

BOYD'S SYLLABIC
SHORTHAND
TEXT BOOK

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BOYD'S
SYLLABIC
SHORTHAND
TEXT BOOK

A SYSTEM OF SHORTHAND IN WHICH CHARACTERS REPRESENT SYLLABIES,
THEREBY GREATLY SIMPLIFYING THE SCIENCE

THIS SYSTEM CAN BE LEARNED IN ONE FOURTH OF THE TIME REQUIRED
FOR OTHER SYSTEMS

BY
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THOROUGHLY REVISED AND ENLARGED
BY
WM. D. FANNING, B. L.

CHICAGO
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BOYD'S
SYLLABIC SHORTHAND.

CHARACTERS

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

at | al
as | an

to
th

ar | af

sh | wh

ap | av | ac | ad | ag
ab | az
ay | am

(bl fr)
(re br)

et | el
es | en
er | ef

it | il
is | in
ir | if

ep | ec | ed | eg
ew | ey | eb | ez
em

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iw | iy | ib | iz
im

ot | ol
os | on
or | of

ut | ul
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up | uc | ud | ug
uw | uy | ub | uz
um

cl | sl

cr | ce
dr | dy

gr | gl

(pl | ex | ix | pr)
ox | ux

tr | ph | sc | ax
dw | sw | sh | sm
tw

sp | st | ch

ELEMENTS OF THE SYLLABIC SYSTEM.

PREFACE.

THE present-day use of shorthand is so universal that any argument in its favor is unnecessary. In the business world it is recognized as absolutely essential. The courts now refuse to receive documents that are not in typewritten form. Professional men of all kinds are obliged to resort to stenography, and as a matter of convenience many have taken up the study of some system of shorthand for personal use. The only reason a great many more persons have not undertaken to master the science is that until recently no system had been devised by which shorthand could be learned without a long course of study, necessitated by the complicated and confusing systems in vogue. About fifty different styles of shorthand have been placed before the people during the last half century, all based upon the letter, or consonant, system, but that system of shorthand requires so many different characters to express the different words that even moderate proficiency is extremely difficult to attain.

The system known as the *Syllabic System of Shorthand*, has been recently invented, and as its name implies, is based on the syllable. The author discovered that the English language may be expressed in one hundred and twelve syllables; of this number only seventy-five are used in anything but very technical words, and of this number only thirty-five syllables are used in forming about three-fourths of all the words used in ordinary conversation or business correspondence.

It has been clearly demonstrated that the Syllabic System may be mastered in one-fifth of the time required for the older systems. It is marvelous in its simplicity, and, as in the case of all other great inventions, the only wonder is that it was not discovered many years ago. In every respect it is a logical system. Based as it is upon the syllable, it does not impair the ability to spell correctly, as do the older systems.

It is not difficult to tell what many words are if they are abbreviated by using the first syllable. In the Syllabic System, therefore, it is possible to secure a maximum of brevity by simply writing the sign for the first syllable of many words, and still not confuse the writer. This combines brevity with clearness and makes speed—which, after all, is the most important thing—easily attainable.

Another great advantage lies in the fact that the longest words can be written without lifting the pen: this is true of no other system. With respect to the ruled copy paper, the system utilizes no positions for characters, that is, *above*, *on*, or *below* the line; there is no shading of the characters, and it is especially adapted to phrasing because of the possibility of using only one syllable for each word of a phrase.

In general, this system is in tune with the present busy world, and truly meets a long-felt want. Any time-saving device saves money, and this system of shorthand will revolutionize the stenographic world.

THE PUBLISHERS.

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INTRODUCTION.

THE nineteenth century will ever be memorable for its strides of development along the line of scientific discovery. The forces of nature have become, to a large extent, the servant of man and not his master. In the mechanical world the substitution of machinery in many cases has eliminated the operations of the hand. Great upheavals have taken place in the field of discovery and invention, but a little reflection will show how narrow the scope has been, and that in many phases the desired goal has stood far-set.

The art of writing, from a universal standpoint, has undergone no appreciable change by way of speed or legibility through the course of its history from its earliest records. The twenty-six characters known as the alphabet in our language had their origin in the ancient Hebrew or Semitic language, which was made up of characters resembling shapes of various objects in nature. In those ancient days when thought was recorded upon skins of animals, papyrus, barks of trees and blocks of wood or stone, when commerce had necessitated no extensive correspondence, brevity in writing was a small consideration. Present conditions, dependent upon a highly developed commerce, have produced new demands in chirography, and our slow and irritating process of committing thought to paper suggests modification.

Characters which are formed in imitation of crude shapes of animals, and processes of driving them are still used today, with little modification, and from a practical standpoint we still perform the operation of swinging the oxgoad, and riding the double-humped camel with sated complacency. In the art of writing we have been patronizing the stage coach, as a means of transportation, when we might have had a parlor car at cheaper rates.

In many words of very frequent occurrence the writing which obtains today is wonderfully crude. For example, the words "the" and "with," monosyllabic in sound, and each pronounced with one effort of the vocal chords, are long in formation and are not in harmony with the processes of the mind. For the last two hundred years repeated attempts have been made to shorten our system of writing, but the mechanical operations devised are not satisfactory, as the writing is indistinct and so laborious to learn that only the few, after many months of memorization of hundreds of disconnected rules, are capable of recording the words of a speaker with a partial degree of accuracy.

The consonants in our language, which alone the old systems represent in shorthand, are not sounds but mere articulations, and consequently the name "phonetic," as applied to the old systems of shorthand, is a misnomer. The name might appropriately be applied in the old systems if the vowels were represented with the consonants, but if this were done, the so-called shorthand would be longer than the longhand. The name "phonetic," according to the scientific principles of acoustics,

can only be applied to a distinct, individualized sound as represented in syllables.

