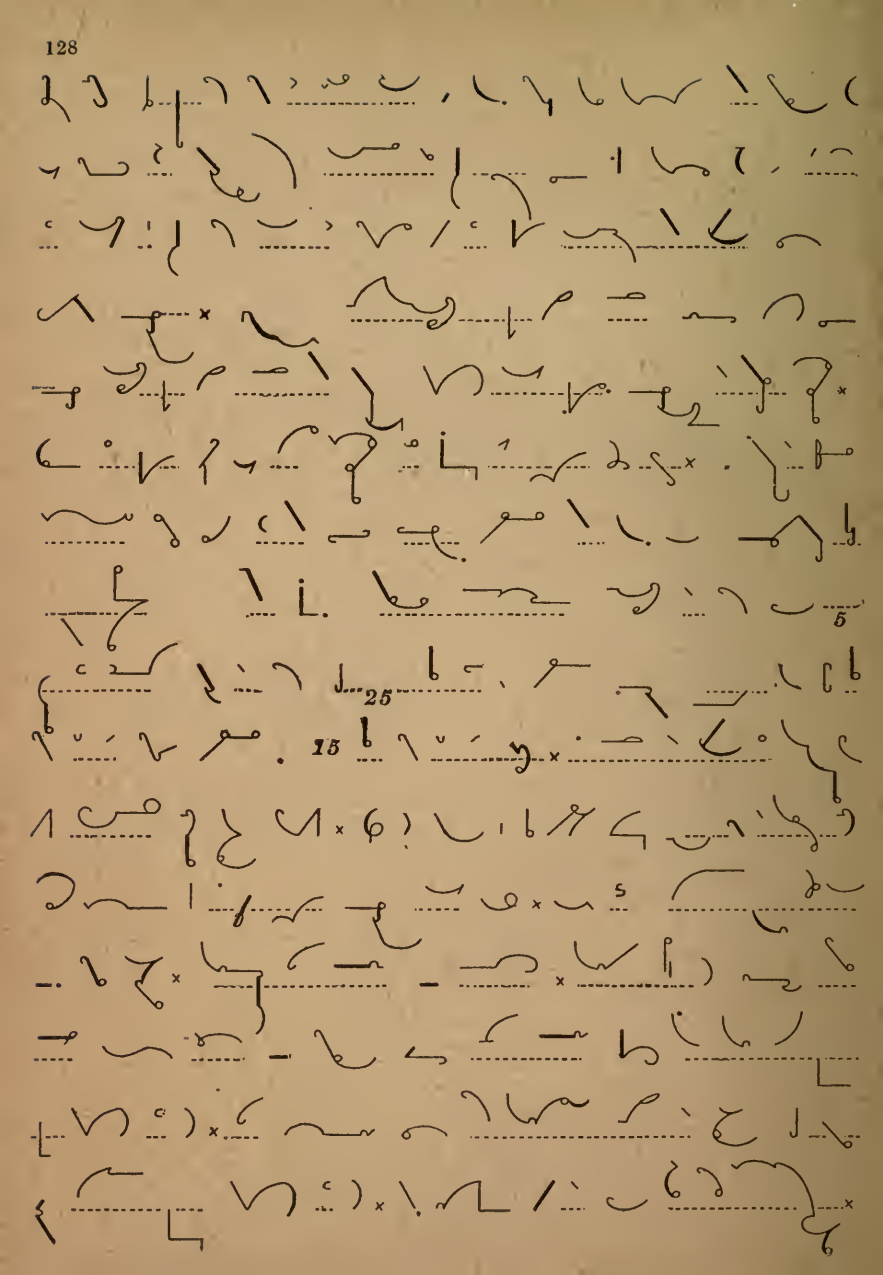
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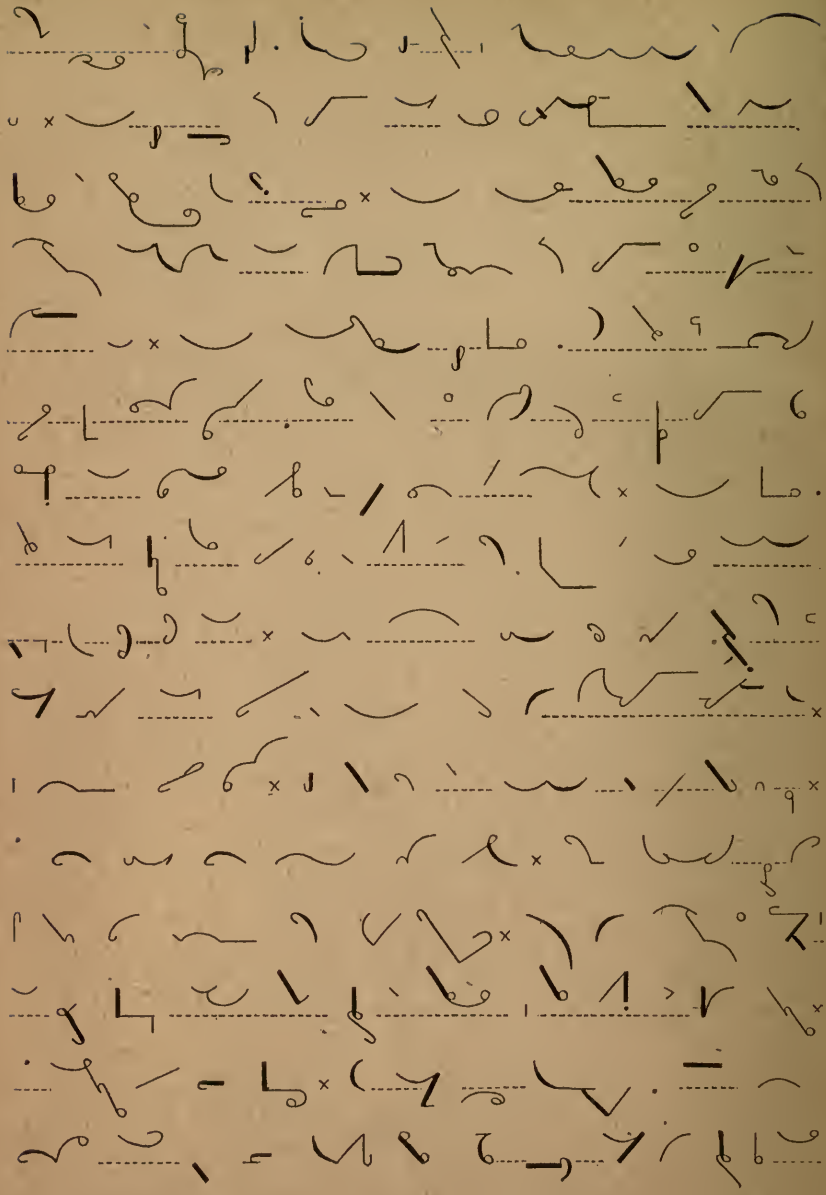

