

A
0
0
0
4
7
2
6
8
7
3



SYLLABUS

(SECOND YEAR)

ISAAC PITMAN SHORTHAND



NEX

ISAAC PITMAN & SONS
2 WEST 45th STREET, NEW YORK



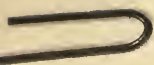
THE LIBRARY
OF
THE UNIVERSITY
OF CALIFORNIA
LOS ANGELES

17/22
L
24
20/22

Handwritten text, possibly a date or number: 22 July 1915.

Handwritten text, possibly a name or location: The University.





SYLLABUS

(SECOND YEAR)

ISAAC PITMAN SHORTHAND



Digitized by the Internet Archive
in 2007 with funding from
Microsoft Corporation

SYLLABUS

(SECOND YEAR)

ISAAC PITMAN SHORTHAND

PREPARED BY

ELIZABETH A. ROCHE

HEAD OF DEPARTMENT, SECRETARIAL STUDIES

AND

ELIZABETH RIORDON

INSTRUCTOR, DEPARTMENT OF SECRETARIAL STUDIES,
WASHINGTON IRVING HIGH SCHOOL,
40 IRVING PLACE, NEW YORK.



NEW YORK

ISAAC PITMAN & SONS, THE PHONOGRAPHIC DEPOT
2 WEST 45TH STREET

TORONTO: 70 BOND STREET

AND AT LONDON, BATH AND MELBOURNE

WHOLESALE CANADIAN AGENTS

The Commercial Text-Book Co.

AND

The Copp, Clark Co., Limited

TORONTO

UNIVERSITY OF CALIFORNIA

The study of phonography trains the mind to exact thinking, to precision of expression, to energy of attention, to the habit of seeking in its proper place the principle according to which a word is written.

While the study of phonography trains for practical ends, by the employment of the very same mental processes required to accomplish the work in other secondary school courses, it trains for life. The teaching of phonography conforms with the highest doctrine in pedagogy—that theory should not be separated from practice.

STACK AREA
Z
56
R58s

CONTENTS

TERM III

CHAP. PAGE

I. INSTRUCTIONS TO TEACHERS

1.	THE AIM OF INSTRUCTION	1
2.	MATERIALS	2
3.	THE TEACHER'S DAILY LESSON PLAN.	5
4.	TEACHING STUDENTS HOW TO STUDY .	8
5.	STUDENTS' HOME WORK	16
6.	SENTENCE STRUCTURE, PUNCTUATION, ETC.	17
7.	THE CONDUCT OF THE DAILY RECITATION.	20
8.	ATTAINING SPEED	21
9.	CLASS DICTATION	24
10.	TRANSCRIPTS	28
11.	CAUSES OF ERRORS IN TRANSCRIPTION WORK: REMEDIES	32
12.	TESTS AND THEIR VALUE	40
13.	FREQUENT TESTS	42
14.	MARKING FREQUENT TESTS	43
15.	STUDENTS' RECORDS	46
16.	DEFICIENT STUDENTS	47
17.	THE MID-TERM TEST	48
18.	THE END-TERM TEST	49
19.	TESTS GIVEN AFTER THE END-TERM TEST	50
20.	DOUBTFUL STUDENTS.	51

TUTTLE
JAN 5 '43
LIBRARY SETS

II. THE SYLLABUS OUTLINE

1. TIME SCHEDULE	52
2. TEXT BOOKS	52
3. THE OUTLINE	53
a. SCOPE OF TEXT BOOK WORK	53
b. THE PRINCIPLES OF SHORTHAND	54
1. REVIEW OF THEORY	54
2. VOCABULARY DRILL	54
3. ENGRAVED SHORTHAND EXERCISES	55
4. GRAMMALOGS	56
5. SIMPLE PHRASES	56
6. BUSINESS PHRASES.	57
7. GENERAL CONTRACTIONS	58
8. VOWEL INDICATION	58
9. SPECIAL CONTRACTIONS	59
10. ADVANCED PHRASEOGRAPHY	59
11. INTERSECTIONS	60
12. STATES AND CITIES	60
13. DISTINGUISHING OUTLINES	60
c. CLASS DICTATION	61
d. TRANSCRIPTION WORK	61

III. REQUIREMENTS FOR PROMOTION

1. SCHOLARSHIP IN TECHNIQUE	62
2. RATE OF SPEED	62
3. SCHOLARSHIP IN TRANSCRIPTION WORK	63

TERM IV

CHAP.	PAGE
I. INSTRUCTIONS TO TEACHERS	
1. THE AIM OF INSTRUCTION	67
2. MATERIALS	68
3. THE TEACHER'S DAILY LESSON PLAN.	68
4. TEACHING STUDENTS HOW TO STUDY .	68
5. STUDENTS' HOME WORK	68
6. SENTENCE STRUCTURE, PUNCTUATION, ETC.	69
7. THE CONDUCT OF THE DAILY RECITATION	69
8. ATTAINING SPEED	69
9. CLASS DICTATION	69
10. TRANSCRIPTS	69
11. CAUSES OF ERRORS IN TRANSCRIPTION WORK: REMEDIES	73
12. TESTS AND THEIR VALUE	73
13. FREQUENT TESTS	73
14. MARKING FREQUENT TESTS	73
15. STUDENTS' RECORDS	73
16. DEFICIENT STUDENTS	73
17. THE MID-TERM TEST	74
18. THE END-TERM TEST	75

CHAP.		PAGE
II.	THE SYLLABUS OUTLINE	
	1. TIME SCHEDULE	76
	2. TEXT BOOKS	76
	3. THE OUTLINE	77
	a. SCOPE OF TEXT BOOK WORK	77
	MISCELLANEOUS DICTATION	77
	b. THE PRINCIPLES OF SHORTHAND	79
	c. CLASS DICTATION	79
	d. TRANSCRIPTION WORK	79
III.	REQUIREMENTS FOR PROMOTION	
	1. SCHOLARSHIP IN TECHNIQUE	80
	2. RATE OF SPEED	80
	3. SCHOLARSHIP IN TRANSCRIPTION WORK.	81

SYLLABUS

(SECOND YEAR)

ISAAC PITMAN SHORTHAND

CHAPTER I

INSTRUCTIONS TO TEACHERS

1. THE AIM OF INSTRUCTION

THE chief aim of the teacher should be to train the students to write correct shorthand from dictation and to transcribe the same accurately. Emphasis, therefore, throughout the term should be placed on the following points :

- a. The correct application of the theory taught in terms I and II.
- b. The formation of outlines correctly, legibly, and rapidly.
- c. The acquisition of a large vocabulary of shorthand words and phrases.
- d. Mastery of the grammalogs, the common contractions, the common distinguishing outlines, and the term's vocabulary.
- e. The need of concentration on the subject matter which is being dictated.

TERM III

- f. The accurate reading or transcription of the matter dictated.
- g. The artistic placing of typewritten transcripts.
- h. The attainment at the close of the term of a minimum speed of sixty (60) words a minute on business letters and articles of regents' difficulty, with a minimum accuracy of sixty (60) per cent. in transcription work.

2. MATERIALS**Shorthand Text Books**

At the time the text books are distributed, the teacher should request the students to record, in ink, the following data on the inside cover of the text book :

- a. The student's name, section, and section room.
- b. The student's home address.
- c. The date on which the book is received.
- d. The name of the stenography teacher.

All shorthand text books should be neatly covered with strong paper on the day of their receipt.

Teachers should inspect the text books regularly, both to see that they are covered and to ascertain whether any books have been lost. Lost books should be immediately replaced.

TERM III

Teachers should follow up the return of text books issued to students who have since been discharged from school.

Pencils

Students at all times should have three or four long, well-sharpened pencils suitable for stenographic work. The pencils should be round, of ordinary diameter, and without nickle or rubber at the end.

Metal point protectors should be removed from the pencils while students are taking notes.

Note-books

The class note-books should either be enclosed in a pasteboard cover or be neatly covered with strong paper.

Note-books should be ruled vertically about 1 inch from the left edge ; a $\frac{3}{8}$ inch ruling at the right edge is also desirable.

Shorthand notes should be written clear across the page within the confines of the marginal lines.

Students who prefer to use pens should provide themselves with Pitman " Fono " Series note-books, which contain smooth paper with a hard surface which is not too highly glazed.

Blackboard

The blackboard should be freely used by teachers so that students may have the opportunity of visualizing the shorthand outlines.

TERM III

Students with weak eyesight should be assigned to the front seats. General permission should be given the students to walk to the board at any time and examine shorthand outlines that may not be perfectly distinct to them from their seats.

The chalk should be sufficiently soft to indicate clearly the proper shading of the heavy strokes.

The Teacher's outlines should be models for the class to imitate.

Students assigned to do board work should follow the method of practice required in note-book writing. Both teacher and students should cross out, not erase or patch, incorrect or imperfectly formed outlines.

Vocabulary Note-books

Each student should provide herself with a memorandum book with ruled lines in which to record, in ink, the following :

- a. The longhand and the shorthand of the special words contained in the vocabulary list of the current term.
- b. The longhand and the shorthand of words or phrases to which attention has been directed in class and the outlines of which have been temporarily recorded on the left margin of the class note-book.
- c. The correct longhand and shorthand of words written incorrectly in class dictation.

TERM III

- d. The correct longhand and shorthand of words written incorrectly on tests.
- e. The correct spelling of words misspelled in transcripts.
- f. The dictionary definitions of unfamiliar words or terms contained in assignments.

3. THE TEACHER'S DAILY LESSON PLAN

In order to complete the work outlined, it is necessary for the teacher to prepare very carefully a lesson plan for each recitation.

At the beginning of the term, the teacher should ascertain the number of school days in the current term in order to include in each lesson assignment a proportionate part of THE SYLLABUS OUTLINE.

As various parts of THE SYLLABUS OUTLINE may be practised concurrently with other parts, lessons should be planned so as to include selections from the several text books.

All dictation matter should be edited before it is dictated in class.

The teacher should list the difficult words and phrases in the new lesson in order to acquaint the class with the

TERM III

correct outlines immediately after the lesson assignment has been given.

After transcripts have been corrected and returned to the students, the home assignment should always include a careful comparison of the original shorthand notes with the transcript, and again with the shorthand notes of the second dictation of the same matter.

The review work should be systematically planned so that students may drill daily on the principles of shorthand, grammalogs, phrases, common contractions, common distinguishing outlines, and the vocabulary of the current term. Selections from each of these groups should be made.

All assignments should be possible of accomplishment by the students. Careful consideration should be given to the amount of time required for a student to complete an assignment in a scholarly manner.

The lesson assignment should be planned under two heads :

- a. THE NEW LESSON.
- b. THE DAILY REVIEW ASSIGNMENT.

Both assignments should be definitely written in the lesson plan so that they may be readily given to the students.

a. THE NEW LESSON

In addition to contractions and phrases, the new lesson

TERM III

should include straight matter selected from the several text books.

The difficult words and phrases taught in class and contained in the particular exercise assigned should be required to be repeatedly practised.

Outlines recorded in the margins of students' note-books during the day's recitation should always be included in the lesson assignment for the following day.

As often as possible a dictation of one hundred (100) to one hundred fifty (150) words should be given for home transcription. This should be read and corrected in class the next day.

From time to time students should be required to record in shorthand an article of about two hundred words on a subject of general interest selected from a newspaper, pamphlet, or magazine ; the clipping should be attached to the shorthand notes.

b. THE DAILY REVIEW ASSIGNMENT

1. The principles of shorthand.

As the basis of speed is found in the correct application of the principles of shorthand, students should be required to review, in regular order, all the principles of shorthand. The engraved shorthand examples illustrating the text, and the engraved shorthand exercises,

TERM III

should be assigned for home drill. The longhand should precede the shorthand outlines of words.

2. Grammalogs.

Phrases.

Common contractions.

Distinguishing outlines.

Each day throughout the term a proportionate number of grammalogs, phrases, common contractions, and common distinguishing outlines should be assigned for home drill so that within the course of two weeks all of these signs will have been practised to the extent needed by each individual student. The word in longhand, correctly spelled, should precede the shorthand character.

3. Vocabulary.

The outlines of five words selected from the vocabulary of the current term should be assigned for home drill.

4. TEACHING STUDENTS HOW TO STUDY

a. Comparison with blackboard outlines

A student's success in phonography depends very largely upon his ability to make accurate decisions when comparing his own outlines with the correct outlines which have been placed on the blackboard for the purpose of comparison.

TERM III

Notable loss in scholarship results from false judgments, for the reason that the outlines of undiscovered errors are practised repeatedly in the same way in the home assignments.

As the mental processes involved in forming a judgment call for the exercise of the highest faculties of the mind, it is suggested that the students who are unable to make an accurate judgment at a glance compare the parts of an outline in the following order :

1. The position of the outline.
2. The consonants : form, shading, length.
3. Any initial, medial, or final hook, circle, or loop.
4. The vowels : their signs and places.

b. Practising the home assignment

In order to accomplish satisfactory results in the study of stenography, it is necessary for students to concentrate closely while practising the home assignments. Scholarship in technique can be secured in no other way. When students are impressed by their improvement in scholarship attained through close concentration, this consciousness of progress is a strong incentive to further effort and begets courage and confidence—qualities essential for successful work in stenography.

Experiments have proved that the concentration of the average student begins to diminish before one line of the *same shorthand outline* has been completed, and that the practice of writing *in succession* two or more

TERM III

lines of the same shorthand outline too often results in the last outline being the most poorly formed of the series.

In a subject like stenography where shorthand characters have to be practised repeatedly before the writer attains skill, it is important that the teacher devise a pedagogical and interesting method of practice that will lead steadily to scholarship in technique. It is therefore recommended that the following method of practice be adopted and that the teacher explain the method clearly to the students and demonstrate it on the blackboard.

The teacher should try to inculcate in the students the *habit* of examining their home assignment critically upon its completion in order to discover and correct any violations of the principles of the system.

1. Grammalogs.

Contractions.

Phrases.

Distinguishing outlines.

Vocabulary drill.

- a. The home work paper should be ruled vertically for four columns of work ; no margins are required.
- b. The longhand of all items assigned should be written above the red line and close to the preceding line so as not to interfere with the outlines of first position words.

TERM III

- c. After the longhand of review words, contractions, etc. has been written, the student should close the text book and write *once* from memory the shorthand outline of each longhand item. This should be followed by verification and the correction of any errors that may have been discovered.
- d. Students should now write as many shorthand outlines of each word or phrase as the allotted space permits, saying aloud the name while writing the form.

The specimen on the following page illustrates the method of practice.

2. New words.

The outlines of *new* words assigned from printed copy which contain consonantal sounds which may be represented in two or more ways should be written by the students only *once* until the form has been verified.

The outlines of new words, contractions, or phrases assigned from engraved shorthand should be copied *once* at the time the longhand is written. After verification, the outlines should be practised as illustrated.

3. Engraved shorthand exercises.

Students should be able to read engraved shorthand exercises fluently before they drill on the outlines.

visitor

information

universal

in order to

visitor
available

information
language

universal
appointment

in order to
at the present to

at the present to

TERM III

Two excellent methods of practice are described below :

- a. Intensive drill may be secured if each outline is written three or more times in succession, the student saying aloud each word or phrase while forming the character. The more difficult outlines should be written over and over again, provided the student continues to practise with concentration.

The specimen on the following page illustrates the method of practice.

- b. After copying a complete line of engraved shorthand matter, the student should leave the following four lines blank for purposes of repetition. Each word or phrase should be said aloud while the character is being formed.

The specimen on page 15 shows the method of preparing the page for practice.

4. Other straight matter.

Straight matter dictated in class and *corrected* should be practised in exactly the same manner as the engraved shorthand exercises.

Exercise 103

Shorthand Instructor

. . . v v v a a a)))
 o o o c c c w w w w w w
 r r r p p p n n n n n n i i i
 v v v > > > v v v v v)))

(Empty ruled lines for practice)

Name

Section

Date

15

Exercise 103

v) t e w r p n

q y > v) h o > d x

e l o l y . i z u b 1

TERM III**5. STUDENTS' HOME WORK**

Each student should write on the top line of her home work paper her name, section, and the date on which the work is due.

The regular assignment and the review assignment should be credited in the teacher's daily record book.

Students who were unable to do the assignment on account of personal illness should present notes of excuse signed by a parent. This work should be made up as soon as possible.

Other students who fail to bring their home work should write a note of explanation and hand it in in lieu of the assignment, which should be brought the next day.

The teacher should see that the home work corresponds to the assignment and that it is performed according to the directions given.

Home work which bears evidence of carelessness should not be credited but should be returned to be rewritten.

The home work of weak students should receive particular attention.

Students who return to school after an absence of two or three days should first do the regular assignment for the succeeding day and later make up the back work.

TERM III

6. SENTENCE STRUCTURE
PUNCTUATION
SPELLING
THE USE OF A DICTIONARY

An examination of students' transcripts will usually show that the errors in English greatly outnumber the errors caused by lack of knowledge of the principles of phonography.

Too many students fail to comprehend when a group of words deciphered from stenographic notes should be a sentence by itself or form part of another sentence; consequently, fragments of sentences are frequently presented as expressions of complete thought.

The grammatical errors and the senseless transcripts which result from the transcription of *with* for *that*, *all* for *of*, *so* for *us*, *him* for *may*, *quite* for *act*, *their* for *they are*, etc., can scarcely be excused on the ground of similarity of shorthand forms. Students may not place absolute reliance on the perfection of all their shorthand characters. Slight mistakes in form, shading, or position are practically inevitable under the pressure of rapid note-taking; but it is expected that the high school student's knowledge of English will aid him in selecting the correct word when two words of *different parts of speech* are represented by the same shorthand outline or by forms which are similar.

The comma fault and the period fault—the despair of

TERM III

teachers—spring from one fundamental deficiency—failure to recognize the distinction between the integral syntactic unit and constituent, or subordinate, units.

While students, as a rule, use commas superfluously, at the same time they often fail to insert commas when needed to separate clauses, to set off a parenthetical or independent element, to mark a series of words or phrases, to introduce a quotation, or to indicate a pause for the sake of clearness. The semicolon is seldom employed, the comma or the period being used instead.

Other errors in English include the misspelling of many common words which high school students should be expected to spell correctly; wrong syllabication; the improper compounding of words; the omission of required hyphens; the incorrect use of capital letters; unauthorized abbreviations; and violations of the fundamental principle of paragraphing.

As the teacher of stenography is responsible not only for the correct interpretation of the shorthand notes, but also for the grammar, sentence structure, and the mechanics of writing employed in transcripts, the chairman deemed it advisable for the department of stenography to prepare a syllabus in English for the use of the students in terms III and IV of the secretarial course.

At the beginning of the term, each student should be provided with the English text book and a list of the home assignments to be studied during the term.

TERM III

The teacher should explain in detail to the class the scope of the work outlined in English, carefully instructing the students in the use of the text book and the method of practising the home assignments.

After an exercise has been assigned for home study, it should be dictated in class, transcribed, and corrected, in order to afford the students an opportunity to apply the rules.

The Use of a Dictionary

One of the most valuable services the teacher can render to the students of the secretarial course is to train them to a competent and ready use of the dictionary and fix the habit of consulting it.

A stenographer should be *sure* that every word in a transcript is spelled correctly, that the syllabication is proper, that the use or non-use of the hyphen is authorized, etc. These points can be ascertained only by frequent reference to a dictionary.

The dictionary must also be frequently consulted for pronunciation. The symbols used in the phonetic spelling for pronunciation should be understood by the students.

The best dictionaries are Webster's International Dictionary, The Century Dictionary, The Standard Dictionary, and Murray's New English Dictionary.