The title "Syllabic Shorthand" has been applied for many years to systems based entirely on the letter, and differs in no particular from so-called phonetic systems. The reason why this name should have been used is difficult to find. The only explanation appears to be that the systems have no system, that the representations of sounds are in accordance with no sound, that there is no beginning, middle or end, and that it matters not what name may be given to it.

The word "syllabic" is derived from two Greek words; the first means "with" or "together with," and the second means "to take" or "to place," so that the word is applicable to the union of two or more letters in one sound. Our words, for the purpose of clearness in spelling or pronunciation, are divided into syllables. The old notion obtained that the number of syllables in our language was very great, even tens of thousands; but this belief is a mistake. It is possible to form tens of thousands of syllables from the alphabet, but many of these syllables are difficult to pronounce and very unpleasant to the ear. The natural instincts of the human race chose only the most euphonious, and these are 112 in number, and of this number about fifty are rarely used.

The proposal to employ characters to represent syllables at first suggests the thought that this involves the use of a vast number of characters; but nine different characters, arranged in different positions, with three rules, are sufficient to obtain the differentiation of each

syllable. This explains how in one month the average student may attain a speed of 100 words per minute, and this speed, by subsequent practice, can be extended to 200 words per minute, and the writing is read as easily as longhand.

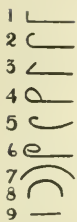
The voice is given by nature. Its elements are pure, brief, and admit of little alteration. The characters which represent voice-sounds are purely human, and are subjected to change and improvement. The movements of the hand in writing may be made to correspond to the movements of the vocal organs in speech. This book sets forth the principles upon which these operations are practical.

ROBERT BOYD.

PART I

I.

THE CHARACTERS.



THE characters used in the Syllabic System are nine in number, as shown in the accompanying design. With this system you will notice that the vowel characters are the base of the system while the consonants are shown by the position which the vowel character assumes. Before study

is commenced this caution is pertinent: Be exact and do not try to get speed at the expense of exactness, as on this depends the legibility after acquiring speed. Keep this in mind and the student will be successful.

Plate I shows the sixteen varied positions which each of the first five characters assumes. Note that character 1 represents all syllables in *a*; character 2 all syllables in *e*; character 3 all syllables in *i*; character 4 all syllables in *o*; character 5 all syllables in *u*.

Note that character 1 assumes sixteen different positions—four horizontal, four vertical, four right oblique and four left oblique. The same arrangement holds for all of the first five characters (with the exception of

the *i* character, in which four variations—*it*, *is*, *in* and *im*—are made for the sake of simpler characters).

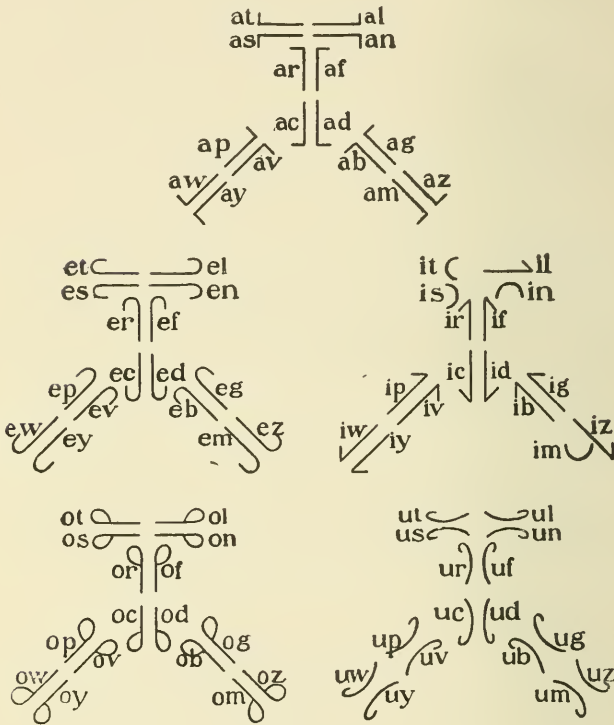


PLATE I.

Note that in each of the five groups characters representing *t*, *s*, *l*, and *n* are horizontal; e. g., *al*, *el*, *il*, *ol*, and *ul* are horizontal. Characters representing *r*, *c*, *f*, and *d* are vertical; e. g., *ar*, *er*, *ir*, *or*, and *ur* are vertical. Characters representing *p*, *w*, *v*, and *y* are oblique, and

are made with an upward movement at an angle of forty-five degrees. Characters representing *b, m, g,* and *z* are oblique, and are made with a downward movement at an angle of forty-five degrees.¹

Note that each character assumes sixteen different positions. Fix firmly in mind the fact that:

t, s, l, n, characters are horizontal;

r, c, f, d, characters are vertical;

p, w, v, y, characters are oblique (upward movement);

b, m, g, z, characters are oblique (downward movement).

The student's first step is to practice in making and thoroughly memorising the *a* syllables.

When you have done this then you know the sixteen positions for five vowels, or eighty syllables.

Now practice the other characters (and the four variations *it, is, in,* and *im*).

Practice until you can make them without any variations. Be exact.

EXERCISES.

1. Write out all of these characters in a row, then close the book and under each character write the letters for which it stands.

2. With the book closed write the *a, e, i, o,* and *u* groups as they are written in Plate I.

3. Practice these exercises until you are perfectly familiar with every character, whether it is in the group or standing alone. No progress can be made until you have mastered these elements.

¹ The syllables *iw, iy* and *uw* do not occur in ordinary English. They appear in the Plate to complete the group.

The consonants *j, h, q* and *x* will be considered in a subsequent lesson, together with double consonants and special characters introduced for the sake of speed.

RULE I.

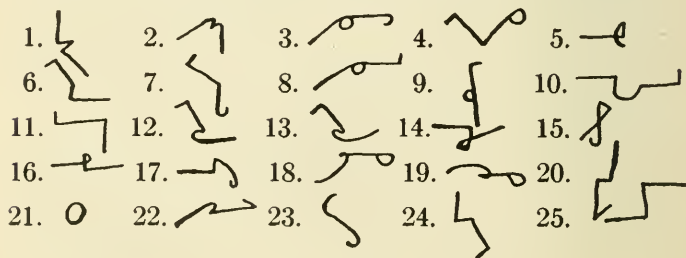
JOINING SYLLABLES.