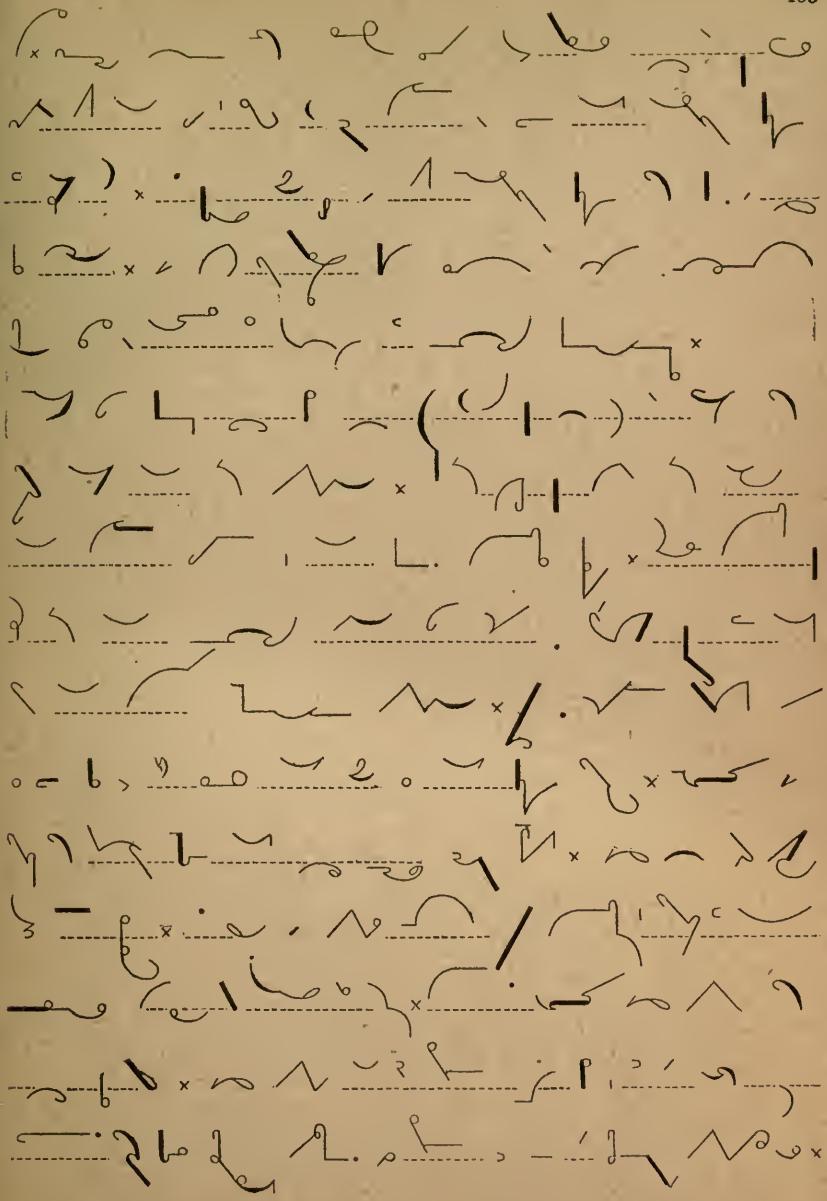

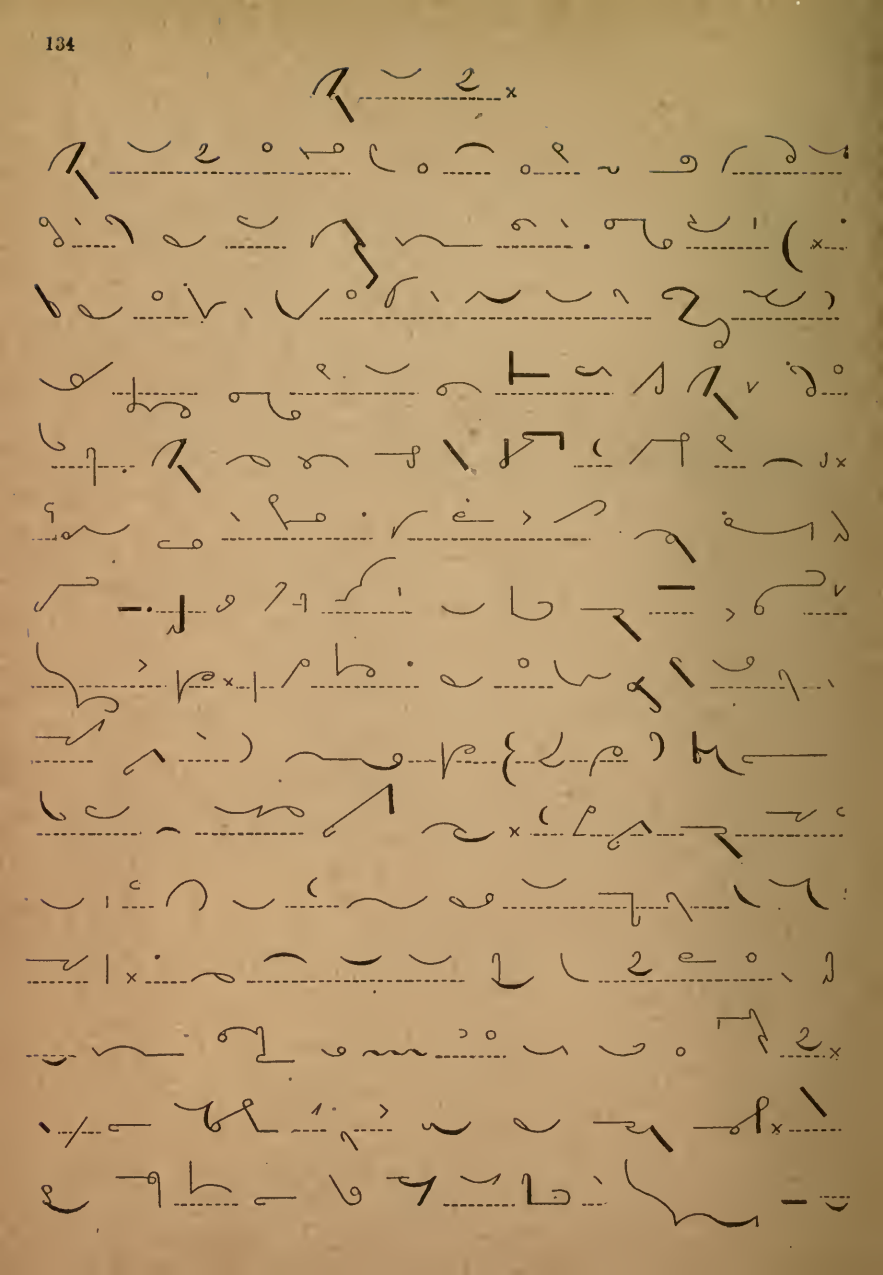