TERM III**7. THE CONDUCT OF THE DAILY
RECITATION**

The conduct of the daily recitation should include the following :

- a. The record of attendance.
- b. The collection of the home assignment.
- c. The assignment of the next day's lesson ; the dictation and correction of the difficult words and phrases contained in the new assignment and listed in teacher's lesson plan ; explanation of the method of practising the assignment.
- d. Presentation of the new lesson.
- e. Drill on the difficult words and phrases contained in previous day's assignment in order that the exercise may be dictated later without interruption.
- f. Review of theory to the extent possible ; drill on the shorthand outlines of five words in the current term's vocabulary ; drill on grammalogs, phrases, contractions, and distinguishing outlines.
- g. Blackboard illustrations of outlines ; phonetic analysis of difficult words ; careful comparison by students ; correction of errors ; inspection of note-books by teacher while students are making comparison and correction.

TERM III

- h. Dictation of straight matter.
- i. Close observation of students' notes during the process of note-taking.
- j. The reading aloud by individual students of a portion of the matter dictated.
- k. Close observation of the notes of the student who is reading aloud.
- l. Cultivating in students the *habit* at all times of correcting their shorthand errors.
- m. Occasionally a student should read from her home assignment the shorthand notes of the article copied from a newspaper or magazine, the teacher holding the clipping for purposes of comparison. The remainder of the class should take the dictation as the student reads. The correct forms of difficult outlines should be placed on the blackboard.
- n. The accomplishment, so far as possible, of the amount of work planned.

8. ATTAINING SPEED

There should be no deliberate attempt on the part of a teacher to "speed" a class, that is, to dictate at a rate considerably faster than the majority of the class can

TERM III

record and at the same time apply the principles correctly. If such a practice were adopted, accuracy would be sacrificed to speed and scholarship in technique would be impossible; our AIM OF INSTRUCTION could not be accomplished.

The mind and the hand should be trained to work together harmoniously. Speed and accuracy depend chiefly upon

- a. An accurate knowledge of the system of shorthand practised.
 - b. The cultivation of a good pen or pencil movement.
 - c. A sound system of phrasing familiar groups of words.
 - d. A thorough knowledge of distinguishing outlines.
 - e. Systematic study and practice.
- (a) The basis of speed is found in the correct understanding of every principle of the system of shorthand practised. Unfamiliar words retard speed, therefore a vocabulary of correct shorthand outlines is the first essential to speed. The fundamental principles of shorthand should be mastered at the same time that an extensive vocabulary is being acquired.

TERM III

- (b) The pencil should be held as lightly as possible between the thumb and the forefinger, the point being at least one inch from the tip of the forefinger.

A light touch is conducive to speed. In shading it is not necessary to make a deep stroke ; the shading should be only sufficient to show the distinction between light and heavy strokes. The lighter the touch on the unshaded characters the better the chance of distinguishing those which are shaded.

- (c) Judicious phrasing increases speed. Phrases should be limited to groups of words which occur constantly in ordinary usage.

The principle on which a phrase is built should be understood by the students. Good phrases are those where the junctions are made easily and without undue turning from the regular course.

- (d) There are numerous conflicting words, therefore mastery of the common distinguishing outlines is necessary.
- (e) Systematic study and practice cannot be dispensed with if new outlines are to be added to the students' vocabulary.

The method of practice described under the caption *Teaching students how to study* should be followed.

TERM III

9. CLASS DICTATION

As students are expected to acquire a large working vocabulary of shorthand outlines, the teacher should devote to dictation work as much of the class period as possible.

The term's work cannot be accomplished if only a few minutes' time is allowed for dictation and the balance of the period spent on the oral description of outlines of words contained in the exercise dictated. The oral description of outlines and the quotation of rules have their place in the recitation period, but too much time cannot be spared for those phases of the work ; dictation should have precedence. Blackboard illustration is better than oral description, and should always accompany the latter. Students should be required to respond quickly to questions on theory.

Before starting the dictation, the teacher should see that the students assume a correct writing position. The students should sit erect. The feet should be flat on the floor. The left elbow should rest on the desk ; the middle of the right fore-arm should be at the edge of the desk. While taking notes, students should have the edge of the note-book parallel with the edge of the desk. The note-book should never be doubled, but should lie flat on the desk.

Students should be taught how to shove up the page of a note-book skillfully while taking notes. Mr. Nathan Behrin, an Isaac Pitman writer, holder of the world's speed and accuracy records, and official court reporter

TERM III

in the New York Supreme Court, under date of December 3, 1921, very kindly sent the head of department the following description of his method of shoving up the page :

“ In my daily court work I use Pitman’s No. 5 note-book, which is end opening. Before using a new book, I rustle the leaves and bend the book backward and forward so as to loosen the leaves and make sure that they will not stick.

“ Opening the cover, I commence writing on the top line of the first page. The left hand lies palm downward at the top of the page, the thumb resting against the left hand edge of the book, the other fingers extended across the page. After I have written on six or seven lines, with the under side of my left thumb I begin to raise the left edge of the page until I can take hold with my forefinger and thumb. I now start the page on its upward slide. The thumb straightens and lies flat on the left margin of the page, and the forefinger resumes its former straight position, but now rests lightly against the fold created by the upward movement of the page. Keeping pace with the writing, the thumb feeds the page upward to the forefinger, which holds and steadies the fold of the page and aids in the work of feeding the page to the other fingers. As the writing reaches the last line, the bottom of the first page is even with about the sixth or seventh line of the second page. A quick shove of the first page sends it over, and my right hand is writing on the top of the second page.

TERM III

“ The book lies flat all the time. The right elbow remains in practically the same position on the table. The writing hand travels from left to right on a fixed plane. The page moves to accommodate the writing hand. The transition from page to page is unnoticeable, as we have practically a continuous page.

“ When writing on the knee, the left thumb and forefinger turn the pages in the same manner as when writing upon the table, but the remaining fingers are under the book, palm facing up, firmly holding the book from slipping.”

The shorthand notes should be about the size of the text book characters.

✓ The habit of pausing until a picture of the correct outline presents itself to the mind is impracticable, and students should be warned against cultivating such a practice.

Students should never trace “ trial ” outlines on the desk, the air, or on a separate piece of paper.

Students should be trained to *record immediately* in its correct position the first consonantal stroke in a word, and to complete the balance of the outline without hesitation.

Shorthand notes should never be erased. Incorrect outlines should be rapidly crossed out and replaced by the correct forms.

TERM III

Students should be warned not to introduce longhand in their shorthand notes either during the process of note-taking or later when transcribing the notes.

On the left margin of the note-books, students should record the correct outlines of words written incorrectly, and also the outlines of any other words to which the teacher has directed special attention during the recitation.

In the early weeks of the term, the attention of the students should be concentrated on the form and accuracy of the outlines. As students add to their vocabulary of shorthand outlines, less concentration is necessary on outlines and more concentration is required on the subject matter and on the grammatical construction of the sentences.

Throughout the entire term it is necessary for teachers to give students a great deal of assistance on outline formation and to remind them frequently to insert necessary vowels and to phrase simple groups of words.

Students should be trained to insert only the necessary vowels even though there be ample time to insert all the vowels. The teacher should explain that the accurate interpretation of shorthand notes depends largely upon well formed outlines written in their correct positions.

The same matter should be dictated several times in succession in order that the vocabulary contained therein may be mastered.

TERM III

Reading the Dictation

- At every recitation some of the matter dictated should be read aloud in class. Students called upon to read should be required to complete at least one sentence, and should state when a period occurs. The definitions and spelling of unfamiliar words or terms should be discussed.

As many pupils as possible should participate in the reading. Every member of the class should be called upon within two days, if possible.]

The reader should read slowly so as to enable the other members of the class to follow and to correct their shorthand notes at the same time; the reader should correct her own notes as she reads.

When a reader halts, she should at once analyse aloud the puzzling outline. The teacher should make every effort to have the reader decipher her notes.

Other members of the class should not indicate that the reader has made a mistake, or supply missing words unless called upon to do so.

Students should exchange note-books occasionally and read aloud one another's notes.

10. TRANSCRIPTS

Transcription work should commence during the third week of the term (after the review of the theory is

TERM III

completed) in order that students may early see the relation between the taking of notes and the transcribing of the same.

All transcription work should be done in the shorthand period without encroachment on the typewriting period.

Transcriptions should be typewritten (touch method) unless a class recites in a non-typewriting room.

Pen transcripts should be written on 8 by 10 ruled paper ; the handwriting should be neat and legible.

Throughout the term, the sentences designated in the syllabus outline in English prepared especially for our department should be dictated, transcribed, and corrected. The transcription drill on each kind of exercise should be sufficient to enable the students to transcribe correctly miscellaneous matter containing similar sentence structure, punctuation, etc.

From the third to the sixth week inclusive, a short test of one hundred (100) to one hundred fifty (150) words should be transcribed each week. The matter should be simple, and the dictation should be given slowly.

Beginning the seventh week of the term, and continuing to the close of the term, new matter of regents' difficulty (a letter or an article) should be dictated at a definite rate of speed and transcribed each week. The scope of the tests should gradually be increased to two hundred (200) words.

TERM III

Students should be allowed a reasonable length of time to read their notes before they transcribe them.

In order that students may have no misapprehension as to their scholarship in transcription work at the various rates of speed, and also to enable weak students to recognize early in the term the need of improving their scholarship, it is recommended that classes be informed of the definite rate of speed at which the weekly test is given. Students should record the rate in the upper left hand corner of the transcript in the following form : Dictated at..... words a minute.

The teacher should establish and maintain in the class room the standards required by first class business concerns ; therefore students should not be permitted to strike keys over, to start words the second time, to indicate the elision of words, to interlineate omissions, etc. The teacher should explain to students that the business man desires his dictation typed correctly the first time, and that he is unwilling to suffer the loss of time and material in having work recopied.

One duplicate copy should be made of all typewritten transcripts. Both the original and the duplicate copies should be collected. The shorthand notes should always be attached to the transcript.

Students may correct in pencil on the carbon copy any stenographic or typographical errors which they may have made. No corrections of any kind may be made on the original copy. On pen transcripts, errors may be corrected by erasure.

TERM III

Throughout the term students should have practice in transcribing both articles and business letters.

Before commencing the transcription of articles, the student should write her name and section, and the date, about two inches from the top edge of the paper. This should be followed by several double spaces.

When a dictation includes two or more business letters, each letter should be transcribed on a separate sheet of paper. The multigraphed letterheads printed by our department should be used. The student's name, instead of being typewritten at the head of the sheet, should be filled in as a signature.

All letters, whether typewritten or pen written, should be written according to the approved forms described in our Typewriting Syllabus. Particular attention should be paid to margins, Attention of M....., signatures, enclosures, the dictator's and the typist's initials, etc. Attractive form should be the aim.

An envelope (commercial or legal size) should be addressed for each business letter. The address should be typed in the form approved by the post office department. Students should have practice in folding letters properly for envelopes of both sizes and in enclosing them correctly, with and without attached enclosures. The return address should appear on each envelope.

The importance of accurate spelling and syllabication should be emphasized. It is recommended that students be permitted to consult the dictionary excepting when the mid-term or the end-term test is being transcribed.

TERM III**11. CAUSES OF ERRORS IN
TRANSCRIPTION WORK : REMEDIES**

Students' errors in transcription work should be traced to their causes by the teacher in order to enable him to prescribe suitable remedies.

Knowledge of each student's scholarship in technique can best be ascertained through the examination of the shorthand notes of dictated matter. A portion of the shorthand notes of many of the transcriptions should therefore be corrected.

Some of the chief causes of errors in transcription work are listed below with suggested remedies for overcoming them.

a. Cause

Habitual violation of the principles of phonography while note-taking, and subsequent inability to decipher the notes accurately.

Remedy

In a private conversation with each pupil whose work is unsatisfactory, the teacher should point out clearly the nature of her deficiencies, and encourage her to believe that she will overcome them if she will faithfully follow directions. Impress her with the necessity of preparing herself for promotion.

Give a definite review assignment of the theory, starting at the point you consider necessary. Require the student to master one principle thoroughly before proceeding to

TERM III

the next. Caution the student to represent all of the consonantal strokes in a word and to verify the same by repeating the consonantal sounds aloud while forming the strokes and again when inserting the vowel signs. Require the complete vocalization of words; have vowels inserted in the order of their occurrence. The longhand of words should accompany the shorthand outline.

Additional word selections and dictation exercises may be chosen from *Shorthand Writing Exercises and Examination Tests*.

Require the student to examine this review work several times in order to see that the particular principle is properly applied; that the words are written in their proper position; that the vowels are in their proper places; that the strokes are made the proper length, and are shaded correctly. Explain to the student the advantage to her of discovering her own mistakes.

After this review work has been inspected and credited by the teacher, it is suggested that it be returned to the student for further practice.

b. Cause

Failure to record an outline for each word dictated because

1. The rate of speed is beyond the capability of the student.
2. The notes are large and sprawling.
3. Unnecessary vowels are inserted.

TERM III**Remedy**

Dictate very slowly during the class recitation and aim to have every student produce a legible shorthand outline for each word dictated.

Require the engraved shorthand notes in the text books to be read and copied repeatedly so that students may imitate the size and style ; require compactly written notes.

Require the insertion of only necessary vowels. Emphasize the fact that clear outlines and correct position writing should result in the accurate reading of notes.

c. Cause

Illegibly written notes because the dictation is too fast for the student, who is consequently unable to pay sufficient attention to form.

Remedy

Dictate slowly enough to make it possible for the students to complete in good form the consonantal representation of each word dictated and at the same time to insert all necessary vowel signs.

d. Cause

General carelessness in writing the shorthand notes as evidenced by

1. Failure to write words in their proper positions.
2. Failure to represent all of the consonants in a word.

TERM III

3. Failure to represent the final *s* or *z* sound.
4. Too much pressure on light strokes and subsequent inability to distinguish them from heavy strokes.
5. Not making the proper distinction in length between tick strokes, regular strokes, half length strokes, and double length strokes.
6. Not sufficiently distinguishing in size between the large and the small initial and final circles ; the large and the small initial hooks on curves ; the large and the small final hooks ; the circle *s* and the *st* loop ; and the *st* and *str* loops.
7. Violation of the *Sh*, *L*, *R*, or *H* rules.
8. Failure to vocalize judiciously.

Remedy

1. Train students to note the sound of the vowel or the accented vowel in each word uttered, and *to start immediately* to write the word in its correct position. A little class practice in pronouncing *quickly* words of two or more syllables should enable students to overcome any deficiency in this respect.
2. In practising the home assignments, and in writing slow dictation in class, the students should say the sounds mentally while forming the strokes.

TERM III

3. Caution students to listen attentively to the final s-z sound in words, and to represent the circle in their shorthand notes.
4. Require light strokes made with the least possible pressure so that the slightly heavier strokes may be easily distinguishable.
5. Have the class practice under your supervision tick strokes, regular length, half length, and double length strokes. Advise each student to adopt for her own characters a definite size for each of the four different lengths and not to vary these sizes while note-taking.

Show the need for half length strokes to be made about *one third* the length of regular strokes, and double length strokes *considerably longer* than double the length of regular strokes.

6. Require the small hooks and circles to be made as small as possible, and the large hooks and circles generously large. There should be no medium sizes.
7. Give intensive drill on words containing *Sh*, *L*, *R*, or *H* initially, finally, and medially, in order to enable students to select the proper form without hesitation.

Explain the principle of vowel indication with regard to the forms of *L* and *R*; illustrate the essentials of good outline formation when the stroke *L* or *R* occurs medially.

TERM III

8. Inform students that judicious vocalization requires
 - a. The insertion of the vowel in words containing only one stroke.
 - b. The insertion of the initial vowel when the first stroke does not indicate that a vowel precedes.
 - c. The insertion of the final vowel when the last stroke does not indicate that a vowel follows.
 - d. The insertion of a medial vowel when necessary.
 - e. The insertion of a diphthong, a triphone, or a diphone, when necessary.

e. Cause

Misreading correctly written shorthand notes, as shown by

1. Transcribing *a* for *the* and vice versa.
2. Adding or omitting final *S-Z* sounds.
3. Misinterpreting the shading of strokes.
4. Selecting the wrong homonym.

Remedy

Acquaint class with errors in transcripts directly traceable to carelessness in reading shorthand notes which have been correctly written.

TERM III

Train students to read their transcripts critically (in the light, as it were, of recipients) in order to discover any errors which they may have made.

Assign for study the homonym exercise in the English syllabus of the stenography department.

f. Cause

Deficiency in English, as shown by

1. Improper sentence structure and punctuation.
2. Misspelling, wrong syllabication, incorrect compounding of words, etc.
3. Lack of knowledge of common words contained in the dictation, such words either being omitted altogether from the transcript or incorrect words substituted for them.

Remedy

1. Repeated drill on the classified series of exercises in the elementary principles of English writing as outlined in the English syllabus prepared especially for the use of our department.

Inform students that in addition to concentrating on the subject matter while taking dictation, they must note the grammatical construction of the sentences and insert a period in their shorthand notes at the completion of an integral syntactic unit.

Require students when reading aloud in class to state when a period occurs.

TERM III

2. Train students in the *habit* of consulting the dictionary. Inform them that accurate transcriptions cannot be obtained otherwise.

Require the correct spelling of all words assigned for home work.

3. Advise students to consult the dictionary for the meanings of all unfamiliar words or expressions, to copy the definitions in their vocabulary notebooks, and to use the words in their conversations and writings. Bring to the attention of the class errors in transcripts caused by deficiency in the knowledge of English words or expressions. Cooperate to the fullest extent with the teacher of English.

g. Cause

Failure to concentrate on the subject matter when taking dictation.

Remedy

Inform students that in addition to writing shorthand outlines, a stenographer must concentrate on the subject matter while taking notes. Explain to them that even though an experienced reporter may appear to be recording notes mechanically, he is, nevertheless, constantly following with an alert consciousness the speaker's thought.

Occasionally, test the students' power of concentration by calling for an oral abstract of a brief dictation exercise.

TERM III**h. Cause**

The alteration of the original shorthand notes to correspond to the student's hasty interpretation.

Remedy

Students should be advised not to substitute other shorthand notes for any original outlines which may at first be undecipherable.

Inform them that skill in transcription work will be acquired with continued practice, and that it is necessary for the original notes to be retained without alteration or substitution.

i. Cause

Failure to verify each word in the transcript with each shorthand outline.

Remedy

Require students to verify their transcripts word for word with their original shorthand outlines.

12. TESTS AND THEIR VALUE

Tests have a twofold value :

- a. To disclose to each student her scholarship in the subject matter.
- b. To disclose to the teacher the scholarship of each member of his class.

TERM III

For these two reasons, therefore, frequent tests are necessary. The tests should be brief and not unduly severe. The results of the tests determine the promotion of students.

Students who pass tests should be commended in class, not only to stimulate them to further effort, but to show to the students who failed that intelligent study and faithful practice always secure good results.

All test papers, with the percentages plainly marked thereon, should be returned to students at the recitation following the test, if possible, so that the value of the test may not be diminished by delay.

Class time will be saved if students work overnight on the word test papers returned to them, and come prepared the following day with the correct outlines.

After returning transcript tests, the teacher should read the matter dictated while students make a comparison with their transcripts.

After the correct forms of the difficult outlines have been illustrated on the blackboard, the teacher should dictate the matter again in order to enable the students to compare these outlines with the notes of the original dictation.

Students should find out for themselves why they mis-transcribed their notes. They will profit by their errors only in so far as they may make careful comparisons.

TERM III

13. FREQUENT TESTS

As the rules of promotion require students *to apply* the principles of phonography while note-taking, it is necessary for the teacher to test the students frequently on the following phases of THE SYLLABUS OUTLINE :

- a. **Grammalogs**
Contractions
Phrases
Vocabulary

Short tests (25-35 items) should be given frequently (once a week, if possible) throughout the term.