In this system of shorthand each word is a complete line, regardless of the number of syllables. The pen should not be raised in forming any word. *Each character is added to the right of the preceding one, and the movement tends to the right, upward, or downward, as convenience permits.*

Note.—The letter *k* is represented by the character for *c*. All silent letters are omitted. There is no doubling of letters.

Note how the syllables are joined in the following exercise:—

- | | | | | |
|-----------|----------|----------|-----------|------------|
| 1. adage | 2. ever | 3. oven | 4. above | 5. alight |
| 6. abate | 7. aged | 8. oval | 9. afore | 10. animal |
| 11. attar | 12. abet | 13. abut | 14. annoy | 15. apiece |
| 16. elate | 17. alum | 18. upon | 19. union | 20. acid |
| 21. it is | 22. evil | 23. item | 24. Adam | 25. alas |



Write the shorthand for the following (write the words with their numbers and opposite each write the proper character:—

- | | | | | |
|----------|-----------|-----------|------------|-------------|
| 1. arab | 2. emit | 3. aware | 4. evade | 5. imitate |
| 6. iris | 7. opal | 8. adder | 9. amiss | 10. unaware |
| 11. iron | 12. attic | 13. offer | 14. amuse | 15. unaided |
| 16. even | 17. acute | 18. aback | 19. agate | 20. isolate |
| 21. anon | 22. eaves | 23. aside | 24. abide | 25. amative |
| 26. abed | 27. abode | 28. abuse | 29. afoot | 30. amature |
| 31. awed | 32. alive | 33. awake | 34. avail | 35. efface |
| 36. afar | 37. utter | 38. apace | 39. align | 40. allege |
| 41. used | 42. allow | 43. elude | 44. eager | 45. unison |
| 46. Elen | 47. arise | 48. abase | 49. arrow | 50. abated |
| 51. amid | 52. ideal | 53. occur | 54. atone | 55. office |
| 56. anal | 57. unite | 58. await | 59. assess | 60. attack |
| 61. edit | 62. error | 63. alike | 64. accede | 65. appear |
| 66. omit | 67. olive | 68. amass | 69. attain | 70. uneven |
| 71. anew | 72. arose | 73. amaze | 74. enough | 75. adjure |

PART II.

II.

CONSONANTS.

PART I took up the various characters used in the Syllabic System of Shorthand in the five vowel groups. The student is now ready to take up the subject of consonants. Of the five characters used in the five vowel groups, the second character, or *e* syllable, is the most easily written, therefore the *e* syllable is taken as a basis of the character for the consonants.

RULE II.











































To write any one of the sixteen consonants use the e syllable one-half the size that it is written in the e vowel group. For example, t is written one-half the size of et; l is written one-half the size of el; and so on for all of the sixteen consonants; thus, to write the word tar, write t one-half the size of et and add the regular vowel syllable for ar.







As the student becomes more practiced the initial consonant of many words may be discarded, as there is no possible chance for confusion. Similarly, consonants beginning a syllable in the middle of a word (medial consonants) may be discarded, as also may final consonants except in making delicate discriminations.





EXERCISES.

1. Write the character for each of the following sixteen consonants: *t, s, l, n, r, c, f, d, p, w, v, y, b, m, g, z*. The characters for these consonants need not necessarily be one-half the size of the corresponding *e* syllable, but may be written as small as possible. The only consideration is that they be distinct. In beginning it will be to the student's advantage to write them one-half size. After practice they may be reduced in size and finally, as suggested above, in many cases they may be totally discarded.





2. The following words show how the initial consonants are joined to vowel syllables. (Practice these until you are perfectly familiar with them and can write them rapidly):

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 1. |  |  |  |  |  |  |
| 7. |  |  |  |  |  |  |
| 13. |  |  |  |  |  |  |
| 19. |  |  |  |  |  |  |
| 25. |  |  |  |  |  |  |
| 31. |  |  |  |  |  |  |
| 37. |  |  |  |  |  |  |

43.      

49.      

55.      

61.      

1. tar	2. sat	3. nap	4. ran	5. fag	6. pad
7. war	8. van	9. gap	10. ted	11. sew	12. mud
13. leg	14. net	15. gun	16. red	17. rew	18. den
19. pen	20. web	21. yew	22. bid	23. men	24. gem
25. tin	26. sir	27. lip	28. nip	29. rib	30. eid
31. fit	32. fig	33. tip	34. win	35. vim	36. big
37. mit	38. gin	39. zip	40. ton	41. sob	42. lop
43. nor	44. rod	45. cob	46. fop	47. bog	48. pod
49. wot	50. vow	51. yon	52. boy	53. nop	54. God
55. tug	56. sup	57. lug	58. nub	59. run	60. eub
61. fun	62. dug	63. pun	64. bur	65. yum	66. nun

Write in shorthand the following (write the words with their numbers, and opposite each write the proper character).