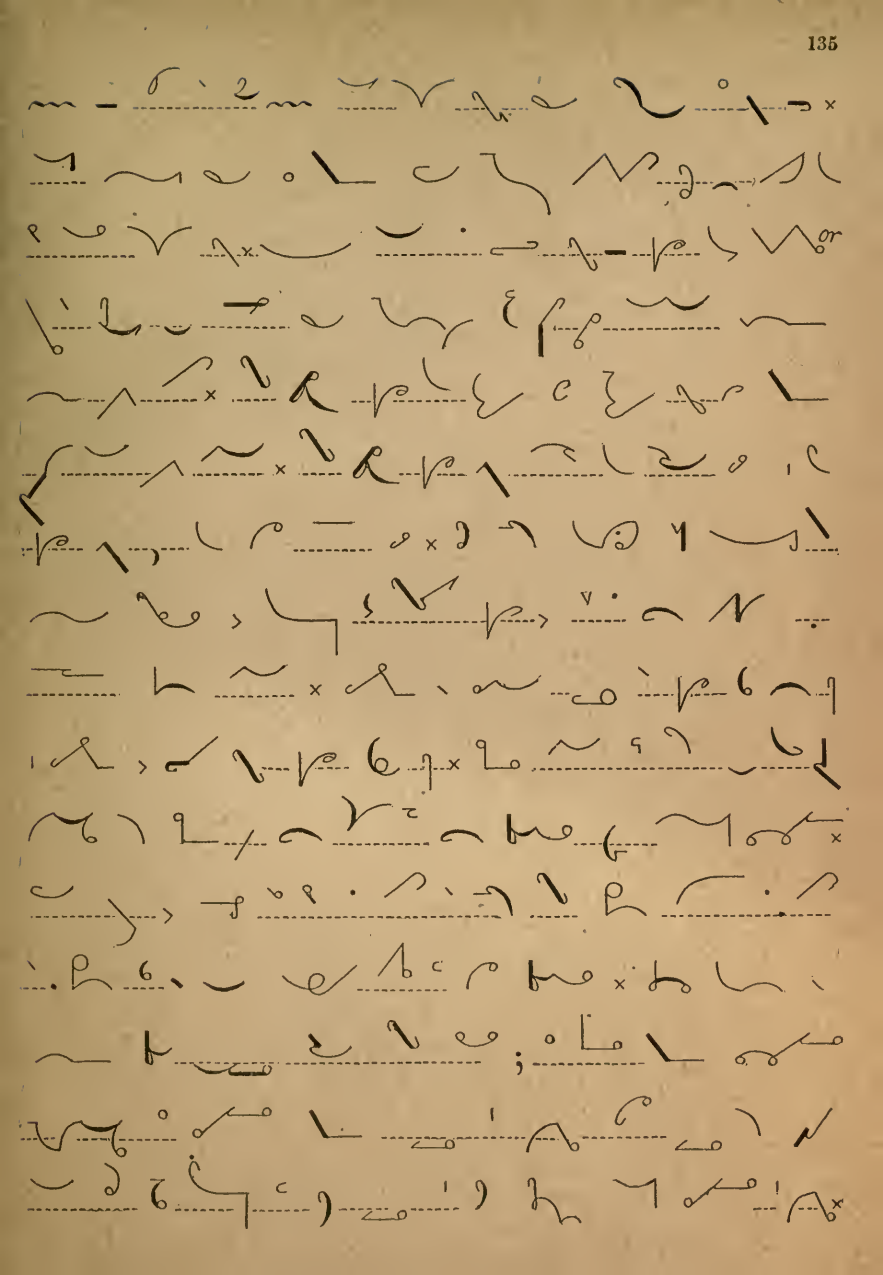

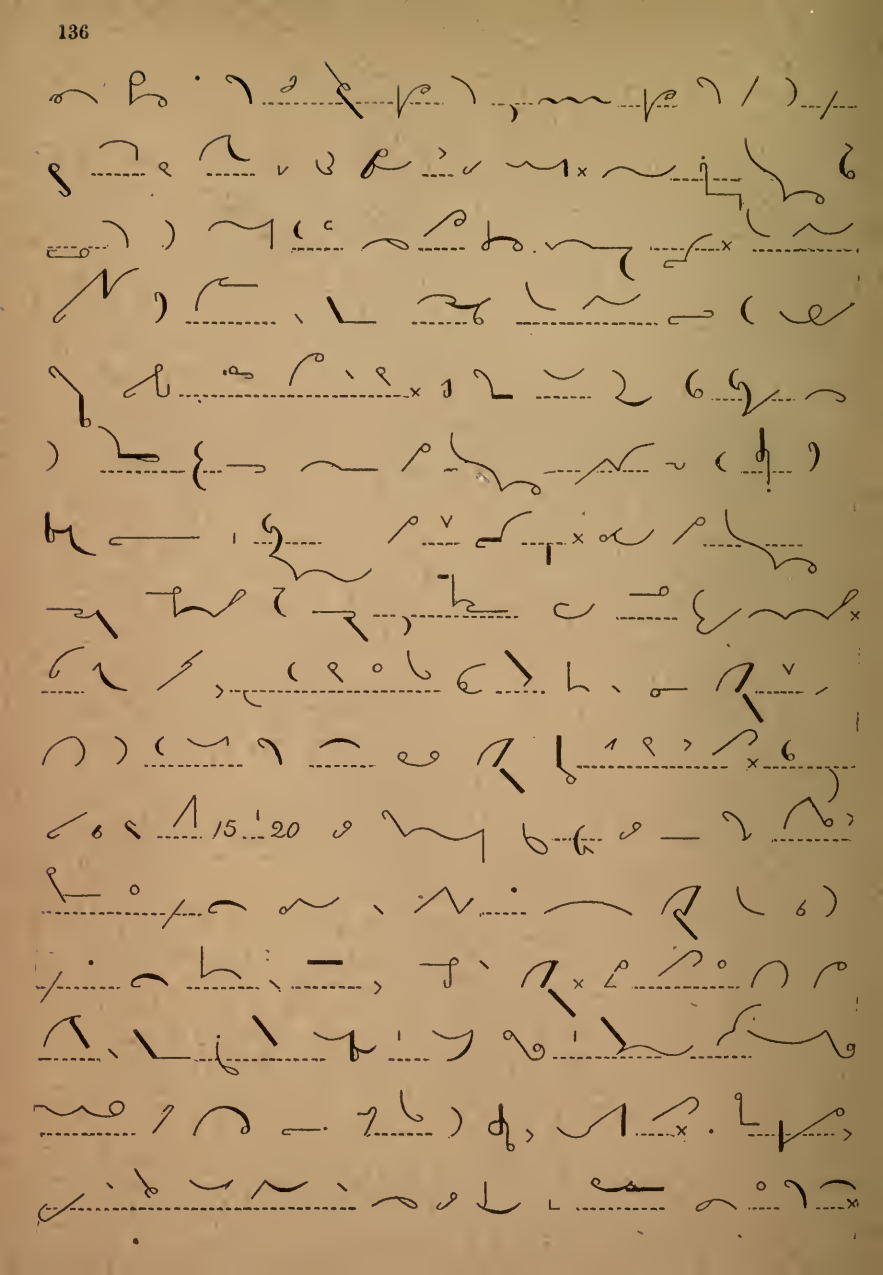