Where this practice is followed, it will be unnecessary to test students further on these points at mid-term or end-term.

- b. **Transcripts**

The directions under this caption in the syllabus of the current term, *Chapter I, Instructions to teachers*, should be carefully followed.

- c. **The Shorthand Notes of Dictated Exercises**

A portion of the shorthand notes of matter dictated and transcribed should be examined and rated separately from the transcription. There should also be occasional tests on straight matter dictated and not transcribed.

TERM III

14. MARKING FREQUENT TESTS

At the beginning of each term, the teacher should explain to the students the standards of the department and the schedule of marking errors on the various kinds of tests.

It is especially important that students understand the points for which deductions are made on word tests, as most of the errors are due to carelessness and would probably be avoided if the students were familiar with our schedule of marking.

	Minimum Deduction for each Error
a. Grammalogs (25-35) . . .	10%
b. Contractions (25-35)	
1. Common contractions . . .	10%
2. Other contractions . . .	5%
c. Phrases (25-35)	
1. Simple phrases	10%
2. Other phrases	5%
d. Words (25-35)	
1. Review words	10%
2. Other words	5%

TERM III

Full deduction should be made for each of the following errors :

1. Incorrect outline.
2. Incorrect position of outline.
3. Improper shading of strokes.
4. Improper placing of vowel or diphthong.
5. Improper shading of vowel.
6. Failure to join an initial or final diphthong when required.
7. Improperly formed strokes.
8. Strokes disproportionate in length.
9. Omission of a necessary vowel, diphthong, triphone, or diphone.

e. Transcripts

The following schedule for marking errors in transcripts corresponds proportionately to the regents' schedule.

On tests other than mid-term or end-term, repeated words, misspelled words, and incorrect sentence construction are classified as *major* errors in order to conform to the standards of the business world. Deduction is also made for *each* minor error instead of allowing a maximum charge for *all* minor errors.

Scope of Tests :	Deduction for each Major Error	Deduction for each Minor Error
100 words .	10 credits	One-half credit
200 words .	5 ,,	,, ,,
300 words .	3 $\frac{1}{3}$,,	,, ,,
400 words .	2 $\frac{1}{2}$,,	,, ,,
500 words .	2 ,,	,, ,,

TERM III**MAJOR ERRORS :**

1. Omitted word.
2. Added word.
3. Substituted word.
4. Transposition of words.
5. Use of longhand in notes except for proper names and figures.
6. Erasure of longhand in notes and replacement by shorthand.
7. Repeated word.
8. Misspelled word.
9. Incorrect sentence construction.

MINOR ERRORS :

1. Error in capitalization, paragraphing, or punctuation other than sentence construction.
2. Incorrect division of word at the end of a line.
3. Omission of hyphen when required.
4. Unauthorized abbreviation of words.

f. Allowance for Corrections made by Students

Half credit may be allowed for corrections made by students on pen transcripts or on the carbon copy of typewritten transcripts.

All credit for corrections may be withheld if there is evidence of careless transcribing.

TERM III**g. Marking the Shorthand Notes of Dictated Exercises**

When tests consist of straight matter dictated but not transcribed, the deduction for errors in shorthand is the same as for major errors in transcripts, and varies according to the scope of the test.

Full deduction should be made if simple groups of words are not phrased.

When both the shorthand notes and the transcripts are corrected, teachers should give students two ratings, one for scholarship in technique and the other for scholarship in transcription work.

15. STUDENTS' RECORDS

As the requirements for promotion prescribe a minimum degree of scholarship in technique and the attainment of a definite rate of speed at which shorthand notes are taken down and transcribed satisfactorily, the teacher should keep a percentage record of each student's work under the following heads :

- a. **Scholarship in Technique**, which shall include
 1. Grammalogs.
 2. Contractions.
 3. Phrases.
 4. Words.
 5. The shorthand notes of dictated matter.

- b. **Transcription Work**

TERM III**16. DEFICIENT STUDENTS**

The scope of the tests given during the first three weeks of the term should be sufficiently comprehensive to enable the teacher to ascertain the SCHOLARSHIP IN TECHNIQUE of each individual member of the class.

Students who are grossly deficient in the theory and who are therefore unable to sustain themselves satisfactorily should be reported to the head of department at the beginning of the fourth week of the term.

Specimens of each student's work should accompany the report.

TERM III

17. THE MID-TERM TEST

a. **Scope of Test :**

Four hundred (400) words of new matter of regents' difficulty to be divided as follows :

200 words—one letter :	TOTAL VALUE
200 words—an article :	100%

b. **Rate of Speed :**

Forty (40) words a minute.

c. **Time Allowed for Transcription :**

One shorthand period for each test of 200 words.

d. **Schedule of Marking Transcription :**
(Regents)

Deduction for each MAJOR error : $2\frac{1}{2}$ credits.

Deduction for each MINOR error : $\frac{1}{2}$ credit.

e. **Final Percentage :**

Add the major errors on both papers and multiply by $2\frac{1}{2}$.

The maximum deduction for *all* minor errors is eight (8) credits.

f. **Shorthand Notes :**

The shorthand notes should be attached to the transcripts.

TERM III**18. THE END-TERM TEST****a. Scope of Test :**

Four hundred (400) words of new matter of regents' difficulty to be divided as follows :

200 words—one letter :	TOTAL VALUE
200 words—an article :	100%

b. Rate of Speed :

Fifty-five (55) words a minute.

c. Time Allowed for Transcription :

One shorthand period for each test of 200 words.

d. Schedule of Marking Transcription :
(Regents)

Deduction for each MAJOR error : $2\frac{1}{2}$ credits

Deduction for each MINOR error : $\frac{1}{2}$ credit.

e. Final Percentage :

Add the major errors on both papers and multiply by $2\frac{1}{2}$.

The maximum deduction for *all* minor errors is eight (8) credits.

f. Shorthand Notes :

The shorthand notes should be attached to the transcripts.

TERM III**19. TESTS GIVEN AFTER THE
END-TERM TEST**

Because the end-term test is held some weeks before the close of the term, the rate at which the dictation is given is reduced to fifty-five (55) words a minute, although the requirement for promotion is sixty (60) words a minute.

In order to determine the promotion of students, transcription tests at sixty (60) words a minute should be commenced about six weeks before the close of the term.

The following directions should be followed :

a. Scope of Test :

Two hundred (200) words of new matter of regents' difficulty (a letter or an article) : VALUE 100%.

b. Rate of Speed :

Sixty (60) words a minute.

c. Time Allowed for Transcription :

One shorthand period.

d. Schedule of Marking Transcription :
(Regents)

Deduction for each MAJOR error : 5 credits.

Deduction for each MINOR error : $\frac{1}{2}$ credit.

(Maximum charge for minor errors : 4 credits.)

TERM III

e. Shorthand Notes :

The shorthand notes should be attached to the transcripts.

The shorthand notes of doubtful students should be corrected and rated.

20. DOUBTFUL STUDENTS

The transcription tests at sixty (60) words a minute commenced six weeks before the close of the term and continued to the end should enable the teacher to determine positively whether or not doubtful students are fit for promotion to term IV.

Experience has proved that students who apply in term III the general principles of phonography while note-taking have no difficulty in writing at the higher rate of speed required in term IV, while, on the other hand, students who turn out satisfactory transcripts in term III but who write inaccurate shorthand are unable to sustain themselves satisfactorily in term IV, where the rate of speed is considerably higher.

The shorthand notes, therefore, should be carefully examined and should be the chief factor in determining the rating of doubtful students.

It is inadvisable to give special tests to the doubtful students.

CHAPTER II

THE SYLLABUS OUTLINE

1. TIME SCHEDULE

- a. Nineteen weeks.
- b. Five periods each week.
- c. Length of period : 40 minutes.

2. TEXT BOOKS

a. Student

1. *Pitman's Shorthand Instructor.*
2. *Pitman's Shorthand Writing Exercises and Examination Tests.*
3. *Pitman's Dictation Instructor.*
4. *Century Handbook of Writing.*
5. *Webster's Secondary School Dictionary.*

b. Teacher

1. Students' Text Books.
2. *Memory Drills on Grammalogs and Contractions.*
3. *Commentary on Pitman's Shorthand* (Taylor).
4. *Methods of Teaching Shorthand* (McNamara).
5. *Pitman's Shorthand Dictionary.*

TERM III

3. THE OUTLINE

a. Scope of Text Book Work :

1. *Shorthand Instructor*

pp. 160-308 (omit pp. 259-267).

2. *Shorthand Writing Exercises and Examination Tests.*

Start with exercise 14 and dictate in the regular order of the principles two or more dictation exercises under each principle.

3. *Pitman's Dictation Instructor.*

Supplementary dictation book chiefly for students' home use ; vocabulary in engraved shorthand to be mastered.

Special selections assigned from time to time for home preparation to be dictated in class.

4. *Century Handbook of Writing.*

Follow the detailed syllabus in English based on the above named text book and prepared especially for the use of students in terms III and IV of the secretarial course.

TERM III

The syllabus reviews the work in English under the following heads :

- a. Sentence structure.
- b. Punctuation.
- c. Spelling.
- d. Syllabication.
- e. Compound words.
- f. Use of capitals.
- g. Authorized abbreviations.
- h. The representation of numbers.
- i. The definitions of words which bear a superficial resemblance in sound or appearance.
- j. Homonyms.
- k. Paragraphing.

b. The Principles of Shorthand**1. REVIEW OF THEORY.**

The first ten lessons of the term should be devoted solely to an orderly review of the theory taught in terms I and II.

Throughout the term, the students should be required to review the principles as explained in THE SYLLABUS OUTLINE under the caption *Teachers' daily lesson plan*.

2. VOCABULARY DRILL.

Each day throughout the term the shorthand outlines of five of the words contained in the vocabulary list of the current term should be drilled on in class and assigned for home work.

TERM III

3. ENGRAVED SHORTHAND EXERCISES.

Instructor : Exercises 99, 101, 103, 105, 107, 109, 111, 114, 117, 119, 121, 123, 125, 127.

Pitman's Dictation Instructor :

1. Pages 27-40.
2. Outlines at top of pp. 41-226.

The reading of engraved shorthand contributes so materially to scholarship in technique that after the contraction exercises 104, 106, 108, 110, 112 and 113 in the *Instructor* have been dictated in class and practised by the students, the engraved shorthand exercises containing such contractions should be assigned for home reading.

The teacher should explain to the students that stenographers are expected to read engraved shorthand with the same fluency with which they are able to read printed matter, and that this skill is attained only by repeated readings of the same exercise.

After the engraved shorthand exercises have been read by the students, the matter should be practised according to the method described in THE SYLLABUS OUTLINE under the caption *Teaching students how to study*.

From time to time five or ten minutes of a period should be devoted to the reading of engraved shorthand exercises previously assigned for home reading. Students who are unable to read fluently should analyse the puzzling outlines.

TERM III

Students should be encouraged to read the engraved shorthand books in the library of the school, a list of which should be posted on the class bulletin boards.

4. GRAMMALOGS

The logograms which express complete consonantal representation and which are also written in correct position (*up, by, out, way, must, through, down, etc.*) should be excluded from the list of grammalogs and should be taught as unvocalized words.

After sufficient drill has been given on the grammalogs as separate words, grammalog sentences should be dictated from *Memory Drills on the Grammalogs and Contractions*.

Before dictating selections from *Shorthand Writing Exercises and Examination Tests*, teachers should drill on the grammalogs listed under the particular principle being reviewed.

Teachers should aim to have students attain an accuracy of 100% on grammalogs,

5. SIMPLE PHRASES

Students who neglect to phrase words while note-taking frequently make correction later by adding to the original outline the stroke or strokes not previously

TERM III

joined. This practice should not be permitted, as it would prevent students from ever acquiring the habit of phrasing, i.e., writing groups of words *without lifting the pencil*.

Students should be required to phrase simple groups of words, as this practice will not only promote skill in note-taking, but will also result in the shorthand notes of such groups being more quickly interpreted than if a separate outline were written for each word.

Students should be cautioned against phrasing outlines that do not give good angles (*to say*, etc.).

The use of the tick *the* should be secured to the fullest extent.

Over-phrasing should be avoided.

6. BUSINESS PHRASES

Careful attention should be given to the phrasing of business terms in general use.

The business letters in the *Instructor* and in *Shorthand Writing Exercises and Examination Tests* should be drilled on systematically in order that the business phrases contained therein may be mastered.

Exercises 177, 178 and 179 in *Shorthand Writing Exercises and Examination Tests* contain the common business phrases, and from time to time selections therefrom should be dictated in class and assigned for home drill.

TERM III**7. GENERAL CONTRACTIONS**

The general principle underlying the formation of contractions should be thoroughly explained and illustrated on the blackboard. Students should understand the close relation between the sign and the word.

Exercises 156, 157, 158 and 159 in *Shorthand Writing Exercises and Examination Tests* contain the general contractions, and from time to time selections therefrom should be dictated in class and assigned for home drill.

8. VOWEL INDICATION

Students should be frequently warned to insert the necessary vowel, diphthong, triphone or diphone immediately after completing the consonantal outline.

The vocalization of one consonant words (*pay, age, end, need, etc.*) should be required. It is suggested that the teacher prepare a list of such words and drill on them occasionally in class.

Exercises 162 and 163 in *Shorthand Writing Exercises and Examination Tests* contain excellent examples of words requiring vocalization, and from time to time selections therefrom should be dictated in class and assigned for home drill.

TERM III

9. SPECIAL CONTRACTIONS

Some of the special contractions are in more general use than others. Extensive drill, therefore, should be given only on the contractions which have been designated by our department as "common" contractions and which are indicated in each teacher's copy of the text book.

Should the less common contractions occur in dictation exercises, the text book outlines of such contractions should be drilled on to the extent necessary before the dictation is given.

Exercises 164, 165, 166, 167 and 168 in *Shorthand Writing Exercises and Examination Tests* contain the special contractions, and from time to time selections therefrom should be dictated in class and assigned for home drill.

10. ADVANCED PHRASEOGRAPHY

Extensive drill should be given only on the phrases which have been designated by our department as expressions or idioms in general use and which are indicated in each teacher's copy of the text book.

Groups of words which the average student would not be apt to decipher readily should not be phrased.

Exercises 169, 170, 171, 172, 173, 174 and 175 in *Shorthand Writing Exercises and Examination Tests* contain

TERM III

examples of advanced phraseography, and from time to time selections therefrom should be dictated in class and assigned for home drill.

11. INTERSECTIONS

The general principle of intersection, or approximation when intersection is impossible, should be explained and applied when practicable.

Extensive drill should be given only on the miscellaneous intersected phrases and contractions which have been designated by our department as expressions in general use and which are indicated in each teacher's copy of the text book.

12. STATES AND CITIES

All business letters dictated should be furnished with addresses so that students may learn the shorthand outlines of the principal cities and the States in a practical way.

13. DISTINGUISHING OUTLINES

The words listed among the distinguishing outlines which are written strictly in accordance with the principles involved need no especial drill, i.e., *patron, trifle*, etc.

Emphasis, therefore, should be directed to the words which are differentiated in form, i.e., *pattern, travel*, etc.

TERM III

Only the most frequently occurring words should be drilled on extensively.

c. Class Dictation

The teacher will please follow the instructions under this caption in *Chapter I, Instructions to teachers*.

d. Transcription Work

The teacher will please follow the instructions under the caption *Transcripts, Chapter I, Instructions to teachers*.

CHAPTER III

REQUIREMENTS FOR PROMOTION

Note : Only students who have frequently demonstrated that they possess the following qualifications should be recommended for promotion to term IV.

1. SCHOLARSHIP IN TECHNIQUE

(Ascertained by the teacher through correcting the frequent tests and some of the shorthand notes of matter dictated and transcribed.)

- a. Proficiency in current term's vocabulary.
- b. Proficiency in the grammalogs.
- c. Proficiency in the common contractions.
- d. Proficiency in phraseography.
- e. The ability to apply the general principles of phonography while taking dictation at the rate of speed required.

2. RATE OF SPEED

The ability to take the dictation of letters and articles of regents' difficulty at the rate of sixty (60) words a minute.

TERM III**3. SCHOLARSHIP IN TRANSCRIPTION
WORK**

- a. The ability to transcribe the above dictation with a minimum accuracy of sixty (60) per cent. (Regents' schedule of marking tests.)
- b. Proficiency in English, as shown by sentence structure, spelling, punctuation, paragraphing, etc.
- c. The ability to place typewritten matter artistically.

STENOGRAPHY SYLLABUS

TERM IV

<i>Chap.</i>	<i>Page</i>
I. INSTRUCTIONS TO TEACHERS	67
II. THE SYLLABUS OUTLINE	76
III. REQUIREMENTS FOR PROMOTION . . .	80

CHAPTER I

INSTRUCTIONS TO TEACHERS

1. THE AIM OF INSTRUCTION

The chief aim of the teacher should be to have students write correct shorthand from dictation and transcribe the same accurately.

Emphasis throughout the term should, therefore, be placed on the following points :

- a. The correct application of the principles taught in terms I, II, and III.
- b. The acquisition of a large vocabulary of shorthand words and phrases.
- c. Mastery of the grammalogs and common contractions.
- d. Training students to form outlines correctly, legibly, and rapidly.
- e. Training students to concentrate on the subject matter while taking notes.
- f. The accurate reading or transcription of the matter dictated.

TERM IV.

- g. The artistic placing of typewritten transcripts.
- h. The attainment at the time of the mid-term test of a speed of seventy (70) words a minute on business letters and articles of regents' difficulty, with a minimum accuracy of sixty (60) per cent. in transcription work.
- i. The attainment at the time of the end-term test of a speed of eighty (80) words a minute on business letters and articles of regents' difficulty, with a minimum accuracy of sixty (60) per cent. in transcription work, which corresponds to the minimum standard of the regents of the University of the State of New York.

The teacher is referred to *Stenography Syllabus, term III*, for instructions under the following captions :

	<i>Page</i>
2. MATERIALS	2
3. THE TEACHER'S DAILY LESSON PLAN	5
4. TEACHING STUDENTS HOW TO STUDY	8
5. STUDENTS' HOME WORK	16

TERM IV

	<i>Page</i>
6. SENTENCE STRUCTURE, PUNCTUATION, Etc.	17
7. THE CONDUCT OF THE DAILY RECITATION	20
8. ATTAINING SPEED	21
9. CLASS DICTATION	61

10. TRANSCRIPTS

Transcription work should begin during the first week of the term. All transcripts should be typewritten; the touch method should be employed.

During the early weeks of the term, new matter of regents' difficulty (a letter or an article) containing two hundred (200) to two hundred fifty (250) words should be dictated at a definite rate of speed and transcribed each week.

As the term advances the scope of the tests should be gradually increased. Towards the end of the term,

TERM IV

tests containing five hundred (500) words should be given in preparation for the end-term test.

Students should be allowed a reasonable length of time to read their notes before they transcribe them.

In order that students may have no misapprehension as to their scholarship in transcription work at the various rates of speed, and also to enable weak students to recognize early in the term the need of improving their scholarship, it is recommended that classes be informed of the rate of speed at which the weekly tests are given. Students should record the rate in the upper left hand corner of the transcript in the following form: Dictated at words a minute.

The teacher should establish and maintain in the class room the standards required by first class business concerns; therefore students should not be permitted to strike keys over, to start words the second time, to indicate the elision of words, to interlineate omissions, etc. The teacher should explain to students that the business man desires his dictation typed correctly the first time and that he is unwilling to suffer the loss of time and material in having work recopied.

One duplicate copy should be made of all typewritten transcripts. Both the original and the duplicate copies should be collected. The shorthand notes should always be attached to the transcript.