1. tar	2. sap	3. lad	4. nap	5. raz	6. eab
7. fag	8. dan	9. pal	10. wag	11. eat	12. yam
13. bar	14. mat	15. gas	16. zag	17. tan	18. set

19. led	20. new	21. red	22. fed	23. dew	24. peg
25. wet	26. yet	27. bed	28. met	29. get	30. tip
31. sit	32. lip	33. nil	34. rip	35. fig	36. dip
37. pin	38. wit	39. vis	40. bid	41. gib	42. zip
43. toy	44. sop	45. log	46. nod	47. rod	48. cow
49. fog	50. don	51. pot	52. won	53. bon	54. yon
55. boy	56. mot	57. God	58. tub	59. sun	60. lug
61. nut	62. rub	63. cup	64. fur	65. dug	66. pup
67. yew	68. bun	69. nub	70. gut		

Write the following characters with their numbers, and the words which they represent:—

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	32	33	34	35
36	37	38	39	40	41	42
43	44	45	46	47	48	49
50	51	52	53	54	55	56
57	58	59	60	61	62	63
64	65	66	67	68	69	70
71	72	73	74	75	76	77
78	79	80	81	82	83	84
85	86	87	88	89	90	91
92	93	94	95	96	97	98
99	100	101	102	103	104	105
106	107	108	109	110	111	112

113		114		115		116		117		118		119	
120		121		122		123		124		125		126	
127		128		129		130		131		132		133	
134		135		136		137		138		139		140	
141		142		143		144		145		146		147	
148		149		150		151		152		153		154	
155		156		157		158		159		160		161	
162		163		164		165		166		167		168	

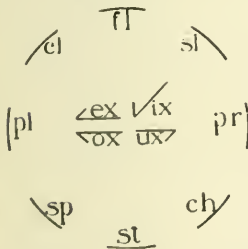
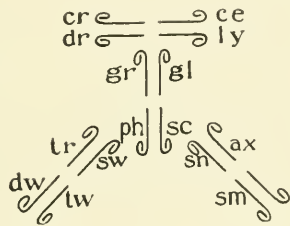
PART III.

III.

CHARACTERS NUMBER 6, 7, 8 and 9.

IN PARTS I and II only the first five of the nine characters of this system have been used. After a thorough mastery of these characters the student is ready for the remaining four, which are more or less arbitrary, though quite as simple and as easily learned as the others.

Notice that character 6 falls into a group similar to the vowel groups, and is used in writing the following:—*cr, dr, ce, ly, gr, ph, gl, sc, tr, dw, sw, tw, sn, sm, ax.* (There is no syllable for the character at the lower right hand corner.)



The use of character 7 may be shown, as in the accompanying design, by a broken circle. The eight different positions which it assumes determine the following double consonants:—*pl, cl, fl, sl, pr, ch, st, sp.*

Four other characters are shown in this design, namely, *ex, ox, ix* and *ux.* These characters must not be confused with the character for the *i* syllable of which they would form a part but for the simpler characters used in that group to take their place.

Character 8 is used in four different positions, as shown in the accompanying design, namely, to represent *bl*, *fr*, *re*, *br*.

(bl) (fr)
(re) (br)

Character 9, the simple straight line, is used to represent the four double consonants shown in the accompanying design—*to*, *th*, *sh*, *wh*.

|to
—th
sh / wh \

The student now has before him all the characters of this system in all the different positions which they assume, with the exception of several convenient characters, speed forms, and phrases, which will be considered in PART IV.

It is necessary to explain that *all monosyllables beginning with a consonant, other than those shown in the preceding designs, are represented by the corresponding e syllable written in the regular way.*

∩ = be, by, buy	∪ = no, know, knee
∟ = die, do, dye	∩ = pa, pie
∩ = fee, foe	∪ = sea, so, see
∩ = go, guy	∩ = vie
∪ = lee, lie, lo, lye	∩ = we
∩ = ma, me, my	∩ = you, ye

For example.—*be*, *by* or *buy* are written with the *eb* character, but the context will readily show which of the words the character represents.

EXERCISES.

Write in shorthand the following words using the characters learned.

- | | | | | |
|-----------|------------|------------|------------|--------------|
| 1. show | 2. brook | 3. brute | 4. froth | 5. thought |
| 6. shed | 7. relax | 8. where | 9. wheel | 10. relate |
| 11. Fred | 12. bride | 13. reach | 14. shone | 15. brother |
| 16. whim | 17. fresh | 18. shine | 19. whine | 20. oxalic |
| 21. this | 22. thine | 23. thief | 24. broad | 25. frolic |
| 26. text | 27. freak | 28. break | 29. agree | 30. remain |
| 31. frog | 32. whirl | 33. brine | 34. frock | 35. throat |
| 36. rely | 37. topaz | 38. share | 39. white | 40. relieve |
| 41. whom | 42. affix | 43. annex | 44. brick | 45. explore |
| 46. fox | 47. shake | 48. wheat | 49. wharf | 50. bright |
| 51. fix | 52. those | 53. clear | 54. slain | 55. regret |
| 56. sham | 57. prone | 58. proof | 59. drunk | 60. shadow |
| 61. ship | 62. glare | 63. greet | 64. drive | 65. thrill |
| 66. whip | 67. trace | 68. train | 69. smart | 70. stately |
| 71. into | 72. smite | 73. blaze | 74. bless | 75. aflame |
| 76. unto | 77. pluck | 78. flank | 79. flake | 80. abstain |
| 81. brow | 82. ample | 83. flash | 84. stood | 85. plaster |
| 86. rest | 87. chord | 88. chess | 89. click | 90. promise |
| 91. thud | 92. slang | 93. sleep | 94. spear | 95. probate |
| 96. box | 97. spend | 98. crape | 99. drill | 100. profess |
| 101. plot | 102. glass | 103. grave | 104. grind | 105. arrest |
| 106. plus | 107. track | 108. twist | 109. snare | 110. choral |
| 111. flat | 112. smack | 113. dwell | 114. bliss | 115. special |
| 116. flap | 117. steal | 118. cheap | 119. slant | 120. clinic |
| 121. chew | 122. sleet | 123. spice | 124. crane | 125. propel |
| 126. slip | 127. crime | 128. gleam | 129. grape | 130. profit |
| 131. spar | 132. groan | 133. track | 134. twine | 135. procure |
| 136. crab | 137. snuff | 138. dwarf | 139. bloat | 140. blight |
| 141. crib | 142. plume | 143. flare | 144. steam | 145. execute |
| 146. draw | 147. chunk | 148. cliff | 149. clasp | 150. bridge |
| 151. reap | 152. speed | 153. craze | 154. cross | 155. prodig |
| 156. plow | 157. glide | 158. grain | 159. gruff | 160. tract |

161. stay	162. twill	163. tally	164. smoke	165. thread
166. clap	167. block	168. blind	169. scold	170. glance
171. prop	172. smile	173. snail	174. scene	175. throne
176. swam	177. tweed	178. trade	179. swell	180. speech
181. blur	182. drone	183. graze	184. gloss	185. clever
186. snow	187. cream	188. crack	189. spell	190. glimmer
191. crew	192. slate	193. clean	194. chime	195. plush
196. plat	197. stave	198. stone	199. shear	200. whirl

PART IV.