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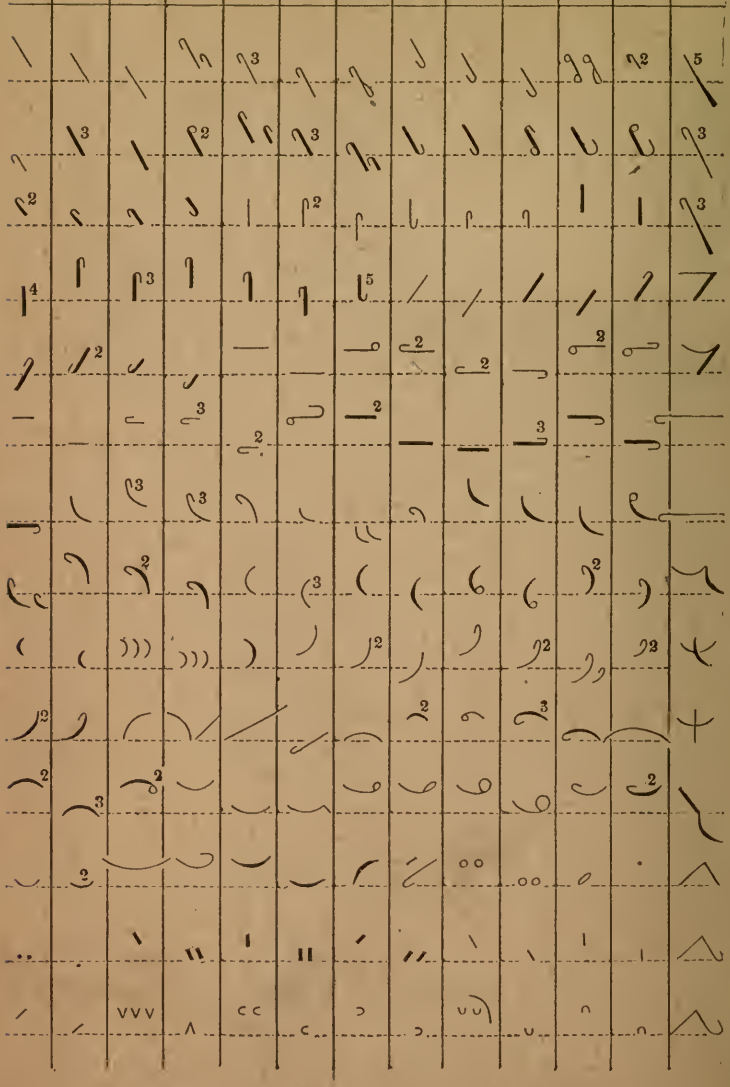