TERM IV

Students may correct in pencil on the carbon copy any stenographic or typographical errors which they may have made. No corrections of any kind may be made on the original copy.

During the last month of the term, students should be instructed how to make neat erasures on original and carbon copies while the work is in the machine or after it has been removed and replaced.

Throughout the term students should have practice in transcribing both articles and business letters.

Before commencing the transcription of articles, the student should typewrite her name, the number of her section, and the date, about two inches from the top edge of the paper. This should be followed by several double spaces.

When a transcription includes two or more business letters, each letter should be typewritten on a separate sheet of paper. The multigraphed letterheads printed by our department should be used. The student's name, instead of being typewritten at the head of the sheet, should be filled in as a signature.

All letters should be typed according to the approved forms described in our Typewriting Syllabus. Particular attention should be paid to margins, Attention of M....., signatures, enclosures, the dictator's and typist's initials, etc. Attractive form should be the aim.

TERM IV

In transcribing letters containing two or more pages, the following information should be recorded about one-half inch from the top edge of the second and succeeding sheets: the correspondent's name, the number of the page, and the date.

An envelope (commercial or legal size) should be addressed for each business letter. The address should be typed in the form approved by the post office department. Students should have practice in folding letters properly for envelopes of both sizes and in enclosing them correctly, with and without attached enclosures. The return address should appear on each envelope.

The importance of accurate spelling and syllabication should be emphasized. It is recommended that students be permitted to consult the dictionary excepting when mid-term or end-term tests are being conducted.

Special attention should be paid to the typewriting work of students who recited Stenography III in non-typewriting rooms and who are therefore transcribing notes on the typewriter for the first time.

So that the element of memory may be largely eliminated, it is suggested that the shorthand notes of brief tests be occasionally retained by the teacher for a day or two and then returned to the students for transcription purposes.

TERM IV

The teacher is referred to *Stenography Syllabus, term III*, for instructions under the following captions :

	<i>Page</i>
11. CAUSE OF ERRORS IN TRANSCRIPTION WORK : REMEDIES	32
12. TESTS AND THEIR VALUE	40
13. FREQUENT TESTS	42
14. MARKING FREQUENT TESTS	43
15. STUDENTS' RECORDS	46
16. DEFICIENT STUDENTS	47

TERM IV

17. THE MID-TERM TEST

a. Scope of Test :

Five hundred (500) words of new matter of regents' difficulty to be divided as follows :

250 words—two letters :	TOTAL VALUE
250 words—an article :	100%.

b. Rate of Speed :

Seventy (70) words a minute.

c. Time Allowed for Transcription :

One shorthand period for each test of 250 words.

d. Schedule of Marking Transcription :
(Regents)

Deduction for each MAJOR error : 2 credits.
Deduction for each MINOR error : $\frac{1}{2}$ credit.

e. Final Percentage :

Add the major errors on both papers and multiply by two (2).

The maximum deduction for *all* minor errors is ten (10) credits.

f. Shorthand Notes :

The shorthand notes should be attached to the transcripts.

TERM IV

18. THE END-TERM TEST

a. **Scope of Test :**

Five hundred (500) words of new matter of regents' difficulty to be divided as follows :

250 words—two letters :	TOTAL VALUE
250 words—an article :	100%.

b. **Rate of Speed :**

Eighty (80) words a minute.

c. **Time Allowed for Transcription :**

One shorthand period for each test of 250 words.

d. **Schedule of Marking Transcription :**
(Regents)

Deduction for each MAJOR error : 2 credits.

Deduction for each MINOR error : $\frac{1}{2}$ credit.

e. **Final Percentage :**

Add the major errors on both papers and multiply by two (2).

The maximum deduction for *all* minor errors is ten (10) credits.

f. **Shorthand Notes :**

The shorthand notes should be attached to the transcripts.

CHAPTER II
THE SYLLABUS OUTLINE

1. TIME SCHEDULE

- a. Nineteen weeks.
- b. Five periods each week.
- c. Length of period : 40 minutes.

2. TEXT BOOKS

a. Student

1. *Pitman's Shorthand Instructor.*
2. *Pitman's Twentieth Century Dictation Book.*
3. *Pitman's Shorthand Writing Exercises and Examination Tests* (when required by individual students).
4. *Eldridge's Shorthand Dictation Exercises.*
5. *Century Handbook of English.*
6. *Webster's Secondary School Dictionary.*

TERM IV**b. Teacher**

1. Students' text books.
2. *Pitman's Shorthand Writing Exercises and Examination Tests.*
3. *Pitman's Shorthand Rapid Course.*
4. *Reigner's Dictation Book.*
5. *Business Letter Practice* (Opdycke).
6. *Commercial Letters* (Opdycke & Drew).
7. *Commentary on Pitman's Shorthand* (Taylor).
8. *Methods of Teaching Shorthand* (McNamara).
9. *Pitman's Shorthand Dictionary.*

3. THE OUTLINE**a. Scope of Text Book Work : Miscellaneous Dictation**

1. *Twentieth Century Dictation Book.*

Selection of letters from each of the various subjects listed in Contents, Part I, page 2.

Selections from Miscellaneous Selections, Short Talks with the Amanuensis, and Practical Talks, Part II.

TERM IV2. *Eldridge's Shorthand Dictation Exercises.*

The teacher's selections of letters and articles.

3. *Shorthand Writing Exercises and Examination Tests.*

Selected review assignments for backward students.

4. *Century Handbook of Writing.*

Follow the detailed syllabus in English based on the above named text book and prepared especially for the use of the students in terms III and IV of the secretarial course.

5. MISCELLANEOUS DICTATION.

a. Letters

1. Business.
2. Formal and informal social notes.
3. Letters of introduction.
4. Letters of application.

b. Addresses or proclamations by

1. The President of the United States.
2. The Governor of the State of New York.
3. The Mayor of the City of New York.
4. Other distinguished citizens.

c. Patriotic addresses, editorials, articles, etc., tending to promote good citizenship.

TERM IV

- d. Articles relating to the personality, the qualifications, the duties, etc. of stenographers and typists and of private secretaries.
- e. Articles from histories, books on economics, etc. selected for their educational, informational, or cultural value.
- f. Selections from American and English classics.

b. The Principles of Shorthand

Systematic review, concurrently with the dictation and transcription work, of the theory, grammalogs, contractions and phrases taught in terms I, II, and III.

(The teacher is referred to the instructions under this caption in *Stenography Syllabus, term III.*)

c. Class Dictation

The teacher should follow the instructions under this caption in *Stenography Syllabus, term III.*

d. Transcription

1. The transcription and correction of the dictated sentences illustrating correct sentence structure, punctuation, etc.
2. The transcription of letters and articles as explained in this term's syllabus under the caption *Transcripts.*

CHAPTER III

REQUIREMENTS FOR PROMOTION

Note : Only students who have frequently demonstrated that they possess the following qualifications should be recommended for promotion.

1. SCHOLARSHIP IN TECHNIQUE

(Ascertained by the teacher through correcting the frequent tests and some of the shorthand notes of matter dictated throughout the term.)

- a. Proficiency in vocabulary.
- b. Proficiency in the grammalogs.
- c. Proficiency in the common contractions.
- d. Proficiency in phraseography.
- e. The ability to apply the general principles of phonography while taking dictation at the rate of speed required.

2. RATE OF SPEED

The ability to take the dictation of letters and articles of regents' difficulty at the rate of eighty (80) words a minute.

TERM IV**3. SCHOLARSHIP IN TRANSCRIPTION
WORK**

- a. The ability to transcribe the above dictation with a minimum accuracy of sixty (60) per cent. (Regents' schedule of marking tests.)
- b. Proficiency in English, as shown by sentence structure, spelling, punctuation, paragraphing, etc.
- c. The ability to place typewritten matter artistically.

BUSINESS LETTER

PRACTICE

By JOHN B. OPDYCKE

First Assistant, Department of English, Theodore Roosevelt High School, New York City

The Last Word on the Business Letter

For the Student, for the Teacher, for the General Reader.

For the School, for the Library, for the Business Office.

PEDAGOGICAL *For the Student:* A liberal education in business principle and procedure thru the medium of dictation—*learning by doing.*

RESOURCEFUL *For the Teacher:* A wealth of dictatable materials, including hundreds of business letters, paragraphs in business English, articles by commercial and industrial leaders, and a business letter lexicon.

ENTERTAINING *For the General Reader:* An engaging story of the science and the art and the philosophy of the business letter presented from new, refreshing, and stimulating angles, and prefaced by a master business builder.

COMPREHENSIVE *For the Business Man:* A ready-reference book of reliable information on credits, collections, claims, sales, direct mail, and a myriad and one additional intimacies of business conduct and operation.

USABLE *For the Department Head and Correspondence Engineer:* An adaptable text that will automatically make for the effective enforcement of correlation among the departments of large educational and commercial establishments.

ILLUSTRATION—PRACTICE—THEORY in the 5-5-3 RATIO
PRICE, \$2.50

SPECIMEN PAGES SENT ON REQUEST

ISAAC PITMAN & SONS, Publishers
2 WEST 45th STREET :: :: NEW YORK



SHORTHAND WORKS

By ISAAC PITMAN, The Inventor of Phonography

The only authorized textbooks of this system issued by the direct heirs of the Inventor bear the above Registered Trade Mark design on cover, and the imprint of Isaac Pitman & Sons.

COURSE IN ISAAC PITMAN SHORTHAND. 240 pp., cloth, embossed in gold, \$1.60.

A Course of Forty Lessons in the Isaac Pitman System of Shorthand, specially designed for the Shorthand Amanuensis and adapted for use in Business Colleges, Academies, and High Schools. This work is officially used in the High Schools of New York, Brooklyn, and other large cities. Also in the leading business schools.

Special features of this work are: Position writing from the beginning. Words and Sentences introduced in the 1st Lesson. Business Letters in the 9th and subsequent Lessons. Phraseography taught from the 5th Lesson. Reporting Style taught from the beginning.

KEY TO "COURSE." Cloth, gilt, 70c.

SPECIAL EDITION OF "COURSE" in Lesson Sheet Form for instruction by mail. Each lesson is printed in a separate part. \$1.75.

KEY TO "COURSE." Lesson Sheet Form. †85c.

BRIEF COURSE IN ISAAC PITMAN SHORTHAND. 175 pp., cloth, embossed in gold, \$1.45.

An abridged Edition of "Course in Isaac Pitman Shorthand," planned to meet the demand for evening school tuition.

"BRIEF COURSE" EXERCISES. 48 pp., 35c.

PITMAN'S SHORTHAND RAPID COURSE. 200 pp., cloth, gilt, \$1.60.

A Series of Twenty Simple Lessons in Isaac Pitman's System of Phonography. The principles are introduced in an *entirely new order* and with certain groupings that have *never previously been adopted*. The learner is enabled to write separate words in the first lesson, is introduced to sentence-writing in the third, and to the "halving principle" in the fourth lessons. The whole of the explanatory matter, with the essential exercises illustrating this, is contained in 98 pages. There is, however, an appendix with a generous supply of additional reading and writing exercises. The principle of word-building is applied throughout the book, so that the student greatly extends his shorthand vocabulary with each succeeding lesson and without conscious effort.

Position-writing is introduced with the first lesson, and Phraseography

with the diphthongs. The exercises partake largely of the nature of business correspondence, and commercial phraseology is frequently employed in other exercises. Each lesson concludes with a very brief re-statement of the rules explained in the lesson.

PITMAN'S SHORTHAND RAPID COURSE. 116 pp., cloth, gilt, \$1.25.

Complete in Twenty Simple Lessons *without* additional exercises. *Especially adapted for use in Evening Schools and Secretarial Courses.*

KEY TO "RAPID COURSE." 126 pp., cloth, gilt, 85c.

ADDITIONAL EXERCISES ON "RAPID COURSE." 59 pp., 35c.

SHORTHAND KEY TO "ADDITIONAL EXERCISES," 45c.

ISAAC PITMAN'S SHORTHAND INSTRUCTOR. 313 pp., cloth, embossed in gold, \$1.60. New Centenary Edition.

A complete and detailed exposition of Isaac Pitman's System of Phonography. Containing instruction for both beginners and advanced students, with copious lists of Phrases and Exercises, Business Letters, etc.

COMPLETE AMANUENSIS COURSE. Part I, 182 pp., cloth, gilt, \$1.10.

THE NEW PHONOGRAPHIC REPORTER. Part II, 131 pp., cloth, gilt, \$1.10.

KEY TO "SHORTHAND INSTRUCTOR." 80c., cloth, \$1.00.

REVIEW LESSONS IN ISAAC PITMAN SHORTHAND. 34 pp., 35c.

By ARTHUR M. SUGARMAN.

Consisting of a Series of Interesting Exercises and adapted for use with either the "Course" or "Rapid Course."

RULES OF ISAAC PITMAN SHORTHAND IN A NUTSHELL. 58 pp., 35c. By D. J. GEORGE and J. H. BOWDEN.

This little book is a great aid in securing the concentration of the student through interest, and primarily to secure that interest through the demonstration of cause and effect. The reasons are fully illustrated through the process of correlation and paralleling. The Socratic Method of Questions and Answers has been introduced in order that the student may always feel the presence of a good teacher.

THE PHONOGRAPHIC DIGEST. 30c.

A companion work to "Course in Isaac Pitman Shorthand."

SUPPLEMENTARY EXERCISES IN ISAAC PITMAN SHORTHAND.

Parts I and II. 35c. each. By W. L. MASON.

Provides a series of carefully graded and exhaustive exercises on every rule in the system in the order in which it occurs in the "Course." By commencing to write these exercises from the beginning from dictation, the student will be gaining facility in writing and reading shorthand at the same time that he is mastering the principles, thus saving much valuable time. Pithy hints are given at the beginning of the exercises.

KEY IN SHORTHAND TO "SUPPLEMENTARY EXERCISES." Part I. 35c.

SUPPLEMENTARY EXERCISES. Parts I and II. One volume, cloth, 75c.

PITMAN'S SHORTHAND WRITING EXERCISES AND EXAMINATION TESTS. 220 pp., cloth, gilt, \$1.00.

This work contains exhaustive classified lists of words illustrative of every rule in the system and over 100 graduated sentence exercises in ordinary print for writing or dictation practice.

KEY TO SHORTHAND WRITING EXERCISES. In Engraved Shorthand. \$1.30.

THE PHONOGRAPHIC TEACHER. 48 pp., 30c.

A Guide to a Practical Acquaintance with the Art of Phonography.
KEY TO THE "TEACHER." 30c.

PITMAN'S SHORTHAND EXERCISES. 24 pp., 10c.

A series of graduated exercises.

PRELIMINARY INSTRUCTIONS FOR THE STUDY OF ISAAC PITMAN'S SHORTHAND. †55c.

A simple and extended exposition of the Art as presented in "Course in Isaac Pitman Shorthand," and specially adapted for mail correspondence.

CONCISE RULES OF ISAAC PITMAN SHORTHAND. 16 pp., 25c.

By WILLIAM BAIRD. For use with "Course."

BRIEF RULES OF ISAAC PITMAN SHORTHAND. 25c. Compiled by CHARLES MILLER, LL.M., *Instructor in Stenography and Type-writing, Columbia University, New York.*

Primarily, the work is intended as a companion to the Isaac Pitman shorthand texts, and will prove to be a help to students, teachers, and experienced writers.

GRADED SHORTHAND READINGS. Elementary, 30c. Intermediate, Series 1 and 2, each 30c. Advanced, 30c.

GRADUATED TESTS IN ISAAC PITMAN'S SHORTHAND. 80 pp., 25c.

A series of revisionary exercises, arranged on an entirely new plan, with the object of testing the student's knowledge of the system.

PITMAN'S SHORTHAND READING LESSONS. No. 1. 38 pp., 30c.

Furnishing reading practice and word-building from the beginning.
KEY TO "SHORTHAND READING LESSONS." No. 1, *in ordinary type.* 12c.

PITMAN'S SHORTHAND READING LESSONS. No. 2. 36 pp., 30c.

KEY TO "SHORTHAND READING LESSONS." No. 2, *in ordinary type.* 12c.

PITMAN'S SHORTHAND READING LESSONS. No. 3. 40 pp., 30c.

KEY TO "SHORTHAND READING LESSONS." No. 3, *in ordinary type.* 12c.

PITMAN'S COMMERCIAL READERS IN SHORTHAND. Four volumes. Each 48 pp. Price, each, 30c.

PHONOGRAPHIC WORD-BUILDING. 60c.

A series of 103 Graded Exercises.

PITMAN'S SHORTHAND DRILL. 8½ by 10½ in., 472 pp., superior quality writing paper, \$3.00. By CHARLES L. FRANK, B.Sc., LL.B., and JOSEPH JACOBS, B.Sc.

The most complete and educative exercise book for shorthand students ever published.

"Pitman's Shorthand Drill" seeks to correct many of the shortcomings of the ordinary dictation book by first recognizing the fact that speed comes only as the result of drill; first a drill on the shorthand principles, then on the grammalogs, contractions, and phrases. No amount of shorthand writing from dictation can take the place of such drill.

Nathan Behrin, holder of the world's record for speed and accuracy, says: "'Pitman's Shorthand Drill' is as far superior to any other dictation book that I have ever seen as Pitman's Shorthand is superior to any other existing system of shorthand."

PITMAN'S DRILL EXERCISES. 65 pp., 35c.

A Series of Revision Tests in ordinary type covering the whole of the Theory of the System.

PITMAN'S SHORTHAND MANUAL. 176 pp., \$1.00 ; cloth, \$1.20.

Being a condensed edition of Part I of the "Instructor."

KEY TO "MANUAL." 30c.

PITMAN'S SHORTHAND REPORTER. 150 pp., \$1.00 ; cloth, \$1.20.

Being a condensed edition of Part 2 of the "Instructor," and an adaptation of Phonography to Verbatim Reporting.

KEY TO THE "REPORTER." 30c.

REPORTING EXERCISES. 25c.

Intended as a companion to the "Reporter"; containing exercises on all the rules and contracted words in this book.

KEY TO THE "REPORTING EXERCISES." 45c., cloth, 60c.

In which all the Exercises are presented in Shorthand.

PITMAN'S SHORTHAND GRADUS. 8c.

A series of Writing Exercises for use with the "Instructor" or "Manual."

A COMPEND OF PHONOGRAPHY. 8c.

Containing the Alphabet, Grammalogs, and principal Rules for Writing.

PROGRESSIVE STUDIES IN PHONOGRAPHY. 50c.

A simple and extended exposition of the art of Phonetic Shorthand.

TALKS WITH SHORTHAND STUDENTS. Illustrated with Shorthand examples. 80c. By JAMES HYNES.

LECTURETTES ON PITMAN'S SHORTHAND. 60c. By JAMES HYNES.

CHATS ABOUT PITMAN'S SHORTHAND. Cloth, gilt, 80c.

Contains a series of 35 "Chats" on the system.

SUMMARIES FROM PITMAN'S SHORTHAND. 46 pp., 12c.

PITMAN'S SHORTHAND CATECHISM. 132 pp., 85c.

GRAMMALOGS AND CONTRACTIONS

THE GRAMMALOGS AND CONTRACTIONS OF PITMAN'S "REPORTER." 12c.

THE GRAMMALOGS AND CONTRACTIONS OF PITMAN'S "REPORTER." Vest pocket size, cloth, 12c.

MEMORY DRILLS ON THE GRAMMALOGS AND CONTRACTIONS OF PITMAN'S SHORTHAND. 90 pp., 70c. By D. J. GEORGE.