IV.

SPEED FORMS, PHRASES AND LETTERS.

PARTS I, II, and III contain all the shorthand characters used in this system, except the characters for the vowels *a*, *e*, *i*, and *o*, when these letters alone form a syllable; the consonants *h*, *j*, and *q*; speed forms and phrases. These features of the system have been withheld from the student to avoid any possible confusion. As the regular forms have been fully explained in the preceding parts, the student, if he has fully mastered them, is ready to go on with the work presented in Part IV, the last.

No special punctuation marks are required. The regular punctuation marks are not similar to any characters of the system and their use cannot possibly lead to confusion.

CONSONANTS *h*, *j*, *q*.

The letter *h* is silent except as an initial letter, and in case it is necessary to make a delicate discrimination the letter may be represented by a tick placed before a character. The same tick after a character represents final *y* or *ty*, as shown on page 42.

The letter *j* has no separate character, but is represented by the character for *i*. No confusion can arise from this substitution. The letters *qu* are represented by the sign for *ux*.

SPEED FORMS.









































The following abbreviations and special characters are of extreme importance. Fast writing demands their use. Practice them until you are perfectly familiar with them. Write several short sentences in which the speed forms occur. It is upon the student's mastery of these forms that the degree of success depends.

∟ = a or ay	∧ = ant, ent, ance, ence
ℓ = e = he	∨ = con, com, come
∫ = i or j	∖ = final y or ty or initial h
0 = o	∞ = ce, se, selves
J = c = k	→ = ux = qu
∧ = ing	∩ = r = wr
∩ = and	∪ = el = le

Note the following abbreviations use the consonant beginning the word.

∩ = are	∪ = laid, lain
∖ = been	∩ = new, now
J = can, came	∩ = same, said
∩ = done	∩ = take, took, taken
f = for	∩ = with
∖ = get, got	∩ = your

The following abbreviations are not arbitrary, but are represented by the first or second syllable or the principal syllable sounded.

 = able	 = note
 = but, put	 = our, hour
 = call	 = part, particular
 = would	 = shall, she
 = could	 = sion, tion, should
 = did	 = seem, seam
 = each, such, much	 = some, home
 = file, fill	 = the
 = from	 = they, them
 = give- en -ing	 = difficult- ty- ties
 = have- ing	 = that
 = ear, hear, here	 = who, why, when
 = him, time	 = what, which
 = was, house	 = while, whole
 = whether	 = communicate- ed- ing- tion
 = will	 = about
 = after	 = one, first
 = account	 = again
 = city	 = high
 = business	 = month

e = letter	= today
∩ = gentlemen	∩ = not, out
∩ = Mr.	3 = firm
∩ = January	∩ = February
∩ = March) = April
∩ = May	∩ = June
∩ = July	< = August
∩ = September	∩ = October
∩ = November	∩ = December
∩ = Sunday	∩ = Monday
∩ = Tuesday	∩ = Wednesday
∩ = Thursday	∩ = Friday
∩ = Saturday	

Write these one-half of the size of the corresponding
o syllables.

∩ = bay	∩ = lay	∩ = pay	∩ = way
∩ = day	∩ = may	∩ = ray	∩ = yea
∩ = gay	∩ = nay	∩ = say	
∩ = hay	∩ = jay.	Are exceptions to the rule.	

A SPECIMEN LETTER.

In the following letter note the characters used for such phrases as "your favor," "at hand," "in reply," "would say that," "must be," "we think," "you will," "we might be able to," "we have," "in reference," "we would," "to hear," "you soon," "we are," and "very truly yours." Practice writing this letter in shorthand until you can write it in one minute.

Chicago, Ill., June 10th, 1902

↖ → ~ -

John Jones, Esq.,

↖ ↖ ↖

Chicago.

↖

Dear Sir:-

↖

Your favor of the 9th inst. at hand, and in reply

↖ p - - ~ ↖ ↖ ↖

would say that the store and basement 152 Vine Street, must

↖ - ↖ ↖ ~ ~ ~

be rented together. We think that if you will make us an

↖ ↖ ↖ - ↖ ↖ ↖

offer of \$2200 on a lease of two or three years, we might be

↖ p ↖ ↖ ↖ ↖ ↖ ↖ ↖

able to secure the store and basement for you, and in case

↖ - ↖ ↖ ~ ↖ ↖ ↖ ↖

you had no use for the basement, we should have no difficulty

↖ ↖ ↖ ↖ - ~ ↖ ↖ ↖ ↖ ↖

in securing you a tenant for it.

↖ ↖ ↖ ↖ ↖ ↖ ↖

We have several parties talking in reference to the

↖ ↖ ↖ ↖ ↖ ↖ ↖ ↖

rental of this store, and we would urge prompt action should

↖ ↖ ↖ ↖ ↖ ↖ ↖ ↖ ↖

you desire to secure it. Hoping to hear from you soon,

↖ ↖ ↖ ↖ ↖ ↖ ↖ ↖ ↖

we are,

↖

Very truly yours,

↖

BOYD'S SYLLABIC SHORTHAND.

Minneapolis, Minn., April 10th, 1903.

James Black and Co.,

New York,

Gentlemen:

Your letter of the 25th inst. just at hand and contents noted. In our last letter to you we tried to make it plain that we would not allow freight on shipments from here.