### Key to Wordsign Dictation Exercise.

The wordsigns should be written from the longhand but always read or dictated from the shorthand. Study them first in horizontal lines and afterwards always read or write them in vertical columns, both forwards and backwards. Do not leave the exercise until you can read it or write it in two minutes. Then frequently review it.

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| opportunity | hope | party | appear-ed | principle-al-ly | practice |
| part | be,object-ed | to be | subject-ed | bill-ed | re-member-ed |
| build-t | able to | board | behind | it | till, tell |
| had, adver-tise-ed-ment | deal | deliver--ed-y | doctor | dear | during |
| larger | general-ly | gentlemen | gentleman | common | come |
| quite | could | equalled | accord-ing-ly | accurate-ly | description |
| began | for | feel, fill, fall | full-y, fell | from | after |
| value-ed | over | very, *every* | whoever | think | thousand, thank-ed |
| that | without | astonish--ed-ment | establish--ed-ment | was | wish |
| usual-ly | pleasure | will | are | rather | aware |
| important--ce | improve-d--ment | impossible--ility | any | *own* | now |
| nature | under, hundred | entire | information | thing | long |
| a, an | and | all | too, two | already | O, owe |
| on | should | I, eye, high | how | we, with | were |

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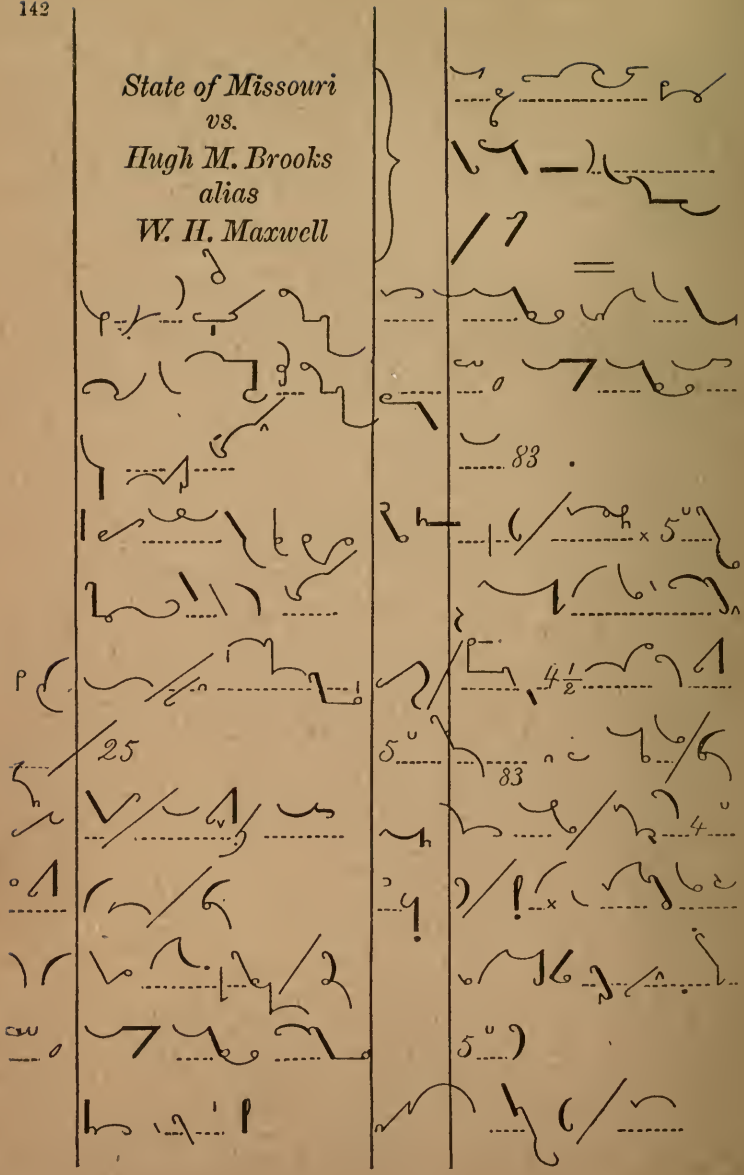
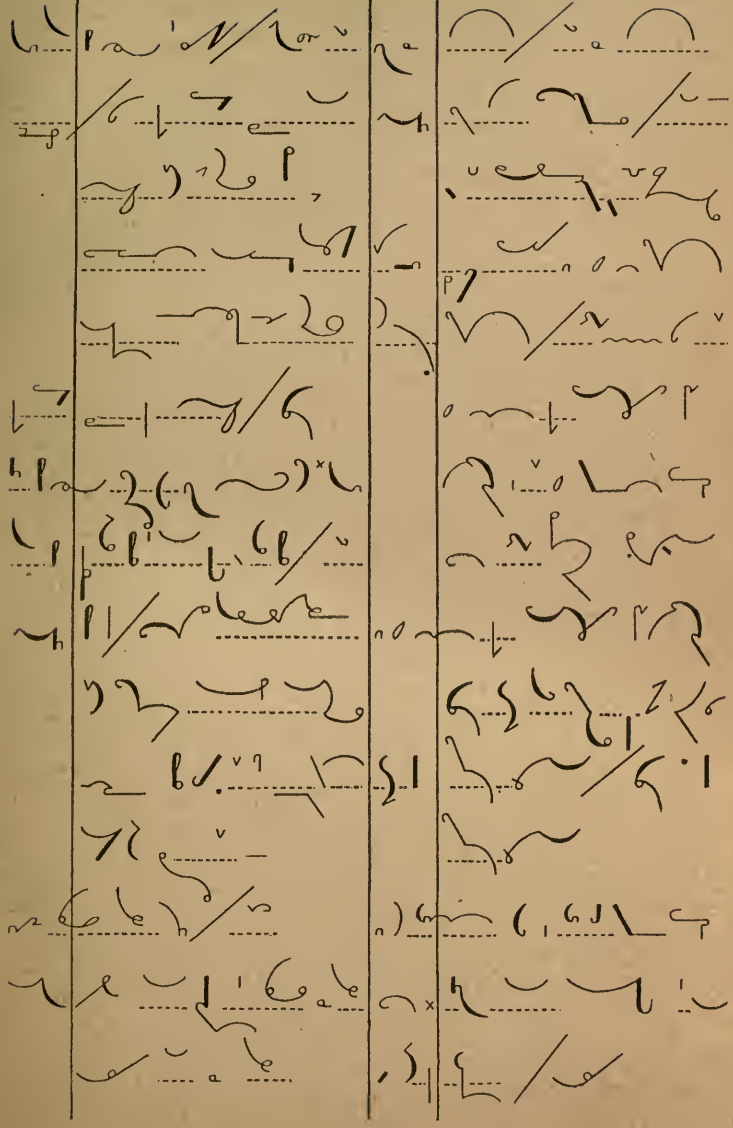
| practiced | opinion | upon | happen | experience-ed | particular-ly |