A very unique book. No teacher or student can afford to be without a copy. A new and practical way of memorizing the Grammalogs and Contractions. The book contains 350 sentences for Memory Drill and 180 letters for Speed Practice. Every Lesson except the first has sentences composed of nothing but grammalogs, phrases, and contractions.

HOW TO PRACTICE AND MEMORIZE THE GRAMMALOGS. 32 pp., 25c. By D. J. GEORGE.

An extremely useful exercise book, arranged sectionally in the order in which they appear in the "Course" and the "Instructor."

GRAMMALOG AND CONTRACTION DRILL CARDS.

A Series of 14 cards printed in two colors. 35c.

EXERCISES ON THE GRAMMALOGS AND CONTRACTIONS. 40 pp., limp cloth, 30c. By J. F. C. GROW.

The feature of this useful book, which is specially adapted for the revision of the Grammalogs and Contractions, is that the exercises are arranged alphabetically.

SHORTHAND DICTIONARIES

ISAAC PITMAN'S SHORTHAND DICTIONARY. 336 plus xlvii pp., cloth, \$2.50.

Tenth Edition, revised and enlarged, containing the Shorthand Reporting Outlines, beautifully printed from *engraved* characters, of over 62,000 words, with parallel Key in ordinary type. A separate list of proper names of persons and places, and alphabetical lists of the Grammalogs and Contractions are given. The work also contains a valuable analytical Introduction, with Index, which explains at length the treatment of particular classes of words, and contains over 1,000 illustrative examples.

ENGLISH AND SHORTHAND DICTIONARY. 835 pp. "Library Edition," strongly bound in dark-green buckram cloth, colored edges, \$3.50. Being an edition of the above work with the addition of the *definition* of each word.

ISAAC PITMAN POCKET SHORTHAND DICTIONARY. 3 by 4 $\frac{7}{8}$ in. 232 pp., cloth, gilt, \$1.00.

Contains over 22,000 words, with their shorthand characters, and a complete list of the Grammalogs and Contractions.

ISAAC PITMAN POCKET SHORTHAND DICTIONARY. 3 $\frac{1}{4}$ by 5 $\frac{1}{4}$ in. Bound in French Morocco, gilt, \$1.50.

Being an edition of the above work especially suitable for presentation purposes, etc.

CUMULATIVE SPELLER AND SHORTHAND VOCABULARY. 145 pp., cloth, gilt, 70c. *For further particulars of this work see page 15.*

THE REPORTER'S ASSISTANT. About 216 pp., cloth, \$2.00.

A Key to the reading of the Reporting Style of Phonography. All the words in the dictionary, not exceeding three consonants, were written in Shorthand, and from this extensive list of outlines has been drawn all words that contain the same outline, and they have been classified according to their forms. Of great aid in reading one's notes.

PHRASE BOOKS AND GUIDES

THE PHONOGRAPHIC PHRASE BOOK. 138 pp., 60c.; cloth, 75c.

Containing about 2,000 useful phrases in Phonography, with Key and an exercise occupying 43 pages, containing all the phrases as they occur in the book.

MEDICAL REPORTING IN PITMAN'S SHORTHAND. 87 pp., cloth, \$1.00. By H. DICKINSON.

This work has been specially prepared by one of the most experienced medical shorthand writers, and contains a valuable introduction dealing fully with medical note-taking, lists of phraseograms, outlines, and abbreviations, and includes numerous exercises for dictation practice.

TECHNICAL REPORTING. 128 pp., cloth, \$1.35. New Edition.

Phonographic Abbreviations for words and phrases commonly met with in Reporting Legal, Medical, Scientific, and other Technical Subjects, with type Key.

PITMAN'S SHORTHAND WRITER'S PHRASE BOOKS AND GUIDES. Cloth, each \$1.00.

Each includes about 1,500 Technical Terms and Phrases, with Shorthand equivalents.

DRAPERY
ELECTRICAL AND ENGINEERING
SHIPPING
RAILWAY
ESTATE AGENTS, ETC.
PRINTING AND PUBLISHING
INSURANCE
BANKING
CHEMICAL AND DRUG TRADE

STOCKBROKING AND FINANCIAL
COMMERCIAL
LEGAL
MUNICIPAL
IRON AND STEEL TRADES
CIVIL ENGINEERING
NAVAL AND MILITARY
BUILDER AND CONTRACTOR
PROVISION TRADE

SPEED PRACTICE AND DICTATION

PRACTICE LETTERS FOR BEGINNERS IN SHORTHAND. 64 pp., 35c. By D. J. GEORGE.

A new dictation book on novel lines. The need felt by practical teachers of a book which presents dictation matter in the form of letters beginning with the first principles and developing in harmony with the textbooks is filled by this handy little book.

PRACTICAL BUSINESS LETTERS IN SHORTHAND. 64 pp., 35c.

A series of 76 Business Letters in *engraved* Isaac Pitman's Shorthand, with Key in ordinary type.

Every letter in this book is adapted from an original commercial letter.

GRADUATED DICTATION BOOKS. 47 pp., 20c. each.

Divided for speeds of 50, 80, 100, and 160 words per minute. No. 1—Commercial. No. 2—Political.

KEY, IN SHORTHAND, TO THE GRADUATED DICTATION BOOK, Nos. 1 and 2. 30c. each.

PITMAN'S COMMERCIAL CORRESPONDENCE IN SHORTHAND. 224 pp., cloth, \$1.35.

A series of model Business Letters in *engraved* Phonography.

COMMERCIAL CORRESPONDENCE AND COMMERCIAL ENGLISH. 272 pp., cloth, \$1.35.

A practical manual of Commercial Correspondence, forming a Key to "Commercial Correspondence in Shorthand." All the letters are counted for shorthand and typewriting speed practice, and editions are published in Spanish, French, and German.

THE SHORTHAND DICTATION INSTRUCTOR. 240 pp., cloth, \$1.00.

By EDWIN H. CRAVER, *High School of Commerce, New York.*

Teachers feel the need of an exercise book that will have a direct bearing upon the student's progress from the time he begins dictation until he finds employment. This book supplies the needs of the intermediate student by presenting a variety of letters, articles, and suggestions for his advancement, arranged with vocabularies of engraved shorthand outlines containing words and phrases sufficient for every ordinary requirement of the stenographer. The review lessons on difficult shorthand principles, the facsimile letters and engraved shorthand plates, the hints about how to do business by letter, how to

apply for a position and get it, what the employer wants his stenographer to know and to be able to do, how to prepare for examinations and high-speed contests—all will aid the ambitious student to reach the goal of stenographic efficiency.

PITMAN'S PROGRESSIVE DICTATOR. 220 pp., cloth, gilt, \$1.00.

By H. W. HAMMOND, F. R. BEYGRAU, and W. L. MASON.

A complete manual of Dictation, comprising selections of letters originating in actual business dictation and are intended to illustrate the use of English in commercial literature. The most up-to-date methods of presentation and correct English will be found. The letters have been drawn from 27 different trades and professions, each selection being preceded by a shorthand vocabulary and list of phrases.

††**PITMAN'S THEORY PRACTICE BOOK.** Part I, stiff paper covers, 80c. Part II, stiff paper covers, 80c. In ordinary type. By EDWIN W. SMITH, *North Side High School, Denver, Colo.*

This work is designed to save the time of the pupil as well as the teacher. It is not mere theory, but is the outgrowth of successful teaching experience, and proved its value in the results achieved by pupils who have followed its teachings and who have made good.

PITMAN'S 20th CENTURY BUSINESS DICTATION BOOK AND LEGAL FORMS. 294 pp., stiff boards and cloth back, 85c.; cloth, \$1.10. Eighth Edition.

Containing an up-to-date collection of genuine letters (in ordinary type) which have been used in the transaction of actual work in large American business houses.

Also published in two parts, as follows—

Part I.—BUSINESS DICTATION. 168 pp., stiff boards and cloth back, 70c. Containing *fifty* distinct lines of business.

Part II.—LEGAL FORMS AND MISCELLANEOUS SELECTIONS, Etc. 103 pp., stiff boards and cloth back, 45c.

THE STUDENT'S PRACTICE BOOK. 241 pp., cloth, \$1.00. By K. E. WILEY.

A Collection of Letters for Acquiring Speed in Writing Shorthand.
PITMAN'S ADVANCED SPEED PRACTICE. 185 plus xviii pp., cloth, \$1.00. By ARTHUR M. SUGARMAN.

Contains articles on "How to Obtain Speed," written by experts, and instructive and interesting articles on a great variety of subjects culled from the daily newspapers, periodicals, magazines, books, etc. The whole is counted for speed.

SPEED TESTS AND GUIDE TO RAPID WRITING. 240 pp., cloth, 80c.

FIVE MINUTE SPEED TESTS. 252 pp., cloth, \$1.00.

PITMAN'S REPORTING PRACTICE. Cloth, gilt, \$1.50.

Provides teachers and students with suitable matter for reporting practice.

BUSINESS CORRESPONDENCE IN SHORTHAND, Nos. 1, 2, 3, 4, 5, 6, and 7. 40 pp., each. 30c. each

A series of valuable books containing *actual* correspondence in various branches of business. Each book Keyed in ordinary type and the matter counted for speed practice in either shorthand or typewriting.

LIST OF CONTENTS.

No. 1.—Subjects treated: Railroad Correspondence—Law (General)—Law (Patents)—Law (Pensions)—Banking—Stock Brokers—Hardware—Lumber—Boots and Shoes—Miscellaneous—Power of Attorney, Form, etc.

- No. 2.**—Subjects treated: Real Estate Correspondence—Financial—Legal and Law—Hardware—Dry Goods—Insurance—Electrical—Boots and Shoes—Lumber—Publishing—Miscellaneous, etc.
- No. 3.**—Subjects treated: Advertising Correspondence—Agents—Automobile—Bicycle—Boiler Appliance, etc.
- No. 4.**—Subjects treated: Boiler Appliance Correspondence—Book-binding—Builders—Collections—Copying Office—Cotton—Desks—Dry Goods—Drugs, etc.
- No. 5.**—Subjects treated: Dry Goods Correspondence—Electrical Construction—Express—Financial Standing—Fire Insurance—Flour and Feed—Furniture, etc.
- No. 6.**—Subjects treated: Groceries—Hardware—Hotel—Investment—Legal—Life Insurance, etc.
- No. 7.**—Subjects treated: Life Insurance—Lumber—Municipal—Paper and Envelopes—Patents and Trade Marks—Patent Foods—Pensions—Pianos—Pottery, etc.
- * * This work is also published in the following convenient forms in cloth binding—

Nos. 1 and 2, in one volume, 80 pp., cloth, gilt, **65c.**

Nos. 3 and 4, in one volume, 80 pp., cloth, **65c.**

Nos. 5 and 6, in one volume, 80 pp., cloth, **65c.**

Nos. 1, 2, 3, and 4, in one volume. Special Shorthand Edition *without Type Key*. 88 pp., cloth, gilt, **85c.**

ADVANCED REPORTING EXERCISES. 78 pp., **60c.**

BRIEF REPORTING EXERCISES. 86 pp., **60c.**

HOW TO OBTAIN SPEED IN SHORTHAND. 20 pp., **10c.**

Containing practical advice from the best known reporters throughout the country. The whole of the matter is counted for dictation.

THE ACQUISITION OF SPEED IN PHONOGRAPHY. 24 pp., **30c.**

In ordinary type.

SPEED TRAINING IN PITMAN'S SHORTHAND. 48 pp., **20c.** By T. F. MARRINER.

Contains a twelve weeks' Course, setting out a definite scheme of study and speed practice.

ADAPTATIONS OF ISAAC PITMAN'S PHONOGRAPHY TO OTHER LANGUAGES

TAQUIGRAFIA ESPAÑOLA DE ISAAC PITMAN. 119 pp., cloth, gilt, **\$1.30.**

Adaptación á la Lengua Española del Sistema de Fonografía del Autor. Para uso de Escuelas de Comercio, Institutos y tambien para Estudio Personal.

Being an Adaptation of Isaac Pitman's Shorthand to the Spanish Language.

KEY TO "TAQUIGRAFIA ESPAÑOLA." Cloth, gilt, **\$1.00.**

With additional Exercises.

SPANISH PHONOGRAPHY. **\$1.25.** By G. PARODY.

SPANISH SHORTHAND COMMERCIAL CORRESPONDENCE. 56 pp., **75c.**

A series of business letters in Spanish Phonography, with the Key in ordinary type.

- FRENCH PHONOGRAPHY.** Cloth, 80c. By T. A. REED.
Third Edition, revised and enlarged. An adaptation of Phonography to the French language.
- STENOGRAPHIE PITMAN.** Cloth, \$1.25. Par SPENCER HERBERT.
An adaptation of Isaac Pitman's Phonography to the French language.
- †**METHODE DE PHONOGRAPHIE PITMAN.** 57 pp., \$1.25. By H. DELAJOUX.
- LESSONS IN FRENCH PHONOGRAPHY.** By "STENOS." *In preparation.*
- FRENCH SHORTHAND COMMERCIAL CORRESPONDENCE.** 89 pp., cloth, 75c.
A Series of Business Letters in French Phonography, with type Key.
- GERMAN PHONOGRAPHY.** 64 pp., crown 8vo, cloth, 85c.
An adaptation of Phonography to the German language.
- DUTCH PHONOGRAPHY.** \$2.50. By F. DE HAAN.
An adaptation of Phonography to the Dutch language.
- PITMAN'S PHONOGRAPHY ADAPTED TO ESPERANTO.** Limp cloth, 50c.
- JAPANESE PHONOGRAPHY.** Complete. \$1.25.

SHORTHAND READING BOOKS

The student, to increase his speed, and to improve his knowledge of Phonography, *cannot read too much well-engraved shorthand.* One advantage of studying the Isaac Pitman system—and one which cannot well be over-estimated—is, that the shorthand literature in that system is far in excess of *all* other systems combined.

ELEMENTARY STYLE.

- AESOP'S FABLES.** 30c. In words of one syllable.
- EASY READINGS.** 25c. With Key.
- THE LEARNER'S SHORTHAND READER.** 25c.
- STIRRING TALES.** 56 pp., 30c.
- PERILS OF THE BUSH, AND OTHER TALES.** 30c.
- SHORT STORIES.** 30c.

INTERMEDIATE STYLE.

- PITMAN'S PHONOGRAPHIC READER, No. 1.** 30c.
- THE RUNAWAY AIRSHIP, AND OTHER TALES.** 96 pp., 70c.
- THE THIRTEENTH HOLE, AND OTHER TALES.** 70c.
- SUBMARINE X7, AND OTHER TALES.** 91 pp., 60c.
- THE DIAMOND APE, AND OTHER TALES.** 96 pp., 60c.
- THE HINDOO IDOL, AND OTHER TALES.** 87 pp., 70c.
- SELECT READINGS, No. 1.** 48 pp., 25c.

Partial list of selections: "A Rill from the Town Pump" (NATHANIEL HAWTHORNE); "The Heart of London" (CHARLES DICKENS); "The Man in Black" (OLIVER GOLDSMITH); "Household Superstitions" (JOSEPH ADDISON); "Caught in the Quicksand," etc.

- SELECT READINGS, No. 2.** 48 pp., 30c.

Containing "A First Night at Sea" (RICHARD H. DANA); "Niagara" (DICKENS); "The Candid Man" (BULWER LYTTON), etc.

- TALES OF ADVENTURE.** 88 pp., 60c.
- THE BATTLE OF LIFE.** 120 pp., cloth, 80c. By CHARLES DICKENS.

- THE SILVER SHIP OF MEXICO.** 132 pp., cloth, \$1.00. By J. H. INGRAHAM.
- THE BOOK OF PSALMS.** 174 pp., roan, gilt, \$1.25.
- GULLIVER'S VOYAGE TO LILLIPUT.** 88 pp., cloth, 80c. By DEAN SWIFT.
- TALES AND SKETCHES.** 96 pp., 80c.; cloth, \$1.00. With printed Key. By WASHINGTON IRVING.
- THE VICAR OF WAKEFIELD.** Illustrated. 280 pp., 80c.; cloth, \$1.00. By OLIVER GOLDSMITH.
- ONE IN A MILLION, AND OTHER TALES.** 70c.

ADVANCED STYLE.

- THE LEGEND OF SLEEPY HOLLOW.** 62 pp., 30c. With printed Key. By WASHINGTON IRVING.
- RIP VAN WINKLE.** 32 pp., 30c. With printed Key. By WASHINGTON IRVING.
- PITMAN'S PHONOGRAPHIC READER, No. 2.** 30c.
- THE RETURN OF SHERLOCK HOLMES.** Vols. I, II, and III. Cloth, each \$1.00. By A. CONAN DOYLE.
- SELECTIONS FROM AMERICAN AUTHORS.** 112 pp., 60c.; cloth, 75c. With Key in ordinary type at the foot of each page. Containing selections from the works of Washington Irving, Mark Twain, Bret Harte, Oliver Wendell Holmes, Benjamin Franklin, Edgar Allan Poe, W. E. Channing, and Nathaniel Hawthorne.
- SELF-CULTURE.** 91 pp., 60c.; cloth, 80c. By J. S. BLACKIE. Intellectual, Physical, and Moral.
- SHORT CUTS IN SHORTHAND.** 48 pp., 45c. Contains 800 abbreviated phrases and short cuts in *engraved* shorthand.
- THE SIGN OF FOUR.** 171 pp., 60c.; cloth, 80c. By A. CONAN DOYLE.
- TALES FROM DICKENS.** 147 pp., 80c.; cloth, \$1.00. Containing "The Tuggs's at Ramsgate," "The Bloomsbury Christening," "The Great Winglebury Duel," and "Mr. Watkins Tottle," from "Sketches by Boz."
- AROUND THE WORLD IN EIGHTY DAYS.** 160 pp., 85c.; cloth, \$1.00. By JULES VERNE.
- A CHRISTMAS CAROL.** 111 pp., 60c.; cloth, 80c. By CHARLES DICKENS.
- HOW TO OBTAIN SPEED IN SHORTHAND.** 20 pp., 10c. Containing practical advice from well-known reporters. The whole of the matter is counted for dictation.
- THE BIBLE IN SHORTHAND.** Cloth, beveled boards, red edges, \$4.00; roan, gilt edges, \$5.00. Each style has a silk marker and comes boxed. Containing the Old and New Testaments.
- THE CHURCH SERVICES (ENTIRE).** 935 pp., roan, \$3.50; morocco, \$4.50. In an Easy Reporting Style.
- GARDEN OF THE SOUL.** In Pitman's Shorthand, freely vocalized, and beautifully reproduced. In leather, gilt, 202 pp., 5 by 3 in. \$1.00. Compiled from authorized sources, and containing a selection of recognized Prayers and Devotions in General Use, Devotions for Mass, Various Litanies, Instructions on the Sacraments, etc., etc.

WORKS ON SHORTHAND

A COMMENTARY ON PITMAN'S SHORTHAND, or The Teacher's Vade Mecum. 384 pp., cloth, \$2.00. By J. W. TAYLOR.

This work takes rank as the most authoritative analysis of the basic principles of Phonography yet published. The author, James William Taylor, has crystallized in this work the results of many years of experience in successfully teaching the Isaac Pitman system. Engraved shorthand examples are given which cover the whole of the principles, and the Commentary contains what practically amounts to a classification of the words in the "Shorthand Dictionary" under their respective rules.

THE METHODS OF TEACHING SHORTHAND. Cloth, gilt, \$1.50.

By EDWARD J. McNAMARA.

Containing a plan of instruction for shorthand classes that will furnish practical solutions to many of the problems that confront the teacher in the classroom. The wide experience of the author has enabled him to make the treatise pre-eminently practical.

THE TEACHING OF SHORTHAND IN INTERMEDIATE OR JUNIOR HIGH SCHOOLS. Parts I and II. Each, 35c. By W. L. MASON.