On account of local difficulties with our men we are unable to ship any orders, and are unable at present to say just when we can. We will, however, ship as soon as possible and notify you of same. Trusting the delay will not discommode you, we are,

Yours very respectfully,

Philadelphia, Pa., June 27th, 1903.

Plymouth Clothing Co.,
St. Louis, Mo.,

Gentlemen

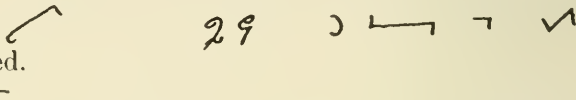
We are in receipt of your favor of February 25th requesting immediate shipment of your order of January 24th for March first delivery. In reply regret to say that we shall be unable to ship any portion of this order under one week from this date. It was so late before we got the order started that we have not been able to get same completed as yet. We will get to you partial shipment of it, however, at the earliest possible moment with balance to follow as soon as we can complete the order.

Very respectfully,

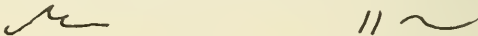
2

After learning all of the characters and most of the speed forms, each student should practice making the characters for the following sentences from ten to fifty times, until you can make them without special effort.

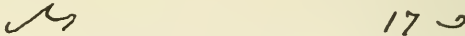
Your favor of the 29th ult. is at hand and contents

noted.  29) L T V

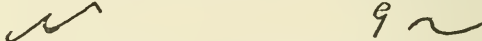
We are in receipt of your letter of the 11th inst.

 11 ~

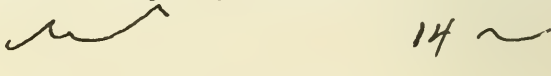
We are in receipt of your postal card of the 17th ult.

 17 ~

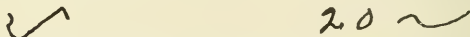
We are in receipt of your favor of the 9th inst.

 9 ~

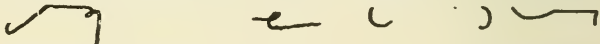
We are in receipt of your esteemed favor of the 14th

inst.  14 ~

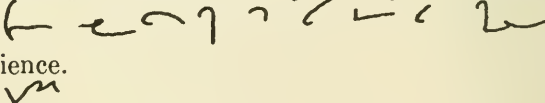
I am in receipt of your favor of the 20th inst.

 20 ~

We enclose herewith a letter in regard to his standing.

 e l) L

Please let us hear from you at your earliest con-

venience.  L e a r n e r

We may be able to ship you a car next week.

Handwritten shorthand symbols for the sentence above.

This property at the price mentioned should be a

Handwritten shorthand symbols for the sentence above.

bargain.

Handwritten shorthand symbol for the word 'bargain'.

We have sent you to-day by express, one text book.

Handwritten shorthand symbols for the sentence above.

We regret that we cannot send you a sample until

Handwritten shorthand symbols for the sentence above.

next week.

Handwritten shorthand symbol for the words 'next week'.

We hope that you will see this matter in its proper

Handwritten shorthand symbols for the sentence above.

light.

Handwritten shorthand symbol for the word 'light'.

We may be able to extend the time of payment to

Handwritten shorthand symbols for the sentence above.

Jan. 1st, 1904.

Handwritten shorthand symbols for the date 'Jan. 1st, 1904'.

In reference to your note, would say that it must be

Handwritten shorthand symbols for the sentence above.

paid at once.

Handwritten shorthand symbol for the words 'paid at once'.

Thanking you in advance for your trouble, I remain.

Handwritten shorthand symbols for the sentence above.

In reply to your letter, we have this day collected the

account.

As we stated in our last letter to you, we may be able

to fix the matter up soon.

We can fill orders in three weeks time and sometimes

quicker.

We are somewhat at a loss to understand this alter-

ation.

Please give this matter your immediate attention

and oblige.

We have made another shipment on your order at

once from stock.

You would not want us to do that, as it would not

be right.

Your valued favor of the 12th inst. is just at hand.

o n / p 12 ~) L L

Trusting you will see your way clear to give us

g r - c c / n / -

orders, we remain.

g / L

We refer with pleasure to parties who are using our

✓ S ✓ L | } \ / ~ g

lights.

e

We take the liberty of calling your attention to our

✓ - - A p r c L g

system.

✓

I am very highly pleased with the work of the ma-

✓ g \ L ✓ - g p

chine.

You will receive full particulars and all necessary

✓ g ✓ -) - - J

information.

2

We wired you to-day that we would accept your offer.

✓ g c b - d p c h

Hoping to hear from you by return mail.

g h r c r

St. Paul, Minn., Dec. 2nd, 1903.

Mr. William Mullen,

St. James, Minn.,

Dear Sir:

We have your favor of recent date at hand requesting
 us to advise you when we will forward the goods on your
 fall purchase. We regret to inform you that up to the
 present date of writing we have not succeeded in com-
 pleting the shoes, although they are now being bottomed
 and will be ready to go forward in about ten days. As-
 suring you that the matter will have preferred attention,
 beg to remain,

Respectfully yours.

PHRASES FOR PRACTICE.

Write the Shorthand for these phrases at least ten times for each.

1. What is your name and business?
2. How long were you standing there?
3. What did you say to him then?
4. Did you ever see him after that?
5. We do not have any pens on hand.
6. Please send me a car of hard coal at once.
7. We send you our price list to-day.
8. Please let us hear from you by return mail.
9. Forward three just such writing machines.
10. We are receiving new business every day.
11. We will make you a shipment to-morrow.
12. I will therefore refer you to him.
13. We must insist on full payment at once.
14. We hope to hear from you soon.
15. We can recommend you to a good firm.
16. Tell them to hurry the shoes forward.
17. Your note became due yesterday.
18. We are somewhat at a loss to understand this.
19. Shall we return them to you?
20. Should this not be correct, kindly advise us.