| number-ed | before | been | balance | objection | subjection |
| until | whatever | told | toward | dollar | do |
| differ-ed--ent-ly-ce | which | much | advantage | large | danger |
| because | equall-y | difficult y | can | describe-ed | descriptive |
| give-n | together | ago | govern-ed-ment | begin | begun |
| future, fact | afford | ever | have | however | several |
| them | though | this | those | there-ir | other |
| shall-t | issue | wisher | sure-ly | assure-ed | short-ly |
| him | immediate-ly | somewhat | Mr.,remark-ed | more | matter |
| influence | influenced | influences | United States | when | nor, near |
| your | he | is, his | as, has | first | the |
| ought | who-m | of | to | or | but |
| what | would | ye, year | yet | beyond | you |

13. publish-ed, public-ly-icity proper-ly-ty probable-ly-ility acknowledge knowledge correct character never nevertheless notwithstanding above represent representative representation

*State of Missouri*
*vs.*
*Hugh M. Brooks*
*alias*
*W. H. Maxwell*





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|---|---|
| STATE OF MISSOURI, *vs.* HUGH M. BROOKS, *alias* W. H. MAXWELL. | In the St. Louis Criminal Court, State of Mo. Before Hon. G. S. Van Wagoner, Judge and Jury. |

APPEARANCES.

For the State: Ashley C. Clover, Circuit Attorney.
Marshall F. McDonald, Asst. Circuit Attorney.
For the Defendant: Martin and Fauntleroy.

Defendant sworn in his own behalf testified as follows:

DIRECT EXAMINATION BY P. W. FAUNTLEROY.