This work is not intended as a textbook in any sense of the word, but as a teacher's manual for working out in a practical way the lessons presented in the "Course." Doing the work in the manner indicated will inevitably arouse not only interest but enthusiasm on the part of the young people taking up the study of Phonography.

HISTORY OF SHORTHAND. 258 pp., cloth, gilt, \$2.50. By SIR ISAAC PITMAN. Fourth Edition, revised and enlarged.

THE LIFE OF SIR ISAAC PITMAN, INVENTOR OF PHONOGRAPHY. 392 pp., cloth, gilt, top, \$2.00.

With 50 illustrations, including photogravure and many other full-page plates, consisting of portraits, views, and facsimiles.

NOTES OF LESSONS ON PITMAN'S SHORTHAND. 109 pp., cloth, 85c.

PREPARATION FOR A SHORTHAND TEACHER'S EXAMINATION. Cloth, 65c.

DERIVATIVE AND COMPOUND WORDS IN PITMAN'S SHORTHAND. 71 pp., 80c.

†† **THE STENOGRAPHIC EXPERT.** 264 pp., cloth, \$2.25. By WILLARD B. BOTTOME and W. F. SMART.

Contains 96 pages of Isaac Pitman engraved shorthand notes.

The desire of every ambitious stenographer is "to sit in the reporter's chair" in court, and to reach the object of his ambition it is absolutely necessary that he familiarize himself not only with the best methods of acquiring speed and accuracy, but the forms, technical practice, and procedure of the court room. This can be done only in two ways: by slowly and laboriously learning through the few opportunities for practice work that present themselves from time to time, or to profit from the experiences of others.

"The Stenographic Expert" is the embodiment of the experience of its authors in every step of shorthand work from the humblest commercial office to the reporter's chair in the Supreme Court. Nothing is omitted and no detail is left unexplained.

PITMAN'S EXAMINATION NOTES ON SHORTHAND. 48 pp., cloth, **65c.**

Containing valuable information for teachers. With shorthand illustrations.

††**SHORTHAND TEACHER AND CLERICAL ASSISTANT EXAMINATION.** 180 pp., cloth, **\$1.00.** By MEYER E. ZINMAN.

†**THE BIBLIOGRAPHY OF SHORTHAND.** 256 pp., cloth, **\$2.00.** By DR. WESTBY-GIBSON.

Comprising a list of all known printed Works and Manuscripts on Stenography.

A STEREOPTICON LECTURE ON SHORTHAND. Paper covers, 32 pp., **10c.**

PITMAN'S SHORTHAND AND TYPEWRITING YEAR BOOK AND DIARY. **65c.**

MOTOR TRADE PHRASE BOOK.

DUTCH GRAMMALOGS. **30c.**

STATIONERY

REPORTERS' NOTE-BOOK. For pen or pencil.

Isaac Pitman & Sons' "Fono" Series. Specially made—ELASTIC BOUND (unless otherwise stated), opening PERFECTLY FLAT. The paper contained in these note-books is expressly manufactured, and is of a very superior quality, *the peculiar fibre of same permitting of a high rate of speed in shorthand writing.* The old style note-book, on account of its cheap stiff binding, has a constant tendency to close, and when forced open will not lie flat. *Liberal discount by the dozen.*

END OPENING.

No. 5—	" FONO "	SERIES,	200 pp., 5 by 8 in.	35c.
" 5—	"	"	200 pp., 5 by 8 in., <i>marginal</i> line	35c.
" 5—	"	"	200 pp., 5 by 8 in., <i>marginal</i> line and pages numbered 1 to 200	40c.
" 5A—	"	"	200 pp., 5 by 8 in., narrow ruling	35c.
" 5B—	"	"	200 pp., 5 by 8 in., <i>marginal</i> and two additional faint blue lines	40c.
" 5B—	"	"	with pages numbered 1 to 200	40c.
" 5C—	"	"	200 pp., 5½ by 8½ in., six vertical lines	40c.
" 5C—	"	"	with pages numbered 1 to 200	45c.
" 5E—	"	"	200 pp., (pencil paper), 5 by 8 in.	35c.
" 5F—	"	"	200 pp., 5 by 8 in., one center line	35c.
" 5G—	"	"	200 pp., 5 by 8 in., one center line, narrow ruling	35c.
" 5H—	"	"	200 pp., 5 by 8 in., five vertical lines, pages numbered	40c.
" 5J—	"	"	5½ by 8½ in., eight marginal lines and pages numbered	45c.
" 7—	"	"	200 pp., 4¼ by 8¼ in., stiff board covers, three marginal lines	35c.

No. 7—	“ FONO ”	SERIES,	200 pp.,	4¼ by 8¼ in.,	with pages numbered	. . . . .	40c.
“ 8—	“	“	100 pp.,	4¼ in. by 8¼ in.,	stiff board cover and numbered pages	. . . . .	40c.
“ 8—	“	“	100 pp.,	4¾ by 8½ in.,	stiff board cover, numbered pages and one marginal line	. . . . .	40c.
“ 9—	“	“	200 pp.,	4¾ by 8¼ in.,	stiff board cover, one marginal line and pages numbered	. . . . .	40c.
“ 10—	“	“	200 pp.,	5 by 8 in.,	marginal line and pages numbered (stitched)	. . . . .	40c.
“ 20—	“	“	200 pp.,	5½ by 8¾ in.,	stiff board covers, blue narrow ruling and red marginal line and numbered pages	. . . . .	45c.

SIDE OPENING

No. 6A—	“ FONO ”	SERIES,	160 pp.,	5½ by 8½ in.,	eight vertical lines	. . . . .	35c.
“ 6B—	“	“	160 pp.,	5½ by 8½ in.,	line down center	. . . . .	35c.

STUDENTS' NOTE-BOOKS

No. 2—	“ FONO ”	SERIES,	140 pp.,	4 by 6½ in.	. . . . .	18c.
“ 3—	“	“	200 pp.,	4½ by 7½ in.	. . . . .	22c.

TYPEWRITING

PRACTICAL COURSE IN TOUCH TYPEWRITING. Fifteenth Edition, revised and enlarged, 70c.; cloth, \$1.00. By CHAS. E. SMITH, *Author of “Cumulative Speller.”*

A Scientific Method of Mastering the Keyboard by the Sense of Touch. The design of this work is to teach touch typewriting in such a way that the student *will* operate by touch—will have an absolute command of every key on the keyboard, and be able to strike any key more readily without looking than would be the case with the aid of sight. A separate Chart containing Keyboard and Diagrams printed in *five colors*, on a heavy double-calendered cardboard, accompanies each copy. The best course of instruction in typewriting ever published. Adopted by the New York, Boston, and Baltimore Boards of Education.

It is an interesting fact that George L. Hossfield, who won the World's Typewriting Championship in 1918, Miss Rose L. Fritz, four times winner of the Championship, and Miss Margaret B. Owen, also four times winner (in 1913, 1915, 1916, and 1917) learned touch typewriting from this textbook.

PRACTICAL COURSE IN TOUCH TYPEWRITING. Special Underwood Edition for Models 3, 4, and 5. 80c.; cloth, \$1.20.

†**HIGH SPEED IN TYPEWRITING.** 108 pp., 90c.; cloth, \$1.15.

By A. M. KENNEDY and FRED JARRETT.

Complete in Fifty Lessons. Each Lesson is divided into four exercises. The fourth exercise of each of the fifty lessons is graded in such a way that the operator commences the work at a speed of 4.7 strokes per second, or 50 words in the minute; and finishes the fiftieth lesson with a speed of 9.3 strokes per second, or 102 words a minute.

ADVANCED TYPEWRITING AND OFFICE TRAINING. 136 pp., 50c.

Practice book for advanced students.

A TYPEWRITING CATECHISM. 150 pp., size 8 by 10 in., \$1.50.

By Mrs. SMITH-CLOUGH.

The aim of this work is to make the study of typewriting as vitally interesting as possible.

†**THE RAPID LETTER-CENTERING CHART.** With 16-page booklet of Instruction. 25c.

†**HOW TO TEACH TYPEWRITING.** Size 8 by 10 in., 94 pp., cloth, \$2.00. By KATE PICKARD.

A DICTIONARY OF TYPEWRITING. 276 pp., \$3.00. With numerous plates and examples. By H. ETHERIDGE.

A standard work of reference on all matters relating to typewriting and typewriters, for the use of students, typists, teachers, and others interested in typewriters.

MECHANICAL DEVICES OF THE TYPEWRITER. 88 pp., 46 illustrations and 28 diagrams, cloth, \$2.50.

BUSINESS ENGLISH, OFFICE PRACTICE, Etc.

HOW TO BECOME AN OFFICE STENOGRAPHER. Cloth, \$1.50. By WILLIAM L. MASON.

A complete course intended for the untrained shorthand student who is ambitious to secure a good position without previous experience, and adapted for use as a textbook in business schools and high school commercial departments. The Course is thoroughly up to date, and follows the actual practice of the best houses in America. Many genuine forms and illustrations are included.

SUPPLEMENTARY FORMS FOR "HOW TO BECOME AN OFFICE STENOGRAPHER." 75c.

††**STENOGRAPHER AND TYPIST.** 315 pp., \$1.00.

A book of preparation for Civil Service Positions.

HOW TO BECOME A LAW STENOGRAPHER. 168 pp., boards, \$1.00; cloth, \$1.25. By W. L. MASON, a Law and Convention Reporter of 30 years' experience.

For Stenographers and Typists. Fifth Edition, revised and enlarged. A Compendium of Legal Forms containing a complete set of Legal Documents accompanied with full explanations and directions for arranging the same on the typewriter.

A large number of legal words and phrases have been added to the new edition, together with engraved *shorthand* outlines.

Explanations of the meanings of the technical terms employed and a carefully compiled list of the Latin phrases in common use are given. A useful feature is the very complete Index with cross references.

INSTRUCTION IN LEGAL WORK. 40 pp., 25c.

In ordinary type. For Court Stenographers and Law Students. Reprinted from "Pitman's Twentieth Century Dictation and Legal Forms."

STYLE BOOK OF BUSINESS ENGLISH. 234 pp., cloth, gilt, \$1.10.

Seventh Edition, revised. By H.W. HAMMOND & MAX J. HERZBERG.

For Stenographers and Correspondents. This new treatise will especially appeal to the teacher of English wherever it is seen. Teachers of this subject using this work can feel assured of vastly better results than they have ever before secured. The new edition contains a special chapter on Card-Indexing, Letter-Filing, and the Duties of a Private Secretary. In every instance the usage indicated has been based on actual correspondence, but the material has been so arranged as to be pedagogically most effective. The book will be found of more than ordinary helpfulness to students preparing for the Regents' and Teachers' Examinations. Adopted by the New York High Schools.

KEY TO "STYLE BOOK." 25c.

PITMAN'S CUMULATIVE SPELLER. 112 pp., cloth, 50c. By CHARLES

E. SMITH, *Author of "A Practical Course in Touch Typewriting."*

A modern and practical speller for Commercial Education. As the title indicates, the plan is cumulative.

A special edition of "Cumulative Speller" is also issued with a **SHORTHAND VOCABULARY** for schools teaching the Isaac Pitman system. Cloth, gilt, 145 pp., 70c.

EXERCISES ON CUMULATIVE SPELLER. 56 pp., 35c.

A series of Graded Exercises on the words in the various lessons. In ordinary type.

BOOK OF HOMONYMS. 192 pp., cloth, \$1.30. By B. S. BARRETT.

PITMAN'S POCKET COMMERCIAL DICTIONARY. 384 pp., stiff boards, 50c. The latest and best pocket dictionary.

BOOKKEEPING SIMPLIFIED. 272 pp., cloth, gilt, \$1.50. By FRED J. NEY.

The object of this new work has been to supply the wants, not only of the examination room, but also of the modern American office, embodying, as it does, all the essentials of bookkeeping.

KEY TO "BOOKKEEPING SIMPLIFIED." Cloth, \$1.30.

LANGUAGES

"Like all Pitman publications in modern languages, the book is practical and sensible, and on the mechanical side attractively printed and bound."—*Journal of Education, Boston*, on "A New German Grammar."

*Books marked † authorized by the New York Board of Education. Books marked * are used in the College of Business Administration of Boston University.*

(For dictionaries in several languages, see p. 22.)

SPANISH

PITMAN'S PRACTICAL SPANISH GRAMMAR AND CONVERSATION FOR SELF-INSTRUCTION. 112 pp., 60c.; cloth, 75c.

†***PITMAN'S COMMERCIAL SPANISH GRAMMAR.** 166 pp., cloth, \$1.50. By C. A. TOLEDANO.

This book contains in its exercises and conversations an abundant commercial phraseology, and at the same time a thorough treatise on Spanish Grammar. Those rules and illustrations which would be too cumbersome in the body of the book are given in appendixes which the student will find of extreme use for reference. A synopsis of Spanish conjugations compiled on an original plan, will be found of great aid in mastering the Spanish irregular verbs. It is both a practical commercial grammar and a complete grammar of the Castilian language, written by a competent master as well as a commercial man of long experience.

KEY TO "COMMERCIAL SPANISH GRAMMAR." 85c.

EASY SPANISH CONVERSATIONAL SENTENCES. 32 pp., 25c.

With literal interlinear translation and imitated pronunciation.

ADVANCED SPANISH CONVERSATIONAL EXERCISES. 32 pp., 25c.

SPANISH BUSINESS LETTERS. Series I, 25c. Series II, 30c. 32 pp.

With Vocabulary.

SPANISH COMMERCIAL PHRASES. 32 pp., 25c.

†***PITMAN'S COMMERCIAL CORRESPONDENCE IN SPANISH.**

267 pp., cloth, gilt, \$1.35.

An edition of "Commercial Correspondence" (already published in English, French, and German) in Spanish. The work gives all the letters contained in the other editions, and there is, in addition, a full account of the Spanish Weights and Measures and the Spanish Coinage.

"In view of the present relations with Spanish-speaking people and of our enlarging prospects in this direction, this manual should prove most helpful to all exporters and their correspondence."—*Scientific American* (New York).

***MANUAL OF SPANISH COMMERCIAL CORRESPONDENCE.** 360 pp., cloth, gilt, \$1.65. By G. R. MACDONALD.

Contains an extensive selection of commercial letters in Spanish and in English, with footnotes, carefully graduated, explaining commercial terms with which the reader is likely to be unacquainted. Besides the large number of letters and exercises in both languages, there have been included market reviews of all kinds, and Stock Exchange and financial reports, exhaustive lists of textiles, countries, numerals, colors, technical and mechanical terms, and a very comprehensive vocabulary in both languages.

"However fluently one may speak Spanish, this manual will prove invaluable in the transaction of business with the other Americans. It also contains exhaustive lists of textiles, countries, numerals, colors, technical terms, and a very helpful vocabulary combined to make the work the most helpful book of reference for any shipping office."—*South American* (New York).

***SPANISH BUSINESS CONVERSATIONS AND INTERVIEWS.**

114 pp., cloth, 85c. New Edition.

"There has been a very decided need for a book of this character. The collection of letters which conclude the volume is especially strong in conveying the spirit of Spanish correspondence as well as the form and special vocabulary."—*American School Board Journal* (Milwaukee).

PITMAN'S READINGS IN COMMERCIAL SPANISH. 79 pp., cloth, 70c.

SPANISH TOURISTS' VADE MECUM. Cloth, 60c. Every-day Phrases. With Vocabularies, Tables.

†***SPANISH COMMERCIAL READER.** 250 pp., cloth, \$1.35 By G. R. MACDONALD.

These commercial readings in Spanish are specially adapted for students preparing for examinations or for a commercial career. Guided by a long experience of teaching, and knowing the special requirements of such examinations, the author has arranged a selection of some 70 articles dealing with commercial subjects of every description. Extensive market reviews, financial and industrial reports, as well as a vocabulary of the words and expressions employed in the articles, form a useful part of the volume.

†**ENGLISH-SPANISH AND SPANISH-ENGLISH COMMERCIAL DICTIONARY.** 820 pp., cloth, gilt, \$3.00. By G. R. MACDONALD, *Author of "Manual of Spanish Commercial Correspondence,"* etc.

A complete work of reference for students and teachers of Spanish, and for those engaged in foreign correspondence; containing all the Words and Terms used in Commercial Correspondence which are not contained in the Dictionaries in ordinary use, Compound Phrases, Idiomatic Expressions, etc.

For the purpose of easy reference, the names of countries and their corresponding adjectives have been grouped together, and the names of the days of the week, the months of the year, the cardinal and ordinal numbers are also given, together with tables of Spanish money, weights and measures, and of abbreviations commonly used in Spanish. In this new edition a large number of words and definitions have been added and extensive improvements have been made throughout in order to bring it completely up-to-date.

*** The only authorized edition of this valuable work. In ordering through a bookseller insist upon having the edition bearing the imprint of Isaac Pitman & Sons on the title-page. All other editions are reproductions from old plates and are completely out of date.*

SPANISH VERBS. 180 pp., cloth, \$1.00. By G. R. MACDONALD.

A complete treatise dealing with Spanish verbs in a manner that will make the subject interesting and help the student to remember what is necessary. Regular and irregular verbs are dealt with, including an analysis of the chief irregularities, the correct use of the tenses, the uses of verbs in many idiomatic forms, and short cuts or easy rules to commit to memory.

SPANISH IDIOMS, WITH THEIR ENGLISH EQUIVALENTS. Crown 8vo, 102 pp., \$1.25. By R. D. MONTEVERDE, B.A.

An indispensable work to all taking up the study of Spanish, or those interested in Spanish literature.

LESSONS IN SPANISH COMMERCIAL CORRESPONDENCE. 107 pp., 85c. By G. R. MACDONALD.

COMMERCIAL AND TECHNICAL TERMS IN THE ENGLISH AND SPANISH LANGUAGES. Crown 8vo, 120 pp., \$1.50. By R. D. MONTEVERDE, B.A.

Together with weights and measures for the use of schools and for self-instruction.

FRENCH

PITMAN'S FRENCH COURSE. Part I. New Edition. Limp cloth, 60c. By V. F. HIBBERD.

This book contains an outline of the Grammar to the end of the regular verbs, together with conversational phrases and sentences, short stories, and double vocabularies. The rules are stated concisely and clearly, and the lessons are very carefully graded.

PROGRESSIVE FRENCH GRAMMAR. Part I, 336 pp., cloth, \$1.45 ; **Part II,** 225 pp., cloth, \$1.00. By Dr. F. A. HEDGCOCK, *Officier de l'instruction publique ; Officier d'Academie, and the only English Docteur-ès-lettres of the University of Paris.*

The method is a combination of the direct with the indirect, and by means of phonetic type, a closely approximate idea of French pronunciation is conveyed.

KEY TO PARTS I AND II OF PROGRESSIVE FRENCH GRAMMAR. \$1.35.

***FRENCH-ENGLISH AND ENGLISH-FRENCH COMMERCIAL DICTIONARY.** 576 pp., cloth, gilt, \$2.00. By F. W. SMITH.

Contains the words and terms used in Commercial Correspondence which are not given in the dictionaries in ordinary use. Compound Phrases, Idiomatic and Technical Expressions, etc.

Practically every word that most people are likely to require is included, and the work abounds in terms and phrases specially employed in commerce.

***PITMAN'S COMMERCIAL FRENCH GRAMMAR.** 166 pp., cloth, \$1.00.

A thorough treatise on French Grammar containing in its exercises an abundant commercial phraseology. The grammar is taught on normal lines ; accidence and syntax have been, as far as possible, blended.

PITMAN'S PRACTICAL FRENCH GRAMMAR. 128 pp., paper boards, 45c. ; cloth, 55c.