21. We carefully note what you say.
22. Thanking you for past favors, I am.
23. We are in receipt of your favor of the 8th ult.
24. We are in receipt of your order of the 16th.
25. Yours of the 13th at hand to-day.
26. Referring to your favor of the 19th inst.
27. Awaiting your further communication, we are.
28. Practice a great deal on a little.
29. Always do your best for your employer.
30. Do not make the *e* syllable for a consonant.
31. There is only one way to gain speed, practice.
32. But first of all be accurate.

EXERCISES.

1. Write the following sentences for practice in the use of single vowels and consonants *h, j, k*, and *q*:

1. He came as quickly as possible.
2. I took the oath of office to day.
3. O, see the sun.
4. Always make your notes just as clear as possible.
5. How is this word written?
6. Do not be satisfied with inferior results.

2. Write the following sentences using the speed forms where they should be:

1. It is apparent that he will be successful.
2. Where can I go for water?
3. Twenty men went with him,
4. Would you believe what he said?
5. Always examine your work carefully.
6. Take time to be thorough. Haste makes waste.
























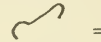


















Write the following sentences in shorthand:



























1. The day is cold, and dark and dreary;
It rains and the wind is never weary;
The vine still clings to the mouldering wall,
But at every gust the dead leaves fall,
And the day is dark and dreary.

2. A knowledge of drawing is the foundation of all pictorial expression.

3. My very chains and I grow friends,
So much a long communication tends
To make us what we are.

The following abbreviations are not merely to memorize but to illustrate how each student can shorten and abbreviate all words.

	= apply-ing, application		= superior
	= approach-ed-ing		= labor
	= cause		= statement
	= desire		= approve-ed-ing-al
	= during		= agree-ed-ing
	= differ-ing-ence		= charge-ed-ing-able
	= direct-tion-ed-ing		= character
	= distribute-ed-ing-tion		= accept-ed-ing-able
	= deliver-ed-y-ing		= inclose
	= farther, further		= enclose
	= form		= quality
	= forward		= question
	= loss, lost		= believe
	= word		= belong
	= work		= beyond
	= world		= between
	= trust-ed-ing		= collect-ed-ing
	= receive-ed-ing-able		= credit
	= pay-ed-ing-able-ment		= draft
	= practical-ly		= railroad
	= reply-ed-ing		= railway

	= witness-ed-ing		= careful-ly
	= herewith		= apple
	= insurance		= judge
	= just		= must
	= never		= value
	= yesterday		= answer
	= anybody		= short
	= before		= beforehand
	= hereafter		= become
	= select-ed-ing-tion		= motion
	= samples		= parcel
	= examine-ed-ing-ation		= resignation
	= return		= congratulate-ed

In writing large amounts use (\surd) for hundreds, ($_$) for thousands, and (\S) for millions, writing the character close to the figures they follow and to the lower side of them, thus:

6 $_$ = 6,000 7 \surd $_$ = 700,000 84 \S = 84,000,000

Unimportant words may be omitted, as those *in italics* in the following phrases:

in <i>the</i> world	more <i>and</i> more
one <i>or</i> two	one <i>of the</i> best
more <i>or</i> less	one <i>of</i> our
regard <i>to</i>	glad <i>to</i>
able <i>to</i>	order <i>to</i>
day <i>or</i> two	respect <i>to</i>
some <i>of</i> those	on <i>the</i> question
do you mean <i>to</i> say	one <i>of the</i> most
yours <i>of the</i> 10th	reference <i>to</i>

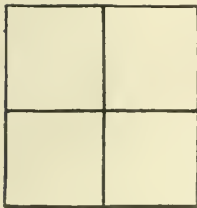
The following suggestions for abbreviating need not necessarily be memorized until the student has taken dictation for a while. They have nothing to do with the shorthand proper but are good abbreviations to be used with shorthand.

Write the (\$) dollar sign after the figures, as:


354 $_$ \$ = \$354,000.00.


Make the (%) percentage sign thus, 7 $\%$.


Make the (#) pound or number sign thus: 37 $\#$ = 37 lbs. $\#$ 37 = No. 37.



Land is usually described by section, township and range. Sections are usually divided into quarters or halves and they are again subdivided into quarters or halves. We can shorten the description very much by making the outline for the quarter or half followed by the figures only, thus:

 29 133 25 = The Southwest quarter of Section Twenty Nine, Township One Hundred Thirty Three, Range Twenty Five.

 2 107 39 = The North Half of Section Two, Township One Hundred and Seven, Range Thirty Nine.

 7 99 13 = The East Half of the Southeast Quarter, of the Northwest Quarter of Section Seven, Township Ninety Nine, Range Thirteen.

DIRECTIONS
FOR
STUDY.

DIRECTIONS FOR STUDY.

In beginning dictation, the first and main object is and should be for every one to acquire a correct style of writing. That is, do not write faster than is consistent with accuracy.

After thoroughly memorizing the one hundred and twelve syllables, and the few speed forms, begin writing from dictation slowly at first, making the outlines for each word or phrase correctly until you have a speed of about fifty words a minute. If you have been very careful up to that time, then it will be safe for you to begin to practice for speed.

In practicing for speed, one good method is to take a line and practice it at least a dozen times, slowly at first, then increasing speed with each repetition. Then take another line the same way, repeating as before. Practice several lines a day in this way.

In practicing for speed from dictation the student should take from faster dictation than able to take in full. This is good practice in training the mind and hand to act quickly in unison, as well as train the memory so one can write a number of words behind the dictator, if necessary.

Repeated writing of the same exercises, lines, short letters, and then long letters are the best of practice

Of course it is understood that the student will practice on entirely new matter at times, without repetition.