Q. State your full name. A. Hugh Mottram Brooks.
Q. How old are you? A. Twenty-five.
Q. Where were you born? A. In Hyde, Cheshire, England.
Q. Is Hyde your home? A. Yes, sir.
Q. Are your parents living at the present time? A. They are, sir.
Q. When did you first engage in business, Mr. Brooks? A. Do you mean to practice or study?
Q. I mean in any business, after you left off being a school-boy, when did you first engage in business of any kind? A. In 1883.
Q. What business did you go at then? A. I misunderstood you. Five years previous to that I entered the law office of Mr. Brown.
Q. Where was that? A. Stockport, about four and a half miles from Hyde.
Q. Five years prior to 1883, you went into his office? A. Yes, sir.
Q. How long did you remain in his office? A. I remained there over four years.
Q. What were you doing there? A. Studying law. After I left Brown's office, I went to his London agents, Messrs. Brown & Howe, and completed the five years there.
Q. You are a lawyer by profession, then? A. I am.
Q. Have you ever studied medicine or surgery? A. I have.
Q. To what extent? A. Well, at the Collegiate school in Manchester, I was on the science side, and the curriculum included physiology, anatomy, chemistry, and kindred sciences.
Q. At the Collegiate school at Manchester? A. Yes, sir.
Q. Did you study medicine otherwise than you have mentioned, there? Have you ever studied outside of these studies or in addition to these studies? A. I have.
Q. How long did you study it? A. More or less ever since I left school. I was very much interested in science and medical studies generally, and I tried to keep up my knowledge of them as far as I could.
Q. You are not a licensed physician, are you? A. I am not.
Q. Never received any diploma or license as a physician? A. No, sir; not as a physician.
Q. You have as a lawyer? A. I have as a lawyer.
Q. How long did you practice law, Mr. Brooks? A. Not quite two years; as near as I can remember, about a year and nine months.
Q. I will get you to state to the jury when and where you first met Mr. Preller, C. Arthur Preller. A. On board the—well, I first met him at the Northwestern hotel, Liverpool, but I first became acquainted with him on board the steamship Cephalonia.
Q. You first met him at the Northwestern hotel, Liverpool? A. Yes, sir; that was the evening previous to the day on which the ship sailed.
Q. That was the day prior to sailing? A. Yes, sir; the day prior to sailing.
Q. You say that you met him then, but that you did not become acquainted with him. Did you have any introduction or know who he was at that time? A. No, sir.

## OPTIONAL WORDSIGNS.

**Where no number is given, second position is understood.**

special-ly, Spe
especial-ly, Es-Pe
people-d, Pl

belong-ed, Bl[1]

practical-ly, Pr[3]

it aught, Tet[1]
degree, Gr[1]

similar-ity, Sem[1]
simple-ly-icity, Semp[1]
singular-ly-ity, Sing[1]
signify-ied-cant, Iss-Gay[1]
significance, Iss-Gens[1]
signification, Iss-Gayshun[1]
children, Chl

Speech-eak-oke, Spe[1]
spoken, Spen[1]
plaintiff, Plent

defendant, De
client, Klent[1]

liberty, Br[1]

holy, Hay[3]
eternal-ly-ity, Tren
divine, Def[1]
denominate-ed-ation, Den[1]
religious, Jays[1]
religion, Jen[1]
generation, Jayshun[2]
angel, Jl

evangelize, Jls[3]

evangelized, Jlst[3]

evangelization, Jlsishun[3]

kingdom, Kay[1]
Christian-ity, Kr[1]

Lord Jesus Christ, Lay-Jay-Kay
start, Stret[3]

advance-ed, Def[3]
advancement, Deesment[3]
perfect-ed-ly-ion, Pref

combine-ation, Ben[1]

satisfy-ied Ste[3]
suit, ----f---
satisfaction, Steeshun[3]
truth, Tr

phonography, Fen
whichever, Chef
with our, Wer[3]
it had, Tet[3]
language, Ing[2]
home, Em[3]
own, En[3]
it would, Tet[3]
thus, Thees[3]
guilt-y, Glt[1]

movement, Ment[3]
throughout, Thret[3]
extraordinary, Kayster[1]
mere, Mr[1]

portion, Prshun

Savior, Iss-Ve
scripture-al, Skr[1]
virtue, Vrt

Lord or read, Ard or Art[1]
word, Ard
world, Wert
mercy, Mr

theology-ical, Thl

doctrine, Dren[1]
revelation, Layshun
revolution, Layshun[3]
Word of God, Ard-Get or Wert-Get
creature, Kret[1]
question, Ken

## KEY.

The following is the key to pp. 140 and 141. Two or three sentences of this review should be written several times each day until the whole can be written correctly at a high rate of speed.

### REVIEW EXERCISE ON THE WORDSIGNS.

We have a good opportunity to sell a large part of the Doctor's property to advantage. A member of the Board of Public Improvements is the party who wishes to buy. You will probably remember the gentleman when I tell you his name, John Long of the United States Army. The information is correct, I assure you, for Mr. Short told me the full particulars at the committee meeting. He remarked that it was somewhat astonishing, though the fact is the General is well able to act his own pleasure. It is impossible to tell how much he is worth, as the opinions of the public upon this important matter have never been published; nevertheless, he is commonly reported to be worth two millions. As you are aware, he is now building an establishment for the government, and he is also engaged in large advertising schemes. Accordingly, it is quite difficult to give any accurate information on a subject of this nature. We think, however, that he can surely afford to pay every cent of its value, whatever that may be, because to my knowledge he owes nothing and he has several hundred dollars in the bank. Whoever deals with him admires his character. The different representatives under his influence, were invited the first of last year to work for the danger signal bill. I acknowledge that there are a number of objections which must be considered, and difficulties to be overcome, before their object can be attained. It appears that our principal representative is a dear friend of the General's and has a larger interest in the passage of the bill than any other person. I feel sure though that he will not do very much until after the first of the year. If ever we take hold of this thing together, I shall rely entirely upon his representation of matters. He has proved himself equal to every emergency in the past, and I believe he is equal to anything that may happen in the near future. He usually knows how to balance accounts

with others who come in his way. What would we do without him to represent us? And yet I am not altogether satisfied nor pleased. I should think they ought to begin issuing the bonds immediately. Your brother told me above a week ago that he had already spoken to several gentlemen about the issue's being behind time, but it appears they had too little public spirit to do what they could toward pushing matters. He gave me a laughable description of his experience with them. I thanked him and told him that his descriptive powers were beyond criticism, and I would like to have him practice during the summer and then describe the situation to the legislature. Notwithstanding all the obstacles we have had to encounter since we begun the work, I believe we shall yet meet with success.