And Conversations for Self-Instruction, with copious Vocabulary and Imitated Pronunciation.

A CHILD'S FIRST STEPS IN FRENCH. 64 pp., cloth, 50c. By A. VIZETELLY. New Edition with tinted illustrations.

" This little book really ' is different.' It is a child's book, dealing with things dear to the child heart. There are 64 lessons, the subject matter well chosen, the exercises well graded, and almost every page illustrated."—*Sierra Educational News* (San Francisco).

" The illustrator has caught the pose and expression of children intent upon work or play."—*American School Board Journal.*

†**PITMAN'S FRENCH COMMERCIAL READER.** 208 pp., cloth, gilt, \$1.50.

Deals in an interesting manner with the leading Commercial and National Institutions of France.

The reading matter is most carefully selected, and while the student of French is improving his mastery of the language, he is at the same time getting a good insight into French commercial methods. Accuracy is assured, as the Reader has been prepared under the supervision of well-known masters in modern languages.

COMMERCIAL CORRESPONDENCE IN FRENCH. 240 pp., cloth, \$1.35.

Gives all the letters of the " Commercial Correspondence in English " translated into French.

GRADUATED FRENCH-ENGLISH COMMERCIAL CORRESPONDENCE. 160 pp., cloth, 85c. By MAURICE DENÈVE.

EXAMINATION NOTES ON FRENCH. 50 pp., cloth, 60c. By F. W. M. DRAPER.

FRENCH BUSINESS LETTERS. Series I, 31 pp., 30c. Series II, 30c. With many notes in English.

EASY FRENCH CONVERSATIONAL SENTENCES. 32 pp., 25c. With literal interlinear translation and imitated pronunciation.

ADVANCED FRENCH CONVERSATIONAL EXERCISES. 32 pp., 25c.

PITMAN'S READINGS IN COMMERCIAL FRENCH. 90 pp., cloth, 50c.

***PITMAN'S INTERNATIONAL MERCANTILE LETTERS, ENGLISH-FRENCH.** 250 pp., cloth, gilt, \$1.35.

JUNIOR FRENCH COMMERCIAL READER. Cloth, 80 pp., 50c. By F. W. M. DRAPER.

Treats of industry, commerce, distribution, and production.

MODELS AND EXERCISES IN COMMERCIAL FRENCH. 180 pp., cloth, \$1.00. By E. T. GRIFFITHS.

Students and teachers of Commercial French will find in this book an exceedingly useful collection of commercial passages in French for unseen translation.

GRADUATED LESSONS IN COMMERCIAL FRENCH. 159 pp., cloth, 85c. By F. MARSDEN.

This book may be used with advantage right from the early stages of the study.

TOURIST'S VADE MECUM OF FRENCH COLLOQUIAL CONVERSATION. 91 pp., cloth, 65c.

A careful selection of every-day Phrases in constant use.

†**FRENCH BUSINESS INTERVIEWS.** 114 pp., cloth, 85c.

With Correspondence, Invoices, etc., each forming a complete Commercial Transaction, including Technical Terms and Idiomatic Expressions, with copious vocabulary and notes in English.

FRENCH COMMERCIAL PHRASES AND ABBREVIATIONS. 30 pp., 30c.

RAPID METHOD OF SIMPLIFIED FRENCH CONVERSATION. 192 pp., cloth, \$1.00.

A valuable aid to anyone teaching or learning by the direct method.

FRENCH VOCABULARIES AND IDIOMATIC PHRASES. 128 pp., cloth, 85c. By EDWARD J. KEALEY, B.A.

This collection of idiomatic phrases and words suggested by them is intended for the student who is anxious to learn to think and to express his thoughts in French. Regular and systematic effort in the matter in this book will enable him to have the 3,000 phrases in it at his fingers' ends well within a year.

FRENCH FOUNDATION BOOK OF VERBS, ACCIDENCE AND SYNTAX. 91 pp., 50c.

This little book provides the indispensable information in French Verbs, Accidence, and Syntax, without a thorough knowledge of which a pupil cannot speak or write simple French correctly. It is not supposed that French can be learnt from it alone, but it is hoped that it will prove useful to masters who teach their pupils by some well-developed Direct Method, and yet find it necessary to fix the rules of the language by some definite learning and exercise. This book is a Memory Aid and Drill for that purpose.

ENGLISH-FRENCH AND FRENCH-ENGLISH DICTIONARY OF BUSINESS WORDS AND TERMS.

With a List of Abbreviations in General Use. Vest-pocket Edition. 2½ in. by 6½ in., 540 pp., cloth, \$1.35.

GERMAN

A NEW GERMAN GRAMMAR. 295 pp., cloth, \$1.50. By JOHN KEEGAN, M.A.

A complete and reliable up-to-date Grammar for use in high schools and for study without a master.

"This attractive new German Grammar not only provides a carefully graduated approach to German, but also contains all the essentials of the language, so that it may be retained as a reference work after the learner has mastered the elements. The author has sensibly not assumed a knowledge of English on the part of the student, and has frequently taken the trouble to explain principles underlying English usage as well as German."—*Journal of Education* (Boston).

PITMAN'S PRACTICAL GERMAN GRAMMAR. New Edition. 112 pp., cloth, \$1.00.

PITMAN'S COMMERCIAL GERMAN GRAMMAR. 182 pp., cloth, \$1.00.

A companion volume to "Spanish Commercial Grammar," teaching the rules of German Grammar on the basis of a commercial vocabulary.

PITMAN'S GERMAN COMMERCIAL READER. 208 pp., cloth, gilt, \$2.00.

Is prepared on similar lines to the "French Commercial Reader."
PITMAN'S READINGS IN COMMERCIAL GERMAN. 90 pp., cloth, 50c.

With many notes and translations in English.
COMMERCIAL CORRESPONDENCE IN GERMAN. 240 pp., cloth, \$1.35.

Gives all the letters of the "Commercial Correspondence" translated into German, with useful notes at the foot of each letter.

PITMAN'S INTERNATIONAL MERCANTILE LETTERS. ENGLISH-GERMAN. 250 pp., cloth, gilt, \$1.50.

GERMAN BUSINESS INTERVIEWS. Series I and II, each 100 pp., each 65c.

With Correspondence, Invoices, etc.
ELEMENTARY GERMAN COMMERCIAL CORRESPONDENCE. 143 pp., cloth, 85c.

GERMAN-ENGLISH AND ENGLISH-GERMAN DICTIONARY OF BUSINESS WORDS AND TERMS. Pocket Edition, 6 by 2 in., \$2.00.

EASY LESSONS IN GERMAN. 116 pp., cloth, 85c. By J. BITHELL, M.A.

Twenty-six interesting graduated lessons are given, each of which is followed by exercises.

GRADUATED GERMAN-ENGLISH COMMERCIAL CORRESPONDENCE. 212 pp., cloth, \$1.50. By M. DENÈVE.

In this handbook the student will find a thorough vocabulary, together with specimen letters introducing special words and showing how they can be handled.

GERMAN GRAMMAR FOR SCIENCE STUDENTS. Cloth, \$1.25.

By W. A. OSBORNE and E. E. OSBORNE.

Written to enable students to read scientific articles and treatises published in the German language.

EASY GERMAN CONVERSATIONAL SENTENCES. 32 pp., 30c.

With literal interlinear translation and imitated pronunciation.

ADVANCED GERMAN CONVERSATIONAL EXERCISES. 32 pp., 30c.

TOURISTS' VADE MECUM OF GERMAN COLLOQUIAL CONVERSATION. 65c.

GERMAN BUSINESS LETTERS. 43 pp., 25c. First Series.

With numerous marginal vocabulary and notes in English, and letters in German script characters.

GERMAN BUSINESS LETTERS. Second Series. 48 pp., 25c.

ITALIAN

NAVAL DICTIONARY. ITALIAN-ENGLISH AND ENGLISH-ITALIAN.

356 pp., cloth, \$4.00. By W. T. DAVIS.

A dictionary of Naval and Mercantile Ship and Marine Engineering Terms and Phrases. For the use of ship's libraries, naval architects, and marine engineers, etc.

PITMAN'S COMMERCIAL ITALIAN GRAMMAR. 154 pp., cloth,

\$1.35. By LUIGI RICCI, *Professor at the University of London.*

"Professor Ricci, an Italian with the advantages of English residence and experience, has brought together in about 70 lessons the main principles of Italian Grammar and Syntax, illustrating them with over 1,400 useful commercial phrases and idioms, and providing abundant material for practice in the 116 exercises scattered through the book. The volume also contains a complete list of irregular verbs, a vocabulary, and an index. It is invaluable to the prospective user of Italian in business."—*Journal of Education* (Boston).

TOURIST'S VADE MECUM OF ITALIAN COLLOQUIAL CONVERSATION. 96 pp., cloth, 60c.

With Vocabularies, Tables, etc.

PITMAN'S INTERNATIONAL MERCANTILE LETTERS. ENGLISH-ITALIAN. Cloth, gilt, \$1.50.

BARETTI'S DICTIONARY OF THE ITALIAN AND ENGLISH LANGUAGES. In 2 vols. : Vol. I, 796 pp. ; Vol. II, 758 pp., cloth, gilt, \$7.50. Edited by J. DAVENPORT and G. COMELATI.

ITALIAN BUSINESS LETTERS. 48 pp., 30c. By A. VALGIMIGLI.

The book should be of great practical value to students of Italian commercial letter writing. As is known, the tonic accent in Italian generally falls on the penultimate syllable, and words deviating from this rule have been accented throughout in the present manual.

PORTUGUESE

A PRACTICAL GRAMMAR OF THE PORTUGUESE LANGUAGE.

325 pp., cloth, \$2.00. By C. A. and A. TOLEDANO.

PITMAN'S INTERNATIONAL MERCANTILE LETTERS. ENGLISH-PORTUGUESE. Cloth, gilt, \$1.35.

LESSONS IN PORTUGUESE COMMERCIAL CORRESPONDENCE. 120 pp., cloth, 85c.

A NEW DICTIONARY OF THE PORTUGUESE AND ENGLISH LANGUAGES. In 2 vols., cloth, gilt. Portuguese-English and English-Portuguese. \$6.00 each. Each volume sold separately. Based on a MS. of JULIUS CORNET. By H. MICHAELIS. Second Ed.

Enriched by a great number of technical terms used in Commerce, Industry, Arts and Sciences, and including a great variety of expressions from the language of daily life.

ABRIDGED DICTIONARY OF THE PORTUGUESE AND ENGLISH LANGUAGES. In 2 Parts: I, Portuguese-English; II, English-Portuguese. Both parts in one vol., \$7.50. By H. MICHAELIS.

Including technical expressions of Commerce and Industry, of Science and Arts.

MISCELLANEOUS

DICTIONARY OF COMMERCIAL CORRESPONDENCE IN SEVEN LANGUAGES. 718 pp., cloth, gilt, \$3.00. New Edition, enlarged and thoroughly revised.

A standard work containing thousands of expressions used in Commercial Correspondence in English, French, German, Italian, Portuguese, Spanish, and Russian, and many of the terms are not to be found in ordinary dictionaries. It also contains a considerable number of model letters. A book indispensable to the modern business office.

INTERNATIONAL TECHNICAL DICTIONARY IN FOUR LANGUAGES. English, Italian, French, and German. 16mo. 921 pp., cloth, \$4.00. By E. WEBBER, *Engineer*.

The words included are those likely to be needed by the electrical or the mechanical engineer; by the manufacturer, the chemist, and the physicist; by the importer and the exporter.

A RAILWAY TECHNICAL VOCABULARY. Crown 8vo, 220 pp., cloth, \$2.50. By L. SERRAILLIER.

Comprising over 5,000 French, English, and American Technical Expressions relating to Railway Management.

PITMAN'S COMMERCIAL TERMS AND PHRASES IN FIVE LANGUAGES. 3 by 5 in., 118 pp., cloth, 85c.

PITMAN'S COMMERCIAL ESPERANTO. 80 pp., cloth, \$1.00. By W. M. PAGE.

A Handbook of the International Language for World Traders.

AN ELEMENTARY GRAMMAR OF IDO. 24 pp., 25c. By L. DE BEAUFONT.

The Natural International Language, with the simplest Grammar and Vocabulary, resulting from the survival of the Fittest Elements in the principal Historical Languages.

IDO COMPLETE MANUAL. 300 pp., cloth, \$2.50.

Consisting of Grammar, Grammatical Exercises, Key, and Vocabularies.

HUGO'S SYSTEM

Grammars

	Cloth.		Cloth.
FRENCH SIMPLIFIED	\$2.00	ITALIAN SIMPLIFIED	\$2.00
DUTCH “	\$2.00	PORTUGUESE “	\$2.00
GERMAN “	\$2.00	SPANISH “	\$2.00
RUSSIAN SIMPLIFIED.		Cloth, \$2.00	

Phrase Books, Etc.

	Cloth.		Cloth.
FRENCH PHRASE BOOK	60c.	FRENCH VERBS	70c.
GERMAN “ “	60c.	SPANISH PHRASE BOOK	60c.
ITALIAN “ “	60c.	SPANISH VERBS SIMPLIFIED	85c.
RUSSIAN READING MADE EASY.		Cloth, \$1.70.	
FRENCH READING SIMPLIFIED.		Cloth, \$1.70.	
FRENCH CONVERSATION SIMPLIFIED.		\$1.70.	

VOCATIONAL and ART WORKS

THE ART OF PAINTING IN PASTEL. 189 pp., and 40 full page colored plates and 15 other illustrations, cloth, gilt, \$5.00. By J. LITTLEJOHNS, R.B.A., and L. RICHMOND, R.B.A.

A book which has the special advantage of having been written and illustrated by two artists of repute who have a thorough knowledge of pastel, and use it habitually with power and distinction. Their technical directions are practical and intelligible, and are calculated not only to assist the student greatly in his work, but to enable the art lover to grasp surely the principles by which all pastel painting that is to be reckoned as sound and legitimate should be directed. The sections into which the book is divided cover adequately the whole ground over which the pastel-painter is likely to travel, and the explanatory text is ample for all educational purposes; and the illustrations deserve high praise for their artistic merit and quality.

THE ART OF BASKET-MAKING. 154 pp., with 74 illustrations, cloth, \$2.00. By THOMAS OKEY.

“ This is a well-written, excellently illustrated book, and the work is described clearly and in details. The book will be of great service to anyone interested in this line of work.—*Industrial Arts Magazine* (Milwaukee).

BUSY WORK FOR NIMBLE FINGERS. 128 pp., 15 colored plates, 14 black-and-white, and 91 diagrams, cloth, \$1.85. By ANNIE GAWTHORPE.

A Course of Handwork for Infants and Juniors.

CANE WEAVING FOR CHILDREN. 40 pp., 30c. Nineteenth Edition. By LUCY R. LATTER.

An educational method of hand training.

CHILDREN'S GARMENTS. Their Planning, Cutting, and Making. 142 pp., with 141 diagrams and illustrations, cloth, \$3.00. By EMILY WALLBANK.

“ This book fills the need for simple drafts and directions for cutting garments. There is an excellent table of measurements and all through the book the most explicit directions are given. The book will be very helpful for those making a specialty of children's garments, and particularly interesting and helpful to an instructor who expects to teach the making of garments. It should be added to all libraries of art textbooks.”—*Journal of Home Economics* (New York).

“ With the present high cost of clothes of all kinds it will be welcomed by home demonstration agents and other social workers who help mothers to spin out adequate work.”—*The Survey* (New York).

***CLAY MODELLING FOR INFANTS.** 128 pp., 80 practical and suggestive illustrations, cloth, \$1.00. By F. H. BROWN, A.R.C.A.

"This is a book of a variety of models beautifully illustrated with adequate suggestions, and is an admirable guide to the teacher."—*Journal of Education* (Boston).

CLAY MODELLING FOR SCHOOLS. With 29 half tone illustrations and 54 diagrams, cloth, \$2.00. By STEWART TAYLOR.

A suggestive course for teachers of modelling, which will provide a progressive scheme of study, and should be easily referred to when guidance upon any particular aspect is needed.

CLAY MODELLING FOR JUNIORS. 160 pp., 100 illustrations, cloth, \$1.25. By F. H. BROWN, A.R.C.A.

The methods suggested in "Clay Modelling for Infants" are here further developed.

DRAWING. From Drawing as an Educational Force to Drawing as an Expression of the Emotions. Bound in buckram. 6¾ by 8¼ in.

102 plus xii pp. plus 32 full-page plates, \$3.50. By A. S. HARTRICK.

"His book is a plea for sound teaching: it may be called in the best sense, Academic. He states his views clearly and buttresses his position by the authority of many eminent artists whom he has known, as well as by that of the great masters of the past; and his conclusions are not likely to be challenged. . . Mr. Hartrick rightly desires to bring to the study of drawing, and also to the schools, something of the free outlook with which we face the world in daily life, so that there shall be real impulse and search for expression behind the work done."—

GEORGE CLAUSEN, R.A., in the *Foreword*.

†**DRAWING AND DESIGN.** 10 by 7½ in., 224 pp., 18 plates in color, and 148 other illustrations and diagrams. Cloth, \$5.35. By SAMUEL CLEGG.

A School Course in Composition. This book should be particularly useful in a girls' school or in a mixed school, for special attention is paid to design in needlework. Art and craft work are linked together. The subject of lettering and manuscript writing is treated suggestively as part of the course in Art.

DRAWING FROM MEMORY AND MIND PICTURING. 6¾ by 8½ in.

60 pp., plus 43 full-page plates, \$3.00. By R. CATTERSON-SMITH, M.A. Edited by F. MORLEY FLETCHER.

"All who are concerned with the teaching of art have become aware that accomplished studies in drawing or painting may be made and yet leave the student with little or no increase of artistic power. Studies in mere representation seem to exercise only a superficial faculty, and may be carried on without stirring deeper perceptions. They frequently add nothing to the memory that is of use, and may lead to no increase of the store of remembered form upon which inventive design depends.

"Mr. Catterson-Smith has given many years of labor and research to the study of memory training for artistic purposes, and in this book gives his matured opinions and a series of remarkable results gained by methods he has devised. His pioneer work covers new ground untouched by earlier authorities. His results and his ingenious methods provide a new resource in art teaching, and increase our knowledge of latent powers that may be trained to great uses in the art of the future."—*Prefatory Note by the Editor*.

This is the only work in the English language dealing with the subject. The eminence of the Author in the world of art makes the

book of first importance, and it should find a place in the library of everyone concerned with art, if only for the beauty of the illustrations and the innate excellence of the book as a whole.

AN EMBROIDERY PATTERN BOOK. 179 pp., with half tone illustrations, cloth, gilt lettering, \$3.00. By MARY E. WARING.

Embroideresses who will begin by adapting the elements given in this Pattern Book, and gain interest and confidence in so doing, will go forward insensibly to varying the elements themselves, and to taking flowers and animals direct from Nature.

DRESS CUTTING AND MAKING. For the Classroom, Workroom, and Home. 271 pp., with 265 diagrams and illustrations, cloth, \$3.00. By EMILY WALLBANK.

EMBROIDERY AND DESIGN. 103 pp., over 100 illustrations, cloth, \$2.00. By JOAN H. DREW.

The writer endeavors to arouse in her readers a desire for better designs, and greater individuality and thought in the home embroidery of to-day. The difference between decorative and undecorative work is clearly explained with the aid of many illustrations, and these are of the right size for tracing and working.

***KNITTING FOR INFANTS AND JUNIORS.** In foolscap 4to, about 64 pp., with over 40 plates and other suggestive illustrations, cloth, \$1.30. By ETHEL M. DUDLEY, L.L.A.

†**SIMPLE LESSONS IN COLOR. COMMON OBJECTS.** 160 pp., with 36 full-page colored plates, cloth, gilt, \$3.00. By H. A. RANKIN.