A speed of one hundred to one hundred and twenty words a minute can very easily be obtained without memorizing many short lines or abbreviations. If, however, one wishes to prepare himself for reporting he should practice a great deal on making short outlines for long words, and also in phrasing. By practicing in this way, one can acquire the greatest facility in writing, being able to report lectures, sermons, court work, etc. After writing about one hundred words a minute, the student should always go prepared with notebook and pencil. Select a slow speaker at first. Take what you can correctly. Do not expect to get it all the first time. Get what you can without getting nervous.

Remember this is practice work and that your life does not depend on your getting it all. Keep this practice up and you will be surprised in a short time to find that you can report a sermon or lecture verbatim.

In transcribing your notes or reading back, you are not expected to do so very readily until you become thoroughly familiar with the outlines.

Many may think it hard to read shorthand notes when long words are abbreviated, but the following letter written with the letters represented by the outlines as one would write it in Boyd's Syllabic Shorthand will show that with a little practice it is very easy to read.

Dear Sir:

Your favor 30 ult. rec. If your invent contain new and useful combin there is no dot but that you can obtain patent and we should be glad to attend to your application. In our opinion the best course for you to pursue would be to inter some mfg of this class of goods in your invent or inter some party in it who would be willing to pay the fees for obtain a patent for an interest in the invent. Our fees are all paid in advance and we could not take the case as you suggest with the fees paid at some later time but should you get someone to inter with you and assist to make the application we would be pleased to attend to your case and give it the best of attention.

Yours resp.

A very few of the common words are represented by speed forms, many others may be written very short, naturally, with this system, while long words are abbreviated. Most any one can easily read this letter. After one memorizes the shorthand characters, they can as easily read the shorthand notes.

Anyone having trouble in reading his notes will invariably find the trouble in the formation of the outlines. Therefore be *very careful*. Always make the same outline for the same word. Do not make a consonant for the *e* vowel syllable or *vice versa*. There is a great difference in their size. So with all other characters.

Practice reading your notes until you can read them as easily as longhand. Read the same notes over and over again. Remember that it is more essential to be accurate than fast. Be able to read back accurately; to punctuate your longhand and spell correctly. Do not disturb the one dictating to you. If it is in actual business, gently tell the dictator that he is dictating too fast.

Dear Sir:

We are enclosing you herewith statement of your account for \$6.40. This account is long past due, and we would appreciate the favor if you would make us a remittance covering the amount of the same at once.

Trusting to hear from you by return mail, we are,

Very truly yours,

Dear Sir:

We are very much surprised to receive back to-day your unpaid note dated March 10th. This, together with the interest, amounts to \$91.04. Although the matter became due May 9th, you seem to have done nothing whatever about it since that date. We think the thing to have done, would be to have remitted bank draft on New York. No remittance has been made, and not a word of explanation in ten days. We are somewhat at a loss to understand this.

Our traveling representative will be in your city the very first of next week, and we trust you will kindly adjust this matter with him. As soon as received, note will promptly be returned to you. We dislike very much to carry notes after maturity, and do not consider it good business.

Very truly yours,

Dear Miss:

Acknowledging receipt of your esteemed favor, we beg to state that special pair of shoes such as you require could be made to order for you at a charge of 50 cents, or a total of 75 cents over and above the regular advertised price covering express charges.

In case you desire to order a pair, we suggest you call upon our representatives, Plymouth Clothing Co., and present this letter and permit them to order the shoes for you.

Yours respectfully,

Gentlemen:

In returning you herewith enclosed receipt for your remittance of the 15th inst., beg to thank you for keeping all of the trimmings that I sent you and trust that you will be able to use a quantity of these in the near future.

I am constantly getting out new designs in trimmings and if you so desire will continue to send you a few pair at a time, from time to time, which will keep you constantly supplied with new things. I have a number of customers with whom I pursue this plan and would be glad to add you to the list if satisfactory to you.

Awaiting your favor, I am,

Yours respectfully,

Dear Sir:

We are receiving much of our new business from persons already insured with us. We respectfully ask the privilege of increasing your insurance in the Mutual Benefit. We make this request knowing that no other company can do as well by you.

If you will kindly send us on the enclosed blank the names of persons who are able to carry insurance, you will be doing a good service for them as well as help the company to do all the better by those already insured.

Yours truly,

Gentlemen:

We are sending you under another cover one of our catalogues showing the various style fall goods which we carry in stock. We can fill orders on these either with or without our stamp. Can fill orders the day that they are received.

We hope you will find something in this catalogue that will interest you and that we shall receive orders from you on them for the fall season. We feel certain we can please you and would like you to try our goods.

Hoping for a favorable reply, we are,

Yours truly,

Dear Sir:

We send you to-day our price list of some of our lands together with map and circulars. If you are able to procure a purchaser for any of the lands described in lists we will allow you a commission of \$1.00 per A. on same, said commission being included in prices quoted.

Trusting we may see you up with some men, we are,

Yours very truly,

Dear Sir:

Yours of the 29th ult. received. I notice in looking over your order given me August 5th that you marked your stock No. 1216 to be made with a patent tip, and a quarter fox.

I did not notice this in copying the order. It was simply an oversight.

It is very seldom we make a kid cack with a patent leather quarter foxing now.

We are making you the shoes ordered by mail same as you had before, except that the quarter foxing will be a little heavier kid than you have had, and think you will have no more trouble with them wearing off on the heel.

Our close attention is being given to your order, and will try to ship the goods as fast as they come out of the works.

Yours respectfully,

STUDY BY MAIL.

After examination of this manual (which was not arranged for correspondence work), if you wish to take up the study by mail, enroll in our correspondence department by cash or installment plan. After finishing the course and passing the regular examinations by at least a percentage of 90 points, we will send you our regular class diploma properly filled out.

This study by mail course is under the charge of competent instructors and is the only course in Shorthand known today where by a student can acquire proficiency without a teacher. Look over this manual carefully and decide to take up the study aright. Send your enrollment or send for terms for complete course.

Chicago Correspondence Schools,

927 Chicago Opera House Block,

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