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## SHORT DRILLS FOR DAILY CONCERT RECITATION.

### VOWELS.

Give the sentence containing the first-place vowel sounds.

Give the first-place vowel sounds.

Give the second-place vowel sounds.

Give the sentence containing the third-place vowel sounds.

Give the third-place vowel sounds.

When a vowel comes between two strokes, where should it be placed? See Par. 76.

Which stroke in an outline should be put in position?

Give the three positions for full-length up or down strokes.

Give the three positions for horizontal outlines.

What are the three positions for half lengths? These positions are the same as for what other class of strokes?

Give the vowel sign, and state by which stroke it is placed in each of the following words: *James, gem, Bailey, Bell, Rhodes, rub, Buck, Reed, Hyde, Knapp, Dodge, Fitch, Pope, Wright, Poole, Downie, Page, Booth, Ball, Pierce, Bangs, Beck, Barr, Cheney, Finney, Dooly, Miller, Fowler, Matthew, Thomas, Boyle, Duke, Loomis, Tousey, Long.*

### AR OR RAY.

When is Ar generally used at the beginning of an outline?

When is Ray generally used at the beginning of an outline?

When is Ar generally used at the end of an outline?

When is Ray generally used at the end of an outline?

Which stroke is used in *Erie*, and similar words?

Which stroke is used in *early?* Why? In *rally*, *oral*, *hourly*, *irksome*, *racket*, *argue*, *ragged*, *wrong*, *Perry*, *morrow*, *poor*, *thorough*, *fire*, *fiery*, *bureau*, *flower*, *flowery*, *share*, *queer*, *query*, *arrow*, *dare*, *tire*, *glory*, *Ira*, *bore*, *Harry*, *airy*, *era*, etc.?

What two considerations determine whether Ar or Ray should be used?

Which is more important, the vowel or the angle?

For the sake of the angle, which stroke is always used before Em or Emp?

Which stroke is always used after Em or Emp?

After what other strokes is Ray always used?

When is Ray used at the beginning of an outline even though the word begins with a vowel sound?

Should Ar or Ray be used in *earth*, *orb*, *urge*, *herb*, *orthography*, *Irving*, *Arab*, *Rome*, *mire*, *terror*, *army*, *romp*, *empire*, *rare*, *arch*, *rhyme*, *aright*, *error*, *artery*, *arrears*, *arduous?*

## CIRCLES AND LOOPS.

What sounds are represented by the small circle? By the large circle? By the small loop? By the large loop?

When joined to a curve, where is the circle written?

When joined to a straight stroke where is the circle written?

When alone; that is, when not joined to any stroke, how is the circle written?

How is the circle written between two curves? Between two straight strokes?

On which side of a stroke are the loops written?

Between two strokes, how are the loops written?

## STROKE OR BRIEF FORM FOR S, Z, W, Y, F, V, N, T OR D.

Give four cases where the stroke Es must be used instead of the circle Iss.

Are the rules for z the same as for s?

What is always used for z at the beginning of a word?

The rules for s are similar to the rules for what other consonants?

Answer: W, y, f, v, n, t and d.

Give four cases when a stroke should be used instead of a semicircle for w or for y.

Give three cases when a stroke should be used instead of a hook for n, f or v.

Give two cases when vowels require the use of a stroke instead of halving for t or d.

What strokes should not be halved when alone unless they have a hook?

What classes of words should not be halved?

Give another very important case when it is not best to halve for t or d.

## DOUBLE AND TRIPLE CONSONANTS.

Name the Pl series, the Pr series, the Fl series, the Fr series.

Why are these double consonants said to be *married?*

When must the stroke be used instead of the hook for l or for r?

Name the Pen series, the Pef series?

What does the vowel in these names represent?

What two small hooks are sometimes changed to circles?

What besides Iss may be written in place of the r hook?

What may be written in place of the n hook?

How is the circle written in *disagreeable* and similar words?

When should the circle be written *within* the hook, and not in place of it?

Answer: Always within the l hook, the f or v hook, and all hooks on curves; generally within all hooks in the middle of words.

What married consonants are written upward?

How do Mr and Nr differ from Wem and Wen?

## PREFIXES, AFFIXES, AND PHRASING.

What prefixes are indicated by a dot, by a slanting tick, by Iss, by a disjoined Em, by the n curl?

How are con, com, etc., indicated in the middle of a word?

When should the n curl be used for in, en, or un?

What affixes are indicated by Be, Iss joined, Iss disjoined, Sez, ish, hook or stroke for f, light slanting tick, heavy slanting tick?

How are ility, ality, etc., indicated?

Which word in a phrase is generally put in position? Give the exceptions to this rule.

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I have just now looked through each of the books sent me and am satisfied that they are worthy of very high commendation. In some respects I should say that THEY ARE SUPERIOR TO ANY OTHER PHONOGRAPHIC WORKS THAT I HAVE SEEN.

W. T. HARRIS,
U. S. Commissioner of Education,
Washington, D. C.

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After comparing the manual with other text-books and using it experimentally in class, I had it adopted as the text-book for this school. We now use three hundred copies in the first year of our course and are highly pleased with the results obtained. It is an invaluable aid to the teacher where large classes are to be instructed. It is superior to any book we have seen in that it carefully avoids the teaching of anything that has to be unlearned in advance work. IT IS PRE-EMINENTLY THE CLASS BOOK FOR THE PUBLIC SCHOOLS.

C. A. DAVIS,
Principal Washington Business High School,
Washington, D. C.