A Practical Manual of the elementary principles of color as applied both to animate and inanimate objects.

LESSONS IN COLOR. II. FLOWERS. 183 pp., with 40 full-page colored plates, cloth, gilt, \$3.00. By H. A. RANKIN, *Author of "Simple Lessons in Color," "Pencil Drawing,"* etc.

An extension of the principles of Vol. I.

NEEDLEWORK FOR STUDENT TEACHERS. 259 pp., illustrated with 200 diagrams, cloth, \$3.00. Ninth Edition. By AMY K. SMITH.

THE OPEN-AIR SCHOOL. In crown 8vo, 188 pp., with 50 illustrations, cloth, \$1.00. By HUGH BROUGHTON, B.Sc. (London).

PAPER CUTTING AND MODELLING FOR JUNIORS. 176 pp., and 250 illustrations, cloth, \$1.70. By J. E. TOLSON, L.L.A.

PAPER FLOWER MAKING. A Kindergarten Occupation for Girls and Infants. 74 pp., 4 colored plates, 150 illustrations, cloth, 85c. By Miss F. E. MANCHESTER.

PASTEL WORK FOR THE STANDARDS. In three books, Junior, Intermediate, and Senior, each containing a two years' course. Vol. I, 85 pp., 19 colored plates; Vol. II, 84 pp., 21 colored plates; Vol. III, 81 pp., 16 colored plates. Each volume in demy 8vo, cloth, \$1.85. By ALBERT G. TOMPKINS.

PASTEL WORK, or COLOR WITH CRAYONS. Vol. I, Common Objects. 160 pp., 32 full-page colored plates, cloth, \$3.40. By H. A. RANKIN.

PASTEL WORK. Vol. II, Flowers. 188 pp., 36 full-page colored plates, cloth, gilt, \$3.40. By the same Author.

PENCIL DRAWING. 220 pp., with 153 illustrations, cloth, gilt, \$3.10. By the same Author.

This manual is addressed especially to teachers learning the art of teaching Drawing, and should prove of great assistance in removing

practical difficulties, and also give considerable insight into the principles underlying the rules and conventions of the subject.

RAFFIA WORK. 96 pp., and 134 diagrams and 6 full-page plates, cloth, gilt, \$1.70. By ALFRED H. BOWERS.

SIMPLE PICTORIAL ILLUSTRATION. 190 pp., and profusely illustrated with more than 20 magnificent full-page colored plates and about 60 black-and-white illustrations, many of which are full-page, and all will be found both novel, suggestive, and instructive. Cloth, \$3.50. By F. H. BROWN, A.R.C.A., and H. A. RANKIN.

"This book has already proven its merits by being officially listed by the New York Board of Education for use in the schools. To the teacher who knows that drawing of much illustrative material enlivens the lesson, this book will prove very suggestive and practically helpful."—*The School* (New York).

SIMPLE DRESSMAKING. 200 pp., 750 plates, cloth, \$4.00. By E. R. HAMBRIDGE.

This book deals exhaustively with the various stitches and fastenings used in Dressmaking and their applications, Pressing, Making-up Processes, Taking Measurements, Cutting-out; and also contains some notes on Fitting.

SONGS AND GAMES OF BABYLAND ABROAD. 100 pp., cloth, \$1.50. By LOUIE JESSE.

THE TEACHING OF COLOR. 178 pp., and 55 color plates and black-and-white illustrations, cloth, gilt, \$3.00. By H. A. RANKIN.

TOY-MAKING FOR INFANTS. In demy 8vo, 120 pp., with 20 full-page colored plates and 32 black-and-white illustrations, cloth, \$1.35. By BERTHA EDEN. With a Foreword by P. B. BALLARD, M.A. D.Lit.

THE HANDICRAFT OF WOOD CARVING. With 27 half-tone illustrations and 49 diagrams, cloth, \$2.00. By JAMES JACKSON.

Not merely a reference book showing how the student may avoid difficulties, but explaining how he may master them. A manual on which he may safely rely for guidance in the early stages, and which will enable him to grasp thoroughly the method of working, the particular uses and characteristics of wood, and the adaptability of tools. It will teach the student how to carve, not merely how to cut wood.

WOODWORK FOR INFANTS AND JUNIORS. In demy 8vo. With 28 full-page illustrations, about 64 pp., cloth, 80c. By ETHEL S. MORLAND.

WEAVING FOR BEGINNERS. 114 pp., with 62 illustrations, \$2.00. By LUTHER HOOPER.

A simply written book explaining making, mounting, and working a handloom.

* These works have been authorized by the New York Board of Education for the Day and Evening High Schools, the Day and Evening Elementary Schools, and the Intermediate Commercial Schools.

THE ARTISTIC CRAFTS SERIES

BOOKBINDING AND THE CARE OF BOOKS. 352 pp., with 122 drawings by NOEL ROOKE, 8 pp. collotype reproductions, \$3.00. Fourth Edition. By DOUGLAS COCKERELL.

A capital proof of the reasoned thoroughness in workmanship, which

is the first article in the creed of those who are attempting to carry into practice the industrial teaching of Ruskin and William Morris.

DRESS DESIGN. An Account of Costume for Artists and Dressmakers.

A Handbook on Historic Costume from early times, containing over 600 figures, 35 collotype reproductions for 100 specimens of Genuine Dresses, besides 80 Scaled Patterns, taken from Antique Apparel, together with over 400 illustrations of Head-dresses and Footwear, \$4.00. By TALBOT HUGHES.

"This is indeed a trustworthy textbook of workshop practice with the objective to set up a standard of unquestioned quality, and to put artistic craftsmanship before people as furnishing reasonable occupations for those who would gain a livelihood. . . . A most important and practical book for all interested in the designing of dresses and costumes."—*Jewish Tribune*.

EMBROIDERY AND TAPESTRY WEAVING. 420 pp., 178 diagrams and illustrations by the Author. 16 pp. of collotype reproductions, \$4.00. Third Edition. By Mrs. A. R. CHRISTIE.

Mrs. Christie has performed her task to admiration and her lucid explanations of various kinds of stitches will be of value to all workers at embroidery or tapestry weaving, and to novices anxious to learn.

HAND-LOOM WEAVING. 368 pp., 125 drawings by the Author and NOEL ROOKE. Colored and collotype reproductions, \$3.40. By LUTHER HOOPER.

Every phase and process in Weaving is described with so clear and careful an exactitude that, helped as the text is by the Author's sketches and diagrams, the reader should have no difficulty in conquering with its aid the rudiments of the craft.

MANUSCRIPT AND INSCRIPTION LETTERS. 12½ by 9½ in. With 5 Plates by A. E. R. GILL, 16 Plates in all. Full notes and descriptions by the Author, \$3.00. Second Edition. By EDWARD JOHNSTON.

STAINED GLASS WORK. 392 pp., with 73 diagrams and 16 pp. of collotype reproductions, \$3.40. By C. W. WHALL.

It provides an exposition at once instructive and interesting of the workshop practice of the craft of Stained Glass, animated throughout by an encouraging and cheerful sense of the dignity and the elevating influence of such an occupation.

WOODCARVING: DESIGN AND WORKMANSHIP. 320 pp., 79 drawings by the Author, 16 pp., of collotype reproductions, \$3.00. Second Edition. By GEORGE JACK.

"Undoubtedly the best guide to Woodcarving extant. . . . A practical work, written with clearness and literary power by a practical man . . . of great artistic talent. . . . The illustrations are excellent."—*The Builders' Journal*.

WOOD-BLOCK PRINTING. A description of the craft of Wood-cutting and Color-printing based on the Japanese practice. With an Original Print in color, designed and cut by the Author, printed by hand on Japanese paper, together with working diagrams and 23 full-page collotype reproductions of Wood-block Printing and Process, \$3.00. By F. MORLEY FLETCHER.

WRITING AND ILLUMINATING AND LETTERING. 512 pp., 227 illustrations and diagrams by the Author and NOEL ROOKE. 8 pp. of Examples in red and black. 24 pp. of collotype reproductions, **\$3.40.** Tenth Edition. By EDWARD JOHNSTON.

“ . . . This book belongs to that extremely rare class in which every line bears the impress of complete mastery of the subject. We congratulate Mr. Johnston on having produced a work at once original and complete.”—*The Athenaeum.*

†† THE ENCYCLOPAEDIA AND DICTIONARY OF EDUCATION

THIS great English Encyclopaedia, which has taken nearly ten years to prepare, is being published in four handsome volumes of about 500 pp. each, and contains 2,250 separate articles by specialists in all parts of the world on the various subjects. The price of the complete set is **\$25.00.** Separate volumes, **\$6.50** each.

The general Editor, Professor FOSTER WATSON, M.A., D.Litt., is one of the most distinguished scholars of the day, and a well-known contributor to various important standard works, and a writer of great repute. Under the Editor's personal direction, every care has been taken to make the Encyclopaedia as comprehensive, up-to-date, and reliable as possible.

During the last few years the evolution of educational theory and practice in all branches has been particularly rapid, and educationists of all countries have made enormous and important contributions to the literature on Education. The very mass of such literature makes an educational gazetteer of wide information imperative. An encyclopaedia is not only a gazetteer of types and movements, it is also, within certain limits, so to say, a series of descriptive maps, of theory, practice, methods, organization, and administration of education. It is, further, a vast domain of modern civilization. It is a guide-book on a large scale, but it also contains the outline of a great inheritance, the tradition from the past and tradition in the making in the present, the guarantees of the hope for the future of the world.

It is the manifest business of all on whom the education of the nation in any measure devolves to keep pace with educational progress. All concerned with teaching, those connected in any way with educational organization and administration, publicists, parents and students, simply cannot afford to do without this great work, which will give them vital information concerning education as it is to-day. Authors and compilers of educational textbooks, and writers on educational subjects generally, will find it a reference book of inestimable value.

The educational systems of not only the English-speaking countries, but of practically every country in the world, have been outlined, in most cases by educationists whose spheres of work have lain in those particular countries. Clear, accurate, and succinct accounts by those foremost in educational circles are given of all types of teaching institutions in the British Isles and Dominions; among the American

contributors appear such well-known names as Paul Monroe, Ph.D., LL.D., John Dewey, Ph.D., LL.D., and C. H. Judd, Ph.D., LL.D.

An important feature of the work is the illuminative list of articles on the scientific theory of education, embracing the psychological, the medical, and other rapidly changing aspects on which well-known educationists and other experts from all parts of the world have made up-to-date contributions.

While considerable space has been devoted to the theory and practice of education, the historical aspect has also received careful attention. Due prominence has been given to the lives and teachings of great educationists and others who have made important contributions, although less directly, to education.

MISCELLANEOUS

COMPLETE GUIDE TO THE IMPROVEMENT OF THE MEMORY.

116 pp., cloth, 65c. By Rev. J. H. BACON.

THE PRINCIPLES AND PRACTICE OF CONTINUATION TEACHING.

364 pp., cloth, gilt, \$2.40. By C. H. KIRTON, A.C.I.S.

CATS FOR PLEASURE AND PROFIT. 126 pp., \$2.00. By FRANCES

SIMPSON. With 25 half-tone illustrations. New and Revised Edition.

GREAT ASTRONOMERS. 372 pp., cloth, \$3.00. By Sir ROBERT S.

BALL, F.R.S. With numerous illustrations.

IN THE HIGH HEAVENS. Cloth, \$3.00. By Sir ROBERT S. BALL.

IN STARRY REALMS. 370 pp., cloth, \$4.00. By Sir ROBERT S. BALL.

With numerous illustrations.

ROSES AND ROSE GROWING. \$3.00. By ROSE G. KINGSLEY.

With a chapter on "How to Grow Roses for Exhibition," by the Rev. F. PAGE-ROBERTS. With 28 *full-page colored plates*, and 9 half-tone illustrations.

"The book is one that can be thoroughly recommended to all rose growers . . . and as a gift book its illustrations alone make it worth the buying."—*The Garden*.

NEW ROSES. 35c. Supplement to "Roses and Rose Growing."

FURS AND FURRIERY. 9½ by 6½ in. 370 pp., with 183 illustrations, cloth, gilt, \$10.50. By C. J. ROSENBERG.

A practical work on furs and the fur trade, and the making-up of fur garments.

"This excellent work will prove to be of unusual interest and value to the practical furrier. It is profusely illustrated, and goes into the practical end of the fur industry in a most thorough and illuminating manner. It fills a long-felt want, and should prove invaluable to manufacturers, designers, workers, and students. It is one of the few *practical* books on the Furriers' Trade, and is quite up to date.—*Fur Trade Review* (New York).

AUTHORIZED PUBLICATIONS

For 1920, 1921, and 1922 for the Day and Evening High Schools,
the Day and Evening Elementary Schools, and the Intermediate
Schools of the CITY OF NEW YORK

DAY AND EVENING HIGH SCHOOLS

Books on High School List may be ordered for Intermediate Schools.

LIST NO.

SHORTHAND

- 3745 Aesop's Fables in Isaac Pitman Shorthand.
3748G Practice Letters for Beginners in Shorthand.
3748H Memory Drills on the Grammalogs and Contractions.
3748I Review Lessons in Isaac Pitman Shorthand.
3748J Self-Culture in Isaac Pitman Shorthand.
3748L Tales and Sketches in Isaac Pitman Shorthand.
3748M Gulliver's Voyage to Lilliput in Isaac Pitman's Shorthand.
3752 Grammalogs and Contractions in Pitman's Shorthand.
3781 Pitman's Dictation Instructor.
3782 Key to Shorthand Writing Exercises and Tests.
3783 Business Correspondence in Shorthand, 1 to 4 in one volume.
3784 Pitman's Shorthand Rapid Course.
3785 Selections from American Authors in Shorthand.
3786 Business Correspondence in Shorthand Nos. 1, 5 & 6 as ordered.
3787 " " " Nos. 1 & 2 in one vol.
3788 " " " No. 2.
3789 " " " Nos. 3 & 4 in one vol.
3790 Course in Isaac Pitman Shorthand.
3791 Progressive Dictator.
3792 Isaac Pitman Shorthand Instructor.
3793 Shorthand Writing Exercises and Examination Tests.
3794 20th Century Business Dictation and Legal Forms.
3798 Pitman's Graded Shorthand Readings, Elementary.
3799 " " " " Intermediate.
3800 " " " " Advanced.
3801 Supplementary Exercises in Pitman's Shorthand.
3802 Vicar of Wakefield in Pitman's Shorthand.
4227 Taquigrafia Española de Isaac Pitman.
4285 Shorthand Dictionary (Complete).
6057c Brief Reporting Exercises.
6117 Commentary on Pitman's Shorthand.
6118 Methods of Teaching Shorthand.
6119 Notes of Lessons on Pitman's Shorthand.
6120 Pitman's English and Shorthand Dictionary.
6121 The Sign of Four in Pitman's Shorthand.
6158 The Students' Practice Book.
6159 Pitman's Advanced Speed Practice.
8664 French Phonography.

TYPEWRITING

- 3812 Practical Course in Touch Typewriting (Charles E. Smith).
5869 Advanced Typewriting and Office Training.

LIST NO.**SPANISH AND FRENCH**

- 3796 Pitman's Commercial Spanish Grammar (Toledano).
 4088A French-English and English-French Commercial Dictionary.
 4228 Spanish Commercial Reader (Macdonald).
 4229 Manual of Spanish Commercial Correspondence.
 4230 Spanish Commercial Correspondence (Monteverde).
 4286 Spanish-English and English-Spanish Commercial Dictionary.
 3797 French Commercial Reader.
 6020 French Conversations and Business Interviews.

VOCATIONAL

- 5245A Drawing and Design.
 5261 Simple Lessons in Color.
 6017 Principles and Practice of Continuation Teaching.
 6062G The Art of Painting in Pastel.

DAY AND EVENING ELEMENTARY SCHOOLS**LIST NO.****SHORTHAND**

- 6475 Course in Isaac Pitman Shorthand.
 6474 Isaac Pitman Shorthand Instructor.
 6476 Smith's Cumulative Speller and Shorthand Vocabulary.
 6561 Isaac Pitman Shorthand Dictionary.

TYPEWRITING

- 3748N High Speed in Typewriting (Kennedy & Jarret).
 6468 A Practical Course in Touch Typewriting (Chas. E. Smith),
 Balanced Hand Method.

BUSINESS ENGLISH

- 6483 Style Book of Business English (Hammond & Herzberg).

Note.—Works on the Elementary List are also available for Day and Evening High and Intermediate Schools.

OFFICE PRACTICE

- 3748K How to Become an Office Stenographer (W. L. Mason).

PERIODICALS

PITMAN'S JOURNAL. An American Magazine for Isaac Pitman writers.

Per year in advance, **75c.**; Canada and foreign countries, **80c.** Special club rates on application. Volumes I, II, III, and VII, †**\$3.00**; other volumes, **\$1.60.**

PITMAN'S (ENGLISH) JOURNAL. Founded by Sir Isaac Pitman in 1842.

The oldest and only weekly periodical (in any system) in existence devoted to **SHORTHAND**, **TYPEWRITING**, and kindred subjects. Each

number consists of 24 pp., and comprises EIGHT COLUMNS OF PRINTED SHORTHAND. Terms of subscription, payable in advance—

12 months,	52 weekly issues	. . .	\$4.50
6 “	26 “ “	. . .	\$2.50
3 “	13 “ “	. . .	\$1.40

Bound volumes of the JOURNAL from 1842 to 1875 are out of print. Volumes from 1876 to 1890 †\$2.50 each, post free. Volumes from 1891 to 1917 †\$2.25 each, post free. Volumes for 1918 \$2.75, 1919 \$4.80.

PITMAN'S SHORTHAND WEEKLY. 16pp.

Beautifully printed in the Advanced, Intermediate, and Elementary Styles, and illustrated. The contents consist of stories and tales, serial and complete; interesting extracts, amusing paragraphs, phonographic jokes and anecdotes. Terms of subscription—

12 months,	52 weekly issues	. . .	\$2.60
6 “	26 “ “	. . .	\$1.50
3 “	13 “ “	. . .	\$0.75

†Bound volumes (half-yearly) of PITMAN'S SHORTHAND WEEKLY as follows: Vols. 1 to 10, out of print; Vols. 11 to 56, \$1.75 each. Vol. 57 to date, \$2.00.

PITMAN'S SHORTHAND BUDGET. The monthly edition of *P.S.W.*

Each issue contains 64 to 80 pages of Engraved Phonography, and fully illustrated. Twelve months, \$2.60; six months, \$1.50. Sample, 25c.

REPORTERS' JOURNAL. Sample copy, 15c. Yearly subscription, post paid, \$2.00.

REPORTERS' MAGAZINE. Sample copy, 15c. Yearly subscription, post paid, \$1.50. Founded by E. J. NANKIVELL.

THE PHONOGRAPHIC MONTHLY. Sample copy, 15c. Yearly subscription, \$1.25.

THE PHONOGRAPHIC OBSERVER. Sample copy, 15c. Yearly subscription, post paid, \$1.25.

BUSINESS ORGANISATION AND MANAGEMENT.

An English monthly magazine for the Accountant, the Secretary, the Manager, and all engaged in Commerce or Industry. Published monthly, single copy, 50c. Annual Subscription, \$5.40.



UNIVERSITY OF CALIFORNIA LIBRARY
Los Angeles

This book is DUE on the last date stamped below.

Form L9-25m-9,'47(A5618)444

UNIVERSITY of CALIFORNIA
AT
LOS ANGELES
LIBRARY

3 1158 00780 7984

D.V.

UC SOUTHERN REGIONAL LIBRARY FACILITY



A 000 472 687 3

STACK ANNEX

Z56

R58s

STAC